

INGLEBURN HIGH SCHOOL



2020/21

Higher School Certificate

Student Assessment Handbook

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This GENERAL INFORMATION component of this booklet contains information on:

- ↳ Assessment procedures for the HSC
- ↳ Requirements for study for the HSC
- ↳ Satisfactory completion of a course
- ↳ Attendance
- ↳ Non-serious student
- ↳ N-Determination warning letters
- ↳ Student responsibilities
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- ↳ Vocational Education and Training (VET)
- ↳ Use of technology for assignments and assessment tasks
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- ↳ Responsibilities and procedures
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- ↳ Frequently asked questions
- ↳ Assessment schedule overview
- ↳ Appendices (including Illness/Misadventure forms)

Introduction

This handbook has been developed to assist you to successfully complete the Higher School Certificate (HSC). The school will provide you with support and encouragement to meet your educational needs and goals. Some of the information given is advice and other information relates to **mandatory** requirements.

'Mandatory' means that the conditions must be met for you to complete the course. Failing to meet mandatory requirements in a particular course may lead to an N-Determination for that course. This has serious consequences and depending on your pattern of courses, may make you ineligible for the Higher School Certificate (HSC) in that year. You should read the section on **Satisfactory Completion of a Course** carefully and ensure that you understand the requirements.

This document needs to be read in conjunction with the school's assessment and reporting policy which can be found on our school website www.ingleburn-h.schools.nsw.edu.au/

GENERAL INFORMATION

Assessment procedures for the HSC

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Teachers use a variety of assessment strategies that give students multiple opportunities in varying contexts to demonstrate what they know, understand and can do in relation to syllabus outcomes.

Assessment strategies are valid, fair, engage and value the learner, are time efficient and manageable. Assessment values teacher judgment through cooperative programming and discussion of student work samples and achievements.

Assessment programs and tasks

This assessment handbook which will be produced and published on the school website, sets out the details of the common tasks to be completed during the appropriate assessment period. This will also include an assessment program for each course. Classroom teachers will also assess student achievement on an ongoing basis through classwork, homework and other activities relevant to the course. Classroom teachers will inform students of details concerning each common assessment task.

A notification of a common assessment task (Appendix 1a and 1b) will be distributed to students with at least two (2) weeks' notice of the due date of the task that specifies:

- Day, date and time
- Method of assessment
- Outcomes to be assessed
- A description of the task's requirements (with any special requirements)
- Task weighting
- Marking criteria.

The marking criteria must use a five point scale (A-E). Faculties will award marks relevant within each grade to delineate achievement within the grade.

The breakdown of grade to mark ratio used in these tasks is as follows:

Grade	Mark %
A	90 - 100
B	70 - 89
C	50 - 69
D	21 - 49
E	1 - 20

Sample distribution – Task /25	Grade	Mark
	A	23-25
	B	18-22
	C	13-17
	D	6-12
	E	1-5

Assessment tasks are developed in accordance with the guidelines provided by NESA. Teachers will ensure that all students in a course are assessed comparably by using common tasks and/or a standardised marking scale on common assessment occasions.

Requirements for study for the HSC

The HSC rules require you to have satisfactorily completed a **minimum of 12 Units** of study in the Preliminary course and **10 Units** of study in the HSC course. These courses will include:

- At least 2 units of English
- At least 6 units of board developed courses
- At least three 2 unit courses
- Completed 'All My Own Work'

To fully meet the requirements of all courses, students are expected to meet the minimum academic requirements as expected by the New South Wales Education Standards Authority (NESA).

Satisfactory completion of a course

The following is a guide to inform you of the requirements needed to complete HSC courses at Ingleburn High School.

The requirements for the completion of a course are that you:

- **Complete Assessment Tasks**
This means that you must make a serious attempt at all formal tasks as set out in the HSC assessment schedule for each course.
- **Apply yourself with diligence and sustained effort** to the set tasks and learning experiences provided in the course by the school.
- You must **meet the course outcomes and should strive to meet them to the best of your ability**. These are the syllabus outcomes that guide both you and your teachers as to the knowledge and skills you should gain from the course.
- **Class and Coursework**

Indicators of possible failure to demonstrate diligence and sustained effort to meet course requirements include:

- Excessive absences from school (particularly if these are unexplained)
- Excessive absences from classes (as fractional, unexplained trancies)
- A non-serious attempt in class tests, assignments and class tasks due to lack of application
- Failure to complete classwork and homework
- Proven cases of plagiarism or malpractice

To maximise your performance in the HSC you should make your best effort in each of the above areas.

Attendance

It is the school's expectation that you attend all timetabled lessons except if you are ill or if approved leave has been granted by the Principal. Teachers at the school are supportive of students wishing to catch up on missed work, however, the consequences of poor attendance are serious and continued poor attendance will put course completion in jeopardy.

Attendance has significant implications on your ability to meet course requirements. Your teacher and/or Head Teacher will discuss attendance concerns with you. Following such discussions, in order to meet satisfactory requirements the school may:

- interview you to negotiate a course of action
- require you to catch up on missed tasks
- make phone contact and/or interview you (with parent/guardians if you are under 18)

Each course is to be over 85% to ensure maximum participation in all course work and class activities in order to be successful. Absences need to be explained in writing, medical certificates are **REQUIRED** when an assessment task is missed.

After an absence it is essential for each student to seek work from the teacher to catch up on any tasks and activities missed.

Family holidays and travel are no longer considered under the ***Exemption from School – Procedures***. Travel outside of vacation periods is now counted as an absence from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- The Principal will determine if the leave requested is in the best educational interests of the student.
- If the *Application for Extended Leave – Travel* is approved, the student will need to complete and submit an *Illness/Misadventure* form, along with the *Certificate of Extended Leave – Travel* to the Principal
- If the *Application for Extended Leave – Travel* is declined and the student is absent for an assessment task or examination, the student will be awarded a **mark of zero (0)**.

Non-serious student

The school requires students to make a serious attempt to meet course requirements. A student demonstrates that they have been unsatisfactory in participation in a course through:

- A documented pattern of non-satisfactory completion and/or
- Non-serious attempts to meet course objectives and/or
- A serious level of non-attendance to scheduled classes

If you are over 17 and are not fulfilling your course requirements you could have your enrolment at the school terminated. Non-serious students will be interviewed by the Principal to determine a course of action following two (2) written warnings from the school.

N-Determination warning letters

Warning letters are designed to inform you that there is a concern about your progress in the course which may lead to an N-Determination. There are a number of things you should do if you are issued with a warning letter:

- Discuss the matter with your teacher and/or the Head Teacher of that subject
- Seek advice from your teacher/s and/or Year Adviser/Deputy Principal.

Warning letters mean that there are issues that need to be sorted out. The school will support you in doing this. **Seek help and advice so you can get back on track.**

Students who are raising concern in a subject or subjects may be interviewed by their teacher, Year Adviser, Head Teacher, the Deputy Principal or Principal to address these issues.

N-Determination warnings give detailed information about what the issue/s is/are and what steps you need to take to address the issue/s.

There are **two (2)** areas for the issuing of N-Determination warnings:

1. HSC assessment tasks

If you do not attempt or make a serious attempt at an HSC Assessment Task then you can be issued an N-Determination warning letter.

2. Course requirements

If you are not meeting the course requirements of a subject then you can be issued an N-Determination warning letter.

NESA requires all schools to officially warn students if they are in danger of getting an N-Determination in a subject. If the area of concern is addressed satisfactorily by the student, the issuing of a warning will not lead to an N-Determination. Students who satisfactorily complete the required tasks and catch-up on all work outlined in an N-Determination letter/s can regain their eligibility for course completion.

N-Determination process – towards the end of Year 12 Term 3

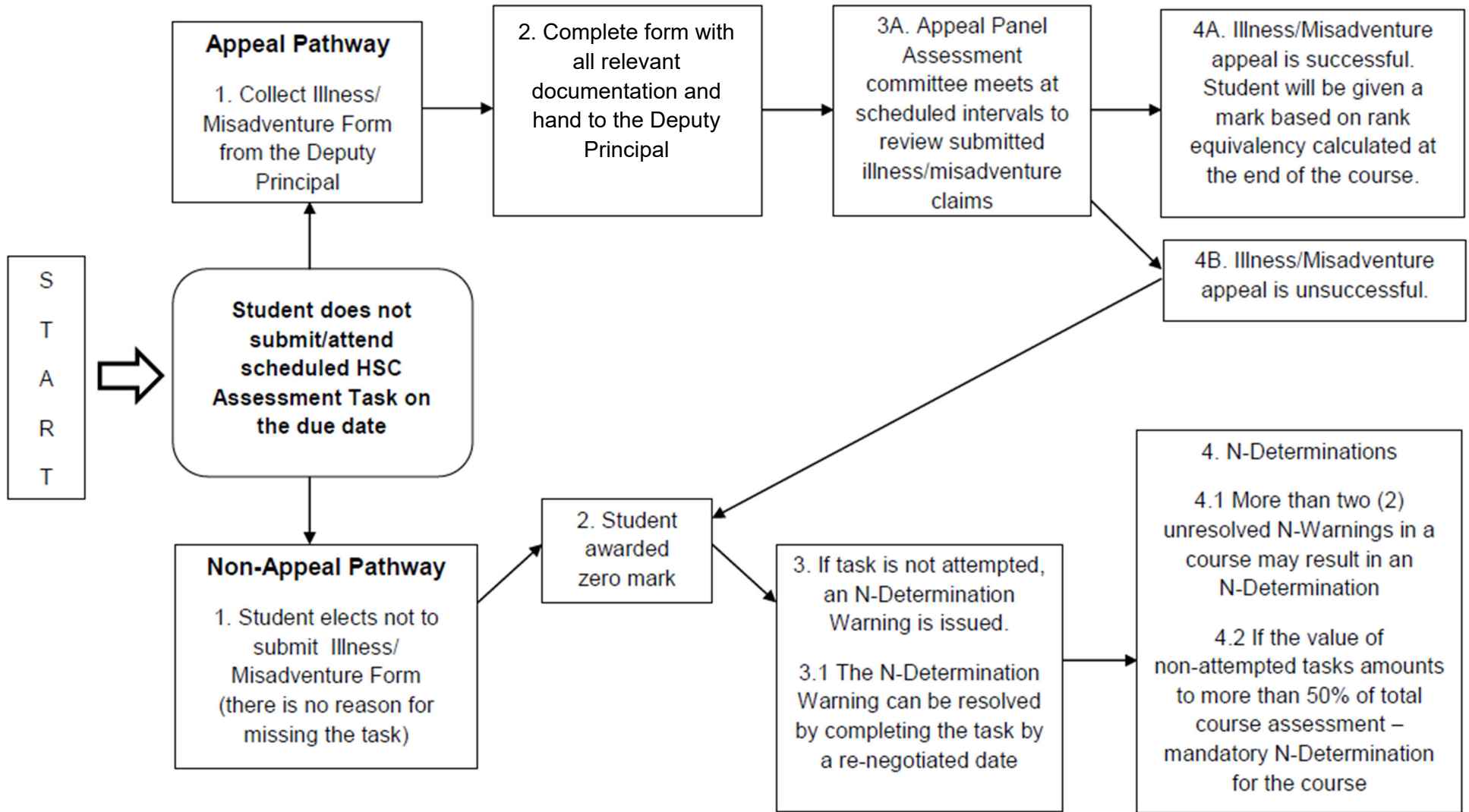
If a student has received at least two (2) warning letters that have not been resolved or a consistent pattern of letters throughout the course, the student will be issued with an N-Determination. This means the student is awarded a non-completion of that course and hence the student will not have that course recorded on their HSC. Additionally it may result in the student not being eligible for their HSC.

Monitoring academic performance (MAP) interviews

As the need arises, MAP Interviews for students causing academic concern in Year 12 will take place.

In addition to the Deputy Principal, the Year Adviser, Careers Adviser and/or VET Coordinator may also be on the panel.

ASSESSMENT NON-SUBMISSION FLOW CHART



Student responsibilities – assessment tasks

All assessment tasks must be submitted by the due date and time.

Students absent from school or classes on the date tasks are due will be required to submit an Illness/Misadventure form to be considered in the relevant manner.

If a task is not submitted on time due to a period of illness or some other misadventure which has prevented you from completing the assessment task, please refer to the illness/ misadventure procedure below.

In accordance with the 'All My Own Work' expectation, you will be awarded a zero (0) mark for tasks which are not your own work, or which involve plagiarism or any form of malpractice.

If you do not seriously attempt assessment tasks which accumulate to more than 50% of the available marks you will automatically receive an N-Determination in that subject.

If you have concerns about the schedule of tasks you should discuss this situation with your teacher/s and/or Year Adviser as soon as possible.

An appeal can be lodged to the Principal about decisions affecting assessment tasks upon the return of the tasks. You can ask your teacher and/or Year Adviser for help with this.

Use of technology for assignments and assessment tasks

All assessment tasks (except where otherwise explicitly stated) **MUST** be submitted in a hard copy on or before the due date.

Students at Ingleburn High School are encouraged to make use of computers (school computers and/or home computers) when appropriate for completing assignments and assessments tasks. If a computer is being used to complete a task, the recommended procedures for the use of technology outlined below should be adhered to:

- Remember to save the document regularly.
- Back up work regularly. If saving to the hard drive, also save to a storage device or USB.
- Print out draft copies of work and keep these in a safe location.
- Do not leave the printing of your task until the night before it is due.
- Do not bring work to school on a USB or other electronic storage device for printing on the day that the task is due. Allow a few days if planning to print the task at school.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for illness or misadventure. Students are expected to follow the responsible practices in relation to the use of technologies, listed above.

Absence due to illness and misadventure

You should attend every scheduled assessment task where you are medically fit to do so, and if at all possible. If you do not attend the assessment task and your Illness/Misadventure appeal is unsuccessful, you will not receive a mark for that task. The school does not, however, expect you to attend an assessment task session against specific medical advice.

How to Appeal

1. Consult the Deputy Principal immediately upon your first day back to school. You will be provided with an official Illness/Misadventure appeal form (Appendix 2). Alternatively, a form may be collected from the office, mailed home or downloaded from the school's website site: www.ingleburn-h.schools.nsw.edu.au/

If an absence occurs during a major examination period the school must be contacted and details of the absence provided. Where an absence is likely to be long term, the school must be contacted.

2. Complete Section A of the Illness/Misadventure form.
3. Section B of the Illness/Misadventure appeal form should be completed by a health professional or another appropriate person, e.g. a counsellor or police officer. A doctor's certificate needs to be specific in terms of dates in order to support your appeal. If a student suffers bereavement or some other misadventure such as lateness due to public transport failure, a parent statement must be made in the relevant section.
4. Hand the completed form to the Deputy Principal.

Decisions regarding Years 10-12 applications for misadventure will be forwarded to an Illness/Misadventure Review Committee where a decision will be made. The Head Teacher of the subject where the misadventure has occurred will be notified of the decision as will the student. (See Illness/Misadventure flowchart)

Students who do not submit a misadventure form to the appropriate authority (Deputy Principal) will have the appropriate penalties for lateness and/or non-submission applied.

*** Note:** It is strongly advised that any task missed due to illness or misadventure be submitted by the student when the student is able. This will allow for meaningful feedback to be given and may also assist the teacher to determine the most accurate rank equivalency for the task at the end of the course.

School assessment appeal panel

The school assessment appeal panel oversees the implementation of the school HSC assessment policy. The panel may comprise the following members:

- Principal
- Deputy Principal
- Counsellor
- Head Teacher/s
- Teaching staff

Any review will be conducted following the review panel guidelines of the school, by at least three members of the panel.

Examinations

Most students at Ingleburn High School will undertake very significant public examinations towards the end of their schooling. The school regards it as vital that training for the demands, skills and appropriate use of time under examination conditions should begin early.

Examinations are conducted as follows:

Year 12

Trial HSC examinations in Term 3

HSC examinations in Term 4

Rules relating to examinations – Please note that rules relating to absence due to illness or misadventure, failure to submit or undertake an assessment task and alleged malpractice, also apply to senior school examinations.

Students should arrive at least 15 minutes prior to the commencement of an examination. The instructions of the supervisor must be strictly adhered to. Students should ensure that they have all necessary equipment required for the examination. Equipment cannot be borrowed during an examination.

A clear plastic container should be used to bring equipment into an examination. Any malpractice during the examination will be dealt with accordingly. Matters involving malpractice in internal examinations will be referred to the appropriate Head Teacher, who may direct the matter to the appeal committee. Matters involving external examinations will be referred to NESA.

Students should refer to the procedures outlined in the relevant rules and procedures booklet published by NESA.

Trial HSC

The school holds trial HSC examinations early in Term 3.

The examination is held under the same rules and guidelines as the HSC. It is a good opportunity to practise your examination techniques under these formal examination conditions.

The school provides detailed information before the examination in terms of expected behaviour and appropriate equipment. If you have any questions you should speak to your class teacher/s and/or your Year Adviser/Deputy Principal.

HSC examinations

Most courses have a formal external examination that needs to be completed to satisfy the requirements for a course. Your class teacher will verify if you have to sit this examination.

The examination will be held in late October and November and is supervised by people from outside the school. These examination supervisors are employed by NESA.

Students access their HSC timetable through their NESA student's online account. A booklet outlining the rules and procedures will also be made available to every student. You should read these rules carefully and talk to your Year Adviser if you have any questions.

If you miss an examination, an examination mark of zero (0) may be awarded for the course. The Principal must be contacted immediately. If you miss an examination or if you are unable to make it, you must lodge an official Illness and/or Misadventure appeal to NESA. If this appeal is upheld, NESA may award your assessment mark as a substitute mark.

More information is available on NESA website: www.boardofstudies.nsw.edu.au and/or <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Australian tertiary admissions rank (ATAR)

What if I want to go to University?

If you wish to go to University you must receive an ATAR. When you enter for the HSC you indicate that you wish to receive an ATAR. Only those students who nominate will receive an ATAR notification.

The ATAR is a number between zero and 100 which ranks your overall performance in the HSC. Universities determine this mark to rank their applications for university entry.

To get an ATAR you must satisfy the following rules:

- Complete 10 units of a board course
- Complete 2 units of English (English Studies subject to conditions)
- Your HSC must be completed in a maximum of five years of study.
- No more than one Category B course can be counted for an ATAR.
- If you repeat a course, only the most current attempt will contribute to your ATAR.

For further information on the ATAR speak to the Careers Adviser, read the ATAR guide available from the Careers Adviser or contact the university where you want to study.

Vocational education and training (VET)

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

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

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

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

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

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

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken. Students in VET courses must be able to demonstrate competence regardless of disability. The principles of *HSC: All My Own Work* apply to all Stage 6 VET courses, including early commencement in Stage 5.

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

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

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

Satisfactory completion of a vocational course

As with all other HSC courses, students undertaking VET courses such as Business Services and Retail Services may be deemed either satisfactory or unsatisfactory. A student has satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that a student has:

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

Unsatisfactory completion of a vet course

If a student fails to undertake the mandatory work placement component of a VET course, the Principal may deem that the student has not made a genuine attempt to satisfactorily complete the course and therefore may apply the N-Determination. The minimum mandatory hours spent in a workplace setting is 70 hours in the 240 hour course.

If at any time it appears that a student is at risk of being given an N-Determination in any VET course, the Principal must follow the same procedure as for any other HSC course. The student will be given written warning in sufficient time to correct any problems regarding the completion of course requirements.

Where a student receives an N-Determination in a VET course, that course will not appear on the student's record of achievement. No vocational certificate or statement of attainment will be issued to students who receive an N-Determination. In such cases, a student can request for a list of units of competency achieved via the VET Coordinator.

Assessment in vocational courses

The purpose of assessment is to attribute competence on the basis of performance demonstrated against the assessment criteria. A student is either judged as **competent** or **not yet competent**.

Assessment in all VET courses is ongoing, therefore students will be able to successfully complete competencies until the end of the course. Students opting for the award of an ATAR will be eligible to sit for the HSC examination relevant to the course studied.

Teachers delivering VET courses will adopt a system of moderated assessment. This means that the assessment of competencies may be monitored not only by the teacher delivering the course, but also by another individual with the appropriate qualifications. This may be by another staff member at either Ingleburn High School or a nearby school, or a qualified assessor in industry.

Assessment of student achievement will meet the requirements to achieve dual accreditation.

A record of demonstrated learning outcomes will be maintained. This is the **Electronic Competency Record (ECR)**. The ECR is a permanent record of learning outcomes demonstrated to industry standards. The ECR **does not** generate a mark. The ECR will be verified by the Principal as a true and accurate record of all learning outcomes demonstrated. The ECR is progressively completed and a central, backup hardcopy along with an electronic copy is kept and updated on a regular basis.

Formulating assessments

Tasks are determined by Ultimo Registered Training Organisation (RTO). Delivering teachers are to follow the teaching and learning strategy as supplied by the Ultimo RTO. A list of the major tasks and the related competencies are described in the specific subject information sections of this booklet.

It is also important to understand that some competencies are assessed in an ongoing informal manner during class time, or while students are observed at work placement.

Reporting competencies

Students will be given a mid-course report and, at the beginning of Term 4, a final course report. These will contain competencies that the student is competent in.

Re-attempting competencies

As assessment of competencies is ongoing, a student may, where practical, be given a maximum of three (3) attempts for the same or similar task, to prove competence.

However, if a student fails to submit an assessment task on time or is absent without the necessary documentation, they will be unable to make multiple attempts at achieving competency.

VET course appeals

In the instance where a student appeals a decision made by their classroom teacher regarding an achievement of a competency, the Principal will organise for an independent assessment from an external assessor.

With regards to appeals concerning an unsatisfactory determination for a Preliminary course, this must be done on the forms sent to the school by NESAs. The actual units and marks achieved for specific tasks will not be considered in any appeal at the end of the course. The review would investigate whether any mistake had been made in the assessment procedures in that course, or whether the assessment procedure was correctly set up.

Assessment for public credentials

In the senior years (Years 10, 11 and 12), assessment takes on the special significance of contributing to the award of important public credentials – the Record of School Achievement ('RoSA') and the Higher School Certificate ('HSC').

The HSC

NESA requires that, before students can progress to the HSC Course in Year 12, they must satisfactorily complete the requirements of the relevant preliminary course in Year 11.

HSC courses

Over the four terms of Year 12 (Term 4, Year 11 and Terms 1-3, Year 12), the school conducts an assessment program in each subject. NESA requires that the school report a mark for each student in each subject that they are presenting for the HSC. The purpose of the assessment program is to determine this mark through the administration of a variety of assessment tasks.

The marks submitted to NESA are moderated by NESA, and are based on the examination results achieved by the school's candidates in each subject. The moderated assessment mark then comprises fifty per cent (50%) of the student's final HSC mark for each subject. Should the student suffer some misadventure at the time of the HSC examination, the moderated assessment mark can become the basis upon which NESA provides a HSC result.

Thus, in every common assessment task set in Year 11, Term 4 and in Year 12, Terms 1-3, students are working directly towards their HSC result.

Following the HSC, students will receive a result notice informing them of their:

- Examination mark
- Scaled assessment mark
- HSC mark (comprising the other two marks combined on a 50:50 basis)
- Band achieved, ranging from 6 to 1, reported as follows:

Band 6 Mark from 90 to 100

Band 5 Mark from 80 to 89

Band 4 Mark from 70 to 79

Band 3 Mark from 60 to 69

Band 2 Mark from 50 to 59

Band 1 Mark from 0 to 49, regarded as unsatisfactory.

Extension units marked out of 50 are reported differently, reported as Bands E4, E3 and E2, with E1 regarded as unsatisfactory.

Final HSC assessment marks are strictly confidential and may not be communicated to students at any time. Students are, however, permitted to know their rank order in each course.

RESPONSIBILITIES AND PROCEDURES

Responsibilities of Students

Students are responsible for:

- supporting the learning of others and behaving in an appropriate manner
- reading and understanding the school's assessment policy
- attempting each assessment task to the best of their ability
- attending all 'in-class' tasks (except in cases of illness or misadventure)
- submitting all 'hand-in' tasks on time (except in cases of illness or misadventure)
- resolving any areas of concern about marks awarded or comments made as soon as possible after the task is handed back
- resolving any disputes with the subject teacher or Head Teacher
- demonstrating, through application and achievement, that they have met the requirements of the course.

Submitting work on the due date

Each student is responsible for completing and submitting all work in the following way:

- On the due date, the assessment task must be submitted at the **time** and **place** specified on the Assessment Task Notification.
- Tasks not handed in, in the appropriate manner or place specified, will be treated as late
- If a student arrives late to an assessment task, they will not be permitted additional time unless there is a valid reason for their late arrival
- If a student hands in a task late (without prior approval or under exceptional circumstances), they will receive zero (0) marks, however, the task is still expected to be completed.
- All tasks will be marked, regardless of any penalties imposed for lateness – marks and levels attained will show what the student would have received if the work had not been late, as well as the penalties imposed.
- Technology problems (such as computers not working or inability to print work) will not be considered as exceptional circumstances to hand work in late – students are required to back up their work and deliver it in hard copy or electronically as directed by their teacher.

Malpractice in assessment tasks or examinations

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. 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
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent or tutor has helped complete appropriate acknowledgement
- breaking school examination rules

Students are subject to normal school rules when an assessment task is due, particularly in attending all classes. Allegations of:

- Cheating
- Plagiarism
- Unsatisfactory conduct
- Non-serious attempts
- Inappropriate computer use

will be reported to the appropriate Head Teacher to investigate the matter and, if proven, reported to the Principal. Where the Head Teacher is satisfied there is clear evidence of malpractice, the award of zero (0) may be recorded for the assessment task. The outcome in such cases will be conveyed in writing to parents and recorded on the NESAs malpractice register.

Where a student is present on the day of the task and truants in periods prior to undertaking the task, or when the task is due, this will be regarded as a form of malpractice.

Appeals relating to assessments

For *Year 12 HSC candidates*, at the time of the announcement of the rank order at the conclusion of Year 12, students have the right to appeal if they believe that their rank is anomalous. Such appeals can only relate to the accuracy of the school's records and the appropriateness of its procedures. Appeals should be directed in writing to the Principal, who will convene the appeal panel as above.

Should the student not be satisfied with the ruling of the appeal committee, they have the right to further appeal to NESAs within the timeframe published annually by NESAs.

There is no appeal against the marks awarded for assessment tasks.

There can be no appeals in the teacher's professional judgment in the awarding of marks.

Schools and students may appeal against decisions concerning aspects of the award of the HSC and RoSA. These are summarised as follows:

1. Individual Assessment Tasks

When a student feels that a procedural decision (i.e. notifications) applied to their work is not consistent with the school's assessment policy and procedures, they may appeal. (See Appendix 4)

2. Assessment Ranking

Students can request a review of their assessment ranking if they consider that the school's order-of-merit for a particular course is not consistent with their expectations on the basis of their performance on assessment tasks.

In conducting an "individual assessment task" review it is necessary for the school to ascertain whether:

- (a) the weightings specified by the school in its assessment program conform with the requirements detailed in the syllabus packages;
- (b) the procedures used by the school for determining the assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program, and;
- (c) there are any computational or other clerical errors in the determination of the assessment mark.

The first appeal must be to the class teacher.

- Where a student feels that the appeal to the course teacher has not been heard in accordance with the school's policy and procedures, **the student may appeal to the Head Teacher responsible for the course.**
- The appeal is to be completed in writing on the school's appeal application form (See Appendix 4)

Disability/medical provisions (special provisions)

Teachers, parents/carers, students can make a **referral to the learning support team** if they think particular students require consideration for disability/ medical provisions.

Where a student has been identified as requiring disability/medical provisions, these provisions could apply for all tasks, tests and assessments that would reasonably be affected by the student's special needs.

Documentation will need to be provided to confirm a student's eligibility for the provisions. This is essential for the HSC examination.

NESA may approve special examination provisions for the HSC examinations if a student has a special need that would, in a normal test situation, prevent them from:

- reading and interpreting the test or examination questions, and/or
- communicating knowledge or understanding to a marker as effectively as a student without that special need.

Applications for Special Provisions for Years 11 and 12 must be made on the official NESA application form and are usually due by the end of the year prior to the student sitting the external examination. Application forms and assistance in completing the forms can be obtained from the Welfare Deputy Principal.

Typical reasons for the granting of special provisions include visual or auditory impairment, learning difficulties or fine motor difficulties. Successful applicants will be granted provisions deemed appropriate by NESA.

These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing, large print examination papers or examinations printed on coloured paper.

Once NESAs has granted a special provision, the school will also endeavour to make the same provision during its own examinations.

The school is ultimately bound by the judgments made by NESAs and must heed NESAs decisions in such matters.

Application for the extension of special examination provisions to tasks other than trial examinations must be made to the Principal. The learning support team will provide other Head Teachers with details concerning students' eligibility for special provisions and the nature of the provision to be offered.

The Teaching and Learning Head Teacher is responsible for ensuring that the approved special provisions are adequately catered for throughout the assessment period.

However, students who are eligible for external teacher aid funding or students with special circumstances, may make application on the appropriate form for special examination provisions. Where possible, applications will be assessed externally and the special provisions granted should be comparable to the current provisions granted by NESAs for similar circumstances.

Administration of special provisions within the school

Some special provisions, such as the provision of a writer and/or reader, require considerable personnel resources *which may, at times, be beyond the ability of the school to provide*. To maximise the possibility of meeting the requirements of students, the following procedures should be noted:

- (a) The Learning Support Team will be responsible for the administration of all special provisions.
- (b) Students with approved special provisions are not required to take further action in relation to formal school examinations. Support learning staff will endeavour to ensure that the requirements of all such students are accommodated.
- (c) Approved students requiring extra time for assessment tasks (such as in-class tests) should notify their teacher as soon as such an assessment task is notified. It will be the responsibility of the teacher to liaise with the Teaching and Learning Head Teacher to accommodate the student's extra time internally. Separate supervision may not always be provided.
- (d) For students requiring a reader and/or writer or the use of a personal computer (or another provision requiring extra personnel) for assessment tasks, it is the *responsibility of the student to advise the Deputy Principal, Wellbeing Coordinator with at least FIVE (5) working days' notice* of their need for this assistance. Failure to give adequate notice may prejudice the school's ability to meet the request. Students requiring assistance of this sort may be required to undertake the assessment task at a different time (such as after school hours) from the remainder of the class to suit the requirements of the people assisting them.
- (e) Where the use of a personal computer is allowed, the Computer Co-ordinator will be responsible for providing a computer, if required. They will ensure that there is no inappropriate material stored on the computer, and will, so far as is possible, disable functions which are not permitted in assessment situations.

The following rules will apply:

- Students may not use functions such as 'spell check' or 'grammar check' or other computer functions which may give them an advantage over other candidates sitting a pen and paper examination. Cutting and/or copying and pasting, however, are permitted.
- Students are not to format their work beyond simple paragraphing and other conventions which would be accessible to students sitting a pen and paper examination.
- A computer calculator is not an approved calculator for the purposes of NESAs examinations.
- Simple drawing programs are permitted where students are required to draw diagrams etc. for an assessment task.
- The choice of software made available on computers used for this purpose will be made by the school.
- For the purposes of ensuring compliance with these rules, students using personal computers may be closely supervised.
- The school will not be responsible for technical failures which may occur at the time of an assessment task or examination.

SCHOOL REPORTS

Final marks for end of course reports for the Year 12 HSC course in Term 3, will be derived from the year's work to that time. However, as final assessment marks are required by NESA to remain confidential, they cannot be reported by the school. Therefore, only the student's final place in course will be included on the school report.

Head Teachers have responsibility to ensure that appropriate marking procedures are followed to ensure a consistency of marking across different classes within the same course. Particular care is exercised with Year 12 assessment tasks and examinations.

In each faculty, the Head Teacher oversees the administration of procedures to safeguard the integrity of marking. While these procedures vary from faculty to faculty, depending on the nature of the student work being assessed, the common purpose is to ensure, so far as is possible, that there is a consistency of marking. Each Head Teacher is responsible for developing a policy in relation to this matter, ensuring that staff are aware of procedures and implement them at all times.

These procedures may include:

- One marker only marking an entire question or task
- Pilot marking (i.e. teachers mark in teams to agree on the standards)
- Double marking (i.e. two teachers mark each paper)
- Check marking (i.e. a teacher checking the marking of others for consistency)
- Group marking (i.e. teachers mark in teams, with comparable standards)

SOME KEY WORDS

The HSC – some key words

To help develop a consistent understanding of some key words in the HSC, the following glossary provides the meaning of these words as they generally apply across subject areas.

Word	Definition
Account	Account for: state reasons firm report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express concisely the relevant details

FREQUENTLY ASKED QUESTIONS

- Q: What should I do if I know that I will be absent from classes for an extended period of time (eg. a week or more)?**
- A:** Seek approved leave from the Principal before the absence occurs.
- Q: What should I do if I have an extended period of absence (eg. three or more days in a row)?**
- A:** Contact the school by phone or email and explain your situation to the Principal, Deputy Principal or your Year Adviser. We strongly recommend that you contact your class teachers regarding work so that you don't fall behind in the course. Medical documentation, as proof of misadventure in line with DoE, must be provided.
- Q: What should I do if I miss an assessment task?**
- A:**
- * If possible telephone the school
 - * Get an Illness and Misadventure form (Appendix 2a) the first day that you return to the school and follow the appropriate steps.
 - * In the case of illness we strongly recommend that a medical certificate accompany each Illness and Misadventure form.
 - * **Upon returning to the school be prepared to submit/complete the task**
- Q: Who do I see if I am not coping?**
- A:** Don't let yourself get to a stage that you feel that you cannot cope with the workload or a particular problem. Discuss the issue with your Year Adviser, the Counsellor, Deputy Principal, Principal, Careers Adviser, Learning Assistance Staff or your teacher.
- Q: Are there any subjects that I must study for an HSC?**
- A:** At least 2 units of English in Preliminary and HSC.
- Q: Will a VET course count towards an ATAR?**
- A:** Yes, provided you sit for the HSC examination in that course and this is the only Category B course you are counting. For further information please see the Careers Adviser, Principal or Deputy Principal.
- Q: If I am enrolled in a VET course, how important is attending work placement?**
- A:** Work placement is mandatory for completing all VET courses. Also be aware that the more VET courses you are enrolled in, the more work placements you have to complete. ***For instance if you elect to do three VET courses, the third work placement MUST be completed in your own time.***
- Q: What is Pathways?**
- A:** A part-time pattern of study in which you can take up to five (5) years (maximum) to complete your HSC courses.
- Q: If I repeat a HSC subject will my best result count towards an ATAR?**
- A:** No, only your **latest** examination result will count towards your ATAR.
- Q: Does attendance affect Centrelink payments?**
- A:** Yes. For example, too many unexplained absences will result in a reduction in youth allowance payments. NB: An unexplained absence is where no reason is given for the absence or the reason is unsatisfactory. Ask your Deputy Principal or Year Adviser if you have issues regarding your attendance.

BIOLOGY

SUBJECT DESCRIPTION:

During this course we will look at Heredity, Genetic Change, Infectious Disease and Non-Infectious Disease and Disorders.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
Topic:	Assessment and Model on reproduction and Protein Synthesis	Depth Study –	Practical task and Model on topic- 'Infectious diseases'	Trial HSC Examination	
Due Date:	Term 4 2020 Weeks 7-8	Term 1 Weeks 7-8	Term 2 Weeks 6-7	Term 3 Weeks 2-3	
Task Weighting:	25	25	25	25	
Outcomes:	BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO12-12	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-14 BIO12-15	BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Skills in Working Scientifically <ul style="list-style-type: none"> • Questioning and Predicting • Planning and Investigation • Conducting an Investigation • Processing Data and Information • Analysing Data and Information • Problem Solving • Communicating 	15	15	15	15	60
Knowledge and Understanding of Course Content	10	10	10	10	40
Marks	25	25	25	25	100

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

BUSINESS STUDIES

SUBJECT DESCRIPTION:

Business Studies empowers students to become informed and responsible citizens by developing knowledge, understanding, skills and values relevant to their interactions with business and participation in a dynamic business environment. The HSC year focuses on four central topics – Marketing, Operations, Human Resources and Finance.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Case Study Extended Response (Marketing)	Topic Test (Finance)	Business Report (Operations & Finance)	Trial HSC Examination	
Due Date:	Term 4 2020 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 2-3	
Task Weighting:	20	15	25	40	
Outcomes:	H4, H9	H8, H10	H2, H5	H4, H6	
Knowledge and understanding of course content	10	5	10	15	40
Stimulus based skills		5	5	10	20
Inquiry and research	5	5	5	5	20
Communication of business information, ideas and issues in appropriate forms	5		5	10	20
Marks	20	15	25	40	100

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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

CHEMISTRY

SUBJECT DESCRIPTION:

During this course we will look at Equilibrium and Acid Reactions, Acid/Base Reactions, Organic Chemistry and Applying Chemical Ideas.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
Topic:	Research Task	Practical task	Report writing (Depth Study)	Trial HSC Examination	
Due Date:	Term 4 2020 Weeks 7-8	Term 1 Weeks 7-8	Term 2 Weeks 6-7	Term 3 Weeks 2-3	
Task Weighting:	15	25	30	30	
Outcomes:	CH12-4 CH12-6 CH12-7 CH12-12	CH12-2 CH12-3 CH12-5 CH12-13	CH12-14 CH12-1 CH12-5 CH12-6 CH12-7	CH12 1-15	
Skills in Working Scientifically 1. Questioning and Predicting 2. Planning and Investigation 3. Conducting an Investigation 4. Processing Data and Information 5. Analysing Data and Information 6. Problem Solving 7. Communicating	5	20	20	15	60
Knowledge and Understanding of Course Content	10	5	10	15	40
Marks	15	25	30	30	100

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

COMMUNITY AND FAMILY STUDIES

SUBJECT DESCRIPTION:

This aim of the *Community and Family Studies Stage 6 Syllabus* is to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Independent Research Project	Groups in Context	Family and Societal Interactions	Trial HSC Examination	
Due Date:	Term 4 2020 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 2-3	
Task Weighting:	20	25	25	30	
Outcomes:	H4.1, H4.2	H2.2, H3.1, H4.1, H5.1	H3.2, H3.3, H6.1, H6.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.4, H4.1, H4.2, H5.1	
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
Marks	20	25	25	30	100

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

DESIGN AND TECHNOLOGY

SUBJECT DESCRIPTION:

This aim of the *Design and Technology Stage 6 Syllabus* is to develop conceptual understanding and enables students to creatively apply these to specific technological endeavours through design projects. It also seeks to develop students' appreciation of the historical and cultural influences on design and the interrelationships of design, technology, society and the environment.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
<p>Due Date:</p> <p>Task Weighting:</p> <p>Outcomes:</p>	Project Proposal Presentation	Innovation Case Study	Major Project Skills Development	Trial HSC Examination	
	Term 4 2020 Week 7	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 2-3	
	20	20	20	40	
	H3.2, H4.1, H5.2	H2.1, H2.2, H3.1, H5.2, H6.2	H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2; H2.1, H2.2, H3.1, H6.1, H6.2	
Knowledge and understanding of engineering principles and developments in technology		20	10	10	40
Understanding the scope and role of engineering including management and problem solving	20		10	30	60
Marks	20	20	20	40	100

- H1.1 critically analyses the factors affecting design and the development and success of design projects
- H1.2 relates the practices and processes of designers and producers to the major design project
- H2.1 explains the influence of trends in society on design and production
- H2.2 evaluates the impact of design and innovation on society and the environment
- H3.1 analyses the factors that influence innovation and the success of innovation
- H3.2 uses creative and innovative approaches in designing and producing
- H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 evaluates the processes undertaken and the impacts of the major design project
- H5.1 manages the development of a quality major design project
- H5.2 selects and uses appropriate research methods and communication techniques
- H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
- H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

EARTH AND ENVIRONMENTAL SCIENCE

SUBJECT DESCRIPTION:

During this course we will look at Earth's Processes, Hazards, Climate Science and Resource Management.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
Topic:	ALARM Research Task	Depth Study Model Construction and Design Brief	Practical Investigation Task	Trial HSC Examination	
Due Date:	Term 4 2020 Week 7	Term 1 Weeks 7-8	Term 2 Weeks 6-7	Term 3 Weeks 2-3	
Task Weighting:	20	30	20	30	
Outcomes:	EES12-4 EES12-5 EES12-6 EES12-7 EES12-13	EES12-1 EES12-4 EES12-6 EES12-7 EES12-12	EES12-1 EES12-2 EES12-3 EES12-4 EES12-5 EES12-6 EES12-7 EES12-14	EES12-7 EES12-15	
Skills in Working Scientifically <ul style="list-style-type: none"> • Questioning and Predicting • Planning and Investigation • Conducting an Investigation • Processing Data and Information • Analysing Data and Information • Problem Solving • Communicating 	10	20	15	15	60
Knowledge and Understanding of Course Content	10	10	5	15	40
Marks	20	30	20	30	100

EARTH AND ENVIRONMENTAL SCIENCE

EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	analyses and evaluates primary and secondary data and information
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES11-8	describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
EES11-9	describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10	describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11	describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes
EES12-12	describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13	describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES12-14	analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES12-15	describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

ECONOMICS

SUBJECT DESCRIPTION:

Global Economy: Study of the operation of the global economy and the impact of globalisation on individual economies.

Australia's Place in the Global Economy: The study of the impact of changes in the global economy on Australia's internal and external stability.

Economic Issues: Study the nature, causes and consequences of the economic issues and problems in contemporary economies.

Economic Policies and Management: Study the aims and operation of economic policies in the Australian economy.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
<p>Due Date:</p> <p>Task Weighting:</p> <p>Outcomes:</p>	Research Essay	Economic Issues	Research Policy Essays	Trial HSC Exam	
	Term 4 2020 Week 7	Term 1 Weeks 7-8	Term 2 Weeks 6-7	Term 3 Weeks 2-3	
	15	30	25	30	
	H4 H9 H12	H10 H11	H3 H5 H6	H1 H2 H7 H8	
Knowledge and Understanding of course content	5	10	5	20	40
Stimulus based skills		10	5	5	20
Inquiry and Research	5	5	10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Marks	15	30	25	30	100

- H1 demonstrates understanding of economic terms, concepts and relationships
- H2 analyses the economic role of individuals, firms, institutions and governments
- H3 explains the role of markets within the global economy
- H4 analyses the impact of global markets on the Australian and global economies
- H5 discusses policy options for dealing with problems and issues on individuals, firms and governments
- H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical contexts
- H9 selects and organises information from a variety of sources for relevance and reliability
- H10 communicates economic information, ideas and issues in appropriate forms
- H11 applies mathematical concepts in economic contexts
- H12 works independently and in groups to achieve appropriate goals in set timelines

ENGINEERING STUDIES

SUBJECT DESCRIPTION:

The aim of the *Engineering Studies Stage 6 Syllabus* is to provide students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
<p>Due Date:</p> <p>Task Weighting:</p> <p>Outcomes:</p>	Civil Structure	Personal and Public Transport	Aeronautical and Telecommunication Engineering Report	Trial HSC Examination	
	Term 4 2020 Week 8	Term 1 Week 8	Term 2 Weeks 6-7	Term 3 Weeks 2-3	
	25	25	25	25	
	H1.1; H2.1; H2.2; H3.1; H6.2	H1.2; H3.2; H3.3; H5.1	H1.1; H5.2; H6.1; H6.2	H1.1; H1.2; H2.1; H2.2; H3.1; H3.3; H4.2; H4.3; H6.1; H6.2	
Knowledge and understanding of engineering principles and developments in technology	10	10	10	20	50
Skills in research, problem solving and communication related to engineering	10	10	10		30
Understanding the scope and role of engineering including management and problem solving	5	5	5	5	20
Marks	25	25	25	25	100

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

ENGLISH ADVANCED

SUBJECT DESCRIPTION:

Students engage in the critical study of a variety of fiction and non-fiction texts. They explore texts, contexts and language through a Common Module, 'Texts and Human Experience' as well as three other Modules. They analyse and respond critically and imaginatively to prescribed texts and texts of their own choosing. The Module 'Craft of Writing' will provide opportunities for students to extend their writing skills in a range of forms for a variety of purposes and audiences.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Timed Critical Extended Response <i>Common Module</i> – including related material <i>Texts and Human Experiences</i>	Multimodal Presentation <i>Textual Conversations</i>	Processed Written Response <i>Craft of Writing</i>	Trial HSC Examination Paper 1: Common Module Paper 2: Modules A & B (C)	
Due Date:	Term 4 2020 Week 8	Term 1 2021 Week 8	Term 2 2021 Weeks 6-7	Term 3 2021 Weeks 2-3	
Task Weighting:	20	25	25	30	
Outcomes:	EA12-3, EA12-5, EA12-6	EA12-1, EA12-2, EA12-6, EA12-8	EA12-1, EA12-4, EA12-9	EA12-1, EA12-3, EA12-5, EA12-7, EA12-8	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Marks	20	25	25	30	100

- EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6 investigates and evaluates the relationships between texts
- EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH STANDARD

SUBJECT DESCRIPTION:

Students engage in the close study of a variety of fiction and non-fiction texts. They examine the relationship between meaning, form and language through a Common Module, 'Texts and Human Experience' as well as three modules. They respond analytically and imaginatively to prescribed texts and texts of their own choosing. The Module 'Craft of Writing' will provide opportunities for students to extend their writing skills in a range of forms for a variety of purposes and audiences.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Timed Analytical response using prescribed text and related material <i>Texts and Human Experiences</i>	Multimodal presentation <i>Language, Identity and Culture</i>	Processed Written Response <i>Craft of Writing</i>	Trial HSC Examination Paper 1: Common Module Paper 2: Modules A & B (C)	
Due Date:	Term 4 2020 Week 8	Term 1 Week 8	Term 2 Weeks 6-7	Term 3 Weeks 2-3	
Task Weighting:	20	25	25	30	
Outcomes:	EN12-3, EN12-5, EN12-6	EN12-1, EN12-2, EN12-8	EN12-2, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-7	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Marks	20	25	25	30	100

- EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
- EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN12-6 investigates and explains the relationships between texts
- EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds
- EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning
- EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH STUDIES

SUBJECT DESCRIPTION:

Students develop proficiency in their English language skills by responding to and composing a wide range of texts. They develop skills in reading, listening, viewing, writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, careers and citizenship.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Timed Written Response Mandatory Module: Texts and Human Experiences	Multimodal Presentation Module: On the Road (English & Travel)	Viewing/ Writing Task Module: The Big Screen (English & Film-making)	Collection of classwork All modules (to be given out Term 4 2020)	
Due Date:	Term 4 2020 Week 8	Term 1 Week 8	Term 2 Weeks 6-7	Term 3 Weeks 2-3	
Task Weighting:	20	25	25	30	
Outcomes:	ES12-1, ES12-5, ES12-8, ES12-9	ES12-1 ES12-4 ES12-6	ES12-1, ES12-2, ES12-5, ES12-9	ES12-2, ES12-3, ES12-4, ES12-10	
Knowledge and understanding of course content	10	10	15	15	50
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	10	15	10	15	50
Marks	20	25	25	30	100

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

HISTORY EXTENSION

SUBJECT DESCRIPTION:

Students examine a range of case studies through a historiographical lens, as well as exploring a variety of historian's perspectives and the ways that history can be interpreted. Students also complete an independent major work, the History Project where students have the opportunity a historiographical debate in an area of interest.

Component	Task 1	Task 2	Task 3	Total % Weighting
	Historical Process (proposal, process log, annotated sources) History Project	Essay – History Project	Trial HSC Examination	
Due Date:	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 2-3	
Task Weighting:	30	40	30	
Outcomes:	HE12-1 HE12-2 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-3 HE12-4	
Knowledge and understanding of about significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
Marks	30	40	30	100

- HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- HE12-2 plans, conducts, and presents a substantial historical investigation involving analysis, synthesis, and evaluation of information from historical sources of differing perspectives and historical approaches
- HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse, and evaluate historical issues
- HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

INDUSTRIAL TECHNOLOGY (MULTIMEDIA TECHNOLOGIES AND TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES)

SUBJECT DESCRIPTION:

The aim of the *Industrial Technology Stage 6 Syllabus* is to develop in students a knowledge and understanding of the selected industry and its related technologies with an emphasis on design, management and production through practical applications.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
<p style="text-align: right;">Due Date:</p> <p style="text-align: right;">Task Weighting:</p> <p style="text-align: right;">Outcomes:</p>	Management Folio and Production Presentation	Industry Report	Major Project Skills Development	Trial HSC Examination	
	Term 4 2020 Week 7	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 2-3	
	20	20	30	30	
	H1.1, H1.2, H3.2, H3.3, H5.1, H5.2, H6.2	H1.1, H2.1, H5.1, H7.1, H7.2	H1.2, H2.1, H3.1, H3.2, H4.1, H4.3, H5.1, H6.1	H1.1, H1.2, H2.2, H4.3, H5.2, H6.1, H6.2, H7.1, H7.2	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry		10	10	20	40
Knowledge skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major product	20	10	20	10	60
Marks	20	20	30	30	100

INDUSTRIAL TECHNOLOGY (TIMBER AND MULTIMEDIA)

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

JAPANESE BEGINNERS

SUBJECT DESCRIPTION:

The aim of the course is to develop students' understanding of the Japanese language and culture, through the topics of school routine, hobbies, holidays and travel and future plans. Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Japanese. Students will also develop knowledge of the culture of Japanese-speaking communities.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
Due Date: Task Weighting: Outcomes:	Listening	Speaking	Reading and Writing	Trial HSC Examination	
	Term 4 2020 Week 7	Term 1 Week 8	Term 2 Weeks 6-7	Term 3 Weeks 2-3	
	25	15	20	40	
	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5	1.1, 1.2, 2.3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Listening and Responding			20	10	30
Reading and Responding	15			15	30
Writing in Japanese	10			10	20
Speaking in Japanese		15		5	20
Marks	25	15	20	40	100

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese- speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese- speaking communities to the production of texts.

LEGAL STUDIES

SUBJECT DESCRIPTION:

Students will study the legal processes and institutions within the context of crime and examine the relationship between individual and community rights and interests. Domestic and International Human Rights will be analysed as well as looking at the interrelationship between the two. Finally they will study two out of the following optional topics: Family Law, Shelter, Consumers, Indigenous Peoples, Workplace Law, Global Environmental Protection or World Order.

Component	Task 1	Task 2	Task 3	Task 4	Total % weighting
	Multiple Choice and Crime Case Study	Human Rights Task	Media File and Written Tasks on two selected options	Trial HSC Examination	
Due Date:	Term 4 2020 Week 8	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 2-3	
Task Weighting:	20	20	30	30	
Outcomes:	H1, H10	H2, H6	H5, H8	H3, H7, H9	
Knowledge and understanding of the course content	10	5	15	30	60
Inquiry and research	5	5	10		20
Communication of Legal Studies information, issues and ideas in appropriate forms	5	10	5		20
Marks	20	20	30	30	100

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

MATHEMATICS ADVANCED

SUBJECT DESCRIPTION:

Students will learn to use the calculus to solve problems and calculate area and volume. They will also develop their study in probability and trigonometry. They will solve problems in the topics of exponentials and logarithms. They will apply knowledge from series and sequences to solve problems in loan repayment and superannuation.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
Due Date: Task Weighting: Outcomes:	Assessment	Open Book Assessment	PBL Assessment	Trial HSC Examination	
	Term 4 2020 Week 7	Term 1 Weeks 7-8	Term 2 Weeks 6-7	Term 3 Weeks 2-3	
	20	25	25	30	
	MA11-3, MA11-4, MA11-7, MA12-1, MA12-8, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-5, MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
Skills, knowledge and techniques	10	12	13	15	50
Reasoning and communication	10	13	12	15	50
Marks	20	25	25	30	100

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts MA11-9 provides reasoning to support conclusions which are appropriate to the context
- MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA12-3 applies calculus techniques to model and solve problems
- MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA12-6 applies appropriate differentiation methods to solve problems
- MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA12-8 solves problems using appropriate statistical processes
- MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

MATHEMATICS EXTENSION 1

SUBJECT DESCRIPTION:

Students will study extension work in Probability; Binomial distribution; Integration; Vectors; Trigonometry and Functions; Calculus including forces, projectiles and exponential growth and decay.

Component	Task 1	Task 2	Task 3	Total % Weighting
Due Date: Task Weighting: Outcomes:	Assessment	Examination	Trial HSC Examination	
	Term 1 2020 Week 8	Term 2 Week 8	Term 3 Weeks 6-7	
	30	30	40	
	MA11-4, ME12-1, ME12-3	ME12-2, ME12-4, ME12-6	ME12-5, ME12-6, ME12-7	
Skills, knowledge and techniques	15	15	20	50
Reasoning and communication	15	15	20	50
Marks	30	30	40	100

- MA11-4 applies understanding of the concepts of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME12-1 applies techniques involving proof or calculus to model and solve problems
- ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems
- ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
- ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
- ME12-5 applies appropriate statistical processes to present, analyse and interpret data
- ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts
- ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

MATHEMATICS STANDARD 2

SUBJECT DESCRIPTION:

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
Due Date: Task Weighting: Outcomes:	In-Class Assessment	Open Book Assessment	PBL Assessment	Trial HSC Examination	
	Term 4 2020 Week 7	Term 1 Weeks 7-8	Term 2 Weeks 6-7	Term 3 Weeks 2-3	
	20	25	25	30	
	MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	
Skills, knowledge and techniques	10	15	15	15	55
Reasoning and communication	10	10	10	15	45
Marks	20	25	25	30	100

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

MODERN HISTORY

SUBJECT DESCRIPTION:

Students will examine the rise and consolidation of power under the Nazi Regime as part of their core study. They will study the individuals, groups and developments of the period under Russia and the Soviet Union 1935-1945. By investigating the key features of the Conflict in Europe, students will also develop more critical historical concepts and skills. The HSC course will conclude with the Trial Examination paper.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Core: Power and Authority in the Modern World 1919-1946: Historical Analysis	National Study: Extended Response	Peace and Conflict: Research and Extended Response	HSC Trial Examination	
Due Date:	Term 4 2020 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 2-3	
Task Weighting:	30	30	15	25	
Outcomes:	MH12.6, MH12.7	MH12.4, MH12.5	MH12.2, MH12.8	MH12.1, MH12.3, MH12.9	
Knowledge and understanding of course content	10	10	5	15	40
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	10	5		5	20
Historical inquiry and research	5	10	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Marks	30	30	15	25	100

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

MUSIC 1

SUBJECT DESCRIPTION:

Music 1 students will develop their performance, listening and compositional skills. Students will study Jazz Music, Popular Music, Australian Music and An Instrument and Its Repertoire as well as the concepts of Music.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Composition and Performance	Aural and Elective 1	Viva Voce and Elective 2	Trial HSC Aural and Practical Examination	
Due Date:	Term 4 2020 Week 8 01/12/2020	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 2-3	
Task Weighting:	20	20	20	40	
Outcomes:	H1, H4, H6	H1, H4, H5, H8, H9	H1, H2, H3, H6, H7, H9	H1, H2, H3, H4, H5, H8, H9	
Performance Core	10				10
Composition Core	10				10
Musicology Core			10		10
Aural Core		10		15	25
Elective 1		10		5	15
Elective 2			10	5	15
Elective 3				15	15
Marks	20	20	20	40	100

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

PDHPE

SUBJECT DESCRIPTION:

Students will study two mandatory core subjects: Health Priorities in Australia and Factors Affecting Performance. Students will then also study two optional units: The Health of Young People, and Improving Performance.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Core 2 Factors Affecting Performance	Option 4 Improving Performance	Core 1 Health Priorities in Australia	Trial HSC Examination	
Due Date:	Term 4 2020 Week 7 27/11/2020	Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 2-3	
Task Weighting:	25	20	25	30	
Outcomes:	H7, H8	H7, H17	H1, H4, H5, H14,	All Outcomes	
Knowledge and understanding of course content	10	5	10	15	40
Skills in critical thinking, research analysis and communication	15	15	15	15	60
Marks	25	20	25	30	100

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

PHYSICS

SUBJECT DESCRIPTION:

During this course we will look at Advanced Mechanics, Electro-magnetism, The Nature of Light and From the Universe to the Atom.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
Topic:	Research Task	Report writing (Depth Study)	Practical task	Trial HSC Examination	
Due Date:	Term 4 2019 Weeks 7-8	Term 1 Weeks 7-8	Term 2 Weeks 6-7	Term 3 Weeks 2-3	
Task Weighting:	20	30	20	30	
Outcomes:	PH11/12-6 PH11/12-7 PH12-12	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-14	PH11/12-5, PH11/12-6, PH11/12-7, PH12-15	PH11/12-5, PH11/12-6, PH11/12-7, PH12-15	
Skills in Working Scientifically 1. Questioning and Predicting 2. Planning and Investigation 3. Conducting an Investigation 4. Processing Data and Information 5. Analysing Data and Information 6. Problem Solving 7. Communicating	10	20	15	15	60
Knowledge and Understanding of Course Content	10	10	5	15	40
Marks	20	30	20	30	100

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

SOCIETY AND CULTURE

SUBJECT DESCRIPTION:

Students will study the core topic Social and Cultural Continuity and Change as well as the Personal Interest Project. Two depth studies, Popular Culture and Belief Systems, will also be undertaken.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
<p style="text-align: center;">Due Date:</p> <p style="text-align: center;">Task Weighting:</p> <p style="text-align: center;">Outcomes:</p>	Research and Report Social and Cultural Continuity and Change	PIP Progress Report Presentation and Interview	Written responses Popular Culture	Trial HSC Examination	
	Term 4 2020 Week 7	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 2-3	
	25	15	30	30	
	H1, H5, H6, H10	H6, H8, H9, H10	H1, H2, H9, H10	H1, H2, H3, H4, H5, H6, H7, H10	
Knowledge and understanding of course content	10		20	20	50
Application and evaluation of social and cultural research methods	10	10	5	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Marks	25	15	30	30	100

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

SPORT, LIFESTYLE AND RECREATION

SUBJECT DESCRIPTION:

This subject enables senior students to build upon their learning in Junior PDHPE. Specifically it focuses on those aspects of the learning area that most closely relates to participation in sport and physical activity.

Students will develop an appreciation for physical activity in a manner which will enable students to adopt and maintain an active lifestyle.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Resistance Training	Healthy Lifestyle	Social Perspectives of Games and Sport	Games and Sport Applications	
Due Date:	Term 4 2020 Week 7 03/12/2020	Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 2-3	
Task Weighting:	25	25	25	25	
Outcomes:	1.3, 2.2, 2.3, 3.2, 3.3, 4.4	2.3, 4.2, 5.1	1.4, 2.4, 3.7	1.1, 1.3, 3.1, 4.1	
Knowledge and understanding	15	15	15	15	60
Skills	10	10	10	10	40
Marks	25	25	25	25	100

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Values and Attitudes

- 1.1 accepts responsibility for personal and community health
- 1.2 willingly participates in regular physical activity
- 1.3 values the importance of an active lifestyle
- 1.4 values the features of a quality performance
- 1.5 strives to achieve quality in personal performance

VISUAL ARTS

SUBJECT DESCRIPTION:

Visual Arts as a subject provides for various interpretations of the visual arts that are both contemporary and relevant. Acknowledging that visual arts encompasses the areas of art, craft and design, the subject is theoretically and practically sustained by practice, the frames, and a conceptual framework about art. These underpinnings form the basis for content and accommodate different student interests and abilities.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Case Study	Body of Work Presentation	Body of Work Progress and VAPD	Trial HSC Examination	
Due Date:	Term 4 2020 Week 8 03/12/2020	Term 1 Week 8	Term 2 Weeks 6-7	Term 3 Weeks 2-3	
Task Weighting:	20	20	30	30	
Outcomes:	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Artmaking (development of the body of work)		20	30		50
Art criticism and art history	20			30	50
Marks	20	20	30	30	100

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

VET SUBJECTS



Education

ULTIMO 90072

BUSINESS SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2020 – HSC 2021

QUALIFICATION: BSB20115 Certificate II in Business

Training Package: BSB Business Services (version 3)

NESA Course Code:

2 U x 2 YR - 26101

2021 HSC Exam: 26199

LMBR UI Code:

(11 OR 12)

BSB20115226101B

TERM	UOC CODE	Unit of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%	
		7 PRELIMINARY UOCs						
Term 1	BSBWHS201	Contribute to health and safety of self and others	C	M	15	Cluster A: At the Office Written task, scenario, observation of practical work, risk assessment	240 Indicative Hours over 2 years	
	BSBWOR204	Use business technology	E	E	15			
Term 2	BSBCUS201	Deliver a service to customers	E	M	15	Cluster B: Service with a Smile Scenario, written task, presentation, role play	35 hrs Work placement	
	BSBCMM201	Communicate in the workplace	E	E	15			
Term 3	BSBSUS201	Participate in environmentally sustainable work practices	E	M	15	Cluster C: Quality presentations Scenario, written task, case studies, self-assessment	50% Preliminary Exam	
	BSBITU213	Use digital technologies to communicate remotely	E	E	10			
	BSBITU312	Create electronic presentations	E	E	15			
		7 HSC UOCs						
Term 3-4	BSBITU307	Develop keyboarding speed and accuracy	E	E	25	Cluster D: Fast and On Task Written task, teacher observation, portfolio of evidence, product assessment	35 hrs Work placement 50% Trial HSC Exam	
	BSBITU211	Produce digital text documents	E	E	20			
Term 5-6	BSBITU212	Create and use spread sheets	E	E	15	Cluster E: Minding Your Own Business Written task, scenario, observation of practical work, portfolio of evidence	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.	
	BSBINM201	Process and maintain workplace information	E	M	20			
	TLIP2029	Prepare and process financial documents	E	M	20			
Term 7	BSBINN201	Contribute to workplace innovation	E	M	15	Cluster F: Back to the Future Written task, case study, scenario		
	BSBIND201	Work effectively in a business environment	E	M	25			
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours		240	Units of competency from the HSC focus areas will be included in the optional HSC examination.		



Education

ULTIMO 90072

CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2020 - HSC 2021

QUALIFICATION: CPC20211 Certificate II in Construction Pathways

Training Package: CPC08 Construction, Plumbing and Services (version 9.5)

NESA course code
2 U X 2 YR - 26201
2021 HSC Exam: 26299
LMBR UI Code:
(11 OR 12)
CPC20211426201B

TERM	Unit Code	Units of Competency	AOE / CORE / ELECTIVE	NESA MAINSTREAM / ELECTIVE	HSC INDICATIVE	Assessment Task Cluster & Methods of Assessment	Prelim and HSC Exam weightings to total 100%**
7 PRELIMINARY UOCs							
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	240 Indicative Hours over 2 years 50% Preliminary Examination 35 hrs Work placement
Terms 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	Cluster B - Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and written test.	
Terms 2/3 Work Placement	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	
Terms 2/3 Work Placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster D – Skills in Action Observations, portfolio and written test	
7 HSC UOCs							
Terms 4/5	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster E - School Project – Concreting Practical, Teacher observations and written test. * Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	35 hrs Work placement 50% Trial HSC Examination The final estimate examination mark will only be used as the HSC examination mark in the event of misadventure. It should be derived from a minimum of two examinations
	CPCCCM2006B	Apply basic levelling 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	CPCCJN2001A CPCCJN2002A	Assemble components Prepare for off-site manufacturing process	E E	E E	15 10	Cluster F – Joinery Practical, teacher observation and written test	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours		235-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education

ULTIMO 90072

HOSPITALITY – FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2020 - HSC 2021

QUALIFICATION: SIT20316 Certificate II in Hospitality

Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA Course Code
2 U X 2 YR – 26511
2021 HSC Exam: 26589
LMBR UI Code
(11 OR 12) SIT20316126511B


TERM	Unit Code	Units of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	Prelim and HSC Exam weightings to total 100%**	
Term 1	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHIND202 Use hospitality 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	E C E	M M E	10 15 10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	50% Preliminary Yearly Examination 35 hrs Work placement	
	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	Cluster B: Introduction to Food Preparation Scenario, written task, case study, observation of practical work		
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Non-alcoholic beverages Scenario, written task, case study, role play, observation of practical work. NOTE: person with THREE years' Industry Experience must be involved in assessment.		
	6 HSC UOCs							
Terms 4-6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence. NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment..	50% HSC Trial Examination 35 hrs Work placement The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.	
	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection		
	NESAs requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245		*Units of competency from the HSC focus areas will be included in the optional HSC examination. Bold indicates assessment requires industry experience		
	Term 7							



TERM	Unit Code	Units of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
7 PRELIMINARY UOCs							
Term 1	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	Cluster A: Safety and Spotless Written task, online quiz and teacher observation	240 Indicative Hours over 2 years 35 hrs Work placement
Terms 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	
Terms 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence	
7 HSC UOCs							
Terms 4-5	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	Cluster D: Sales & Security Questioning, scenario, role play	35 hrs Work placement 50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Terms 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning	
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours		245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	


APPENDICES

Appendix 1a

 COMMON ASSESSMENT TASK NOTIFICATION		
Faculty:	Year / Class:	
Course:	Weighting:	
Task Title:	Class Teacher/s:	
Due Date:		
TASK INSTRUCTIONS & REQUIREMENTS:		
OUTCOMES ASSESSMENT:		
Marking Criteria		
A Outstanding		Mark range
B High		Mark range
C Sound		Mark range
D Basic		Mark range
E Limited		Mark range

Appendix 1b

Student: _____

 COMMON ASSESSMENT TASK MARKING CRITERIA		
Faculty:		Year / Class:
Course:		Weighting:
Task Title:		Class Teacher/s:
Due Date:		
Marking Criteria		
A Outstanding		Mark range
B High		Mark range
C Sound		Mark range
D Basic		Mark range
E Limited		Mark range
Teacher Feedback:		



ILLNESS/MISADVENTURE FORM INFORMATION FOR STUDENTS

Date Collected from
Deputy Principal:

Introduction

Before completing the attached Illness/Misadventure appeal form read the following information *carefully* in conjunction with your Assessment Guide. Illness/Misadventure appeals are to be used when a student:

- is prevented from attending an assessment task due to illness or misadventure; or
- considers that their performance in an assessment task has been affected by illness or misadventure immediately prior to (no more than five (5) days) or during the examination period.

Appeals received after assessment task results are released will not be considered.

Do not hesitate to approach the Deputy Principal, if you require advice or assistance.

Attendance at Formal Assessment Tasks

You should attend every scheduled assessment task where you are medically fit to do so, and if at all possible. If you do not attend the assessment task and your Illness/ Misadventure appeal is unsuccessful you will not receive a mark for that task. The School does not, however, expect you to attend an assessment task session against specific medical advice.

How to Appeal

1. Consult the Deputy Principal immediately upon your first day back to school (as per the 2017 Handbook). You will be provided with an official Illness/ Misadventure Appeal form. Alternatively a form may be collected from the office, mailed home or downloaded from the school's internet site: www.ingleburn-h.schools.nsw.edu.au/.
If an absence occurs during a major examination period the school must be contacted and details of the absence provided. Where an absence is likely to be long term, the school must be contacted.
2. Complete Section A of the Illness/Misadventure form.
3. Section B of the Illness/Misadventure appeal form should be completed by a health professional or another appropriate person, e.g. a counsellor or police officer. A Doctor's Certificate is usually not specific enough to support your appeal. If a student suffers bereavement or some other misadventure such as lateness due to public transport failure, a parent statement must be made in the relevant section.
4. Hand the completed form to the Deputy Principal within **two (2) days** of collecting the form.
Only if a student is incapacitated may an appeal be submitted by a parent/guardian on the student's behalf and no later than two (2) days after the assessment task.

Restrictions on Appeals

You cannot submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time as a result of illness or some other difficulty the same grounds for which you received special provisions, unless you experience additional difficulties during the exam session;
- alleged deficiencies in tuition; or
- misreading the examination timetable.

Processing of Appeals

All fully completed appeals received by the Deputy Principal will be reviewed by the Illness/Misadventure Review Committee chaired by the Deputy Principal. Students applying for Illness/Misadventure are required to attend a review meeting at a time scheduled by the Committee.



ILLNESS/MISADVENTURE APPEAL FORM

Student Number

Last Name

First Names

Student Appeal Declaration

I consider that my formal assessment performance was affected by an unforeseen illness or misadventure that occurred immediately before or during the formal assessment task(s), as set out in Section A of this form.

I declare that all the information I have supplied is true (student must sign unless incapacitated).

Student Signature:

Date

SECTION A (to be completed by the student)

Date of Assessment Task	Name of Assessment Task (One only per space) You must describe the task e.g. 2 Unit French written examination	For each and every examination, describe how unforeseen illness or misadventure affected your performance or prevented your attendance. Give details of any action you took to report this. Do not use dittos, or write ' as above ', but describe how your performance was affected for each assessment task	Did you attend? YES/NO



SECTION B

INDEPENDENT EVIDENCE OF ILLNESS OR MISADVENTURE

For appeals based on illness this section will normally be completed by a doctor, or other health professional. If appropriate, it may be completed by another person, e.g. a counsellor or a police officer. This person must not be related to the student.

If a student suffers bereavement or some other misadventure, a parent statement must be made in the relevant section.

Information for Students

- The school urges you to have this section completed by a relevant person in one of the above categories. Additional reports and medical certificates will be considered, but it is preferable to have the independent evidence written in the space provided.
- If a separate document is to be provided, it is still important that the person supplying the evidence reads the instructions below.

Information for Health Professional/ Counsellor etc:

For the Illness/Misadventure Review Committee to accurately assess the circumstances of this student's appeal, the following information is required:

1. In the case of illness, the date of onset of the illness, plus any additional dates of consultations. In the case of misadventure, the date and time of the occurrence and subsequent events is required.
2. The specific details of the illness/misadventure should be outlined. In the case of illness, health professionals must describe the student's symptoms and describe how these symptoms impeded the student's assessment task performance. If the student was unable to attend an assessment task it is imperative that details be provided in the space below.
3. If possible, some indication of the duration of the condition should be given.

Details of Person Providing Statement

Name: _____

Profession: _____

Address: _____

OR

Telephone: _____

Signature: _____

Official Stamp



SECTION B (continued)

Information for Parent Making Statement:

This statement must only relate to a misadventure or bereavement as described on the previous page.

I declare that all the information I have supplied is true.

Parent Signature:

Date:

SECTION C

Assessment Committee Recommendation:

Signed on behalf of the Assessment Committee

Date

Appendix 3

Statutory Declaration *OATHS ACT 1900, NSW, EIGHTH SCHEDULE*

I, , do solemnly and sincerely declare that
[name of declarant]

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

and I make this solemn declaration conscientiously believing the same to be true, and by virtue of the provisions of the *Oaths Act 1900*.

Declared at: on
[place] *[date]*
.....
[signature of declarant]

in the presence of an authorised witness, who states:

I, , a
[name of authorised witness] *[qualification of authorised witness]*

certify the following matters concerning the making of this statutory declaration by the person who made it: *[* please cross out any text that does not apply]*

1. *I saw the face of the person OR *I did not see the face of the person because the person was wearing a face covering, but I am satisfied that the person had a special justification¹ for not removing the covering, and
2. *I have known the person for at least 12 months OR *I have confirmed the person’s identity using an identification document and the document I relied on was

[describe identification document relied on]

.....
[signature of authorised witness] *[date]*

¹ The only “special justification” for not removing a face covering is a legitimate medical reason (at September 2018)



Appendix 4

Ingleburn High School

Oxford Road, Ingleburn, 2565
PO Box 77, Ingleburn, 1890
Internet: www.ingleburn-h.schools.nsw.edu.au
Email: ingleburn-h.school@det.nsw.edu.au

Phone: 9605 1509
9605 6165
Fax: 9829 2812
Mobile: 0405 730 802

Date _____

Student Appeal Against Assessment Process

Section A :

Student Name: _____ Year: _____

I hereby request a review in Subject: _____

Assessment task: _____ Due Date: _____

Reason(s) for Appeal:

I have attached the following documentation: _____

Signed: _____
(Candidate)

Date: _____

Signed: _____
(Parent/Guardian)

Date: _____

Students must hand the completed form, together with documentation, to the Head Teacher of the subject.

Section B :

Head Teacher's decision and comment

Signed: _____

Date: _____

Section C : Comments Assessment Review Panel: