



Year 12
2021 Assessment
Guidelines and Schedules

Parent, Student & Staff Handbook

Assessment Guidelines – HSC Course 2021

Assessment Tasks

Formal tasks

Students will be given formal assessment tasks, (including final examinations), to complete during the HSC Course in each course. These tasks have been allocated marks or weights and assess the outcomes of each course. The results of these tasks will be used to give students an indication of their achievement relative to the outcomes expected from students on each task. Results of these tasks also allow a comparison to other students in the same course. A final rank will be recorded on the school report as well as an indication of a student's overall achievement of course outcomes. The school will submit a final mark to the **NSW Education Standards Authority (NESA)** that reflects this rank by weighting the aggregated raw marks as per the advertised schedule with appropriate rounding to a whole number.

Other tasks

Students will also be required to complete a range of other tasks throughout the course that may not take the form of pen and paper tests, but are nevertheless important. Student performance on ALL tasks will assist in determining the extent to which students have achieved the outcomes of a course and the level of achievement they will receive on the school report.

Information from all assessment tasks will assist teachers to determine a student's level of achievement of the outcomes of each course and therefore, their overall performance standard.

Satisfactory completion of an HSC course: HSC assessment

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where internal assessment marks are submitted.

How will tasks be scheduled?

Where possible, students will be given at least two weeks' notice of a formal task. Staff will endeavour to ensure that students are not over-burdened at any one time.

Students will be informed about the following:

- the scope of the task e.g. Parenting and Caring Option
- the type of assessment task e.g. test, class essay, assignment.
- the proposed timing and duration of the task e.g. Friday 13th November, period 3, 45 minutes.
- the weight of the task e.g. 20%.

How will assessment tasks be weighted?

Each assessment task will be given weightings according to the requirements of the relevant Board of Studies syllabuses and the school's judgement of the relative importance of each task.

What happens with invalid or non-discriminating tasks?

Where the school deems a task to be invalid, the task may be cancelled and a substitute task given. Where a task fails to discriminate, then an additional task may be given with appropriate notice. The weighting of the original task will be reduced, but it will not be disregarded.

What procedures will be used where there is more than one class following the same course?

Where possible, common assessment programs will be followed with common tasks, conditions and marking procedures. Classes will complete the task in a similar time frame.

What feedback should be given to students on formal tasks?

Students will be given clear and honest feedback on their performance on each task. This will show the extent to which they have achieved particular outcomes of the task and a mark and an indication of the standard of their performance in relation to syllabus expectations.

What is the formal HSC assessment period?

Assessment will commence at the beginning of Term 4 in Year 11 and normally concludes at the end of Term 3, Year 12.

What are students' responsibilities?

Students must carefully read the assessment policy for each course they are studying. These policies will inform students of the following:

- (a) the number and nature of the tasks for the subject e.g. assignment, essay etc.;
- (b) the value of each task in comparison to the whole course;
- (c) any special requirements for each of the tasks.

Not knowing about a task, the nature of a task or when a task will take place will not be accepted as an excuse for failing to do a task or for not doing well in a task. It is the student's responsibility to check if a task has been given during their absence.

Where tasks are attempted at school, the onus is on the student to hand the task to the teacher conducting the task. Where a task is completed at home, the task must be handed to the teacher conducting the task when requested by the teacher on the due date. If the teacher is absent, then the task is to be handed to the Head Teacher or Subject Coordinator or in the last instance the Deputy Principal. Students must not leave the task at the office or on the teacher's desk in the staffroom or classroom. If the deadline for a task is not met then the task may receive zero.

It is the responsibility of students to ensure that hard copies of assessment tasks are submitted by the due date. Soft copies of assignments on any digital medium will not be accepted unless it is a specific requirement of the task.

What are the penalties in relation to assessment tasks?

Late or non-submission of an assessment task

Assessment tasks must be submitted during or before the lesson on the day the task is due. Tasks not submitted during or before a lesson will be treated as late submissions and may receive zero.

If a student is absent on the due date of a task they should get a sibling, parent or trusted friend to submit the task to Reception or email the task to sylvania-h.school@det.nsw.edu.au or submit the task at the start of the school day to your respective Head Teacher.

If tasks are submitted late, students must complete and submit the *Sylvania High School Illness/Misadventure Form* together with the task to the relevant teacher or Head Teacher on the first day back at school following the absence. The form can be found on the school's website <http://sylvaniahigh.nsw.edu.au/assessment>. If there is no acceptable reason for the absence or non-submission of the task, a mark of zero may be given. Since students have significant notice of a task's due date, several days documented incapacitation will not be considered favourably.

In the case of a prolonged absence or when a substitute task is inappropriate, the Principal may decide to give an estimate. Estimates may only be provided when the Principal or delegate, judges that sufficient and appropriate assessment data for that student exists upon which to base the estimate.

Missing an in-school task

It is important for students to be present for all tasks.

Students who miss an in-school task with a reason considered by the Head Teacher to be unreasonable, may be given a zero for the task.

Students who miss an in-school task with a reason considered by the Head Teacher to be reasonable, may be given an alternate task, the same task, the same task used as an indicator for the award of an estimate, or an estimate based on teacher judgement.

To submit an illness or misadventure form, students are required to do a number of things:

1. Obtain proof of illness from a medical practitioner OR provide evidence of misadventure. A medical certificate cannot post-date an illness
2. Complete the school's *Illness Misadventure Form*. The form can be found on the school's website <http://sylvaniahigh.nsw.edu.au/assessment> or can be obtained from a member of the Executive Team; and
3. Present the completed *Illness Misadventure Form* to the **Head Teacher** within 48 hours of date of the missed task and make arrangements to complete the task(s).

Where appropriate, the Head Teacher or Subject Coordinator will organise for the task to be completed on the first day back, or negotiate an alternative time for the student to complete the task. The same rules apply for any absence on an alternative day or deadline.

If the student is ill during an assessment task at school, then the student must inform the teacher at the time of the assessment task. A medical certificate *may* be required to validate the student's claim to illness. This requirement will be determined by the appropriate member of the Executive at the time of the illness.

On the day of an assessment task, students must attend school from their normal starting time.

Students may not be absent from school prior to the task and attend school in time to either submit or attempt an assessment task. If this situation occurs, students must supply a Medical Certificate or they may be given a zero for the assessment task. Head Teachers may grant an exemption under extenuating circumstances presented in writing.

Non-serious attempt

If a student fails to make a serious attempt at a task, they will be given a formal warning of a non-serious attempt which could jeopardise their completion of the Higher School Certificate course.

Work Placement & Assessment Tasks

Students who undertake VET courses are required to complete Work Placements. Work Placements are scheduled by the Area Office Work Placement Co-ordinator on an area wide basis so sometimes clashes are unavoidable. **It is the student's responsibility to be aware of any assessment task which is due for submission or to be completed during a scheduled Work Placement.** The student must advise the teacher, Subject Co-ordinator or Head Teacher of the course in question about their participation in the Work Placement and negotiate arrangements for the submission or completion of the assessment task. If the student fails to notify the Head Teacher, Subject Co-ordinator or teacher of the work placement clash or meet the negotiated arrangement, then they may be awarded a zero for that task.

Malpractice

Cheating, copying, plagiarism or any other form of malpractice is a serious offence. Should a student have a mobile phone (or other electronic device) on or if the mobile phone rings or is used during a formal assessment task, then the Head Teacher may deem this a form of malpractice and zero may be awarded.

All assessment tasks/examinations must be **a student's own work**. A zero may be given in cases where any malpractice, such as cheating or any attempt to cheat occurs.

In these cases an N letter may be issued, the task may be re-attempted and malpractice may be noted with NESAs.

Use of Computer Based Technologies

Students who need to, or elect to prepare any assessment task material using a computer based technology, such as a word processor or the Internet, must take any necessary precautions to ensure that technical difficulties do not lead to late submission. This may include precautions such as backing up files, installing anti-virus software for system protection or ensuring sufficient time is left to produce a hard copy of the task using a printer. Unless requested an assessment task will not be accepted as a soft copy [e.g. CD, DVD, USB, etc.], nor will any technical problem be considered as a valid reason for late submission. Late submission of any task due to any computer related problem will result in a zero mark. Hint back up your work.

Assessment of VET Courses

For all courses in the industry curriculum framework (i.e. Hospitality and Construction), all assessment is based on achievement of competencies. An assessment mark is not required by NESAs but the school is required to provide an estimate to be used by NESAs to generate an exam mark in the event of misadventure. The estimate is generated using three exam results over the two year course. NESAs also requires a list of competencies achieved to be submitted.

VET Internal Assessment Requirements

- Assessment tasks are competency-based.
- Judgement of competency is made on the basis of performance against performance criteria. The criteria are set out under each element of competency in the industry curriculum framework.
- A student's performance is determined as being competent or not yet competent.
- Judgement is made on the basis of evidence that may be in a variety of forms.
- Assessment tasks will enable students to show that they can apply knowledge to particular circumstances and integrate skills and knowledge learned.
- The units of competency within each course are not divided into Preliminary and HSC.
- In each course the student is assessed as successfully achieving the units of competency across the Preliminary and HSC years.

VET courses are competency based. This means that a student's performance is judged against a prescribed standard, not against the performance of other students. A student is judged as either 'competent' or 'not yet competent'. Teachers have specific elements that they are required to assess. 'N' Determinations apply to VET courses in the same way as they do for other courses.

What constitutes satisfactory attendance?

If a student's attendance is called into question they will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. Absences will be regarded seriously by the Principal, who will give students early warning of the consequences of such absences. These may include that a student may be deemed to be not meeting course outcomes and/or not demonstrating sustained diligence and effort. It is important for students to note that attendance is required to participate in the activities provided by the school to assist students to meet outcomes. Merely having a complete set of class notes on its own does not necessarily constitute that a student meets the outcomes necessary to qualify for an award in that course.

How do students know if they have satisfied requirements for the HSC Course?

Principals are required to certify that students have satisfactorily completed the HSC courses. The HSC course completion criteria, as outlined in the Assessment, Certification and Examination (ACE) Manual, are:

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

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

What will happen to students if they are not satisfying the completion criteria?

Teachers will monitor that students complete all tasks. Where a student has not completed assessment tasks or set tasks and experiences produced by the school, the student may be sent a formal warning that the student is in jeopardy of receiving an 'N' Determination for that course. If required work is still not submitted by the due date, another formal warning letter will follow if necessary. If, after these warnings, a student has still not satisfied the requirements for the HSC Course, the Principal may make a formal recommendation for the student to receive an "N" Determination.

"N" Determination

If a student fails to comply with NESAs requirements for the HSC Course, they will receive an **N Determination**. This means that the student will not receive a credential in a particular course and may jeopardise the award of the HSC.

Students who are at risk of receiving an N determination are counselled by the School Executive. Students who are N determined are advised by the Principal in writing usually by the end of Term Three.

Can a student seek a review of their assessments?

Any concern about the results achieved on a particular assessment task must be discussed with the teacher no later than the end of the lesson in which the task was returned. Students may seek an *assessment review* if they consider that their placement in the order of merit list for any course is not correct on the basis of feedback on their performance during the course. An assessment review will focus on the school's procedures for determining the final assessment mark. *The teacher's judgement of the task's worth is not subject for review.* The review will be conducted within the school; however, students also have the right to appeal to NESA if they are not satisfied with the school's review. NESA will only consider whether the school's review process was adequate for determining items (a)-(c) listed below. ***There is no appeal against the marks awarded for individual assessment tasks.***

The school's assessment review will focus on:

- (a) whether the weightings specified by the school in its assessment program conform with NESA's requirements as detailed in subject manuals or the relevant syllabus;
- (b) the procedures used by the school for determining the final assessment mark conform to its stated assessment program;
- (c) there are no computational or clerical errors or the order of merit achieved as a result of such errors.

Students also have the right to appeal an "N" determination. Appeals will be heard within the school in the first instance, or if necessary, by the NSW Education Standards Authority. Students must be able to demonstrate that they have satisfied all of NESA's requirements for satisfactory completion of the HSC Course. Such appeals must be submitted in writing to the Principal and any further appeals to the NSW Education Standards Authority must be submitted through the Principal by the date listed in the ACE Manual.

Where else can students go for advice on NESA Assessment Guidelines?

There are a number of people that students may speak to if they have any queries about the HSC. In the first instance, they may speak to their teacher, Subject Co-ordinator, Head Teacher, Deputy Principal or Principal. They may wish to also speak to the NSW Education Standards Authority Liaison Officer who may be contacted at the Wollongong Office of the NSW Education Standards Authority.

Year 12 Course Assessment Schedules start on the next page.

Note: Any course schedule in this book may be subject to minor change. Students will be notified of any change in accordance with school guidelines. The most recent version is on our website.

ANCIENT HISTORY

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4-5
Nature of task		Historical source task	Oral presentation	Extended response	Trial HSC Examination
Component	A	10%	5%	10%	15%
	B	5%	5%	5%	5%
	C	5%	5%	5%	5%
	D	5%	5%	5%	5%
Total Weighting		25%	20%	25%	30%

Component

- A. Knowledge and understanding of course content
- B. Historical skills in the analysis and evaluation of sources and interpretations
- C. Historical inquiry and research
- D. Communication of historical understanding in appropriate forms

BIOLOGY

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4-5
Nature of task		Skills task	Depth Study	Practical assessment task	Trial HSC Examination
Component	A	15%	20%	20%	5%
	B	5%	5%	5%	25%
Total Weighting		20%	25%	25%	30%

Component

- A. Skills in working scientifically
- B. Knowledge and understanding of course content

BUSINESS STUDIES

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 6	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4-5
Nature of task		Case Study	Research Task	Financial Ratios	Trial HSC Examination
Component	A	10%	10%	10%	10%
	B	10%		10%	
	C	5%		5%	10%
	D		10%		10%
Total Weighting		25%	20%	25%	30%

Component

- A. Knowledge and understanding of course content
- B. Stimulus-based skills
- C. Inquiry and research
- D. Communication of business information, ideas and issues in appropriate forms

CHEMISTRY

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4-5
Nature of task		Skills task	Depth Study	Depth Study	Trial HSC Examination
Component	A	15%	20%	20%	5%
	B	5%	5%	5%	25%
Total Weighting		20%	25%	25%	30%

Component

- A. Skills in working scientifically
- B. Knowledge and understanding of course content

COMMUNITY AND FAMILY STUDIES

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 9	Term 1 Week 6	Term 2 Week 6	Term 3 Week 4-5
Nature of task		Independent Research Project	Groups Report	Research Task	Trial HSC Examination
Component	A	5%	5%	10%	20%
	B	15%	20%	15%	10%
Total Weighting		20%	25%	25%	30%

Component

- A. Knowledge and understanding of course content
- B. Skills in critical thinking, research methodology, analysing and communicating

DANCE

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 9-10	Term 1 Week 8	Term 2 Week 5	Term 2 Week 10 & Term 3 Week 4-5
Nature of task		Core composition & Core appreciation	Major study	Core performance & Core appreciation	Trial HSC Examination
Component	A			10%	10%
	B	10%			10%
	C	10%		10%	
	D		30%		10%
Total Weighting		20%	30%	20%	30%

Component

- A. Performance
- B. Composition
- C. Appreciation
- D. Major study

DESIGN AND TECHNOLOGY

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 8	Term 1 Week 8	Term 3 Week 2	Term 3 Week 4-5
Nature of task		Project Proposal, Management & Development Presentation	Innovation and Emerging Technology Case Study	Project Evaluation & Promotion Presentation	Trial HSC Examination
Component	A		15%	10%	20%
	B	20%		25%	10%
Total Weighting		20%	15%	35%	30%

Component

- A. Knowledge and understanding of course content
- B. Knowledge and skills in designing, managing, producing and evaluation a major design project

ENGLISH ADVANCED

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 8	Term 1 Week 8	Term 2 Week 4	Term 3 Week 4-5
Nature of task		Analytical Response	Writing Comparative Essay	Multimodal- Listening & Writing	Trial HSC Examination
Component	A	10%	15%	10%	15%
	B	10%	10%	15%	15%
Total Weighting		20%	25%	25%	30%

Component

- A. Knowledge and understanding of course content
- B. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

ENGLISH STANDARD

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 8	Term 1 Week 8	Term 2 Week 5	Term 3 Week 4-5
Nature of task		Analytical Response	Writing	Multimodal: Listening/ Writing	Trial HSC Examination
Component	A	10%	15%	10%	15%
	B	10%	10%	15%	15%
Total Weighting		20%	25%	25%	30%

Component

- A. Knowledge and understanding of course content
- B. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

ENGLISH STUDIES

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 Week 6
Nature of task		Persuasive text	Multi modal presentation	In class task Reading & Writing	Collection of classwork
Component	A	15%	10%	10%	15%
	B	10%	15%	10%	15%
Total Weighting		25%	25%	20%	30%

Component

- A. Knowledge and understanding of course content
- B. Skills in comprehending texts, communicating ideas and using language appropriately and effectively

FOOD TECHNOLOGY

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 8	Term 1 Week 7	Term 2 Week 9	Term 3 Week 4-5
Nature of task		Food Industry report	Preservation Investigation	Food Product Development experimentation & SWOT analysis & marketing strategy	Trial HSC Examination
Component	A		5%	5%	30%
	B	15%	10%	5%	
	C		20%	10%	
Total Weighting		15%	25%	30%	30%

Component

- A. Knowledge and understanding of course content
- B. Knowledge and skills in designing, researching, analysing and evaluating
- C. Skills in experimenting with and preparing food by applying theoretical concepts

GEOGRAPHY

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Week 4-5
Nature of task		Oral Presentation	Extended Response	Research Task	Trial HSC Examination
Component	A	5%	10%	5%	20%
	B	5%	10%		5%
	C	10%		10%	
	D	5%	5%	5%	5%
Total Weighting		25%	25%	20%	30%

Component

- A. Knowledge and understanding of course content
- B. Geographical tools and skills
- C. Geographical inquiry and research, including fieldwork
- D. Communication of geographical information, ideas and issues in appropriate forms

INDUSTRIAL TECHNOLOGY TIMBER

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 5	Term 1 Week 6	Term 2 Week 8	Term 3 Week 4-5
Nature of task		Design & Planning Presentation	Industry Study	Project Development and Management Report	Trial HSC Examination
Component	A	5%	5%	10%	20%
	B	15%	15%	20%	10%
Total Weighting		20%	20%	30%	30%

Component

- A. Knowledge and understanding of course content
- B. Knowledge and skills in the design, management, communication and production of a major project

LEGAL STUDIES

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4-5
Nature of task		Multiple Choice and Essay	Short Answer Questions and Essay	Research Task	Trial HSC Examination
Component	A	10%	5%	10%	15%
	B		10%	10%	
	C		10%		10%
	D	10%		5%	5%
Total Weighting		20%	25%	25%	30%

Components

- A. Knowledge and understanding of course content
- B. Inquiry and research
- C. Communication of Legal Studies information, issues and ideas in appropriate forms.
- D. Analysis and Evaluation

MATHEMATICS ADVANCED

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Weeks 7-8	Term 1 Weeks 8-9	Term 2 Weeks 6-7	Term 3 Week 4-5
Nature of task		Investigation Task	Test	Test	Trial HSC Examination
Component	A	10%	12%	13%	15%
	B	10%	13%	12%	15%
Total Weighting		20%	25%	25%	30%

Component

- A. Concepts, skills and techniques
- B. Reasoning and communication

MATHEMATICS EXTENSION 1

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Weeks 9-10	Term 1 Weeks 9-10	Term 2 Weeks 6-7	Term 3 Week 4-5
Nature of task		Test	Investigation Task	Test	Trial HSC Examination
Component	A	12%	10%	13%	15%
	B	13%	10%	12%	15%
Total Weighting		25%	20%	25%	30%

Component

- A. Concepts, skills and techniques
- B. Reasoning and communication

MATHEMATICS EXTENSION 2

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Weeks 9-10	Term 1 Weeks 8-9	Term 2 Weeks 6-7	Term 3 Week 4-5
Nature of task		Test	Test	Investigation Task	Trial HSC Examination
Component	A	13%	12%	10%	15%
	B	12%	13%	10%	15%
Total Weighting		25%	25%	20%	30%

Component

- A. Concepts, skills and techniques
- B. Reasoning and communication

MATHEMATICS STANDARD 1

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Weeks 8-9	Term 1 Weeks 8-9	Term 2 Week 7	Term 3 Week 4-5
Nature of task		Test	Test	Investigation Task	Trial HSC Examination
Component	A	12%	13%	10%	15%
	B	13%	12%	10%	15%
Total Weighting		25%	25%	20%	30%

Component

- A. Understanding, fluency and communication
- B. Problem solving, reasoning and justification

MATHEMATICS STANDARD 2

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Weeks 8-9	Term 1 Weeks 8-9	Term 2 Week 7	Term 3 Week 4-5
Nature of task		Test	Test	Investigation Task	Trial HSC Examination
Component	A	12%	13%	10%	15%
	B	13%	12%	10%	15%
Total Weighting		25%	25%	20%	30%

Component

- A. Understanding, fluency and communication
- B. Problem solving, reasoning and justification

MODERN HISTORY

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4-5
Nature of task		Source Analysis	Research and Presentation	Essay	Trial HSC Examination
Component	A	10%	5%	10%	15%
	B	5%		5%	10%
	C	5%	10%	5%	
	D	5%	5%	5%	5%
Total Weighting		25%	20%	25%	30%

Component

- A. Knowledge and understanding of course content
- B. Historical skills in the analysis and evaluation of sources and interpretations
- C. Historical inquiry and research
- D. Communication of historical understanding in appropriate forms

MUSIC 1

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4-5
Nature of task		Composition Elective 1	Aural Elective 2	Musicology Elective 3	Trial HSC
Component	A				10%
	B	10%			
	C			10%	
	D		10%		15%
	E	10%	10%	10%	15%
Total Weighting		20%	20%	20%	40%

Component

- A. Performance
- B. Composition
- C. Musicology
- D. Aural
- E. Electives 1, 2 and 3

PDHPE

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 8-9	Term 1 Week 7-8	Term 2 Week 8-9	Term 3 Week 4-5
Nature of task		Research task	Case Study	Analysis	Trial HSC Examination
Outcomes Assessed					
Component	A %	10%	10%	10%	10%
	B %	15%	10%	15%	20%
Total Weighting		25%	20%	25%	30%

Component

- A. Knowledge and understanding of course content
- B. Skills in critical thinking, research and analysing and communicating

PHYSICS

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4-5
Nature of task		Practical Task	Processing & Modelling Task	Depth Study	Trial HSC Examination
Component	A	20%	15%	15%	10%
	B	5%	10%	10%	15%
Total Weighting		25%	25%	25%	25%

Component

- A. Skills in working scientifically
- B. Knowledge and understanding of course content

SOCIETY AND CULTURE

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 7	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4-5
Nature of task		Research Task	Stimulus Research Methods	In-class Essay	Trial HSC Examination
Component	A	10%	10%	10%	20%
	B	5%	10%	10%	5%
	C	5%	5%	5%	5%
Total Weighting		20%	25%	25%	30%

Component

- A. Knowledge and understanding of course content
- B. Application and evaluation of social and cultural research methods
- C. Communication of information, ideas and issues in appropriate forms

VISUAL ARTS

Year 12

		Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 9	Term 2 Week 3	Term 3 Week 4-5	Term 3 Week 6
Nature of task		Artwork Proposal & Planning and Essay	Exploring & Developing Body of Work and Essay	Trial HSC Examination	Body of Work Final Submission
Component	A	10%	10%		30%
	B	10%	10%	30%	
Total Weighting		20%	20%	30%	30%

Component

A. Artmaking

B. Art criticism and history



Education

CONSTRUCTION

Year 11 2020 - Year 12 2021

ULTIMO 90072

QUALIFICATION: CPC20211 Certificate II in Construction Pathways
 Training Package: CPC08 Construction and Property Services (version 9.4)

NESA course
 code 2 U X 2 YR -
 26201 LMBR UI
 Code:
 11CPC20211426201B

TERM	Unit Code	Units Of Competency	AQF CORE /	HSC STATUS	HSC INDICATI	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	5 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	
Term 1/2	CPCCCM1013A	Plan and organise work	C	M	10	Cluster B - Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and written test.	40% Preliminary Exam 35 hrs. Work placement
	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	C	M	15		
Term 2/3	CPCCCA2002B	Use carpentry tools and equipment	E	M	20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	
	CPCCCA2011A	Handle carpentry materials	E	E	20		
Terms 4/5	9 HSC UOCs						35 hrs. Work placement 60% Trial HSC Exam The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. It should be derived from a minimum of two exams.
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster D - School Project – Concreting Practical, Teacher observations and written test.	
	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	CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials	E	E	20	Cluster E – Bricklaying (subject to teacher qual) Practical, teacher observation and written test	
	CPCCBL2002A	Use bricklaying and blocklaying tools and equipment	E	E	10		
Work placement	CPCCCM1014A	Conduct workplace communication	C	E	10	Cluster F - WPL Journal Teacher observations and Written test, Third party evidence	
	CPCCCM1012A	Work effectively and sustainably in the construction industry	C	M	25		
NESA requires students to study a minimum of 240 hours to meet Year 11 and Year 12 requirements.			Total hours 240		Units of competency from the HSC focus areas will be included in the optional Year 12HSC examination.		



Education

HOSPITALITY- KITCHEN OPERATIONS

Year 11 2020 - Year 12 2021

ULTIMO 90072

QUALIFICATION: SIT20416 Certificate II in Kitchen Operations
Training Package: SIT Tourism, Travel and Hospitality (version 1.2)

NESA course code
2 U X 2 YR - 26511
LMBR code
11SIT20416126511B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIV	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency SITHCCC011 Use cookery	240 Indicative Hours over 2 years
	SITXFSA001	Use hygienic practices for food safety	C	M	10	Cluster A: Getting Ready for Work Written task/scenario, case study & observation of practical work	40% Prelim Yearly Exam
	SITXWHS001	Participate in safe work practices	C	M	15		
SITHCCC003	Prepare and present sandwiches	E	E	20			
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	Cluster B: Sustainable Kitchen Practices Scenario, Written task, Observation of practical work	35 hrs Work placement
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	10		
	SITHCCC002	Prepare and present simple dishes	E	E	15		
Term 3	SITHKOP001	Clean kitchen premises and equipment	C	S	10	Cluster C: Maintain a Clean & Safe Kitchen Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	60% Trial HSC Exam 35 hrs Work placement
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
Terms 4 - 6	5 HSC UOCs					Cluster D: Quality Meals Written task & observation of practical work Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.	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.
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40		
	SITHCCC006	Prepare appetisers and salads	E	E	25		
	SITHCCC011	Use cookery skills effectively	C	E	20		
Terms 6 & 7	BSBWOR203	Work effectively with others	C	M	15	Cluster E: Working Effectively with Others Written task and reflection	
	SITHIND002	Source and use information on the hospitality industry	E	M	20		
NESA requires students to study a minimum of 240 hours to meet Year 11 and Year 12 requirements.			Total Hours 240			Units of competency from the HSC focus areas will be included in the optional Year 12 HSC examination.	

Vocational Education and Training (VET) Courses

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

NESA'S GLOSSARY OF KEY WORDS

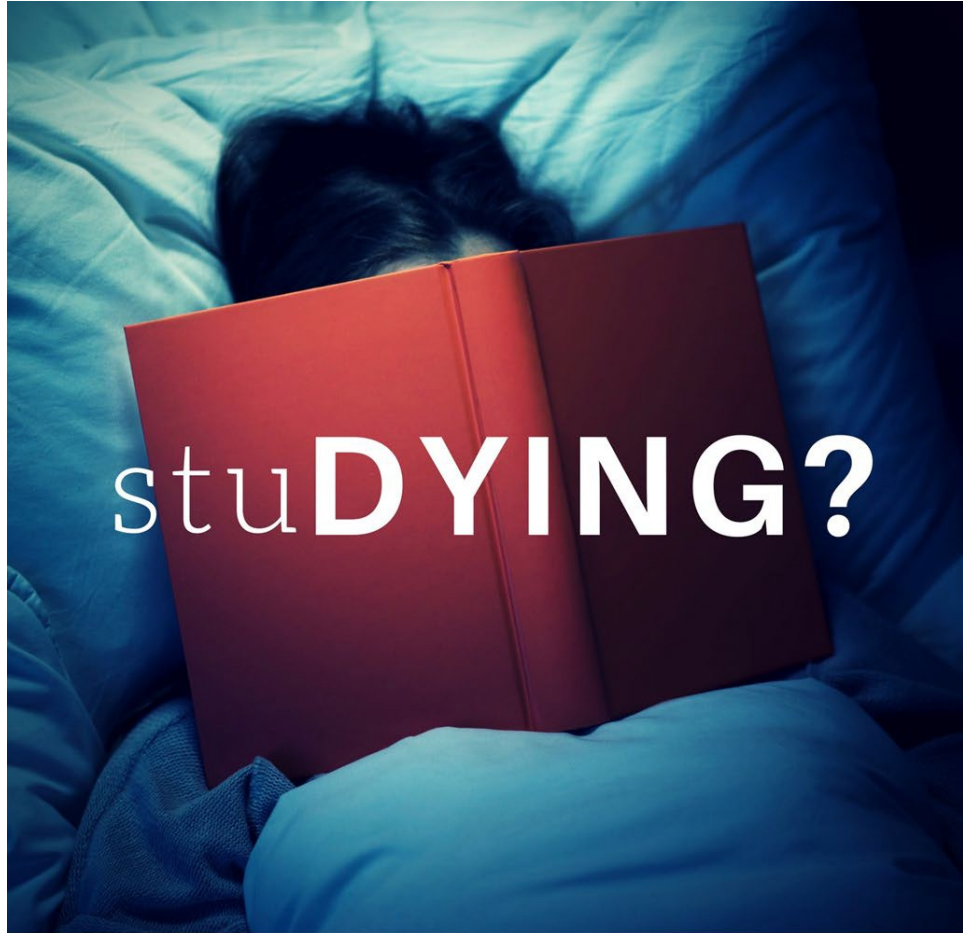
HSC Assessment tasks and examination questions have key words that every student should know the meaning of.

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



Assessment Task Planner: Term

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					



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