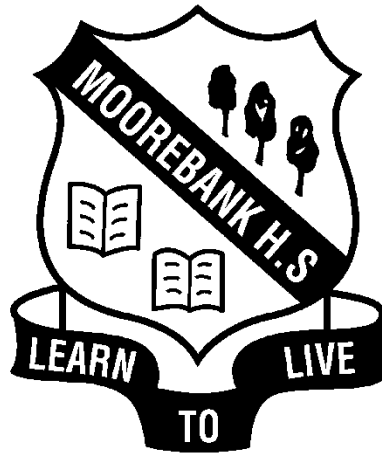


# Moorebank High School



## Year 12 Higher School Certificate Course 2022

### Assessment Policy and Procedures



# 1. The Nature and Purpose of HSC Assessment

## 1.1. HSC assessment tasks

HSC assessment tasks help students learn, expand knowledge and encourage them to challenge themselves. They also show how much students have learnt and where they need to improve. By completing HSC assessments students prove they have satisfactorily completed a course. Most importantly, they also contribute to a student's final HSC mark.

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. School-based assessments also give students the chance to address any weak areas in knowledge before they sit external HSC exams.

## 1.2. Contribution of assessment marks to the HSC

A student's moderated school assessment mark will contribute 50% of their final HSC result. In short, the moderation of assessments is a statistical procedure that uses the external exam marks for the whole school group in that course to adjust the school's assessment marks for those students. For each course the procedure adjusts the average of the school assessments to be equal to the average of the examination marks obtained by the group. It also sets the top school assessment to be equal to the top examination mark, and sets the bottom assessment mark to be equal to (or close to) the bottom examination mark.

# 2. Assessment Procedures

## 2.1. Student rights:

- to be informed of the assessment policies of the school and the Board of Studies
- to receive clear guidelines relating to the requirements of each assessment task
- **to be notified in advance of the due date for each assessment task via an Assignment in Google Classroom**
- to receive feedback that assists you to review your work
- to query the mark for an individual task at the time it is returned to you
- to request a review of the calculation of the final assessment mark if you believe your final assessment rank is incorrect.

## 2.2. Student responsibilities:

- to become familiar with and follow the assessment requirements set by the school and the rules in the Rules and Procedures for Higher School Certificate Candidates booklet
- to complete all set tasks on time, or follow correct procedures if you are unable to meet a deadline
- not engage in behaviour which could be considered cheating or malpractice, including plagiarism
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

### 2.3. School responsibilities:

- to set assessment tasks which will be used to measure student performance in each component of a course
- to specify a mark / weighting for each assessment task
- to inform students of the requirements of each assessment task
- **to give reasonable advance notice in writing (usually 2 weeks) via an Assignment in Google Classroom of the exact date for completing or submitting the task**
- to keep records of each student's performance on each assessment task
- to provide students with information on their progress.

## 3. Submission of Tasks

### 3.1. Absence when a task is notified

**All Assessment Task Notifications are issued as an Assignment in Google Classroom on the date of issue specified in the notification. An additional hard copy may be distributed in class on the same date. The Assignment in Google Classroom alone is deemed to be sufficient written advice.** No automatic extension will be granted to students who are absent on the day the Assessment Task Notification is issued in Google Classroom. Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to collect and catch up on work. The same conditions apply if students are absent on the day the Assessment Task Notification is issued. However, if a student has a prolonged absence, on the day of their return to school they may submit to their Deputy Principal an Application for Special Consideration.

Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up on this work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit an Application for Special Consideration to their Deputy Principal.

### 3.2. Extensions to due dates or special consideration

An extension of time for completion of tasks may only be granted by the Deputy Principal after consultation with the appropriate Head Teacher. Students must apply to their Deputy Principal using the school's Application for Special Consideration, **well before the due date of the task**. Extensions will only be granted in cases of severe illness or other exceptional circumstances. Documentation must be provided to substantiate your appeal. A medical certificate will be required in cases of illness.

### 3.3. Process for submitting tasks completed outside the classroom

All tasks must be submitted to your classroom teacher during your scheduled lesson time unless otherwise stated on the Assessment Notification. All tasks are to be submitted as a hard copy unless otherwise stated on the Assessment Notification. A Declaration of Authenticity must be signed by the student and be submitted with the completed assessment task.

### 3.4. Prior knowledge of absence

Where a student has a clash between an assessment task and another authorised school activity the student must notify their Deputy Principal and complete an Application for Special Consideration. The Assessment Appeals Committee, if the application is upheld, will either determine an alternative method for submitting the task or will grant an extension.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must notify their Deputy Principal and their class teacher and submit the work before the due date.

### 3.5. Absence due to illness / misadventure

It is a student's responsibility to perform / submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date and time, or be performed in class at the specified time. Should a task be submitted late, without first gaining an extension from their Deputy Principal, then a mark of zero will be awarded.

A student who is absent from school because of illness or misadventure on the day an assessment task is due, has the responsibility to carry out the following procedure:

- **Notify the school by telephone by 9.00 am on the day the task is due** and speak to the relevant Head Teacher to make arrangements for the task to be submitted by fax or email on that day, or, explain why the task cannot be submitted and give an anticipated date of when it will be.
- **On the day of their return to school, see their Deputy Principal to submit an Application for Special Consideration.** The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate for the relevant time period.
- **Be prepared to sit for the task, or if deemed appropriate, a substitute task, on the day of their return to school.**

The following are not acceptable reasons for misadventure (this is not an exclusive list):

- Technology problems.
- Misreading assessment notifications / examination timetables.
- Long-term illness, such as glandular fever, asthma and epilepsy, unless there is evidence of a sudden recurrence.
- Sleeping in.
- Family business, such as meeting relatives at airports.
- Attendance at cultural activities.
- Family holidays that are not part of approved leave.

#### 3.5.1. Extended leave (Travel or Holiday).

From the beginning of 2015 family holidays and travel are no longer considered by the Department of Education under Exemption from School Procedures. Travel outside the vacation period is now counted as an absence. The Department of Education encourages families to travel during school holidays. If travel during school term is necessary an Application for Extended Leave - Travel needs to be completed at least 4 weeks prior to the date of intended travel. Only if the principal accepts the reason for the extended absence will an Application for Special Consideration be considered.

### 3.6. Illness / misadventure while sitting an assessment task

**If a student attempts an assessment, the mark obtained in that task will stand.** Teachers must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account possible effects of illness or domestic situations.

If you become ill during an assessment, or there is a misadventure, you should immediately inform the supervisor / teacher. You will need to complete an Application for Special Consideration, supported by independent evidence, including a medical certificate for an illness. If your appeal is upheld, you will be required to sit a substitute task or, in exceptional circumstance, you will be provided with an estimate based on other tasks.

### 3.7. Malpractice

All work presented in assessment tasks and HSC examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to a student receiving zero marks for the task or examination, and will jeopardise the student's HSC results.

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

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

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

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

### 3.8. Non-serious attempts of tasks

A non-serious attempt is where a student submits an assessment task which shows little or no thought / effort, which is generally incomplete or which contains frivolous or objectionable material. Where a teacher and Head Teacher have deemed a student to have made a non-serious attempt, a mark of zero will be awarded.

### 3.9. Non-discriminating or invalid tasks

If a task is given and is found to be non-discriminating between students, being invalid or having problems associated with its administration, it may be discarded and an alternative task set. In these circumstances, the Principal may determine that another task be done, and / or adjust the weightings accordingly. If it is decided that the original task be still used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Principal may decide to discard the original task completely and a replacement task will be organised. If an alternative task is to be given students will be notified in writing and be given sufficient notice.

### 3.10. Attendance on day task is due

Students must arrive to school on time and attend all scheduled lessons on the day of a task, unless other arrangements have been communicated (eg. formal examinations). Students with a scheduled late start may arrive according to those approved times. Students who arrive late or truant classes will have gained an unfair advantage over other students and will consequently receive zero for that task.

### 3.11. Working on tasks during lesson of other subjects

Students must not truant classes to work on assessment tasks or use time during lessons of other subjects, unless prior approval has been sought and given by the Head Teachers involved and this will only be in exceptional circumstances. Students may work on assessment tasks during designated study periods. Students who use time during lessons of other subjects to work on assessment tasks will have gained an unfair advantage over other students and will consequently receive zero for this task.

## 4. Reviewing Progress

### 4.1. Course Completion Criteria

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

- Followed the course developed or endorsed by the Board; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

In HSC courses 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.

#### 4.2. Attendance

Principals may determine that, as a result of absences, the course completion criteria might not be met. A student whose attendance is called into question will be required to prove, to the Principal's satisfaction, that they are meeting course completion criteria. At Moorebank High School, students whose attendance falls below 85% may have their performance reviewed.

#### 4.3. Warning of 'N' determination

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the school will warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning letter will advise the student and parent of the tasks or actions to be undertaken in time for the problem to be corrected.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination.

### 5. Vocational Education and Training (VET) Courses

#### 5.1. Nature of assessments

Students in VET courses (Construction; Hospitality; Sport Coaching) are assessed against the units of competency outlined in the Competency Record Book for the course. Competency based assessment means that students demonstrate the required level of performance. Rather than marks being awarded, students are assessed as being either competent or not yet competent. Assessment events may assess a number of competencies at the same time. Students will be notified two weeks in advance of an assessment event. Students may, if appropriate, be provided with more than one attempt to demonstrate their competency. If, in the opinion of the teacher, a student does not make a serious attempt, they will not be given further chances to demonstrate the competency. Students will only be given a maximum of three attempts at any assessment task. All procedures outlined in this policy regarding attendance, misadventure etc. also apply to VET assessments.

#### 5.2. Moderation of assessment tasks

Where Moorebank High School has two teachers trained in the VET Curriculum Frameworks, they review assessment activities and expected standards to ensure consistency between classes and compliance with industry standards. Otherwise they check with teachers in other schools to ensure consistency of industry standards.

#### 5.3. Appeals

Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
- They were not informed in advance of the conditions and method of assessment.
- The process was discriminatory in some way.
- They were ill or suffered misadventure at the time of the assessment (must be supported by a medical certificate)



Appeals and / or applications for special consideration are to be made to the relevant Deputy Principal following the guidelines outlined in this policy.

#### 5.4. Work Placement

Students undertaking a VET course as part of their Higher School Certificate are required to undertake 35 hours of work placement. Failure to complete work placement will render the student ineligible for the unit credits towards the HSC credential. Work placement must be arranged through the school. The school will work with the Registered Training Organisation for South West Sydney who ensures the employer completes the appropriate consent forms, especially in regard to Insurance Indemnity and Child Protection. Students will not be allowed to attend work placement without the approval of the school.

## 6. Examination / Assessment Rules

### 6.1. Attendance

It is the responsibility of each student to arrive on time at the correct venue and to remain in the assessment / exam room for the set duration of the task.

### 6.2. Equipment

Written work must be written in blue or black pen, not pencil. Mobile phones and electronic devices, such as organisers, MP3 players and dictionaries are not permitted during in-class assessments or examinations. Any specific equipment you are required to bring must be in working order. Illness / misadventure appeals on the grounds of forgotten equipment, or for equipment that did not work properly, will not be accepted.

### 6.3. Conduct during in-class assessments or examinations

Students must not speak to any other person during an in-class assessment or examination other than the supervisor of the task. Students must also not behave in any way likely to disturb the work of any other student or upset the conduct of the task. Students also are not allowed to eat during a task, except as approved by the Learning Support Teacher (e.g. for diabetic students). If a student does not follow these rules, or if they cheat in any way, they will be removed from the class room / examination room and will receive zero for the task.

## 7. Appeals and Reviews

### 7.1. Dispute regarding assessment marks

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted. Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned. The Head Teacher's decision in these matters is final.

### 7.2. Disputes regarding the administration of assessment tasks

Each student has the right to appeal the administration of a task if this has led to an inequitable situation. This includes inequitable processes being applied in the

management of the task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension. Students may also appeal if the task does not conform to the school's assessment policy. Such appeals will be made to the relevant Deputy Principal using the Assessment Task Appeal Form. **Appeals must be submitted within three days of the dispute arising.**

## 8. Disability Provisions

### 8.1. HSC examinations

Disability provisions in the HSC are practical arrangements designed to help students who have a permanent or temporary disability that would, in a normal examination situation, prevent him or her from reading the examination question and / or communicating his or her responses. The provisions are granted by the NSW Standards Authority (NESA) and are determined by how the student's exam performance is affected by the disability. Provisions may include use of a writer, extra time or rest breaks. Students who wish to apply for disability provisions should see the Head Teacher Teaching and Learning.

### 8.2. School assessments

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations. Students with a permanent or temporary disability that would impact on his or her ability to complete an assessment task should see the Learning Support Team who, in consultation with the relevant curriculum Head Teacher(s), will consider the type of provisions that will be provided. The granting of school-determined provisions will not guarantee that similar provisions will be provided by the NESA in the HSC examination. NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual assessment.

## 9. Results and Credentials

### 9.1. Notification of assessment results

Students are provided with information on their performance in each task (mark and / or rank) after the completion of each task. Students are not told their final school assessment mark, but will be given their progressive ranking. Students will also be supplied with meaningful feedback after each task about what they are able to do and what they need to do in order to improve their level of performance.

### 9.2. Assessment ranking appeals

After the final HSC examination, students can obtain their rank order for assessment in each course via Students Online. If a student feels that their placement in any course is not correct, they should talk to their teacher immediately. If the student is still not satisfied that the ranking is correct, they may apply to the Principal for a review.

There is no provision for a review of the marks received for individual assessment tasks. Reviews are limited to the assessment process. The only matters that the school will consider are whether or not:

- the weightings specified by the school in its assessment program conform with the Board's requirements as detailed in the relevant syllabus
- the procedures used by the school for determining the final assessment mark comply with its stated assessment program
- computational or other clerical errors have been made in the determination of the assessment mark.

If a student wishes to apply for a review, they must do so by the date specified by the Board. The school will advise the student of the outcome of its review, and will advise the Board of any changes to assessment marks.

If a student is dissatisfied with the outcome of the school review, they may advise the Principal that they wish an appeal to be sent to NESAs. A student cannot appeal against the marks awarded for individual assessment tasks. NESAs will consider only whether:

- the school review process was adequate for determining the bullet points above
- the conduct of the review was proper in all respects.

NESAs will not revise the assessment marks or rank order. If the appeal is upheld, NESAs will direct the school to carry out a further review. Further details about reviews and appeals are on the assessment appeal form, which can be obtained from the school. Appeals to NESAs must be lodged at the school by the date on the form. No extension will be considered.

### 9.3. The Higher School Certificate

Moderated school-based assessment marks will contribute 50% of a student's final HSC result. The other 50% of the marks will be based on performance in the HSC examination for each course.

A student's achievement in each course in the HSC is reported in relation to defined standards, ensuring students are rewarded for their performance with the mark they deserve, no matter how many other people performed at a similar, higher, or lower level. There is no pre-determined number of students in each mark range. A student's HSC credentials will include a HSC testamur, Record of Achievement, and a Course Report for each course studied. If a student studied a Vocational Education and Training course, they may also receive an Australian Qualifications Framework VET certificate or VET Statement of Attainment. A student's HSC results will be reported on their Record of Achievement. In most courses, a student's result will consist of their Examination mark and their Assessment mark, which determines the HSC mark for each course studied. A student's HSC mark will align with a performance band describing the performance of a typical student in that mark range in the course.



# MOOREBANK HIGH SCHOOL

## Application for Special Consideration

Full Name / Year			
Assessment Task			
Subject/Course		Date of Task	
Teacher's Name			

Reason for Application			
Absent from assessment or when task was due			
Extension (due to illness or exceptional circumstances)			
Other school commitment on the day of an assessment task			
Misadventure			
Information supporting application (continue over if necessary)			
Medical Certificate or Independent Evidence Attached      Yes / No			
Student's Signature		Date	
Parent's Signature		Date	

Special Consideration Application Acknowledgement			
Student's Name		Date Lodged	
Subject / Course		Date of Task	
Received By		Signature	



# MOOREBANK HIGH SCHOOL

## Decision of School Assessment Panel

Student's Name:

Year:

Subject / Course:

Teacher:

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- Student's result will remain as marked
  - Estimate based on other Assessment Tasks
  - Substitute task to be set and completed
  - Extension of time granted until \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_
  - Zero mark to be given
  - Other \_\_\_\_\_
- 

Reason

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Panel member signatures (DP, HT, Year Adviser)

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Distribution of copies of assessment appeal decision

- Deputy Principal
- Faculty Head Teacher
- Year Adviser
- Student
- Student File



# ***MOOREBANK HIGH SCHOOL***

## **Assessment Task Appeal**

Student's Name:

Year:

Subject/Course:

Teacher:

Assessment Task:

Date of Task:

Date form issued:

Issued by:

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### Reason for appeal

- The administration of the task. (Such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage.)
- The task not conforming to the school's assessment policy. (Such as failing to notify that a task is assessable.)

Reasons for the appeal

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Student Signature:

Date:

Parent Signature:

Date:

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Teacher's Comment:

Head Teacher's Recommendation:



# ***MOOREBANK HIGH SCHOOL***

## **Decision of School Assessment Panel**

Student's Name:

Year:

Subject / Course:

Teacher:

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Decision / Reason

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Panel member signatures (DP, HT, Year Adviser)

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Distribution of copies of assessment appeal decision

- Deputy Principal
- Faculty Head Teacher
- Year Adviser
- Student
- Student File



# ***MOOREBANK HIGH SCHOOL***

## **Declaration of Authenticity**

(to be submitted for all tasks completed, in part or whole, outside of school)

I certify that:

- the planning, development, content and presentation of this assessment task is my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development.
- 

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



<b>Individual Assessment Task Record Sheet</b>			
Subject:			
Task	Due Date	Mark	Reflection
1			
2			
3			
4			
5			
6			
7			
8			

<b>Individual Assessment Task Record Sheet</b>			
Subject:			
Task	Due Date	Mark	Reflection
1			
2			
3			
4			
5			
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<b>Individual Assessment Task Record Sheet</b>			
Subject:			
Task	Due Date	Mark	Reflection
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<b>Individual Assessment Task Record Sheet</b>			
Subject:			
Task	Due Date	Mark	Reflection
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<b>Individual Assessment Task Record Sheet</b>			
Subject:			
Task	Due Date	Mark	Reflection
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<b>Individual Assessment Task Record Sheet</b>			
Subject:			
Task	Due Date	Mark	Reflection
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8			

## SCHEDULE OF YEAR 12 ASSESSMENT TASKS 2021/2022

	Wk. 1	Wk. 2	Wk. 3	Wk. 4	Wk. 5	Wk. 6	Wk. 7	Wk. 8	Wk.9	Wk. 10	Wk. 11
Term 4						Engineering	Modern	Chemistry Earth Economics Music PDHPE Visual Arts	Ancient Biology Business CAFS IT Graphics IT Timber Legal Physics SaC	English Ext 1 Science Ext SDD	English Adv English Std English Stud.
Term 1			English Ext 2 Maths Adv Maths Std 1 Maths Std 2	Maths Ext 1	Chemistry Maths Ext 2	Engineering Music	English Stud.	Ancient Business Earth SDD	Biology Economics Legal Physics Visual Arts	English Adv English Std Maths Std 1 Maths Std 2 Modern PDHPE	
Term 2	CAFS English Ext 2 IT Graphics IT Timber Maths Adv	Maths Ext 1	Maths Ext 2	Science Ext	English Adv English Std English Stud.	Maths Ext 2	Ancient Engineering Maths Adv Maths Std 1 Maths Std 2 SaC	Chemistry Earth Legal Maths Ext 1 Music	Biology Business Economics Physics Visual Arts	CAFS English Ext 1 English Ext 2 Modern PDHPE SDD	
Term 3	IT Graphics IT Timber			English Stud. Trial Exams	Trial Exams						

## ANCIENT HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Historical Analysis Task	Period Task	Personality Task	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4 & 5	
	AH12-2, AH12-6, AH12-7, AH12-8, AH12-9, AH12- 10	AH12-2, AH12-3, AH12-5, AH12-7, AH12-8, AH12-9	AH12-2, AH12- 3, AH12-5, AH12-6, AH12- 8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	
Knowledge and understanding of course content		10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	10	5	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## BIOLOGY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Information and Skills Task 1	Information and Skills Task 2	Depth Study	Trial HSC Examination	
Knowledge and understanding of course content	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4 & 5	40
	BIO11/12-4 to BIO11/12-7, BIO12-12	BIO11/12-4 to BIO11/12-7, BIO12-15	BIO11/12-1 to BIO11/12-7, BIO12-14	BIO11/12-1 to BIO11/12-7, BIO12-12 to BIO12-15	
Skills in working scientifically	5	5	10	20	60
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## BUSINESS STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Operations Task	Finance Task	Marketing Task	Trial HSC Examination	
Knowledge and understanding of course content	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4 & 5	40
	H1, H4, H6, H7, H8, H9	H2, H5, H6, H8, H9, H10	H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Stimulus-based skills	5	10	10	15	40
Inquiry and research	10	5	5	10	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## CHEMISTRY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Information and Skills Task	Depth Study	Working Scientifically Task	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 5	Term 2 Week 8	Term 3 Week 4 & 5	
	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-15	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH12-13, CH12-14, CH12-15	CH11/12-1 to CH11/12-7, CH12-12 to CH12-15	
Knowledge and understanding of course content	5	5	10	20	40
Skills in working scientifically	15	20	15	10	60
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## COMMUNITY AND FAMILY STUDIES

	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task - Parenting	Independent Research Project	Research & Report - Groups in Context	Trial HSC Examination	
	Term 4 Week 9	Term 2 Week 1	Term 2 Week 10	Term 3 Week 4 & 5	
	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.4, H4.1, H5.1, H5.2, H6.1	H4.1, H4.2	H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1, H6.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.4, H4.1, H5.1, H5.2, H6.1	
<b>Component</b>	10	5	5	20	<b>40</b>
Knowledge and understanding of course content	10	15	25	10	<b>60</b>
Skills in critical thinking, research methodology, analysing and communicating					
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# CONSTRUCTION



ULTIMO 90072

## CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

### Education

QUALIFICATION: CPC20211 Certificate II in Construction Pathways

Training Package: CPC08 Construction, Plumbing and Services (version 9.7)

**NESA course code**  
2U X 2 YR - 26201  
**2021 HSC Exam:**  
26299  
**LMBR UI Code:**  
**(11 OR 12)**  
**CPC20211526201B**

TERM	Unit Code	Units Of Competency	AG CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>7 PRELIMINARY UOCs</b>						
	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	<b>Cluster A – SafeWork NSW WHS Induction</b> Written Test	240 Indicative Hours over 2 years
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	<b>Cluster B - Small project, Oil Stone Case or Concrete Float</b> Practical, Teacher observations and written test.	Preliminary Exam Coursework
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	<b>Cluster C - Tool box, Saw Horse or BBQ table</b> Practical, Teacher observations and written test.	35 hrs. Work placement
Term 2/3 Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	<b>Cluster D – Skills in Action</b> Observations, portfolio and written test	
Terms 4/5	<b>7 HSC UOCs</b>						
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	<b>Cluster E - School Project – Concreting</b> Practical, Teacher observations and written test.	35 hrs. Work placement
	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	* Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	Trial HSC Exam Coursework
	CPCCCM2001A	Read and interpret plans and specifications	C	M	20		
Terms 6/7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	<b>Cluster F – Wall and Floor Tiling</b> Practical, Teacher observations and written test	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.					Total hours 235-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

## EARTH AND ENVIRONMENTAL SCIENCE

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research and In-Class Component	Depth Study	Working Scientifically Task	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4 & 5	
	EES11/12-2, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-13	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-5, EES11/12-6, EES11/12-7, EES12-15	EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12-15	EES11/12-1 to EES11/12-7, EES12-12 to EES12-15	
Knowledge and understanding of course content	10	5	5	20	40
Skills in working scientifically	10	25	15	10	60
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## ECONOMICS

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Global Economy Task	Australia's Place in the Global Economy Task	Economic Issues Task	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4 & 5	
	H1, H2, H3, H4, H5, H7, H8, H9, H10	H1, H4, H7, H8, H11	H1, H2, H5, H6, H7, H8, H9, H10, H12	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills		10		10	20
Inquiry and research	10		10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## ENGINEERING STUDIES

		Task 1	Task 2	Task 3	Task 4	Weighting %
	Engineering Report Civil Structures	Engineering Report Civil Structures	Model Construction & Testing	Engineering Report Telecommunications	Trial HSC Examination	
	Term 4 Week 6	Term 4 Week 6	Term 1 Week 6	Term 2 Week 7	Term 3 Week 4 & 5	
	H2.1, H2.2, H3.2, H6.1	H2.1, H2.2, H3.2, H6.1	H3, H3.3, H6.2	H1.1, H2.2, H3.2, H4.1, H4.3, H5.1, H5.2, H6.1	H1.2, H2.1, H3.1, H3.3, H4.2, H4.3	
<b>Component</b>		10	10	10	30	<b>60</b>
	Knowledge and understanding of course content	10	15	15		<b>40</b>
	Knowledge and skills in research, problem solving and communication related to engineering practice					
<b>Total %</b>		<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## ENGLISH ADVANCED

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	The Common Module	Module A: Textual Conversations	Module C: The Craft of Writing	Trial HSC Examination	
Knowledge and understanding of course content	Term 4 Week 11	Term 1 Week 10	Term 2 Week 5	Term 3 Week 4 & 5	50
	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8, EN12-9	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7	EN12-1, EN12-3, EN12-4, EN 12-5, EN12-6, EN12-7, EN12-8, EN12-9	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
	10	15	10	15	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## ENGLISH EXTENSION 1

Component	Task 1	Task 2	Task 3	Weighting %
	Literary World Creative Writing	Critical Essay	Trial HSC Examination	
Knowledge and understanding of complex texts and how and why they are valued	Term 4 Week 10	Term 2 Week 10	Term 3 Week 4 & 5	50
	EE12-2, EE12-4, EE12-5	EE12-1, EE12-3, EE12-5	EE12-1, EE12-2, EE12-4, EE12-5	
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## ENGLISH EXTENSION 2

Component	Task 1	Task 2	Task 3	Weighting %
	Viva Voce	Literature Review	Critique of the Creative Process	
Knowledge and understanding of complex texts and how and why they are valued	Term 1 Week 3 EEX12-1, EEX12-3, EEX12-4	Term 2 Week 1 EEX12-1, EEX12-3, EEX12-4	Term 2 Week 10 EEX12-1, EEX12-3, EEX12-4	50
	15	20	15	
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
	30	40	30	
<b>Total %</b>				<b>100</b>



## ENGLISH STANDARD

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Common Module Texts and the Human Experience	Module A: Language Culture and Identity	Module C: The Craft of Writing	Trial HSC Examination	
Knowledge and understanding of course content	Term 4 Week 11	Term 1 Week 10	Term 2 Week 5	Term 3 Week 4 & 5	50
	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-2, EN12-3, EN12-5	EN12-1, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-?, EN12-4, EN 12-5, EN 12-6, EN12-7, EN12-8, EN12-9	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
	10	15	10	15	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## ENGLISH STUDIES

Task 1		Task 2	Task 3	Task 4	Weighting %
The Common Module		Module C: On the Road - English and the Experience of Travel	Module E: Playing the Game - English in Sport	Portfolio: All Modules	
Term 4 Week 11	Term 1 Week 7	Term 2 Week 5	Term 3 Week 4		
ES12-5, ES12-6, ES12-8, ES12-9	ES12-2, ES12-6, ES12-10	ES12-4, ES12-6, ES12-7, ES12-9	ES12-2, ES12-3, ES12-4, ES12-6, ES12-7, ES12-9		
15	10	10	15	50	
10					
25	20	25	30	100	
<b>Component</b>					
Knowledge and understanding of course content					
Skills in					
<ul style="list-style-type: none"> <li>• Comprehending texts</li> <li>• Communicating ideas</li> <li>• Using language accurately, appropriately and effectively</li> </ul>					
<b>Total %</b>					

## HISTORY EXTENSION

Component	Task 1	Task 2	Task 3	Weighting %
	History Project Proposal, Process Log, Annotated Sources	History Project Essay and Bibliography	Trial HSC Examination	
Knowledge and understanding about significant historiographical ideas and processes	Term 1 Week 2 HE12-1, HE12-2, HE12-4	Term 3 Week 2 HE12-1, HE12-2, HE12-3, HE12-4	Term 3 Week 4 & 5 HE12-1, HE12-3, HE12-4	40
	10	10	20	
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
	30	40	30	
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# HOSPITALITY



ULTIMO 90072

## HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2)  
Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

### Education

NESA Course Code  
2 U X2 YR – 26511  
2021 HSC Exam: 26589  
LMBR UI Code  
(11 OR 12)  
SIT20316126511B

Term	Unit Code	Units Of Competency	ACF CORE / ELECTIV	HSC STATUS	INDCA HSC	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>							
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b> Scenario, written task, case study, observation of practical work	240 Indicative Hours over 2 years  35 hrs Work placement Coursework
Term 2 & 3	SITXFSA002 SITHCC002 BSBSUS211	Participate in safe food handling practices Prepare and present simple dishes Participate in sustainable work practices	E E E	E E E	15 20 15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, written task, case study, observation of practical work	Coursework  Prelim Yearly Exam
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	<b>Cluster C: Working Relationships</b> Scenario, written task, case study, role play, observation of practical work	
<b>6 HSC UOCs</b>							
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	<b>Cluster D: Café Culture</b> Role play, written questioning, observation of practical work, student reflection, portfolio of evidence	35 hrs Work placement  Coursework
Term 7	BSBTWK201 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written questioning, student reflection	HSC Trial Exam
					Total Hours 245	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.							

## INDUSTRIAL TECHNOLOGY – GRAPHICS

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Designing and Planning Presentation	Product Analysis Report	Project Development and Management Report	Trial HSC Examination	
Knowledge and understanding of course content	Term 4 Week 9	Term 2 Week 1	Term 3 Week 1	Term 3 Week 4 & 5	40
	H3.1, H3.2, H4.2, H4.3, H5.1, H5.2	H2.1, H3.1, H4.1, H5.1, H5.2	H1.2, H2.1, H3.3, H4.1, H5.1, H5.2	H1.1, H1.2, H1.3, H4.2, H4.3, H6.1, H6.2, H7.1, H7.2	
Knowledge and skills in the management, communication and production of projects	10	10	40		60
	20	20	40	20	
<b>Total %</b>					<b>100</b>

## INDUSTRIAL TECHNOLOGY – TIMBER

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Designing and Planning Presentation	Product Analysis Report	Project Development and Management Report	Trial HSC Examination	
Knowledge and understanding of course content	Term 4 Week 9	Term 2 Week 1	Term 3 Week 1	Term 3 Week 4 & 5	40
	H3.1, H3.2, H4.2, H4.3, H5.1, H5.2	H2.1, H3.1, H4.1, H5.1, H5.2	H1.2, H2.1, H3.3, H4.1, H5.1, H5.2	H1.1, H1.2, H1.3, H4.2, H4.3, H6.1, H6.2, H7.1, H7.2	
Knowledge and skills in the management, communication and production of projects	10	10	40		60
	10	10	40	20	
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>100</b>

## LEGAL STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Crime Task	Family Task	World Order Task	Trial HSC Examination	
Knowledge and understanding of course content	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4 & 5	40
	H1, H4, H6, H7, H8, H9	H1, H4, H5, H6, H7, H8, H10	H2, H3, H5, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Analysis and evaluation	5	10	10	15	40
Inquiry and research	10	5	5	10	20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## MATHEMATICS ADVANCED

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Class Test Topics: S1, E1, C2, C3, C4 Term 1 Week 3 MA11-4, MA11-6, MA11-7, MA11-9, MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-10	Assignment Topics: S2, S3 Term 2 Week 1 MA12-8, MA12-9, MA12-10	Class Test Topics: C3, C4 S2, S3, M1 Term 2 Week 7 MA12-1, MA12-2, MA12-3, MA12-4, MA12-6, MA12-7, MA12-8, MA12-10	Trial HSC Examination All Topics Term 3 Week 4 & 5 MA12-1 to 10	
Understanding, Fluency and Communication	10	10	12	18	50
Problem Solving, Reasoning and Justification	10	10	13	17	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>100</b>



## MATHEMATICS EXTENSION 1

	Task 1	Task 2	Task 3	Task 4	Weighting %
	<p>Class Test</p> <p>Adv/Ext Topics: MA-C1, C2, C3, C4, ME-C1, C2, C3, ME-P1, ME-A1, MET1, T2</p>	<p>Assignment</p> <p>Adv/Ext Topics: MA-S1, S2, S3 ME-S1</p>	<p>Class Test</p> <p>Adv/Ext Topics: MA-M1, MA-S2, S3 ME-C2, C3, ME-P1, ME-S1, ME-V1</p>	<p>Trial HSC Examination</p> <p>All Topics</p>	
	<p>Term 1 Week 4</p> <p>ME11-4, MA12-3, MA12-6, MA12-7, ME12-1, ME12-4, ME12-7</p>	<p>Term 2 Week 2</p> <p>ME12-5, ME12-6, ME12-7, MA12-8, MA12-9, MA12-10</p>	<p>Term 2 Week 8</p> <p>ME12-1, ME12-2, ME12-4, ME12-5, ME12-7, MA12-2, MA12-4, MA12-8, MA12-10</p>	<p>Term 3 Week 4 &amp; 5</p> <p>MA12-1 to 10 ME12-1 to 7</p>	
<b>Component</b>					
Understanding, Fluency and Communication	10	10	12	18	50
Problem Solving, Reasoning and Justification	10	10	13	17	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>100</b>

## MATHEMATICS EXTENSION 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Class Test Topic: N1  Term 1 Week 5	Assignment Topics: N1, N2  Term 2 Week 3	Class Test Topics: P1, P2, V1  Term 2 Week 6	Trial HSC Examination All Topics  Term 3 Week 4 & 5	
Understanding, Fluency and Communication	MEX12-1, MEX12-4, MEX12-7, MEX12-8  10	MEX12-1, MEX12-4, MEX12-7, MEX12-8  10	MEX12-1, MEX12-2, MEX12-3, MEX12-7, MEX12-8  12	MEX12-1, MEX12-2, MEX12-3, MEX12-7, MEX12-8  18	50
Problem Solving, Reasoning and Justification	10	10	13	17	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>100</b>

## MATHEMATICS STANDARD 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Class Test	Research Task	Assignment	Trial HSC Examination	
Understanding, Fluency and Communication	Yr. 11 Topic: M2 Yr. 12 Topic: M3	Topics: F2, F3, M4, M5	Topics: N1, S3, F2, F3	All Topics	50
	Term 1 Week 3	Term 1 Week 10	Term 2 Week 7	Term 3 Week 4 & 5	
Problem Solving, Reasoning and Justification	MS-11-3, MS-11-4, MS-11-9, MS-11-10, MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-1 to 10	MS1-12-1 to 10	50
	10	10	12	18	
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>100</b>

## MATHEMATICS STANDARD 2

	Task 1	Task 2	Task 3	Task 4	Weighting %
	Class Test Yr. 11 Topic: M2 Yr. 12 Topics: M6, A4	Assignment Topics: F4, M7	Class Test Topics: A4, S5, N2, F4	Trial HSC Examination All Topics	
	Term 1 Week 3 MS11-3, MS11-4, MS11-9, MS11-10, MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	Term 1 Week 10 MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	Term 2 Week 7 MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	Term 3 Week 4 & 5 MS2-12-1 to 10	
<b>Component</b>					
Understanding, Fluency and Communication	10	10	12	18	50
Problem Solving, Reasoning and Justification	10	10	13	17	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>100</b>

## MODERN HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Power & Authority Historical Analysis Task	National Study Task	Peace and Conflict Task	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 10	Term 2 Week 10	Term 3 Week 4 & 5	
	MH12-4, MH12-6, MH12-7, MH12-9	MH12-2, MH12-3, MH12-5, MH12-7, MH12-8, MH12-9	MH12-2, MH12-3, MH12-5, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	15			5	20
Historical inquiry and research	4	8	8		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>29</b>	<b>23</b>	<b>23</b>	<b>25</b>	<b>100</b>

## MUSIC 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Presentation of Performance and In-Class Viva Voce Topic 1	Composition Portfolio and Aural Analysis Topic 2	Presentation of Performance and/or Composition Portfolio and/or Musicology Outline and Viva Voce Elective Option Topics 1 and 2	Trial HSC Examination	
Performance	Term 4 Week 8 H1, H2, H4, H5, H6	Term 1 Week 6 H2, H4, H5, H6, H7, H8	Term 2 Week 8 H1 – H8	Term 3 Week 4 & 5 H1 – H8	10
Composition	10	10			10
Musicology	10				10
Aural		10		15	25
Electives			30	15	45
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Core 2 Term 4 Week 8 H7, H8, H10, H11, H16, H17	Application Option 1 / Option 2 Term 1 Week 10 H8, H13, H16, H17	Analysis Core 1 Term 2 Week 10 H1, H2, H3, H4, H14, H15	Trial HSC Examination Term 3 Week 4 & 5 H1, H2, H3, H4, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	10	15	20	60
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## PHYSICS

	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task with In-Class Component	Depth Study	Practical and Skills Examination	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4 & 5	
	PH12-1,4-7, PH12-12	PH12-1 to PH12-7, PH12-13	PH12-2 to PH12-7, PH12-12 to PH12-14	PH12-2 to PH12-7, PH12-12 to PH12-15	
<b>Component</b>					
Knowledge and understanding of course content	10	5	5	20	40
Skills in working scientifically	10	20	20	10	60
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## SCIENCE EXTENSION

Component	Task 1	Task 2	Task 3	Weighting %
	Research Proposal	Progress Report Presentation	Trial HSC Examination	
	Term 4 Week 10	Term 2 Week 4	Term 3 Week 4 & 5	
	SE-2, SE-3, SE-5, SE-7	SE-1, SE-3, SE-4, SE-6, SE-7	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7	
Communicating scientifically	10	10	10	30
Gathering, recording, analysing and evaluating data	5	10	15	30
Application of scientific research skills	15	10	15	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>


## SOCIETY AND CULTURE

Component	Task 1	Task 2	Task 3	Weighting %
	Continuity and Change Task	Popular Culture Task	Trial HSC Examination	
Knowledge and understanding of course content	Term 4 Week 9	Term 2 Week 7	Term 3 Week 4 & 5	50
	H1, H2, H3, H5, H9, H10	H1, H2, H5, H9, H10	H1, H2, H3, H5, H9, H10	
Application and evaluation of social and cultural research methods	15	15	20	50
Communication of information, ideas and issues in appropriate forms	10	15	5	30
	10	5	5	
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## SOFTWARE DESIGN AND DEVELOPMENT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Software Solution Case Study	Design Presentation	Project	Trial HSC Examination	
Knowledge and understanding of course content	Term 4 Week 10 H1.1, H2.2, H5.1, H5.2	Term 1 Week 8 H2.1, H4.1, H4.2, H5.2, H6.2, H6.4	Term 2 Week 10 H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.3	Term 3 Week 4 & 5 H1.2, H1.3, H3.1, H5.2, H6.1, H6.4	50
	10	10	10	20	
Knowledge and skills in the design and development of software solutions	10	15	25		50
	20	25	35	20	
<b>Total %</b>					<b>100</b>

# SPORT COACHING

		<b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE</b> Preliminary Year 2021 - HSC 2022						<b>NESA Course:</b> 50418 <b>LMBR UI Code:</b> (11 or 12) SIS30519150418	
<b>Education</b> QUALIFICATION: SIS30519 Certificate III in Sport Coaching Training Package: SIS Sport, Fitness and Recreation (Version 4)		<b>Units Of Competency</b>		<b>Assessment Task Cluster &amp; Methods of Assessment</b>		<b>HSC requirements</b>			
TERM	Unit Code	HL	CC	PS	HS	SE			
<b>4 Preliminary UOC's</b>									
Term 1-2	HLTWHIS001	Participate in workplace health and safety Conduct sport, fitness and recreation events	C	C	C	15	<b>Cluster A: Tournament Time</b> Direct Observation, Product Based Method and Questioning.	240 Indicative hours over 2 years	
	SISXIND006		E - E	E	E	30			
Term 2-3	SISSCO002	Work in community coaching role Continuously improve coaching skills and knowledge	C	C	C	30	<b>Cluster B: The Community Coach</b> Research and Questioning, Portfolio of Evidence and Classroom Discussion		
	SISSCO005		C	C	C	25			
<b>6 HSC UOCs</b>									
Term 3-4	SISSEOF002	Continuously improve officiating skills and knowledge	E-E	E	E	15	<b>Cluster C: (Complete 2 of the 3 elective options)</b> 1) <b>Officiating in Sport</b> – Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation 2) <b>Inclusive Coaching</b> – Questioning, Portfolio of Evidence, Coaching Session and Evaluation 3) <b>Strength and Conditioning</b> – Fitness Portfolio, Session Plan and Fitness Diary, Session Delivery and Evaluation	Minimum 35 hrs mandatory work placement	
	SISXDIS001	Facilitate inclusion for people with a disability	E-E	E	E	20			
	SISXCAI009	Instruct strength and conditioning techniques	E-E	E	E	25			
Term 5-6	SISSECO003	Meet participant coaching needs	C	C	C	30	<b>Cluster D: Coaching the Individual</b> Direct Observation, Product Based Method and Questioning.		
	BSBRSK401	Identify risk and apply risk management processes	C	C	C	25			
Term 7	SISSECO012	Coach sports participants up to an intermediate level	E-A	E	E	30	<b>Cluster E: Next Level Coaching</b> Direct Observation, Product Based Method and Questioning.		
Stand alone Unit	HLTAID003	Provide First Aid <b>(to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)</b>	C	C	C	20	<b>Cluster F: First Aid</b> Approved trainers will have access to the VET learners' platform for RTO 90072 delivery and assessment OR Credit Transfer when this unit is delivered by another RTO. Please ensure school retains the Statement of Attainment from the external RTO for each student		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.		Total hours: 240		This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.					

## VISUAL ARTS

	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Component</b>	<p>Practice</p> <p>Case Study 1 &amp; 2 Development of Body of Work &amp; VAPD</p>	<p>Conceptual Framework</p> <p>Case Study 3 &amp; 4 Development of Body of Work &amp; VAPD</p>	<p>Frames</p> <p>Case Study 5 Development of Body of Work &amp; VAPD</p>	<p>Trial HSC Examination</p> <p>Written Examination &amp; Presentation of Completed Body of Work &amp; VAPD</p>	
Artmaking	<p>Term 4 Week 8</p> <p>H1, H4, H5, H6, H7</p> <p>10</p>	<p>Term 1 Week 9</p> <p>H1, H2, H5, H6, H8, H9</p> <p>10</p>	<p>Term 2 Week 9</p> <p>H1, H3, H5, H6, H9</p> <p>10</p>	<p>Term 3 Week 4 &amp; 5</p> <p>H2, H3, H4, H5, H6, H7, H8, H9, H10</p> <p>20</p>	50
Art Criticism and Art History	<p>10</p>	<p>15</p>	<p>15</p>	<p>10</p>	50
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>