

ASQUITH  
BOYS  
HIGH  
SCHOOL



*Timothy Batey*

# YEAR 12 ASSESSMENT BOOKLET 2022

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## A Message from the Principal

Congratulations on making the decision to undertake HSC studies. This is a decision that needs to be supported with hard work in class and effective study. The best performance that you can achieve will only be successfully attained through sustained attendance every day and dedication to completing all the necessary tasks effectively.

This booklet is compiled to allow you to plan your study program to effectively prepare for assessment tasks. Remember that homework and class tasks are items that demonstrate your achievement of outcomes. The successful achievement of these tasks is as important in the learning process as the assessment tasks in counting towards your final assessment.

Assessment is a part of the requirements of the NSW Education Standards Authority (NESA). To meet these requirements, our school has to certify that you have:

- Applied yourself to your studies to the best of your abilities with diligence and sustained effort.
- Completed all requirements in each course, including written assignments, speaking tasks, practical work and tests demonstrating the achievement of outcomes.
- Performed tasks required for the assessment program in each course in a serious manner.

It is important to be aware of all the requirements outlined in this handbook. Discuss your plans with the people whose judgement you trust, including your teachers and parents. Be prepared to undertake the next stage of your learning with determination and a willingness to always work to achieve your personal best.

There is no luck in success only hard work, preparation, planning and a great deal of determination. All any of us expect is that you use your talent to achieve your personal best in 2022 and beyond.

Mr Bryce Grant  
Principal





## ASQUITH BOYS HIGH SCHOOL

### HSC ASSESSMENT PROCEDURES 2021/2022

#### THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate is the highest educational award you can gain in New South Wales schools. The Higher School Certificate is governed by the *Education Act 1990 (NSW)*, which sets out the general requirements you need to meet to be awarded the Higher School Certificate.

#### ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE

The rules and requirements for eligibility are set out in the New South Wales Education Standards Authority (NESA) publication, the Assessment, Certification and Examination (ACE) Manual, which is kept in every secondary school. It is also on the NESA website: <https://ace.nesa.nsw.edu.au/>

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

- have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed HSC: All My Own Work (or its equivalent);
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent.

- Students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising of at least 10 units. Both patterns must include at least:
  - 2 units of **compulsory English**
  - at least **6 units** of Board Developed Courses
  - at least **3 courses** of **2 units** value or greater
  - at least **4 subjects** (including English)
  - a maximum of **6 units** of Science may be included in the Year 11 pattern of study.
  - a maximum of **7 units** of Science may be included in the Year 12 pattern of study.
  - have met a minimum standard in literacy and numeracy.



## THE HIGHER SCHOOL CERTIFICATE CURRICULUM – Pattern of Study

### *Board Developed Courses*

Board Developed Courses are the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure and content. NESA also develops Higher School Certificate examinations for most of these courses.

### *Board Endorsed Courses*

- School Designed Courses – These are courses developed by the individual school in response to local interest, or need and endorsed by NESA
- Content Endorsed Courses (CECs) – These fall into two categories: general CECs and VET CECs including many delivered by TAFE.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement. Board Endorsed Courses do not count towards calculation of the ATAR.

## UNITS OF STUDY

Most courses offered for the Higher School Certificate have a 2 unit Year 11 and a 2 unit HSC component. Each 2 unit course requires approximately 120 hours of classroom study per year.

VET courses are not divided into Year 11 and HSC components and may be counted as Year 11 or HSC courses.

Some 1 unit courses are also offered as Board Endorsed Courses / HSC extension courses.

Extension Study is available in English, Mathematics, History, Music, some Languages and some VET courses.

Extension courses build on the content of the 2 unit course, and require students to study beyond the 2 unit course.

## AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

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

- 8 units from Category A courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subjects.

## ASSESSMENT POLICY

### ***Rationale:***

The Asquith Boys High School Assessment Policy is designed to align all faculty tasks to ensure that assessment processes and procedures are consistent across the school to support student engagement, task completion and improve student outcomes. Students are issued the schedule in Week 1, to commence their year of study. Students will sign an acknowledgement form upon receipt of the schedule.

### ***Policy Format:***

The Asquith Boys High School Policy is divided into the following sections and numbered for ease of use:

1. Guidelines on the number of tasks being issued
2. Procedures to ensure students are informed in writing of their assessment schedules
3. Procedures relating to administration of tasks
4. Procedures relating to malpractice
5. Guidelines for maintaining secure records of all marks awarded for assessment tasks and ensuring the security of major works
6. Procedures for providing assessment marks for students who transfer into the school after commencement of the course and/or transfer into a lower level of an existing course i.e. English and Mathematics
7. Procedures for dealing with the assessment of accelerants and accumulants
8. Recognition of prior learning
9. Awarding marks for an assessment task and providing feedback to students on their performance in tasks and their progress
10. Procedures for advising students in writing when they are in danger of not meeting assessment requirements in a course
11. Procedures for conducting school reviews of final assessment marks and appeals to NESA
12. Communicating the policy
13. HSC All My Own Work
14. Expulsion

## 1. Guidelines on the number and types of tasks being used

### ***1.1 Minimum number of tasks for each course***

In Stage 5 all assessment is conducted via a broad range of assessment strategies aimed at providing all students with opportunities for success and ensuring the various learning strengths are reflected. Year 10 will also engage in ROSA examinations for all core courses.

In Year 11 it is suggested up to 3 assessment tasks per course, in Year 12 it is suggested up to 4 assessment tasks per course. No assessment tasks are to run within two weeks of the Trial Examinations/Yearly Examinations. Assessment tasks scheduled after the Trial Examinations must have approval from the Senior Executive.

VET courses will be assessed accordingly and referenced against RTO Assessment Schedules. Students cannot be recorded as competent for a unit of competency until all assessments for that unit of competency are demonstrated or successfully completed.

### ***1.2 Types of Assessment Tasks***

Assessment Task types should vary in nature, be a combination of in class (IC) and hand in (HI), and reflect outlines specific to the course syllabus documents. Assessment in the forms of examinations must not exceed the recommended percentage of overall assessment weighting as outlined in course syllabus documents.



## 2. Procedures to ensure students are informed in writing of their Assessment Schedules

### *2.1 Procedures to plan the scheduling of tasks in a coordinated way*

Faculties must develop assessment schedules for every year group to complement programming scope and sequence documents prior to the commencement of a new academic year. Assessment schedules must be reviewed throughout the year by the Head Teacher and amendments recorded with new notifications issued to students and be available for monitoring by the Senior Executive. Faculty members maintain a responsibility to ensure that they are aware of relevant assessment schedules and apply these within published timeframes.

All assessment tasks will be placed on the electronic school calendar on SENTRAL, at the beginning of each term, so staff are aware of the student workloads throughout the year in order to plan excursions and extracurricular activities accordingly. The Principal and Deputy Principals will monitor this process.

### *2.2 Informing students and parents about tasks*

At the commencement of each course, students will sign for an assessment schedule booklet with all assessment schedule details for every course. Students will sign an acknowledgement of receipt register when receiving this booklet. The register is to remain on file with the Deputy Principal. Assessment booklets will be uploaded to the school website.

Students will be informed in writing for all assessment tasks. All assessment task notification in all years must utilise the Asquith Boys High School Assessment Notification form. Notification is to be provided a minimum of two weeks prior to task completion/submission. Students are to sign receipt of assessment notification / assessment task submitted / assessment task returned with feedback received. These records are to be maintained by the course Teacher in the relevant monitoring folder.

If the substantive class teacher is away when an assessment tasks is given out, the Head Teacher will make arrangements for the task to be given out. All relevant instructions and documents are to be given out and signed for in line with the assessment policy.

## 3. Procedures relating to the administration of tasks

### *3.1 Providing adequate notice for tasks*

A minimum two weeks written notice is required for all formal assessment tasks.

### *3.2 Signing for receipt and submission of tasks*

All students are required to acknowledge receipt for all formal assessment tasks by signing and dating the Assessment Notification Form. When submitting their completed work, students are required to sign and date this register a second time. The signing for receipt and submission of tasks may occur via an online platform.

### *3.3 Students absent from school when assessment information is given out*

If a student is absent the day of assessment task notification, it is the students' responsibility to see their Teacher to receive the notification. Students will know when task notification must be provided from information outlined in assessment booklets and faculty assessment schedules. In every case, Teachers are to issue students with a copy of missed information during the next attended lesson if students fail to meet their responsibilities. No extension of time



will be given to students unless a medical certificate from a doctor, statutory declaration or appropriate documentation is supplied along with a completed Appendix A form.

### *3.4 Submission of tasks*

All hand-in assessment tasks are to be submitted to the Class Teacher by 8:40am on the due date unless otherwise indicated on the Assessment Task Notice. If the task is to be submitted at an alternative time and place, these must be clearly detailed on the notification.

In the absence of the student's regular Teacher, the Head Teacher of the respective faculty will make arrangements for the collection of assessment tasks. Tasks should **NEVER** be left on a desk or table for future collection by the Teacher.

It is a requirement of the school that students must attend all other scheduled classes on the day of any assessment task. If you are absent on the day of this assessment yet manage to deliver the task either electronically or physically, your submitted task must be accompanied by acceptable documents as outlined in the Assessment Policy. Failure to follow these guidelines may result in a mark of zero for the task.

### *3.5 Teacher absence on the day of a task*

In the case of a known absence, arrangements can be made with the respective Head Teacher to reschedule the task or go ahead with the task depending on task nature. In the case of unforeseen absence, the respective faculty Head Teacher and Deputy Principal will decide to reschedule the task or go ahead with the task depending on task nature.

Note: Rescheduling any task must be done in writing and with consideration of other faculty assessment schedules.

### *3.6 Students who hand in work late or are absent*

Students who are unable to attend or submit an assessment task on the due date must contact the school that day by phone and record a message relating to their absence with the front office. All students will need to complete the Request for Alteration to Assessment Task form (APPENDIX A).

In Year 12, students absent from an assessment task or examination will be awarded a zero mark if they do not have a medical certificate from a doctor or acceptable documents to gain marks for the assessment or examination. Students are required to supply a medical certificate from a doctor or other acceptable documents such as a Statutory Declaration relating to the absence. It is the student's responsibility on their FIRST DAY BACK AT SCHOOL (after task/examination) to make arrangements through the Deputy Principal for an extension or Application for Special Consideration in HSC Course to resolve the task. Applications should be made on Request for Alteration to Assessment Task form (APPENDIX A).

Where a student knows ahead of time that he will be absent for a task (e.g.; work placement for VET courses, school sporting activity, course excursion) they must make arrangements at least THREE days prior to the date to complete the task/s at an agreed time. Applications must be made to the Deputy Principal on the appropriate form (Appendix A) at least THREE days ahead of the date proposed for the task. A student will be awarded a zero final mark for the task if they fail to meet the above conditions.

In class tasks: On their first day back at school students must see the Head Teacher of the subject before 8:40am to make arrangements to sit the in class task that day. Students must also complete an Appendix A form, supply appropriate documentation, return it to the Deputy Principal in their first day back

Hand in Assessments: On their first day back at school students must submit the assessment task to the Head Teacher before 8:40am. Students must also complete an Appendix A form, supply appropriate documentation, return it to the Deputy Principal in their first day back

Electronic Submissions: On their first day back at school students must submit the task electronically by 8:40am. Students must also complete an Appendix A form, supply appropriate documentation, return it to the Deputy Principal in their first day back.

### *3.7 Parent notification of incomplete tasks or failure to submit tasks*

Teachers are to notify parents of incomplete tasks or failure to submit tasks, within 10 school days of the official task submission date. Teachers are required to maintain records of this notification on SENTRAL. Teachers are to issue an 'N' warning notification for all assessment tasks that are incomplete or not submitted and appropriate documentation is not received. Head Teachers are responsible for the monitoring of parent notification and documentation.

### *3.8 Prolonged absence and extenuating circumstances*

Students with prolonged absence and/or extenuating circumstances will be judged on a case-by-case basis, through collaborative consultation between the Learning Support Team, Executive and Senior Executive, to design an equitable individualised assessment plan.

### *3.9 Occasions where estimates are given or substitute tasks are administered*

Estimates or substitute tasks will be deployed at the discretion of the Review Panel. Estimates and substitute tasks will also be deployed at the discretion of the Senior Executive for individualised assessment plans.

In the event that:

- a compromised task is administered
- a non-discrimination task is administered

Head Teachers will determine the estimate based on the rank of the student at the time of the task taking place.

### *3.10 Occasions when zero marks are awarded*

Zero marks will be awarded at the discretion of the Review Panel. Zero marks may also be awarded to students who fail to submit or sit a task and do not submit an appeals form. Zero marks may also be awarded in the event of malpractice.

### *3.11 Special / Disability provision in examinations*

Regardless of the nature of the special need, the provisions granted will be solely determined by the implication of the students functioning in an examination situation. Provisions may include some of the following but not limited to; Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, establishment of a special test centre, examination supervision, permission to take medication, or other provisions as judged appropriate. Special / Disability provisions are overseen by the Deputy Principal in consultation with the school's Learning Support Team, Senior Executive and NESA.

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

Common tasks, conditions and marking procedures will be followed in the instance of more than one class following the same course. Where possible, assessment tasks need to be issued at the same time for courses with more than one class. Blind marking, cross class section marking, and cross class blanket marking are to be engaged for all year groups where more than one class undertakes a course. Faculties are required to have established processes to accommodate shared marking practices and be able to present faculty processes to Senior Executive, if required.

### *3.13 Tasks due across more than one date*

In cases where task completion is to occur across multiple days, such as English Speech across the entire year group, every student is required to be prepared for the task completion on the first day of the task and is required to submit a copy of the task on the first day it is due.

### *3.14 Students undertaking VET work placement*

Mandatory VET work placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET, and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods. In cases where clashes with assessment tasks are unavoidable, students are required to plan alternate assessment scheduling with the Deputy Principal. Students need to be reminded of their responsibilities in checking the time of tasks. If an assessment task is issued prior to work placement, students are required to submit the task by the due date. If the task is a test or examination, students are required to make arrangements to sit the task prior to leaving on placement. The student must also complete APPENDIX A giving the Classroom Teacher at least two weeks notice in order to prepare the task.

### *3.15 Technical failure*

Technology is not an excuse for inability to complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep hard copies of text. Extensions will be given only with the HSC Review Panel Agreement, and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by a Request for Alteration to Assessment Task form (APPENDIX A) if any consideration is to be given by the committee. All such cases will be considered individually.

### *3.16 Practical submissions*

Final submission dates for Practical Works to NESA vary between courses. It is the school's expectation that all HSC practical submissions will be between 90% and 100% complete by the start of Term 3 in the HSC year. Students will be guided and monitored in each course in the development of their practical submission for the HSC. Although this guidance will include advice regarding time management, it is ultimately the responsibility of each student to work consistently over the twelve-month period and ensure that the submission is completed as early as possible. Failure to manage time effectively or to consistently apply themselves to the submission's development may lead to the application of 'N' warnings in that course. The expectation that HSC practical submissions will be between 90% and 100% complete by the start of Term 3 is further subject to the Practical Submission Policy of each faculty. Evidence of progress of work needs to be displayed by students for certification.

## 4. Procedures relating to malpractice

### 4.1 Malpractice

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. It includes:

- Copying, buying, stealing or borrowing part or all of someone else's work and presenting it as their own.
- Using material directly from books, journals, CDs, the internet or other electronic material without acknowledging the source.
- Submitting work that contains a large and unacknowledged contribution from another person such as a parent, tutor, coach or author.
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs or journals.
- Providing another student with your assessment task or parts of it.

### 4.2 Malpractice and the HSC

The Higher School Certificate is a well-respected and widely recognised educational credential. Cheating undermines the integrity of the qualification. For many NSW students, the HSC provides a gateway to tertiary studies. This is a pivotal point for many students. Sometimes, due to the pressure students place upon themselves to succeed, some may feel tempted to engage in activities they would not normally consider, such as cheating. Cheating in the HSC is a serious offence. It distorts legitimate measures of a student's achievements. While cheating advantages the individual, it disadvantages other students. In the case of school-based assessment, cheating may affect the order in which students are ranked and distort the moderation process applied to the internal assessment marks.

### 4.3 Procedures for dealing with malpractice in tasks

Suspected malpractice is to be reported to respective Head Teachers for review. If, following consideration by the Class Teacher and Head Teacher, malpractice is suspected, the matter is to be reported to the Deputy Principal - Curriculum for investigation. In straight forward matters, where the malpractice is obvious, or the student/s admit to malpractice, the investigation process will be completed by the Deputy Principal. In more complex cases the Deputy Principal will inform the Review Panel to investigate the matter and provide a recommendation to the Principal. In all cases the final determination and penalty remains the decision of the Principal. Students found to have engaged in malpractice may be awarded a **zero mark** and be required to complete the task again or complete an alternate task at the discretion of the Head Teacher and Senior Executive. These students will also be reported to NESA and placed on the malpractice register.

Missing classes to complete tasks: Students who truant classes or use other subject time to complete assessment tasks or prepare for in-class tasks will be awarded **zero** for the task being completed.

### 4.4 Procedures for dealing with malpractice in examinations

Students are to only have materials which are necessary and permitted for the task. Students must not speak to other students from the time they enter the examination room until the time they leave. Students must not behave in a way likely to disturb other students. All electronic devices must be turned off and placed away from their desk. Students not making a serious attempt with the task, or attempting to plagiarise or cheat, will be subjected to penalty. Students found to breach any examination requirements may be removed from the examination and awarded a **mark of zero**.



## 4.5 Strategies for preventing malpractice

Prevention of malpractice is always preferable to dealing with its consequences. There are a number of actions school can take to help students avoid cheating.

- Asquith Boys High School seeks to ensure that all students understand malpractice and its consequences. All students entered in one or more Year 11 or HSC courses must have completed the HSC: All My Own Work program on the NESA website. This program helps students follow good principles and practices in assessments and examinations and will be completed at the end of Year 10 during the Senior Preparation Program prior to entry into Year 11.
- Students will be provided with and encouraged to read and understand NESA's Rules and Procedures for Higher School Certificate Candidates booklet. Honesty in Assessment – The Standard on page 7 of the booklet is to be highlighted.
- Students must sign a declaration saying that they have read the *Rules and Procedures* booklet. This is an opportunity for the school to reinforce key messages about malpractice.
- Asquith Boys High School aims to design tasks that minimise opportunities for malpractice and include a level of supervision.
- Each course Teacher has an obligation to help students with learning how to document and record legitimate assistance. This includes correct referencing, correct acknowledgement of sources and assistance with projects and practical works in accordance with NESA documentation.
- The Asquith Boys High School Professional Learning Program incorporates in-servicing that ensures Teachers understand the kind of feedback they can legitimately give for school assessment work, and during the development of projects and practical works, so that they can confidently help students without inadvertently contributing to malpractice.

## 4.6 Strategies for preventing malpractice in work completed out of class time

Strategies to prevent malpractice in work completed outside class time are based on a consistent approach applied across the whole school. Ensuring students are adequately briefed and feel prepared for the challenge presented by an assessment task should reduce the risk of cheating and malpractice. Teachers are to apply one or more of the following strategies:

- If possible, Teachers should allocate class time to planning and drafting an initial response to the task
- All students are required to prepare annotated references, and/or maintain a process diary/journal, and/or submit original drafts, annotated by the Class Teacher, with the final copy. All students are required to present work either orally, visually or in writing at key stages of the development process. This work is to be sighted by the Teacher and records maintained
- Where appropriate, Teachers should consider requiring students to develop an action plan with a specific time frame to be signed off as each task is completed. They may need to keep logbooks, journals or reflection statements throughout the development of their projects or practical works. They may be asked to present a viva voce, or to deliver a brief presentation on their progress, which would include submitting their logbooks and discussing entries.
- Students must understand that components of their projects or practical works that have been written, created or developed by others must be acknowledged in accordance with the Board's documentation for that course.
- When preparing a brief for any assessment task being undertaken by parallel classes, Teachers must develop a shared understanding of the nature and extent of the support they are prepared to provide. At the outset, clearly advise students of the degree of Teacher involvement in the development, rehearsal or execution of a task.
- Courses with a submitted project or practical work, such as Design and Technology, Industrial Technology, Visual Arts, and English Extension 2 have special requirements. For example, the Teacher and the Principal must state whether they believe the work is authentically the student's own work.

## 5. Guidelines for maintaining secure records of all marks awarded for assessment tasks and ensuring the security of major works

### *5.1 Procedures used for recording assessment marks by the Teacher*

Teachers are to record grades in an electronic marks database on SENTRAL and have a printed copy of grades in a central monitoring folder. Teachers are to also have a copy of printed grades kept in their personal files / rolls in the event of faculty files being misplaced or destroyed.

### *5.2 Procedures used for recording assessment marks for school records*

Assessment marks are to be entered on an electronic marks database on SENTRAL on a regular basis. Management of data entry is at the discretion of the faculty Head Teacher. Printed faculty and individual assessment records are to be available for the Senior Executive as required.

### *5.3 Procedures for ensuring security of major works*

Assessment tasks in the form of practical major works (structures, artworks, furniture etc.) are to be placed in a secure environment when the student is not working on that major work. A secure environment is one that prevents ready access to the major work by other students and prevents, as best possible, the event of breakage or destruction. The security of the major works during transportation to and from school is the responsibility of the student. Procedures for ensuring security of major works are a faculty responsibility and must be available for Senior Executive as required.

## 6. Procedures for providing assessment marks for students who:

- Transfer into the school after the commencement of the course
- Transfer into a lower level of an existing course i.e. English and Mathematics

### *6.1 Procedures for students who enter the HSC course after the commencement of the HSC program*

Students enrolling into a course either through school transfer or movement of level within the course, after the commencement of the course, will be assessed and managed on a case-by-case basis. Final decision regarding marks awarded for tasks conducted prior to course entry is at the discretion of the Principal. In all instances the following processes are to be applied in determining assessment marks for tasks completed prior to transfer:

- All students must sit for tasks that accumulate greater than 50% of the overall marks
- Transference into the course must not occur after the NESA determined cut-off date
- Students transferring into a course must sit alternate task/s for those they missed prior to course entry. The alternate task/s are to be conducted following an appropriate period of catch up of course content. The alternate task/s are to assess the same outcomes and are to be of the same style/format as the original task. The results of the alternate task/s, as well as marks and ranks in tasks following course transfer, will be used to determine an appropriate estimated mark for the task/s due prior to course transfer.

## 7. Procedures for dealing with the assessment of accelerants and accumulants

### *7.1 Procedures for accommodation of accelerants*

Students may undertake Year 11 and/or HSC courses in advance of the usual cohort or in less than NESA's stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made by the Principal in accordance with the principles contained in the NESA Guidelines for Accelerated Progression. Students may accelerate in all courses (grade advancement) or in one or more courses. Acceleration must be based on the principle of

compression of work, not omission of work. Students who accelerate in one or more courses must achieve the required outcomes of the courses, but in a shorter time frame (i.e. one or more years in advance of their cohort).

For students accelerating by less than two years, students are entered for their accelerated course/s for the ROSA, Year 11 or HSC study pattern/s via Schools Online. Where the proposed advancement is for two years or more and is likely to lead to early entry for the secondary credential, the Principal must inform NESA prior to the acceleration of the student.

## *7.2 Procedure for accommodation of accumulants*

There is no time restriction on the accumulation of Year 11 Courses. Students may accumulate HSC courses towards the HSC over up to 5 years. The five-year period will commence in the first year the student satisfactorily completes the HSC course. Accumulation of HSC courses cannot extend over more than a five-year period. The five-year period is a “rolling period” so that students wishing to go beyond the five years will have earliest year’s presentation deleted.

On completion of the accumulation, all patterns of study requirements must have been met for both Year 11 and HSC study patterns. They need not be met for each calendar year of accumulation.

Students who choose to accumulate must be aware that some courses, including Board Endorsed Courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil Higher School Certificate requirements.

A student may accumulate an Extension course by presenting the 2 Unit HSC course in one year and the related Extension course in a subsequent year within the five year accumulation period. Accelerating students may count towards their HSC results obtained in advance of their cohort. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

## 8. Recognition of Prior Learning

### *8.1 VET Recognition of Prior Learning*

Students who have VET as part of their study pattern can apply for Recognition of Prior Learning, to assist in completion of competencies and work placement.

## 9. Awarding marks for an assessment task and providing feedback to students on their performance in tasks and their progress

### *9.1 Awarding marks for an assessment task*

Marks must be awarded against explicit marking guidelines. Marks must accurately correlate and reflect outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity.

### *9.2 Explicit marks and feedback included in written assessment task notification*

Assessment tasks must include the following information; academic year group, faculty delivering the assessment task, task number, weighting, due date, detailed task description, outcomes, marking criteria, and explicit marking guidelines, except in the case of tasks involving tests or examinations— thus all assessment tasks must be issued using the ABHS Assessment Task pro forma.

Marking guidelines on this pro forma need to be detailed, explicit and show clearly where the marks will be allocated. This information is to be provided for students with the understanding that students can use the assessment criteria to grade their own work to gauge assessment progress and self-assess. HSC marks submitted to NESA will not be made available to students.

### *9.3 Feedback given to student on assessment tasks*

All tasks are to be marked and returned to students with feedback within 2 weeks from submission. Teachers are to provide clear and valid feedback in line with the explicit marking guidelines that accompanies the student assessment notification, to clearly identify where marks have been awarded. Additional and explicit feedback of a meaningful nature, articulating assessment task strengths and areas for improvement in written form is also required for every assessment task, so students are aware of what needs to be done to improve at the next assessment opportunity. Additional verbal feedback is also highly recommended for all assessment tasks.

### *9.4 Reporting progress*

Students are to receive written and verbal feedback regarding progress. It is the Teacher's responsibility to share constructive feedback with students so productive improvements can be made. Students will receive an overall detailed report on course progress twice per year in a formal report.

### *9.5 Procedures for distributing Assessment Rank Order Advice at the end of the HSC Examinations*

Assessment task rank is to be provided for each assessment task. Cumulative assessment rank should be provided throughout the year or as a result of student request. Cumulative Rank Order is to be provided on official report documents. Cumulative rank is to be provided after each assessment task with dated records of this maintained in the Teacher's monitoring folder.

### *9.6 Procedures for adjusting marks for final grades*

Assessment weighting marks for all valid assessment tasks are to be totalled to articulate final course achievement. Any adjustment of marks for final grades must be approved by the Senior Executive. The adjustment of marks must not alter student ranking or affect distribution of marks. The assessment marks submitted to NESA must establish the rank order and reflect the relative difference between students' performances for the course.

### *9.7 Vocational (VET) courses studied at school in the HSC*

In the case of VET courses studied at school, there is no assessment mark. A student competency schedule forms a record of student achievement in the units of competency for each course. The school submits to NESA a list of the units of competency successfully achieved. This information is used to produce the Certificate of Attainment. Students can sit for the HSC Examination if they choose.

## 10. Procedures for advising students in writing they are in danger of not meeting assessment requirements in a course

### 10.1 'N' Determinations

An N Determination is a NESA process recognising the non-completion of NESA credential, or a required stage of schooling. Although a NESA process, N Determinations are managed and applied at the school level. N Determinations can be issued Years 7–12.

'N' Warnings serve three main purposes:

- a) To notify students and parents that course requirements are not being met, individual pieces of work have not been submitted, etc.
- b) To notify students and parents that the student's eligibility for the Year 11 ROSA or Higher School Certificate is at risk due to a failure to meet course requirements
- c) Form the basis for a Program of Improvement for students of Post Compulsory Age who are not meeting requirements.

'N' Warnings can be issued for anything that relates to the failure to meet course requirements including:

- a) Failure to submit or sit for assessment tasks
- b) Failure to submit homework on three occasions
- c) Consistent failure to complete classwork
- d) Consistent failure to participate in practical coursework e.g. PDHPE, TAS. CAPA
- e) Consistent frequent absences
- f) Truancy

### 10.2 Application

An 'N' Warning is not an end to itself. Once an 'N' Warning is issued, the student is required to rectify the situation as per the requirements outlined on the letter, and the staff member is required to document discussions regarding the 'N' Warning, and contact the parents as appropriate.

The 'N' Warning Process:

- 1) Class Teacher assesses the need for the issuing of the 'N' Warning, in consultation with the Head Teacher if appropriate.
- 2) Class Teacher types the 'N' Warning, and attaches a copy of the task/task notification/specific incomplete work. The Teacher then gives it to the Head Teacher for checking and signing.
- 3) Head Teacher assesses the reasons for the issuing of the 'N' Warning, checks that appropriate and reasonable means and timeframe for rectifying the situation have been provided to the student, and if happy that these requirements have been met will issue the 'N' Warning. If concerned about any aspect of the 'N' Warning, the Head Teacher will discuss the issue with the staff member.
- 4) The Class Teacher will then interview the student to:
  - notify them that the 'N' Warning is to be issued and the reasons for the warning.
  - discuss the rectification requirements,
- 5) Wherever possible, the Class Teacher will contact parents to discuss this situation and the possible impact on the student's eligibility for whichever certificate they are studying.
- 6) Once the requirements of the 'N' Warning have been met, the situation is rectified and the student's eligibility for the relevant course is established. Although students can have 'N' Warnings resolved by completing the course requirements, they are not awarded marks for the work pertaining to the 'N' Warning.



In any instance that the 'N' Warning may result in a student being recommended for an 'N' award to NESA, parent contact by Class Teacher must have occurred and be documented. NESA will not uphold any 'N' Award status unless a documented pattern of failure to meet requirements has been established, documented interviews with the student have been conducted, opportunities to rectify the situation have been provided, and documented parent contact has been made, preferably on more than one occasion. This aspect of the process is the Class Teacher's responsibility. In cases where there is concern about rude or verbally aggressive parents, the Class Teacher should seek the assistance of the Head Teacher in making this contact.

If, towards the end of the course, a student has two or more 'N' warnings (for two or more different course requirements) that have not been rectified, failed to complete work placement or VET courses, the Class Teacher needs to consider as to whether to recommend to the Principal that the student is given an 'N' award for the course. In doing so, the Class Teacher needs to consider:

- a) The nature of the task the 'N' warning was issued for
- b) That clear requirements and appropriate time has been given to the student to clear the warning/s
- c) That school obligations have been met, particularly in reference to parent contact
- d) The 'N' Warning documentation is then submitted to the Deputy Principal - Curriculum who will complete 'N' award processes with NESA
- e) Has the student completed (by the due date) assessment tasks that contribute in excess of 50% of available marks for the course.

'N' warnings are sometimes used by the Senior Executive as the basis for establishing Programs of Improvement for post compulsory age students who are not meeting requirements in a number of courses. In this instance 'N' Warnings are vital in allowing us to identify students at risk, and where appropriate, in expelling students. 'N' Warnings can also be issued for students not meeting course outcomes due to sustained absences – 'diligence and sustained effort'.

## 11. Procedures for conducting school reviews of final assessment marks and appeals to NESA

### *11.1 Procedures when disputes arise over assessment tasks*

Students have the right to appeal the mark awarded for an assessment task within **7 Days** of the marking feedback being given. Students are to complete the Student Appeal Form and return to Deputy Principal.

Disputes are to be put before the HSC Review Panel. Investigation into claims and recommendations will be made by this team. Findings will be communicated to the person making the complaint by a designated member from the HSC Review Panel.

**The HSC Review Panel will consist of:**

- Deputy Principal
- Head Teacher (from an alternative faculty)
- Faculty Head Teacher

If the complainant wishes to appeal the decision of the HSC Review Panel, the appeal will be heard by the Principal.

## *11.2 Procedures for conducting school reviews of assessment*

The Teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account the possible effects of illness or domestic situations except as the determined outcome of *Misadventure Proceedings*. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

NESA requires all students to follow an assessment program and have an assessment mark submitted. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course. A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

Assessment reviews will be conducted through ongoing monitoring at faculty level by respective Head Teachers. Assessment reviews will also be conducted by Senior Executive during faculty audits. Assessment reviews may also be carried out immediately after senior student interviews.

## *11.3 Procedures for handling appeals to NESA*

Students wishing to appeal against the grade(s) in any course awarded to them by the school must submit a written appeal, together with evidence, to their Principal. If the appeal is upheld, the Principal will send notification of the new grade(s) to NESA. In order to be successful in such appeals, students need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school.

Since the appeal is directed to progressive reporting by the school, NESA will not revise individual tasks or test marks. Appeals management will reflect processes set out in the ACE manual regarding 'Student appeals against Assessment Rankings in HSC Courses'.

## 12. HSC All my Own Work

### *12.1 HSC All My Own Work*

Students are required by NESA to complete this course as part of their entry into Year 11 and HSC studies. It is expected that students will abide by the ethical academic standards outlined in that course. Students can refresh their knowledge of these practices by login onto <http://educationstandards.nsw.edu.au>

## 13. Expulsion

### *13.1 Expulsion from a particular school*

1. This means that the student is expelled from one particular school only. With the exception of the circumstances outlined in 2 (b) below, the Principal, in conjunction with the Director Educational Leadership or relevant area office staff and the parents or caregiver, must arrange a suitable enrolment for the student in another school or educational facility.
2. The decision to expel a student from the school may be made on the basis of:
  - (a) Misbehaviour of a student of any age; or
  - (b) Unsatisfactory participation in learning by a student of post-compulsory age, e.g. a documented pattern of non-satisfactory completion, non-serious attempts to meet course requirements for the award of a School Certificate or Higher School Certificate.



3. Prior to making a decision to expel on the grounds set out in 2 (b) above, the student must receive at least one formal written warning that such action is being contemplated. A program of improvement should be developed in conjunction with the student. The student must also be provided with a reasonable period in which to demonstrate an improvement in his or her participation.
4. Where the student is being expelled on the grounds set out in 2(b) above, the arrangement of an alternative placement is the responsibility of the student and the student's parents or caregiver. If a suitable alternative cannot be arranged, it is not necessary in these cases for the Principal to readmit the student, recommend expulsion from the government school system or refer the issue to the Deputy Regional Director.
5. The Principal will ensure, except as a result of a most serious incident, that all appropriate student welfare strategies and discipline options have been implemented and documented prior to expelling a student from the school because of misbehaviour.



## APPENDIX A

### REQUEST FOR ALTERATION TO ASSESSMENT TASK

Date of Assessment Task: ..... Course: ..... Teacher: .....

Task Number: ..... Date Submitted to Head Teacher: .....

Task Name: ..... Task Due: .....

Student name: ..... Year 10 ☐ Year 11 ☐ Year 12 ☐

#### REASON FOR EXTENSION

Documentary evidence must be provided, except in exceptional circumstances.

☐ Illness ☐ Misadventure ☐ Work Placement ☐ Other: .....

*Students are to write an explanation of their reasons.*

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

#### SUPPORTING DOCUMENTS

Please attach.

☐ medical certificate (doctor) ☐ Statutory Declaration ☐ Other: .....

In applying for this extension, I assure the Principal that I am not seeking unfair advantage over other students in the course.

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

Parent/Caregiver signature: ..... Date: .....

#### HEAD TEACHER RECOMMENDATION

☐ Variation ☐ Exemption ☐ No variation/exemption  
☐ Early submission ☐ Extension *Panel to decide on outcome of marks allocated* *Request declined*

.....  
.....

Fully completed form to be handed to Deputy Principal for FINAL DECISION Date: .....

#### DEPUTY PRINCIPAL DECISION

Date Received by Deputy: .....

.....  
.....

1. I have noted the above request and **HAVE / HAVE NOT** granted an extension of time.

**EXTENSION TIME:** ..... **DAYS. TASK TO BE SUBMITTED ON OR BEFORE:** .....

- OR -

2. **MISSED TASK – NO VALID REASON. TASK TO BE SUBMITTED ON OR BEFORE:** .....

- OR -

3. **EXEMPTION:** .....

Date student notified:

Deputy Principal signature: .....  
.....



## APPENDIX B

### REQUEST FOR ASSESSMENT PROCESS REVIEW

Date of Assessment Task: ..... Course: ..... Teacher: .....

Task Number: ..... Date Submitted to Head Teacher: .....

Task Name: .....

Student name: ..... Year 10 ☐ Year 11 ☐ Year 12 ☐

I hereby apply for a review of the above Assessment. My reasons for requesting a review are:

*Students are to write an explanation of their reasons.*

.....

.....

.....

.....

.....

.....

.....

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

Fully completed form to be handed to Deputy Principal for FINAL DECISION

#### REVIEW PANEL DECISION

Date Received by Deputy: .....

.....

.....

I have noted the above request and **HAVE** / **HAVE NOT** granted the review as per above.

Deputy Principal signature: ..... Date student notified: .....



## Ancient History

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 10	Term 1, 2022 Week 8	Term 2, 2022 Week 8	Term 3, 2022 Week 4/5	
<b>Type of task</b>	<b>Source Based Questions</b> Cities of Vesuvius: Pompeii and Herculaneum	<b>PPT Presentation</b> Ancient Societies Spartan Society to the battle of Leuctra	<b>Historical Analysis</b> Personalities in their Times Hatshepsut	<b>Trial HSC Examination</b> All topics examined Including New Kingdom Egypt to the death of Thutmose IV	
<b>Related Outcomes</b>	AH12-6 AH12-8 AH12-9 AH12-10	AH12-1 AH12-2 AH12-3 AH12-9	AH12-5 AH12-6 AH12-8 AH12-9	AH12-3 AH12-4 AH12-6 AH12-7	
<b>Course Components</b>	%	%	%	%	<b>%</b>
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	<b>20</b>
Historical inquiry and research	5	5	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5		<b>20</b>
<b>Task weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

## Biology

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 9	Term 1, 2022 Week 9	Term 2, 2022 Week 5	Term 3, 2022 Week 4	
<b>Type of task</b>	<b>Model Building</b>	<b>Depth Study</b>	<b>Practical Investigation</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO12-14	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
<b>Course Components</b>	%	%	%	%	%
<b>Skills in Working Scientifically</b>	15	20	15	10	<b>60</b>
<b>Knowledge and understanding</b>	5	10	5	20	<b>40</b>
<b>Task weighting %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100%</b>

## Business Studies

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 8	Term 1, 2022 Week 9	Term 2, 2022 Week 7	Term 3, 2022 Week 4/5	
<b>Type of task</b>	<b>Operations Topic Test</b>	<b>Finance Stimulus Task</b>	<b>Stimulus and Case Study Extended Response Task</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	H1, H2, H5, H7	H4, H6, H7, H8, H9 H10	H3, H5, H6, H7, H8 H9	H2, H3, H4,H5, H6 ,H9 H10	
<b>Course Components</b>	%	%	%	%	<b>%</b>
Knowledge and understanding of course content	15	5	5	15	<b>40</b>
Stimulus-based skills		10	5	5	<b>20</b>
Inquiry and research		5	10	5	<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Task weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

## Chemistry

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, Week 8	Term 1 Week 5	Term 2 Week 4	Term 3, Week 4	
<b>Type of task</b>	<b>Depth Study Report</b>	<b>Acids and Bases Practical</b>	<b>Research Task and in-class test</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH12-15	CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-15	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14	
<b>Course Components</b>	%	%	%	%	<b>%</b>
Skills in Working Scientifically	20	15	10	15	<b>60</b>
Knowledge and Understanding	10	5	10	15	<b>40</b>
<b>Task weighting %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100%</b>

## Chinese & Literature

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 10	Term 1, 2022 Week 9	Term 2, 2022 Week 10	Term 3, 2022 Weeks 4/5	
<b>Type of task</b>	<i>Individual and the Community</i>  <b>Speaking and Reading Task</b>	<i>Perspectives on Identity</i>  <b>Speech and Journal Entry</b>	<i>Global Issues</i>  <b>Reading and Writing Task</b>	<i>All modules</i>  <b>HSC Trial Examination</b>	
<b>Related Outcomes</b>	1.1, 1.2, 4.1	1.3, 3.3, 3.8	2.1, 3.2	1.2, 2.3, 3.3, 4.3	
<b>Course Components</b>	%	%	%	%	<b>%</b>
Listening		10		10	<b>20</b>
Speaking	5	5			<b>10</b>
Writing			20	10	<b>30</b>
Reading	10		20	10	<b>40</b>
<b>Task weighting %</b>	<b>15</b>	<b>15</b>	<b>40</b>	<b>30</b>	<b>100%</b>



## Design and Technology

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, Week 8	Term 1, Week 6	Term 3, Week 2	Term 3, Week 4/5	
<b>Type of task</b>	<b>Project Proposal Presentation</b>	<b>Innovation and Emerging Technology Case Study</b>	<b>Project Presentation and Evaluation</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	H1.1, H1.2, H2.1, H4.1, H4.2	H2.1, H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1	
<b>Course Components</b>	%	%	%	%	%
Knowledge and understanding of course content		20		20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	<b>60</b>
<b>Task weighting %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100%</b>

## Economics

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 8	Term 1, 2022 Week 7	Term 2, 2022 Week 5	Term 3, 2022 Week 4/5	
<b>Type of task</b>	<b>Research &amp; Related In-Class Extended Response</b> Global Economy & Economic Issues	<b>Topic Test</b> Australia's Place in the Global Economy	<b>Economic Research &amp; Related In-Class Extended Response</b> Economic Policies & Management	<b>Trial HSC Examination</b> ALL TOPICS EXAMINED	
<b>Related Outcomes</b>	H1, H2, H3, H11, H12	H4, H5, H6, H7, H8 H9	H7, H8, H9	H1, H2, H3, H10, H11 H12	
<b>Course Components</b>	%	%	%	%	%
Knowledge and understanding of course content	10	5	10	15	<b>40</b>
Stimulus Based Skills		10		10	<b>20</b>
Inquiry and research	10		10		<b>20</b>
Communication of economic information, ideas and issues in appropriate formats	5	5	5	5	<b>20</b>
<b>Task weighting %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100%</b>

## Engineering Studies

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 7	Term 1, 2022 Week 6	Term 2, 2022 week 6	Term 3, 2022 week 4/5	
<b>Type of task</b>	<b>Build, Test and Report</b>	<b>Materials Testing</b>	<b>Report &amp; Presentation</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	1.1, 1.2, 2.1, 4.1, 4.2	2.1, 2.2, 3.1, 3.2, 6.2	4.3, 5.1, 5.2, 6.1	4.3, 5.1, 5.2, 6.1	
<b>Course Components</b>	%	%	%	%	<b>%</b>
Knowledge and understanding of course content		20		20	<b>40</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	20		30	10	<b>60</b>
<b>Task weighting %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100%</b>

## English EAL/D

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 10	Term 1, 2022 Week 9	Term 2, 2022 Week 9	Term 3, 2022 Weeks 4/5	
<b>Type of task</b>	Module A: <i>Texts and Human Experiences</i>  <b>Reading and Writing Task</b>	Module B: <i>Language, Identity and Culture</i>  <b>Multimodal Presentation (including mandatory listening)</b>	Module C: Close Study of Text  <b>Reading and Extended Writing</b>	<b>Trial Examination on all modules studied.</b>	
<b>Related Outcomes</b>	EAL12-3, EAL12-4, EAL12-6, EAL12-9	EAL12-1B, EAL12-2, EAL12-5, EAL12-8	EAL12-1A, EAL12-2, EAL12-5, EAL12-7	All Outcomes	
<b>Course Components</b>	%	%	%	%	%
Knowledge and understanding of course content	10	12.5	12.5	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	10	12.5	12.5	15	<b>50</b>
<b>Task weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

## English Advanced

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 8	Term 1, 2022 Week 8	Term 3, 2022 Week 1	Term 3, 2022 Weeks 4/5	
<b>Type of task</b>	Common Module: <i>Texts and Human Experiences</i>  <b>Written Task: Essay + Short Answers</b>	Module A: <i>Textual Conversations</i>  <b>Written Task: Essay</b>	Module C: <i>The Craft of Writing</i>  <b>Multi-Modal Task</b>	<b>Trial Examination on all modules studied. Common Module Module A Module B Module C (5%)</b>	
<b>Related Outcomes</b>	EA12-1, EA12-3, EA12-5, EA12-7	EA12-1, EA12-2, EA12-3, EA12-5, EA12-7	EA12-4, EA12-5, EA12-9	All Outcomes	
<b>Course Components</b>	%	%	%	%	%
Knowledge and understanding of course content	12.5	12.5	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	12.5	12.5	10	15	<b>50</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100%</b>

## English Standard

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 8	Term 1, 2022 Week 8	Term 3, 2022 Week 1	Term 3, 2022 Weeks 4/5	
<b>Type of task</b>	Common Module: <i>Texts and Human Experiences</i>  <b>Written Task: Essay + Short Answers</b>	Module A: <i>Language, Identity and Culture</i>  <b>Written Task: Essay</b>	Module C: <i>The Craft of Writing</i>  <b>Multi-Modal Task</b>	<b>Trial Examination on all modules studied. Common Module Module A Module B Module C (5%)</b>	
<b>Related Outcomes</b>	EN12-1, EN12-3, EN12-7, EN12-7	EN12-1, EN12-3, EN12-5, EN12-8	EN12-1, EN12-2, EN12-3, EN12-9	All Outcomes	
<b>Course Components</b>	%	%	%	%	%
Knowledge and understanding of course content	12.5	12.5	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	12.5	12.5	10	15	<b>50</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100%</b>

## English Studies

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 8	Term 1, 2022 Week 9	Term 2, 2022 Week 10	Term 3, 2022 Weeks 4/5	
<b>Type of task</b>	Common Module: <i>Texts and Human Experiences</i>  <b>Written Task: Essay + Short Answers</b>	<i>Module D: Digital Worlds - English and the Web</i>  <b>Multimodal Presentation</b>	<i>Module L: Who do I think I am? - English and the self</i>  <b>Portfolio of Classwork</b> (on all modules studied – to be checked throughout the course and collected on the due date.)	<i>Module I: Discover y and Investigation – English and the sciences</i>  <b>Trial Examination Common Module Module Task Creative Writing</b>	
<b>Related Outcomes</b>	ES12-1, ES12-2, ES12-5, ES12-7	ES12-3, ES12-6, ES12-7, ES12-9	ES12-4, ES12-6, ES12-7, ES12-10	All Outcomes	
<b>Course Components</b>	%	%	%	%	%
Knowledge and understanding of course content	12.5	12.5	15	10	<b>50</b>
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	12.5	12.5	15	10	<b>50</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100%</b>



## English Extension 1

	Task 1	Task 2	Task3	Totals
<b>Timing of task</b>	Term 4, 2021 Week 9	Term 1, 2022 Week 9	Term 3, 2022 Weeks 4/5	
<b>Type of task</b>	Common Module <i>Literary Worlds</i>  <b>Imaginative Response And Reflection</b>	Elective  <b>Critical Response With Related Text</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
<b>Course Components</b>	%	%	%	<b>%</b>
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15	20	15	<b>50</b>
<b>Task weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English Extension 2

	Task 1	Task 2	Task3	Totals
<b>Timing of task</b>	Term 4, 2021 Week 10	Term 1, 2022 Week 10	Term 2, 2022 Weeks 9	
<b>Type of task</b>	<b>Viva Voce</b> (including written proposal)	<b>Literature Review</b>	<b>Critique Of The Creative Process</b>	
<b>Related Outcomes</b>	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
<b>Course Components</b>	%	%	%	%
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15	20	15	50
<b>Task weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Food Technology

Timing of task	Term 4, 2021 Week 9	Term 1, 2022 Week 8	Term 2, 2022 Week 6	Term 3, 2022 Weeks 4/5	
Type of task	Australian Food Industry - <b>Report</b>	Food Manufacture <b>Practical and Theory Components</b>	<b>Food Product Development</b> - Contemporary Nutrition Issues, <b>Practical and Theory Components</b>	<b>Trial HSC Examination</b>	
Related Outcomes	H1.2, 1.4, 3.1	H1.1, 4.2	H1.3, 5.1, 4.1	H1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1	
Course Components	%	%	%	%	%
Knowledge and understanding of course content	10	10	5	15	40
Knowledge and skills in designing, researching, analysing and evaluating	5	10	10	5	30
Skills in experimenting with and preparing food by applying theoretical concepts	5	10	15	-	30
Task weighting %	20	30	30	20	100%

## Geography

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 1, 2022 Weeks 3/4	Term 2, 2022 Weeks 6/7	Term 3, 2022 Weeks 1/2	Term 3, 2022 Week 4/5	
<b>Type of task</b>	<b>Fieldwork Task</b> Ecosystems	<b>Fieldwork Task</b> Urban Places	<b>Skills/Short Answer Test</b> Productive Activity	<b>Trial HSC Examination</b> All Topics Examined	
<b>Related Outcomes</b>	H1 - 8	H1 - 13	H1 - 13	H1 - 13	
<b>Course Components</b>	%	%	%	%	<b>%</b>
Knowledge and understanding of course content	10	10		20	<b>40</b>
Geography tools and skills			10	10	<b>20</b>
Inquiry and research including fieldwork	10	10			<b>20</b>
Communication of Geographic Information, ideas and issues in appropriate formats	5	5	10		<b>20</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100%</b>

## Industrial Technology – Timber Products and Furniture Technologies

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 1, 2021 Week 3	Term 2, 2022 Week 3	Term 3, 2022 Week 1	Term 3, 2022 Week 4/5	
<b>Type of task</b>	<b>Major Project Presentation to class</b>	<b>Industry Study Report</b>	<b>Major Project and Folio Management Evaluation</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2,	1.1, 1.2, 1.3, 7.1, 7.2	2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 6.1, 6.2, 7.1, 7.2	
<b>Course Components</b>	%	%	%	%	%
Knowledge and understanding of course content	-	10	-	30	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major project	20	-	40	-	<b>60</b>
<b>Task weighting %</b>	<b>20</b>	<b>10</b>	<b>40</b>	<b>30</b>	<b>100%</b>

## Investigating Science

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 9	Term 1, 2022 Week 6	Term 2, 2022 Week 5	Term 3, 2022 Week 4	
<b>Type of task</b>	<b>Depth Study</b>	<b>Data Analysis</b>	<b>Depth Study</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-7 INS12-12	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-7 INS12-13	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14	INS11/12-5 INS11/12-6 INS12-12 INS12-13 INS12-14 INS12-15	
<b>Course Components</b>	%	%	%	%	<b>%</b>
Skills in Working Scientifically	10	15	20	15	<b>60</b>
Knowledge and Understanding	10	5	10	15	<b>40</b>
<b>Task weighting %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100%</b>

## Mathematics Standard 1

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 10	Term 1, 2022 Week 10	Term 2, 2022 Week 9	Term 3, 2022 Weeks 4 - 5	
<b>Type of task</b>	<b>In - Class Assessment</b>	<b>In - Class Assessment</b>	<b>Investigation – Style Task</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	MS1-12-3 MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	All outcomes	
<b>Course Components</b>	%	%	%	%	%
Knowledge, skills and understanding	10	12.5	15	12.5	<b>50</b>
Values and attitudes	10	12.5	15	12.5	<b>50</b>
<b>Task weighting %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>



## Mathematics Standard 2

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 10	Term 1, 2022 Week 10	Term 2, 2022 Week 9	Term 3, 2022 Weeks 4 - 5	
<b>Type of task</b>	<b>In - Class Assessment</b>	<b>In - Class Assessment</b>	<b>Investigation – Style Task</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	MS2-12-3 MSS-124 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1, MS2-12-3 MSS-12-4, MS2-12-5 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-2, MS2-12-7 MS2-12-9 MS2-12-10	All outcomes	
<b>Course Components</b>	%	%	%	%	%
Knowledge, skills and understanding	12.5	12.5	10	15	<b>50</b>
Values and attitudes	12.5	12.5	10	15	<b>50</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100%</b>

## Mathematics Advanced

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 9	Term 1, 2022 Week 10	Term 2, 2022 Week 9	Term 3, 2022 Weeks 4 -5	
<b>Type of task</b>	<b>In - Class Assessment</b>	<b>In - Class Assessment</b>	<b>Investigation – Style Task</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	MA12-1 MA12-2 MA12-4 MA12-9 MA12-10	MA12-1, MA12-3 MA12-5, MA12-6 MA12-9, MA12-10	MA12-3, MA12-6 MA12-7, MA12-9 MA12-10	All outcomes	
<b>Course Components</b>	%	%	%	%	%
Knowledge, skills and understanding	12.5	15	7.5	15	<b>50</b>
Values and attitudes	12.5	15	7.5	15	<b>50</b>
<b>Task weighting %</b>	<b>25</b>	<b>30</b>	<b>15</b>	<b>30</b>	<b>100%</b>

## Mathematics Extension 1

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 10	Term 1, 2022 Week 9	Term 2, 2022 Week 10	Term 3, 2022 Weeks 4 - 5	
<b>Type of task</b>	<b>In - Class Assessment</b>	<b>Investigation – Style Task</b>	<b>In - Class Assessment</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	ME12-1, ME12-2 ME12-6, ME12-7	ME12-1, ME12-4 ME12-6, ME12-7	ME12-1, ME12-3 ME12-4, ME12-6 ME12-7	All outcomes	
<b>Course Components</b>	%	%	%	%	%
Knowledge, skills and understanding	12.5	7.5	15	15	<b>50</b>
Values and attitudes	12.5	7.5	15	15	<b>50</b>
<b>Task weighting %</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>30</b>	<b>100%</b>

## Mathematics Extension 2

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 8	Term1, 2022 Week 8	Term 2, 2022 Week 8	Term 3, 2022 Weeks 4 - 5	
<b>Type of task</b>	<b>Investigation – Style Task</b>	<b>In - Class Assessment</b>	<b>In - Class Assessment</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	MEX12-1, MEX12-4 MEX12-7, MEX12-8	MEX12-1 MEX12-2, MEX12-3 MEX12-4 MEX12-7 MEX12-8	MEX12-1, MEX12-5 MEX12-6, MEX12-7 MEX12-8	All outcomes	
<b>Course Components</b>	%	%	%	%	%
Knowledge, skills and understanding	7.5	15	12.5	15	<b>50</b>
Values and attitudes	7.5	15	12.5	15	<b>50</b>
<b>Task weighting %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100%</b>

## Modern History

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 10	Term 1, 2022 Week 8	Term 2, 2022 Week 8	Term 3, 2022 Weeks 4/5	
<b>Type of task</b>	<b>Source Based Task</b> Power and Authority in the Modern World	<b>Historical Analysis</b> National Studies Japan	<b>In-class Essay</b> Peace and Conflict in the Pacific	<b>Trial HSC Examination</b> All topics Examined	
<b>Related Outcomes</b>	MH12-3, MH12-4, MH12-5, MH12-6, MH12-9	MH12-5, MH12-6, MH12-8, MH12-9	MH12-1, MH12-2 MH12-3, MH-12-9	MH12-3, MH12-4, MH12-5, MH-12-7, MH12-9	
<b>Course Components</b>	%	%	%	%	%
Knowledge and understanding of course content	5	5	5	20	<b>35</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	10		10	<b>25</b>
Historical inquiry and research	5	10	5		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10		<b>20</b>
<b>Task weighting %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100%</b>

## Music 1

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 8	Term 1, 2022 Week 9	Term 2 2022 Week 6	Term 3, 2022 Week 4-5	
<b>Type of task</b>	<b>Presentation of Core Performance and Viva Voce</b>	<b>Composition, Portfolio and Aural Analysis</b>	<b>Presentation or Submission: Elective Options for Topic 1 and Topic 2</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	H1, H2, H4, H5, H6	H2, H4, H5, H6, H7, H8	H1-8	H1-H8	
<b>Course Components</b>	%	%	%	%	%
Performance	10				<b>10</b>
Composition		10			<b>10</b>
Musicology	10				<b>10</b>
Aural		10		15	<b>25</b>
Electives			30	15	<b>45</b>
<b>Task weighting %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100%</b>

## Music 2

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 1, 2022 Week 9	Term 2, 2022 Week 6	Term 3 2022 Week 4-5	Term 3, 2022 Week 4-5	
<b>Type of task</b>	<b>Composition Portfolio Submission</b>	<b>Performance, Sight Singing and Aural Analysis Discussion</b>	<b>Trial HSC Examination – Presentation or Submission of Elective</b>	<b>Trial HSC Examination – Musicology and Aural Skills</b>	
<b>Related Outcomes</b>	H3, H5, H6, H7, H9	H2, H4, H5, H6, H7, H8	H1-9	H2, H4, H5, H6, H8	
<b>Course Components</b>	%	%	%	%	%
Performance		20			<b>20</b>
Composition	20				<b>20</b>
Musicology	10			10	<b>20</b>
Aural		5		15	<b>20</b>
Elective			20		<b>20</b>
<b>Task weighting %</b>	<b>30</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>100%</b>



## Personal Development, Health and Physical Education

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 11	Term 1, 2022 Week 7	Term 2, 2022 Week 8	Term 3, 2022 Week4-5	
<b>Type of task</b>	<b>Core 1 - Research Task</b>	<b>Core 2 - In class Task</b>	<b>Sports Medicine - Analysis</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	H4, H14, H15	H7, H8, H10, H11, H16, H17	H13, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
<b>Course Components</b>	%	%	%	%	%
Knowledge and understanding of course content	10	10	10	20	<b>50</b>
Skills in critical thinking, research, analysing and communicating	15	15	10	10	<b>50</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100%</b>

## Physics

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 9	Term 1, 2022 Week 8	Term 2, 2022 Week 6	Term 3, 2022 Week 4	
<b>Type of task</b>	<b>Practical Task</b>	<b>Processing/ Modelling Task</b>	<b>Depth Study</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-12	PH11/12-1 PH11/12-5 PH11/12-7 PH12-13	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15	
<b>Course Components</b>	%	%	%	%	%
Knowledge and Understanding	5	5	10	20	<b>40</b>
Skills in Working Scientifically	15	15	20	10	<b>60</b>
<b>Task weighting %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100%</b>

## Sport, Lifestyle and Recreation

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 8	Term 1, 2022 Week 8	Term 3, 2022 Week 1	Term 3, 2022 Week4-5	
<b>Type of task</b>	<b>Presentation</b>	<b>Workshop</b>	<b>Journal</b>	<b>Trial HSC Examination</b>	
<b>Related Outcomes</b>	H1.3, H2.1, H2.2, H2.3, H4.4	H1.1, H1.3, H2.1, H3.1, H3.2, H4.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.2, H4.5	H1.1, H2.1, H3.1, H3.2, H4.1	
<b>Course Components</b>	%	%	%	%	<b>%</b>
Knowledge and understanding of course content	10	10	10	20	<b>50</b>
Skills in critical thinking, research, analysing and communicating	15	15	15	5	<b>50</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100%</b>

## Visual Arts

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 10	Term 1, 2022 Week 10	Term 2, 2022 Week 10	Term 3, 2022 Week 4-5	
<b>Type of task</b>	<b>Developing a Body of Work</b>  VAD - investigations of artmaking practice	<b>Art Criticism and Art History</b> 2 Case Studies 1 Essay	<b>Developing a Body of Work</b> VAD, oral (Viva) and written presentation <b>3 Case Studies</b> <b>1 Essay</b>	<b>Trial HSC Examination</b> Art Criticism and Art History Written Examination <b>Resolving the Body of Work</b> submission of artworks VAPD	
<b>Related Outcomes</b>	H1, H2, H3, H4, H5	H7, H8, H9, H10	H1,H2,H3,H4,H5 H7,H8,H9	H7, H8, H9, H10 H1, H2, H4, H5, H6	
<b>Course Components</b>	%	%	%	%	%
Artmaking	10		20	20	<b>50</b>
Art Criticism and Art History		20	20	10	<b>50</b>
<b>Task weighting %</b>	<b>10</b>	<b>20</b>	<b>40</b>	<b>30</b>	<b>100%</b>

## Work Studies

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 4, 2021 Week 10	Term 1, 2022 Week 8	Term 2, 2022 Week 9	Term 3, 2022 Week 4/5	
<b>Type of task</b>	<b>Research Task</b> Personal Finance	<b>Topic Test</b> In the Workplace	<b>Career Portfolio</b> Preparing Job Applications	<b>Trial HSC Examination</b> All topics examined	
<b>Related Outcomes</b>	5,6,7	1,2,9	3,4,8	1, 2,5,8,9	
<b>Course Components</b>	%	%	%	%	<b>%</b>
Knowledge and understanding of work, the work environment and skills for employment		15		5	<b>20</b>
Knowledge and understanding of employment options, career management, life planning and further education and training	10		15	10	<b>35</b>
Skills for success in the workplace		10		5	<b>15</b>
Skills in critically assessing personal and social influences on individuals and groups	10		10	10	<b>30</b>
<b>Task weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

## Vocational Education

**School Name: ABHS**      **Student Competency Assessment Schedule**

**COURSE: HSC Hospitality - Kitchen Operations 2022**

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D	Cluster E	Cluster F	Work Placement	Trial HSC Exam
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen		
		Week: 8 Term: 4	Week: 7 Term: 1	Week: 2 Term: 2		
Code	Unit of Competency					HSC Examinable Units of Competency
SITHCCC003	Prepare and present sandwiches	X				
SITHCCC006	Produce appetisers and salads	X				
BSBWOR203	Work effectively with others		X			
SITHIND002	Source and use information on the hospitality industry		X			
BSBSUS201	Participate in environmentally sustainable work practices		X			
SITHCCC005	Prepare dishes using basic methods of cookery			X		
SITHCCC011	Use cookery skills effectively			X		

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416 or a Certificate II in Kitchen Operations SIT20416.

**Schools may schedule examination items in preparation for the HSC. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

**School Name: ABHS**      **Student Competency Assessment Schedule**

## COURSE: HSC Construction 2022

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster D	Cluster E	Cluster F	Work Placement	HSC Trial Examination
		Formwork	Level a simple slab	Assemble for off-site manufacture		
		Term: 4 Week: 6	Term: 1 Week: 8	Term: 2 Week: 7		
Code	Unit of Competency					HSC Examinable Units of Competency
CPCCCA2003A	Erect and dismantle formwork for footings	X				
CPCCCA2011A	Handle carpentry materials	X				
CPCCCM2006B	Apply basic levelling procedures		X			
CPCCCO2013A	Carry out concreting to simple forms		X			
PCCCM2005B	Use construction tools and equipment		X			
CPCCJN2001A	Assemble components			X		
CPCCJN2002B	Prepare for off-site manufacturing process			X		

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

**Schools will schedule examination items in preparation for the HSC. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.





## Vocational Education continued

### *Course Completion Criteria*

For a student to be considered to have satisfactorily completed a course within a Vocational Education and Training curriculum framework, there must be sufficient evidence that the student has:

- followed the course as specified;
- demonstrated they have applied themselves to the set tasks and experiences with diligence and sustained effort; and,
- achieved some or all of the course outcomes

### *Competency Assessment*

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combination of tasks listed to the appropriate industry standard. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual elements of competency. Students who are absent from practical tasks will have limited opportunities to be reassessed on these skills.

The vocational qualification received by a student will be determined by the competencies they have achieved over the two years.

### *Mandatory Work Placement*

Students undertaking VET courses must be aware that **Work Placement is a compulsory part of these courses**. Students are to complete 70 hours of Work Placement over the two years. Those students who fail to meet the requirements of Work Placement will receive an N Award in the subject.

Students will sit a Trial HSC Examination in each of the courses listed above.

### INDUSTRY BASED LEARNING

Task	When	Topics
1	Week 8 Term 2	Learning Log
2	Week 6 Term 3	Journal

## YEAR 12 ASSESSMENT CALENDAR 2021/2022 – Term 4 2021

Week	1	2	3	4	5	6	7	8	9	10	11
<b>Term 4 2021</b>						Construction (VET) Formwork	Engineering Studies Build, Test and Report	SLR Presentation  Economics Research and In-class extended response  English Studies Assessment 1 (Essay & Short Answer)  English Standard Assessment 1 (Essay & Short Answer)  English Advanced Assessment 1 (Essay & Short Answer)  Chemistry Depth Study Report  Business Studies Operations Topic Test  Hospitality (VET) Food Glorious Food  Music 1 Task 1 (Performance & Viva)  Mathematics Ext 2 Investigation  Design & Technology – Project Proposal Presentation	Mathematics Advanced Assessment 1  Biology Model Building  Investigating Science Depth Study  Physics Practical Task  English Extension 1 Assessment 1 (Imaginative & reflection)  Food Technology Aus. Food industry	Visual Arts Developing a Body of Work  Chinese & Literature Assessment 1  Mathematics Standard 1 Assessment 1  Mathematics Standard 2 Assessment 1  Mathematics Extension 1 Assessment 1  EAL/D- Assessment 1 (Reading & Writing task)  Work Studies Research Task  Modern History-Source Analysis  Ancient History Source Based Questions  English Extension 2 Assessment 1 (Viva Voce)	PDHPE Task 1

## YEAR 12 ASSESSMENT CALENDAR 2021/2022 - Term 1 2022

Week	1	2	3	4	5	6	7	8	9	10
<b>Term 1 2022</b>			Industrial Technology Class Presentation	Geography Fieldwork Task	Chemistry Acids and Bases Titration Prac	Investigating Science Data Analysis  Engineering Studies Materials Testing  Design & Technology Innovation and Emerging Technology Case Study	PDHPE Task 2  Hospitality (VET) Working in Industry  Economics Topic Test	SLR Workshop  English Standard- Assessment 2 (Essay)  English Advanced- Assessment 2 (Essay)  Work Studies Topic Test  Modern History- Historical Analysis  Ancient History PPT Presentation  Physics Task 2  Construction (VET) Level a simple slab  Mathematics Ext 2 Assessment 2  Food Technology – Food Manufacture Theory and Practical	Mathematics Ext 1 Investigation  English Studies- Assessment 2 (Multimodal Task)  EAL/D- Assessment Task 2 (Multimodal Presentation & Listening)  Biology Depth Study  Business Studies Finance Stimulus Task- In Class  Music 1 Task 2 (Comp & Portfolio)  Music 2 Task 1 (Comp Portfolio)  English Extension 1 Assessment 2 (Critical response)  Chinese & Literature Assessment 2	Visual Arts Art Criticism and Art History  Mathematics Standard 1 Assessment 2  Mathematics Standard 2 Assessment 2  Mathematics Advanced Assessment 2  English Extension 2 Assessment 2 (Literature Review)

## YEAR 12 ASSESSMENT CALENDAR 2021/2022 – Term 2 2022

Week	1	2	3	4	5	6	7	8	9	10
<b>Term 2 2022</b>		Hospitality (VET) Cooking in the commercial kitchen	Industrial Technology Project Presentation & Evaluation	Chemistry Research and In class test	Biology Prac Investigation  Investigating Science Depth Study  Economics Assessment 3 (In-Class Extended Response)	Physics Depth Study  Engineering Studies – Report and Presentation  Geography Fieldwork Task  Music 1 Task 3 (Elective 1 & 2)  Music 2 Task 2 (Perf, Sight Singing & Aural Discussion)  Food Technology Food Product Development – Prac & Theory	Business Studies Stimulus and Case Study Extended Response Task  Construction (VET) Assemble for offsite manufacture	PDHPE Task 3  Mathematics Extension 2 Assessment 3  Modern History- In-class Essay  Ancient History Historical Analysis	Mathematics Standard 1 Investigation  Mathematics Standard 2 Investigation  Mathematics Advanced Investigation  EAL/D Assessment 3 (Reading & Writing)  Work Studies Career Portfolio  English Extension 2 Assessment 3 (Critique of Creative Process)	Visual Arts - Developing a Body of Work & Essay  Mathematics Extension 1 Assessment 3  English Studies- Assessment 3 (Portfolio)  Chinese & Literature Assessment 3

## YEAR 12 ASSESSMENT CALENDAR 2021/2022 – Term 3 2022

Week	1	2	3	4 & 5 Trial Examinations		6	7	8	9	10
Term 3 2022	English Standard Assessment 3 (Creative & Multimodal)	Design & Technology – Project Presentation and Evaluation		Visual Arts – Written Exam and Resolving Body of Work	Industrial Technology- Timber					
	Music 1 Task 4 (Elective 3 & Aural Skills) Music 2 Task 3 (Elective Presentation) Music 2 Task 4 (Musicology & Aural Skills) SLR  PDHPE  Mathematics Standard 1 and Standard 2 Mathematics Advanced Mathematics Extension 1 Mathematics Extension 2  English Studies- Paper 1 English Standard- Paper 1 & 2 English Advanced- Paper 1 & 2 EAL/D- Paper 1 & 2 (Listening) English Extension 1  Chinese & Literature  Chemistry Biology Physics Investigating Science  Ancient History Business Studies Economics Geography Modern History Work Studies			Design & Technology Construction (VET) Hospitality (VET) Food Technology Engineering Studies						

## HSC TRIAL Examinations 2022

Begin: Monday 8 August 2022  
Conclude: Friday 19 August 2022

## HSC Examinations 2022

Begin: Term 4 Week 1  
Conclude: Term 4 Week 5  
**Dates will be confirmed in 2022**

### A GLOSSARY OF KEY WORDS

**Account**

Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse**

Identify components and the relationship between them; draw out and relate implications

**Apply**

Use, utilise, employ in a particular situation

**Appreciate**

Make a 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/evaluate)

**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

**Synthesise**

Putting together various elements to make a whole