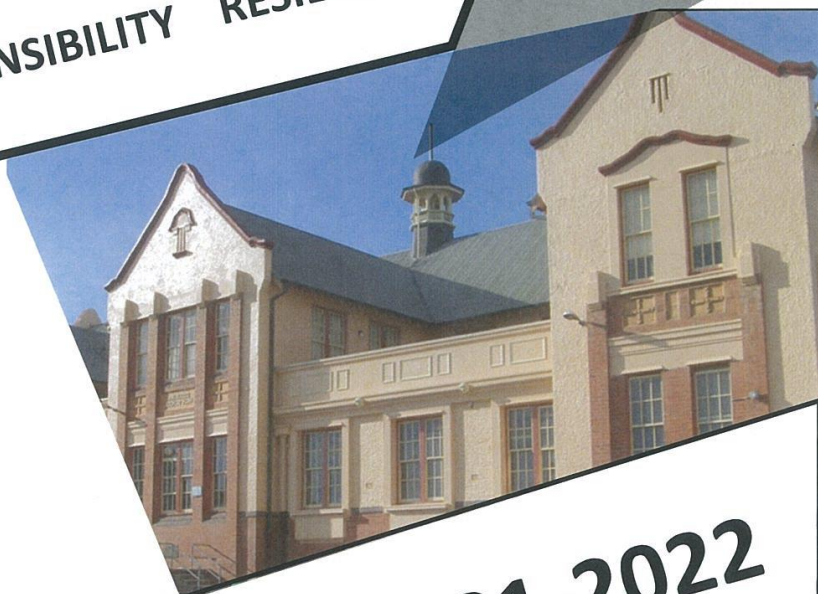


**GOULBURN HIGH SCHOOL**  
**RESPECT RESPONSIBILITY RESILIENCE**



**YEAR 12**  
**HSC ASSESSMENT**  
**SCHEDULE**

**2021-2022**



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## Welcome to Year 12

### **2021/2022 Higher School Certificate**

### **Course**

This assessment handbook for the HSC Course is provided to:

- assist students in understanding the place of assessment in their HSC Course credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due

It is **our** responsibility to provide you with these guidelines and explain them to you. It is **your** responsibility to read and ensure that you understand them.

Mr Yogesh Mani  
**Principal**

#### **NSW Education Standards Authority (NESA) Requirements**

Full details may be obtained from the NESA website: <http://educationstandards.nsw.edu.au>

This site will also allow you to access full copies of each syllabus, assessment requirements, lists of prescribed texts, specifications for each course, as well as publications including past examination papers, specimen papers and *Notes from the Marking Centre*.

In order for you to qualify for the HSC course, the principal must certify to NESA that you have:

1. satisfactorily completed a pattern of courses which meets NESA's requirements
2. completed the requirements for each course, including any set practicals, projects or work placement
3. completed tasks designed by the school for the internal assessment program in each HSC course
4. sat for, and made a genuine attempt at, the required HSC Certificate examination.

#### **Pattern of Study**

**The Preliminary course must be successfully completed before a student can commence the HSC course.**

The HSC course runs throughout Term 4, 2021 and Terms 1, 2 and 3, 2022, and must include 10 units of study composed of:

- at least 6 units of NESA developed courses (i.e. courses with an external HSC examination)
- at least 2 units of a NESA developed course in English, or English Studies
- at least 3 courses of a 2 unit value or greater (either NESA developed or NESA endorsed courses)
- at least 4 subjects (including English)

## School-Based Assessment: NESAs Policy and Procedures Requirements

### What is the assessment for?

The award of the HSC Certificate involves a combination of internal examinations, and other school-based assessment in all subject areas. Your Record of School Achievement (RoSA) from NESAs will state that you have satisfactorily completed the HSC Course. VET and Life Skills courses have different requirements.

School-based assessment tasks follow NESAs policy and procedures and are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. VET courses are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification, but not towards your HSC course mark.

The assessment requirements for each NESAs developed course are set out in each syllabus and can be found on the NESAs website.

### Final assessment rank

At the end of the HSC examinations, you can obtain your rank order in each course you have studied based on the school assessment program.

### Appeal against final assessment rank

If you feel that your rank in any course is not correct, you may apply to the school principal for a review. The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgment of the teachers in marking your work.

### Satisfactory completion of a course

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

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

For the satisfactory completion of a course, NESAs does not mandate an attendance requirement. As a guide, however, student attendance falling below 85% of a school's programmed lesson time for a course, the principal may determine that, as a result of absence, the above course completion criteria may not be met. Clearly, the principal will regard absences seriously.

If at any time it appears that a student is at risk of receiving an 'N' determination - a non-successful completion of a course - the principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be ISSUED in time for the problem to be corrected.

Periodically, each student's progress will be monitored by their Student Support Officer, class teacher, subject head teachers, head teacher Wellbeing, Careers teacher and the deputy principal. Students who are in danger of receiving an N- determination will be interviewed to create an improvement plan, if possible, and have information sent home informing parents/guardians of their child's status.

Students who have not complied with the above requirements and have received at least two (2) written warnings may be regarded as not having satisfactorily completed the course. The principal will then issue the N- determination.

## N Determinations

Students are responsible in all courses for regular attendance, completion of all coursework and completion of assessment tasks. A student who fails to fulfill his/her responsibilities in attendance, coursework or assessment will face the following consequences:

- The student's parents will be contacted and the student will receive a formal N-determination warning from the class teacher.
- If a student fails to fulfill his/her responsibilities a number of times, the student will receive further N-determination warnings and will be interviewed by the deputy principal or the head teacher Wellbeing and an improvement plan will be created. Parents will be provided with a copy of this plan.
- There will be a second interview to assess if the student has successfully met the improvement plan requirements. If the student has not improved accordingly parents will be involved in the interview at this point. This will be the final opportunity for the student to correct the situation.

If the situation is not corrected following an interview with the deputy principal, the student will be issued with a N-determination by the principal. This means that the course will not count towards the completion of their HSC School Certificate.

The purpose of all interviews will be to provide support and encouragement in helping students to meet their responsibilities. A plan will be determined to help students correct the situation. Please note, that while you will be required to submit any missing assessment tasks, those tasks will not be included in your assessment mark.

**Ultimately, it is the student's responsibility to ensure all requirements are being met for all courses. Please make every effort to ensure you achieve a successful record of study.**



# N Award Warning Flowchart

## TRIGGER 1

### LACK OF SUSTAINED EFFORT

FOR ISSUES WITH:  
**Attendance, class work, homework, participation, practicals, and VET work placement**

(A: NOT followed the course development or endorsed by the Board)

(B: NOT applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school)

(C: NOT achieved some or all of the course outcomes)

## TRIGGER 2

### ASSESSMENT TASK NOT SUBMITTED

INCLUDES: malpractice

(A: NOT followed the course development or endorsed by the Board)

(B: NOT applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school)

(C: NOT achieved some or all of the course outcomes)

NOTE: a student who only attempts multiple choice **HAS NOT** made a 'genuine attempt'

## FIRST TERM SENIOR REVIEW PANEL TO...

- ☐ REVIEW students with **TWO** or more unresolved N-award warning letters in a subject
- ☐ CONSIDER students for LST support
- ☐ MONITOR students in first term (ongoing)

## SECOND TERM SENIOR REVIEW PANEL TO...

- ☐ REVIEW students with **TWO** or more unresolved N-award warning letters in a subject
- ☐ CONSIDER students for LST support
- ☐ MONITOR students in first term (ongoing)

## THIRD TERM SENIOR REVIEW PANEL TO...

- ☐ REVIEW students with **TWO** or more unresolved N-award warning letters in a subject
- ☐ CONSIDER students for LST support
- ☐ MONITOR students in first term (ongoing)

## TEACHER TO..

### ISSUE N-AWARD WARNING LETTER

- ☐ USING COMPASS following sequential numbering
- ☐ ATTACH assessment task
- ☐ SET completion date for work/task to 3 weeks later
- ☐ COPY to student
- ☐ COPY to caregiver

NOTE: send letter in English **and** home language

## TEACHER TO..

### CLICK

☒ Resolved

IN COMPASS

WORK/TASK COMPLETED (within 3 weeks)

3 WEEKS LATER

WORK/TASK **NOT COMPLETED** (within 3 weeks)

## TEACHER TO..

### Re-ISSUE N-AWARD WARNING LETTER

- ☐ USING COMPASS with same number as initial warning for this trigger
- ☐ Re-OUTLINE work to be completed

OR

- ☐ ATTACH assessment task
- ☐ SET completion date for work/task to 3 weeks later
- ☐ COPY to student
- ☐ COPY to caregiver
- ☐ NOTIFY Positive Psychology Teacher

NOTE: send letter in English **and** home language

## FOURTH TERM DEPUTY TO..

- ☐ REVIEW students progress in LST support and other information

IF DP CONSIDERS COURSE COMPLETION CRITERIA **NOT MET**

## FOURTH TERM DEPUTY TO..

- ☐ RECOMMEND N-determination to the principal

## PRINCIPAL TO...

- ☐ MAKE N-determination
- ☐ NOTIFY NESA

For Year 11, Deputy Principal to recommend N Determination at the end of Term 3



## Malpractice

Cheating of any kind is unacceptable. Behaving dishonestly to gain unfair advantage in assessments or exams is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable. We treat these allegations very seriously. Detected malpractice may result in losing marks for a section of a task or receiving zero for the whole task.

Malpractice includes:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without giving its source
- building on someone else's ideas without giving their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an HSC exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- being responsible for actions done or omitted to be done that confer an unfair advantage in relation to the outcome of any HSC exam – or irrespective of whether such actions occur before, during or after such an exam or assessment.

If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:

- prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
- answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills.

### Disability Provisions

Any HSC student with a disability recognised in the Commonwealth Disability Standards for Education 2005 can apply for disability provisions. Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation. Disability provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination. Students who become ill during an examination period may be eligible to make an illness/misadventure application rather than a disability provisions application.

To apply for provisions, schools must submit an online application, with evidence, to NESA. At Goulburn High, these provisions are applied for and coordinated by the staff in the Wellbeing faculty. Most eligible students have already had support prior to Year 12 and will be consulted during Term 4, when the application will be prepared for submission to NESA during Term 1 of the HSC year.

Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. We make that judgement based on the likelihood of a successful NESA application so that eligible students receive provisions for school-based tasks throughout Year 12. Please see your deputy principal if you want further information.

### Life Skills

Life Skills courses have been developed by NESA to extend the stage 6 curriculum to meet the special educational needs of students. This is in recognition of the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

To meet this commitment, NESA has developed Life Skills courses for Stage 6 in each broad area of learning. These courses have NESA developed status and can be used along with other NESA developed courses to meet requirements for the award of the Higher School Certificate.

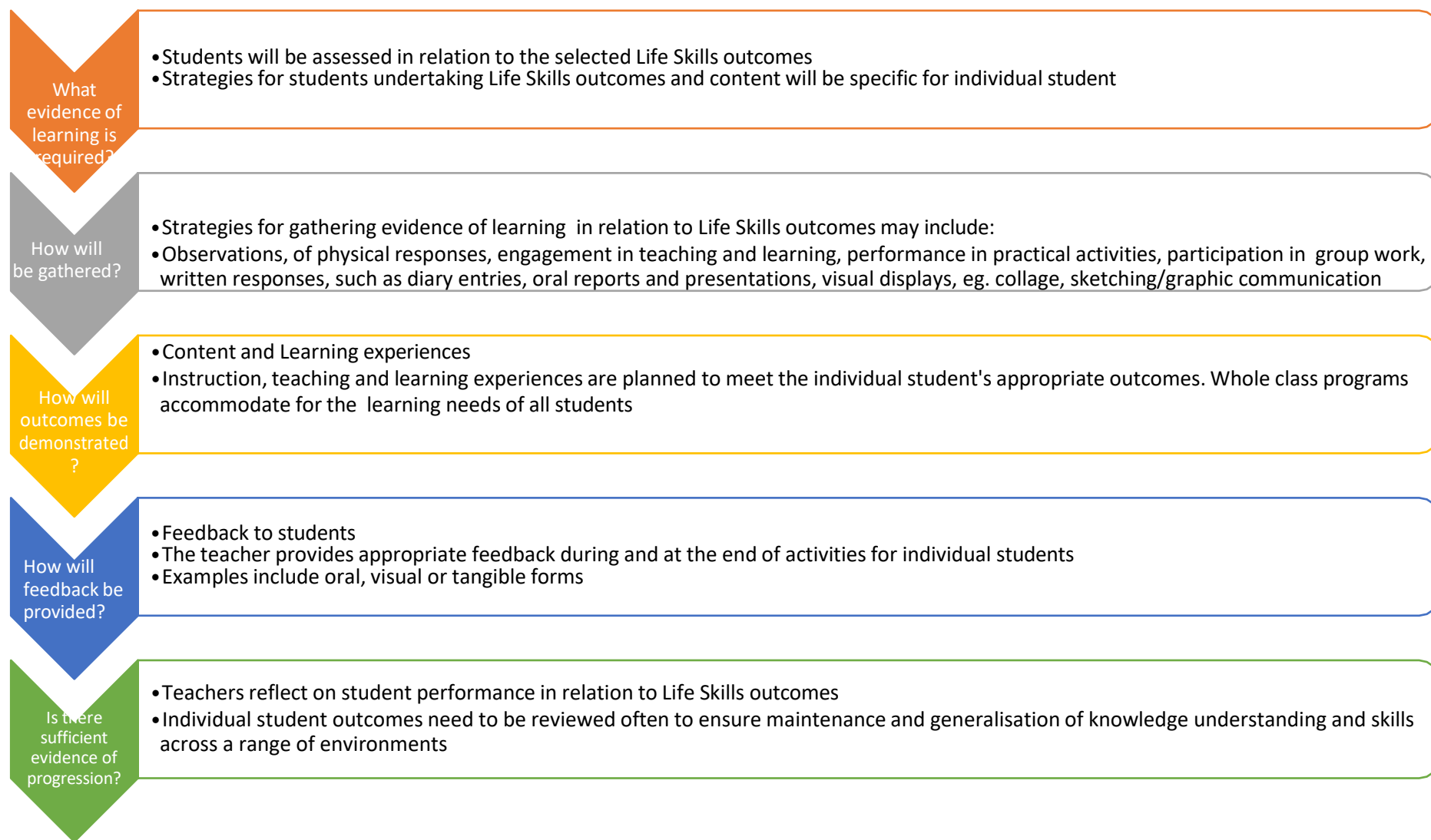
Each Life Skills course comprises 2-Unit Preliminary and HSC courses. There is no external examination for Life Skills courses.

An individual learning plan will be developed collaboratively with the student, teacher and a representative from the Wellbeing faculty to select the outcomes, content and appropriate assessment of the course that will be covered, specific to that students' learning needs.

**Students studying a Life Skills pattern of study are also subject to N Award warnings and determinations**

## Life Skills Assessment

Each student undertaking a Life Skills course will study selected outcomes and content.



## Assessment Notification and Receipt

Students are given at least 2 weeks notice in writing of assessment tasks and their relative weighting. A teacher may apply for a change to an assessment task which will be consulted with the Deputy Principal. New Assessment Task Cover Sheets will be issued when changes to a task or date due become necessary.

## Task Submission

All tasks are to be handed in as per the assessment notification. Tasks can be handed in before that time. The set time is at the **beginning of the period in which the subject occurs**. However, when the same task is set for classes on different lines the head teacher of that subject will establish a common set time.

If you are absent and cannot personally deliver a task to school, then arrangements must be made to ensure it arrives **before the period on the due date**.

On the day of a task it is expected that **all students are present for their normal timetable**, in line with school policy. If a student is not present to hand in or complete an assessment task then a completed Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances form with a medical certificate, or other appropriate documentation, will be required.

## Issues regarding the marking of work

Any complaint relating to the marking of a task can only be considered at the time the task results are ISSUED. To formalise your complaint, complete the Task/Result Appeal form

The process to follow is:

- discuss first with the teacher – request an explanation of how the mark was arrived
- if not satisfied, discuss with the head teacher
- if still not satisfies, see the deputy principal
- if still not satisfied, see the principal

## Late Submission of an Assessment Task

The precise due date for an assessment task will be provided by your classroom teacher, at least **TWO WEEKS before it is due**.

If your assessment task is not submitted on the due date **you will receive a ZERO mark**.

- If you receive a ZERO, you may lodge an Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances form to the head teacher for the deputy principal
- An extension of time for the submission of an assessment task will only be granted in exceptional circumstances and only after the deputy principal has reviewed the student's Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances

If you fail to submit assessment tasks amounting to a significant percentage of your total assessment mark for the course, the Principal will deem you to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you will not be eligible to receive the award of a HSC Certificate.

## Application for Special Consideration – Stage 6 (Years 11 and 12)

### for Accident/Illness/Misadventure/Special Circumstances

**This process ensures that students are treated fairly and equitably across the school. It is vital that any student who does not hand in or sit a task at the appointed time uses this process. Students cannot negotiate ANY changes, no matter how small, in timing of the handing in or sitting of a task with their teacher or head teacher, no matter what the circumstances.**

You may lodge an **Application for Special Consideration for Accident/ Illness/ Misadventure/ Special Circumstances** if you believe that circumstances occurring immediately prior to or during an assessment task or exam, and which were beyond your control, affected your performance. The right to submit and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

**Students should complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.**

All **Applications for Special Consideration** relating to assessment tasks are to be lodged to the relevant head teacher within 48 hours of the due date of the task. Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the head teacher of the faculty concerned.

**Applications for Special Consideration may be in respect of:**

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack, cut hand).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member, car accident, witness to an accident).
- Regional or State representation at a sporting or cultural event.

**Applications for Special Consideration process does not cover:**

- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, asthma and epilepsy.

**In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task.** Your application must include:

- A statement explaining how you were affected during the assessment task
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, evidence from other sources (e.g. police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal

The head teacher will first consider applications for Special Consideration by making a recommendation and submitting the form to the deputy principal. The final decision on an appeal will be made by the deputy principal in consultation with the principal and communicated to you by the head teacher.

If the appeal is upheld, you will receive either the mark you actually gained on the task, or an estimated mark, on the judgement of the teacher and head teacher or arrangements will be made for you to re-sit or resubmit the assessment. Since students often perform better under stressful conditions than they expect, **it is important to complete the task if possible rather than rely on predictions or estimates.**

If an **exam** is missed the student must follow the same procedure as outlined above.

## Goulburn High School – Assessment Task/Exam Scenarios

Students should always complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.

Scenario	Action	Follow-Up
<i><b>You are absent on day a task is held due to illness e.g. examination, practical assessment, oral assessment.</b></i>	<ul style="list-style-type: none"> <li>Parent or caregiver should phone or contact the school to notify the teacher/head teacher of the illness. <i>This must be done on the day of the task.</i></li> <li>To verify the seriousness of the illness, you will require a medical certificate</li> </ul>	<ul style="list-style-type: none"> <li>Upon the first day of return to school you should see your teacher and complete/hand in the task/exam</li> <li>Complete an <b>Application for Special Consideration</b> and submit <b>to the head teacher, with evidence</b>, within 48 hours.</li> <li>After the deputy principal considers your appeal, you will be notified of the outcome (whether you will receive the marks gained/re sit the task/receive zero marks)</li> </ul>
<i><b>You are absent on day a task is to be submitted.</b></i>	<ul style="list-style-type: none"> <li>Parent or caregiver should phone or contact the school to make arrangements with the teacher/head teacher for submission of the task. <i>This must be done on the day of the task.</i></li> </ul>	<ul style="list-style-type: none"> <li>The task needs to be delivered to the school on (or before) the due date.</li> </ul>
<i><b>You become aware of an upcoming absence on the day of a scheduled task.</b></i>	<ul style="list-style-type: none"> <li>You are to notify class teacher as early as possible.</li> <li>Note: You should avoid medical appointments, driving tests, family holidays that conflict with published assessment items.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the <b>Application for Special Consideration</b> and submit it to the subject head teacher, with supporting evidence, including parent's signature.</li> <li>After the deputy principal considers your appeal, you will be notified of the outcome</li> </ul>
<i><b>You become aware that you have taken home and/or in class tasks due when you have work placement for another subject</b></i>	<ul style="list-style-type: none"> <li>You are to notify class teacher as early as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Hand in task: make arrangements with the teacher of that subject to hand the task in earlier or for a reliable friend/family member to hand it in on the due date on your behalf.</li> <li>In class task/exam: complete the <b>Application for Special Consideration before you start work placement</b> and submit it to the subject head teacher, with supporting evidence. The deputy principal will make a decision about when to re sit the task/exam</li> </ul>
<i><b>You fail to submit an assessment task at the appropriate time.</b></i>	<ul style="list-style-type: none"> <li>Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher will notify the head teacher.</li> <li>N-determination warning letter will be sent to your parents along with notification of a ZERO grade.</li> <li>If you believe you have good reasons complete the <b>Application for Special Consideration</b> and submit it to the subject head teacher, with supporting evidence.</li> <li><b>You must still submit the task to satisfy HSC requirements.</b></li> </ul>
<i><b>You arrive at school to become aware you have accidentally left your task or equipment at home.</b></i>	<ul style="list-style-type: none"> <li>You are to notify teacher/head teacher immediately. Provision may be made for you to return home or parents contacted.</li> </ul>	<ul style="list-style-type: none"> <li>If you follow all procedures promptly, no penalty will be incurred, as long as you return in time to complete the set task.</li> </ul>

Scenario	Action	Follow-Up
<i>You experience technical difficulties in publication of a task.</i>	<ul style="list-style-type: none"> <li>Always back up work on a computer disk.</li> <li>Keep draft copies of <u>all</u> work.</li> </ul>	<ul style="list-style-type: none"> <li>No provision can be made for computer problems.</li> <li>You <b>submit</b> hand written copy and any available draft copies.</li> <li>Complete the <b>Application for Special Consideration</b> if relevant and submit it to the subject head teacher, with supporting evidence/explanation.</li> </ul>
<i>You are experiencing difficulty in completing a research task.</i>	<ul style="list-style-type: none"> <li>You must discuss any difficulties with your class teacher well before the due date.</li> <li><b>Written</b> application for extension may be made to the teacher/head teacher via the <b>Application for Special Consideration</b>. The deputy principal will consider this.</li> <li>This must be submitted at least THREE days prior to due date.</li> </ul>	<ul style="list-style-type: none"> <li>You will be advised if you have been granted an extension.</li> <li>If an extension is granted, you must submit the task by the new due date.</li> </ul>
<i>You submit work which is not your own.</i>	<ul style="list-style-type: none"> <li>All materials used in research must be appropriately referenced (including Internet).</li> </ul>	<ul style="list-style-type: none"> <li>Using the work of others and presenting it as your own is a serious offence. The consequence will be zero marks awarded for the task, N-determination warning letter and an interview.</li> </ul>
<i>You complete task of poor quality.</i>	<ul style="list-style-type: none"> <li>Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Your teacher/head teacher will notify you and your parents/caregivers that a non-serious attempt was made and you will be issued with an N Warning.</li> <li>Complete the <b>Application for Special Consideration</b> if you believe you have reason and submit it to the subject head teacher, with supporting evidence.</li> <li>You will need to resubmit the task at an appropriate standard to satisfy HSC requirements. The marks awarded from your initial submission will stand without alteration unless the Application for Special Consideration is granted.</li> </ul>
<i>You are unprepared for an oral task presentation.</i>	<ul style="list-style-type: none"> <li>You must be prepared to present the task on the first day listed, regardless of your position in the published order.</li> </ul>	<ul style="list-style-type: none"> <li>If you are not prepared to deliver the task when called upon, a ZERO grade will be awarded and you will be issued with an N-determination warning letter.</li> <li>Complete the <b>Application for Special Consideration</b> if you believe you have reason and submit it to the subject head teacher, with supporting evidence.</li> </ul>
<i>You attend school on the day task is due but you go home sick prior to the lesson when the task is to be submitted.</i>	<ul style="list-style-type: none"> <li>It is your responsibility to submit the task to your teacher/head teacher prior to leaving school.</li> </ul>	<ul style="list-style-type: none"> <li>If you fail to submit the task on date due it will receive a ZERO grade/mark and you will be issued with an N-determination warning letter.</li> <li>Complete the <b>Application for Special Consideration</b> if you believe you have reason and submit it to the subject head teacher, with supporting evidence.</li> </ul>



## Examination Procedures

The HSC year at Goulburn High School has one separate examination period during term 2, known as the HSC Trial Examinations. These exams are intended to give students an experience as close as possible to the HSC examinations. The Trial examination timetable will be distributed two weeks before the examination period.

During the examination period students are expected to adhere to the following rules and conditions:

- Attendance is compulsory.
- Make sure that you are ready to enter the examination room no later than 10 minutes before the examination is due to start.
- Once you are told, move into the room quietly. You are not allowed to speak whilst moving to your seat.
- Full school uniform must be worn. Hats or hoodies must not be worn inside the examination room.
- During the examination time all students must remain silent.
- Eating and drinking in the examination room is banned. Water in a clear container is allowed.
- Any misbehaviour, such as turning around or distracting others, may result in your dismissal from the examination room and the cancellation of your exam paper.
- Make sure that you have been to the toilet beforehand. If you need to go to the toilet, raise your hand.
- If you have a question about the paper, raise your hand and wait for a supervisor to see you.
- No student will be allowed to leave the examination room during the examination time.
- Read all instructions carefully.
- Mobile phones are not allowed during exams and must be turned off and handed to the teacher on duty or remain in bags away from the exam area.
- All calculators to be used during examinations must be NESA approved. If unsure check with the Mathematics Department.
- Make sure that you sign on and off for every examination.
- If you are absent for an examination you must contact the school as soon as practical so that an alternative time within the examination period can be arranged. On your first day of return to school you will need to provide the deputy principal with a completed Application for Special Consideration for Accident/Illness/ Misadventure/Special Circumstances and provide supporting documentation (usually a medical certificate).

## Student Support at Goulburn High School

### The Library

The Library is a great place for research and study. Use your time wisely when you have a study period. It is important that you **follow the protocol** for study periods

If you do come to the Library ask the librarian for help to find that extra bit of information that will help you write that essay or understand what you are learning in class. There is more to research than Wikipedia and the librarian can show you the tricks to researching smarter not harder, how to find books, journal articles and credible websites. If you need assistance with your assessment tasks just ask. The Library is still a **great place to chill and read a book** but only if your assessment tasks are up to date and you need some R&R.

### Wellbeing Team

In Year 12 your Student Support teacher, learning support teachers and the Wellbeing head teacher offer a range of support. As you know, your wellbeing is a major concern of theirs. Some of the things they can assist you with include:

- stress
- an unexpected change of circumstances
- family issues
- pressure from work, home, friends
- financial hardship
- study

Essentially they will listen, support you practically where they can and refer you to more specialised help where necessary.

### Classroom Teachers and Head Teachers

Our teaching staff understand the pressures of the HSC course. If you are worried about classwork or assessment tasks please speak with your teacher promptly rather than worry. They are able to clarify expectations and tasks. Head teachers are also available if you need further clarification, support or an application for Special Consideration.

### Principal and Deputy Principal

Mr Mani, Mr Yee and Mrs Hyland are always available to discuss any issues or queries that may be concerning you. Please call in and have a chat. It is always better to discuss a concern than let something become a major issue. The office staff can always pass on a message if they are not available when you call in.

### Counsellors and School Psychologist

The counselling team at Goulburn High are available to discuss any concerns that require more specialised support. You can self-refer by using the forms outside the counsellor office but a conversation with the principal or deputy may speed up the referral process. Our counsellors can help with a range of concerns including stress, anxiety and relationship issues with friends, family and others. Counsellor support can help you manage an issue that you felt was getting out of control. It can be challenging to accept this support, but it is often very worthwhile.

## Rights and Responsibilities

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any faculty at Goulburn High School

### The school is responsible for providing:

- set tasks which will measure your performance in each component of the course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination on time
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- we must also keep records of your performance in these tasks

### As a student, you are responsible for:

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course by being present for all **timetabled classes, PBL assemblies, year meetings and work placements**.
- being on time for all classes and maintaining a high level of attendance
- making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you may receive an N determination in a course
- attending all exams punctually with the appropriate equipment or communicate with school if there is an issue
- integrity – work submitted must be your own and sources consulted must be acknowledged.
- submitting all tasks on or before the due date, including those due during work placement.
- in the case of VET students, ensure you are properly equipped and dressed.
- ensuring appointments are made at times when there are no scheduled assessment tasks
- explaining all absences to your teachers and the office, by providing documentation such as a medical certificate and a note
- contacting your teacher if there is an issue with work placement or other offsite requirements
- follow the Application for Special Consideration process where appropriate

## HSC Assessment for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed Competent if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses.

Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. You will also receive a report from the school each semester indicating competency achievement.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

**Recognition of Prior Learning (RPL)** apply on the RTO RPL form with the evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer who will forward it to the RTO manager for review.

**Credit Transfer** will be given for units of competency previously achieved with another RTO.

**N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an "N" determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

### Work placement - Advice from NESA in response to COVID-19

**"Students undertaking VET courses in 2020 will remain eligible for the Preliminary or HSC credit units if unable to complete work placement. Students are no longer required to undertake NESA-mandated VET work placements."**  
NESA update, 29 April 2020.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

Workplacement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- a 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

**HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).**

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

# HSC ASSESSMENT CALENDAR

## Goulburn High School

### 2021

<b>Term 4 WEEK</b>	<b>Assessment Tasks due each week</b>
Week 1 A	
Week 2 B	
Week 3 A	
Week 4 B	
Week 5 A	Exploring Early Childhood
Week 6 B	
Week 7 A	Mathematics Standard 2 Pathway - 2 Unit, Mathematics Standard 1 Pathway - 2 Unit, Mathematics Advanced - 2 Unit, Biology, Society and Culture
Week 8 B	Food Technology, Industrial Technology, Visual Arts, Music, Mathematics Extension 1, Chemistry, Modern History, Business Studies
Week 9 A	Mathematics Extension 2, PD/H/PE, Ancient History
Week 10 B	Agriculture, Legal Studies
Week 11 A	English Standard, English Advanced, English Studies

### 2022

<b>Term 1 WEEK</b>	<b>Assessment Tasks due each week</b>
Week 1 B	
Week 2 A	
Week 3 B	CAFS
Week 4 A	
Week 5 B	Exploring Early Childhood, Legal Studies
Week 6 A	Food Technology, Industrial Technology
Week 7 B	Chemistry
Week 8 A	Mathematics Extension 1, SLR, Ancient History, Business Studies, Society and Culture
Week 9 B	Mathematics Standard 2 Pathway - 2 Unit, Mathematics Standard 1 Pathway - 2 Unit, Mathematics Advanced - 2 Unit, Agriculture, Modern History
Week 10 A	Music, Mathematics Extension 2, Biology, CAFS, PD/H/PE
Week 11 B	English Standard, English Advanced, English Extension 1, English Studies, CAFS, PD/H/PE

# 2022

<b>Term 2 WEEK</b>	<b>Assessment Tasks due each week</b>
Week 1 A	
Week 2 B	Visual Arts
Week 3 A	Exploring Early Childhood
Week 4 B	
Week 5 A	Mathematics Extension 1, SLR
Week 6 B	Food Technology, Industrial Technology, Mathematics Standard 2 Pathway - 2 Unit, Mathematics Standard 1 Pathway - 2 Unit, Mathematics Advanced - 2 Unit, Mathematics Extension 2
Week 7 A	Industrial Technology, Music, Exploring Early Childhood, Legal Studies, Society and Culture
Week 8 B	Industrial Technology, Ancient History, Modern History, Business Studies
Week 9 A	Chemistry, PD/H/PE
Week 10 B	English Standard, English Advanced, English Extension 1, English Studies

<b>Term 3 WEEK</b>	<b>Assessment Tasks due each week</b>
Week 1 A	Agriculture
Week 2 B	CAFS
Week 3 A	
Week 4 B	Trail HSC; English Standard (Common Modules A B C), English Advanced (Common Modules A B C)
Week 5 A	Trial HSC; English Standard (Common Modules A B C), English Advanced (Common Modules A B C)
Week 6 B	
Week 7 A	
Week 8 B	
Week 9 A	
Week 10 B	

# Higher School Certificate Assessment Schedule 2021-2022

## FACULTY: ENGLISH

### ENGLISH STANDARD

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Common Module – Texts and Human Experiences (including related text)  Multimodal Presentation	Module A: Language, Identity and Culture  Analytical response	Module B: Close Study of Literature  Module C: Craft of Writing  Sustained response	Trial HSC Examination ALL modules: - Common Module: Texts and Human Experiences - Module A: Language, Identity and Culture - Module B: Close Study of literature -Module C: Craft of Writing
Outcomes:		EN12.1, EN12.2, EN12.3, EN12.4, EN12.6	EN12.3, EN12.5, EN12.8, EN12.9	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12.1, EN12.3, EN12.4, EN12.5, EN12.6, EN12.7
Syllabus Requirements	Syllabus Weighting	Date Due:  Week 11 Term 4 2021	Date Due:  Week 11 Term 1 2022	Date Due:  Week 10 Term 2 2022	Date Due:  Weeks 4 & 5 Term 3 2022
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of idea appropriate to audience, purpose and context across all modes	50%	15%	10%	15%	10%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>



## ENGLISH STANDARD

### Higher School Certificate Outcomes

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

# Higher School Certificate Assessment Schedule 2021-2022

FACULTY: ENGLISH

## ENGLISH ADVANCED

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Common Module – Texts and Human Experiences (including related text)  Multimodal Presentation	Module A: Textual Conversations  Comparative essay	Module B: Critical Study of Literature Module C: Craft of Writing  Sustained response	Trial HSC Examination ALL modules: - Common Module: Texts and Human Experiences - Module A: Language, Identity and Culture - Module B: Close Study of literature -Module C: Craft of Writing
Outcomes:		EA12-1, EA12-2, EA12-5, EA12-7, EA12-9	EA12-1, EA12-4, EA12-5, EA12-6, EA12-9	EA12-1, EA12-3, EA12-4, EA12-8, EA12-9	EA12-1, EA12-3 EA12-4, EA12-5, EA12-9
Syllabus Requirements	Syllabus Weighting	Date Due:  Week 11 Term 4 2021	Date Due:  Week 11 Term 1 2022	Date Due:  Week 10 Term 2 2022	Date Due:  Weeks 4 & 5 Term 3 2022
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of idea appropriate to audience, purpose and context across all modes	50%	15%	10%	15%	10%
TOTAL	100%	25%	25%	25%	25%

## **ENGLISH ADVANCED**

### **Higher School Certificate Outcomes**

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

# Higher School Certificate Assessment Schedule 2021-2022

FACULTY: ENGLISH

## ENGLISH EXTENSION 1

Tasks:		Task 1	Task 2	Task 3
Task Description:		Common module: Literary Worlds Imaginative Response and Reflection	Elective 3: Reimagined worlds Critical Response with Related Text	Trial HSC Examination <b>Common module (Literary Worlds) + Elective 3 (Reimagined Worlds)</b>
Outcomes:		EE12-1, EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5
Syllabus Requirements	Syllabus Weighting	Date Due: Week 11 Term 1 2022	Date Due: Week 10 Term 2 2022	Date Due: Weeks 4 & 5 Term 3 2022
Knowledge and understanding of texts and why they are valued	50%	15%	20%	15%
Skills in: * complex analysis * composition and investigation	50%	15%	20%	15%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

## **ENGLISH EXTENSION 1**

### **Higher School Certificate English Extension 1 Outcomes**

- EE12-1** demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE12-2** analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
- EE12-3** independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
- EE12-4** critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
- EE12-5** reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

# Higher School Certificate Assessment Schedule 2021-2022

## FACULTY: ENGLISH

### ENGLISH STUDIES

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Common Module – Texts and Human Experiences (including related text)  Multimodal Presentation	Elective Module: Module C: On the road – English and the experience of travel	Portfolio: Collection of classwork <u>All Modules:</u> <i>-Common Module: Texts and Human Experiences</i> <i>-Module C: On the road – English and the experience of travel</i> <i>-Module D: Digital Worlds – English and the Web</i>	Trial HSC Examination <u>ALL Modules:</u> <i>-Common Module: Texts and Human Experiences</i> <i>-Module C: On the road – English and the experience of travel</i> <i>-Module D: Digital Worlds – English and the Web</i>
Outcomes:		ES12-1, ES12-4, ES12-6, ES12-8	ES12-2, ES12-3, ES12-7, ES12-9	ES12-1, ES12-5, ES12-7, ES12-10	ES12-6, ES12-8, ES12-4, ES12-9
Syllabus Requirements	Syllabus Weighting	Date Due:  Week 11 Term 4 2021	Date Due:  Week 10 Term 1 2022	Date Due:  Week 10 Term 2 2022	Date Due:  Weeks 4-5 Term 3 2022
Knowledge and understanding of course content	50%	15%	10%	15%	10%
Skills in: * comprehending texts * communicating ideas * using language accurately, appropriately and effectively	50%	10%	15%	15%	10%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>

## **ENGLISH STUDIES**

### **Higher School Certificate Assessment Outcomes**

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



## Higher School Certificate Assessment Schedule 2021-2022

**FACULTY: SCIENCE**

### AGRICULTURE

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Description:</b>		Product Study Report	Research Task	Oral Presentation	Trial HSC Examination
<b>Outcomes:</b>		H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2	H3.4, H4.1, H5.1	All
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: 2021, Term 4 Week 10	Date Due: 2022, Term 1 Week 9	Date Due: 2022, Term 3 Week 1	Date Due: 2022, Term 3 Weeks 4 & 5
Knowledge and understanding of: <ul style="list-style-type: none"> <li>the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems</li> <li>the impact of innovation, ethics and current issues on Australian agricultural systems</li> </ul>	<b>40%</b>		10%	15%	15%
<ul style="list-style-type: none"> <li>Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner</li> <li>Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing</li> </ul>	<b>40%</b>	20%	10%		10%
Skills in effective research, experimentation and communication	<b>20%</b>		5%	10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

# **AGRICULTURE**

## **Higher School Certificate Outcomes**

A student:

- H1:** explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production
- H2.1:** describes the inputs, processes and interactions of plant production systems
- H2.2:** describes the inputs, processes and interactions of animal production
- H3.1:** assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
- H3.2:** critically assesses the marketing of a plant OR animal product
- H3.3:** critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- H3.4:** evaluates the management of the processes in agricultural systems
- H4:** justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
- H5:** evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

## Higher School Certificate Assessment Schedule 2021-2022

FACULTY: HSIE

### ANCIENT HISTORY

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Description:</b>		Core Study: Pompeii – Historical Analysis	Ancient Societies – Source Analysis	Ancient Personalities - Essay	Trial HSC Examination
<b>Outcomes:</b>		AH12.1, AH12.6, AH12.10	AH12.3, AH12.9	AH12.4, AH12.5, AH12.8	AH12.2, AH12.7
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: 2021, Term 4 Week 9	Date Due: 2022, Term 1 Week 8	Date Due: 2022, Term 2 Week 8	Date Due: 2022, Term 3 Weeks 4 & 5
Knowledge and understanding of course content	<b>40%</b>	10%	10%		20%
Historical skills in the analysis and evaluation of sources and interpretations	<b>20%</b>		5%	10%	5%
Historical inquiry and research	<b>20%</b>	5%	5%	10%	
Communication of historical understanding in appropriate forms	<b>20%</b>	5%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## **Ancient History**

### **Higher School Certificate Assessment Outcomes**

AH 12-1	Accounts for the nature of continuity and change in the ancient world.
AH 12-2	Proposes arguments about the varying causes and effects of events and developments.
AH 12-3	Evaluates the role of historical features, individuals and groups in shaping the past.
AH 12-4	Analyses the different perspectives of individuals and groups in their historical context.
AH 12-5	Assess the significance of historical features, people, places, events and developments of the ancient world.
AH 12-6	Analyses and interprets different types of sources of evidence to support an historical account or argument.
AH 12-7	Discusses and evaluates differing interpretations and representations of the past.
AH 12-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
AH 12-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.
AH 12-10	Analyses issues relating to the ownership, custodianship and conservation of the ancient past.

# Higher School Certificate Assessment Schedule 2021-2022

## FACULTY: SCIENCE

### BIOLOGY

Tasks:		Task 1	Task 2	Task 3
Task Description:		Building a Model of DNA	Research and report on the role of developmental genes in evolution	Trial HSC Examination
Outcomes:		BIO12- 3, 4, 6, 7, 12	BIO12 -1, 4, 6, 7, 13	BIO12-1, 2, 3, 4, 5, 6, 7, 12, 13, 14, 15
Syllabus Requirements	Syllabus Weighting	Date Due: 2021, Term 4 Week 7	Date Due: 2022, Term 1 Week 10	Date Due: 2022, Term 3 Weeks 4 & 5
Knowledge and understanding of biological concepts	40%	10%	10%	20%
Develops questions and predictions for biological investigations BIO12-1 Plans and performs first hand investigations BIO 12-2,3	30%	10%	15%	5%
Processes and analyses data to solve problems BIO 12-4,5,6 Presents information to communicate understanding using appropriate reporting styles BIO 12-7	30%	10%	10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

## **BIOLOGY**

### **Higher School Certificate Outcomes**

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

## Higher School Certificate Assessment Schedule 2021-2022

FACULTY: HSIE

### BUSINESS STUDIES

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Operations – Business Report	Marketing – Case Study Report	Finance - Essay	Trial HSC Examination
Outcomes:		H4, H5	H2, H7, H8, H9	H8, H10	H1, H3, H6
Syllabus Requirements	Syllabus Weighting	Date Due: 2021, Term 4 Week 8	Date Due: 2022, Term 1 Week 8	Date Due: 2022, Term 2 Week 8	Date Due: 2022, Term 3 Weeks 4 & 5
Knowledge & understanding	40%	5%	10%	10%	15%
Stimulus based skills	20%		5%	5%	10%
Inquiry & Research	20%	10%		10%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%		10%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>25%</b>	<b>35%</b>

## **BUSINESS STUDIES**

### **Higher School Certificate Outcomes**

The student:

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



## Higher School Certificate Assessment Schedule 2021-2022

FACULTY: SCIENCE

### CHEMISTRY

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Research Task Module 5	Practical Module 6	Depth Study Module 7	Trial HSC Examination Module 5, 6, 7, 8
Outcomes:		CH12-4, 5, 6, 7, 12	CH12-1, 2, 3, 5, 13	CH12-1, 3, 4, 7, 14	CH12-2, 4, 5, 6, 12, 13, 14, 15
Syllabus Requirements	Syllabus Weighting	Date Due: 2021, Term 4 Week 8	Date Due: 2022, Term 1 Week 7	Date Due: 2022, Term 2 Week 9	Date Due: 2022, Term 3 Weeks 4 & 5
Knowledge and understanding of chemical concepts	40%	10%	5%	15%	10%
Develops questions and predictions for biological investigations	30%	5%	10%	10%	5%
Plans and performs first hand investigations					
Processes and analyses data to solve problems	30%	5%	5%	10%	10%
Presents information to communicate understanding using appropriate reporting styles					
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>35%</b>	<b>25%</b>

# CHEMISTRY

## Higher School Certificate Assessment Outcomes

A student:

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

# Higher School Certificate Assessment Schedule 2021-2022

FACULTY: PD/H/PE

## COMMUNITY AND FAMILY STUDIES (CAFS)

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		IRP Project Plan, Product and Diary	Groups in Context Essay	Case Study	Trial HSC Examination
Outcomes:		H4.1, H4.2	H3.2, H4.2, H5.1	H2.1, H6.1, H6.2	H1.1, H2.2, H3.4, H4.2, H5.2
Syllabus Requirements	Syllabus Weighting	Date Due: 2022, Term 1 Week 3	Date Due: 2022, Term 1 Weeks 10 & 11	Date Due: 2022, Term 3 Week 2	Date Due: 2022, Term 3 Weeks 4 & 5
Knowledge and Understanding of course content	40%		10%		30%
Critical thinking, research methodology, analysing and communicating	60%	20%	15%	25%	
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## **COMMUNITY & FAMILY STUDIES**

### **Higher School Certificate Assessment Outcomes**

A student:

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

# Higher School Certificate Assessment Schedule 2021-2022

FACULTY: PD/H/PE

## EXPLORING EARLY CHILDHOOD

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Children with Special Needs Research	Childrens' Nutrition Practical Task	Gender Analysis	Starting School Toolkit
Outcomes:		1.5, 5.1, 6.2	1.2, 1.3, 5.1	2.2, 2.3, 2.4, 5.1	4.1, 4.2, 1.1, 1.2, 2.1
Syllabus Requirements	Syllabus Weighting	Date Due: 2021, Term 4 Week 5	Date Due: 2022, Term 1 Week 5	Date Due: 2022, Term 2 Week 3	Date Due: 2022, Term 2 Week 7
Knowledge and Understanding	50%	10%	10%	10%	10%
Process Skills	50%	10%	10%	10%	10%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>

# EXPLORING EARLY CHILDHOOD

## Higher School Certificate Assessment Outcomes

- 1.1** analyses prenatal issues that have an impact on development
- 1.2** examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3** examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4** analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5** examines the implications for growth and development when a child has special needs
- 2.1** analyses issues relating to the appropriateness of a range of services for different families
- 2.2** critically examines factors that influence the social world of young children
- 2.3** explains the importance of diversity as a positive issue for children and their families
- 2.4** analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5** examines strategies that promote safe environments
- 3.1** evaluates strategies that encourage positive behaviour in young children
- 4.1** demonstrates appropriate communication skills with children and/or adults
- 4.2** interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3** demonstrates appropriate strategies to resolve group conflict
- 5.1** analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1** demonstrates an understanding of decision making processes
- 6.2** critically examines all issues including beliefs and values that may influence interactions with others

## Higher School Certificate Assessment Schedule 2021-2022

### FACULTY: TECHNICAL AND APPLIED STUDIES

### FOOD TECHNOLOGY

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Description:</b>		Food Industry Report	Food Manufacture Experiment and Preparation	Contemporary Nutrition Issues Investigation	Trial HSC Examination
<b>Outcomes:</b>		H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: 2021, Term 4 Week 5	Date Due: 2022, Term 1 Week 5	Date Due: 2022, Term 2 Week 3	Date Due: 2022, Term 2 Weeks 4 & 5
Knowledge and understanding of course content	<b>40%</b>		20%		20%
Knowledge and skills in designing, managing, producing and evaluating a major design project	<b>60%</b>	20%		30%	10%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## **FOOD TECHNOLOGY**

### **Higher School Certificate Assessment Outcomes**

- H1.1** explains manufacturing processes and technologies used in the production of food products
- H1.2** examines the nature and extent of the Australian food industry
- H1.3** justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4** evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society and environment
- H2.1** evaluates the relationship between food, its production, consumption, promotion and health
- H3.1** Investigates operations of one organisation within the Australian food industry
- H3.2** independently investigates contemporary nutrition issues
- H4.1** develops, prepares and presents food using product development processes
- H4.2** applies principles of food preservation to extend the life of food and maintain safety
- H5.1** develops, realises and evaluates solutions to a range of food situations



## Higher School Certificate Assessment Schedule 2021-2022

### FACULTY: TECHNICAL AND APPLIED STUDIES

### INDUSTRIAL TECHNOLOGY – METAL AND ENGINEERING TECHNOLOGIES

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Description:</b>		Designing and Planning Presentation	Industry Study	Project Development and management Report	Trial HSC Examination
<b>Outcomes:</b>		H3.1, H3.2, H3.3, H5.1	H1.1, H1.2, H1.3 H7.1	H4.3, H4.1, H2.1, H5.2	H4.2, H6.1 H6.2, H7.2
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: 2021, Term 4 Week 8	Date Due: 2022, Term 1 Week 6	Date Due: 2022, Term 2 Weeks 6-8	Date Due: 2022, Term 3 Weeks 4 & 5
Knowledge and understanding of course content	<b>40%</b>	5%	5%	10%	20%
Knowledge and skills in the design, management, communication and production of a major project	<b>60%</b>	15%	15%	20%	10%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## **INDUSTRIAL TECHNOLOGY**

### **Description of Assessment Tasks**

- Task 1 – Related Industrial Applications
- Task 2 – Industry Study
- Task 3 – Industry Appropriate Communication & Information Processing

#### HSC Assessment Outcomes

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

## Higher School Certificate Assessment Schedule 2021-2022

### FACULTY: TECHNICAL AND APPLIED STUDIES

### INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Description:</b>		Designing and Planning Presentation	Industry Study	Project Development and management Report	Trial HSC Examination
<b>Outcomes:</b>		H3.1, H3.2, H3.3, H5.1	H1.1, H1.2, H1.3 H7.1	H4.3, H4.1, H2.1, H5.2	H4.2, H6.1 H6.2, H7.2
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: 2021, Term 4 Week 8	Date Due: 2022, Term 1 Week 6	Date Due: 2022, Term 2 Weeks 6-8	Date Due: 2022, Term 3 Weeks 4 & 5
Knowledge and understanding of course content	<b>40%</b>	5%	5%	10%	20%
Knowledge and skills in the design, management, communication and production of a major project	<b>60%</b>	15%	15%	20%	10%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

# INDUSTRIAL TECHNOLOGY

## Description of Assessment Tasks

- Task 1 – Related Industrial Applications
- Task 2 – Industry Study
- Task 3 – Industry Appropriate Communication & Information Processing

### HSC Assessment Outcomes

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

## Higher School Certificate Assessment Schedule 2021-2022

FACULTY: HSIE

### LEGAL STUDIES

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Crime – Research Task	Human Rights - Presentation	Family Essay	Trial HSC Examination
Outcomes:		H1, H3, H4, H6, H8	H1, H2, H3, H6, H7	H2, H3, H4, H5, H9	H1, H2, H3, H4, H5, H6, H10
Syllabus Requirements	Syllabus Weighting	Date Due: 2021, Term 4 Week 10	Date Due: 2022, Term 1 Week 5	Date Due: 2022, Term 2 Week 7	Date Due: 2022, Term 3 Weeks 4 & 5
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Analysis and evaluation	20%	5%	5%	5%	5%
Inquiry and research	20%	10%		10%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>

## **LEGAL STUDIES**

### **Higher School Certificate Outcomes**

A student:

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

# Higher School Certificate Assessment Schedule 2021-2022

## FACULTY: MATHEMATICS

### MATHEMATICS STANDARD 2 PATHWAY

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Description:</b>		In class project or stimulus activity	Assignment/Investigation	In class open book test	Trial HSC Examination
<b>Outcomes:</b>		MS2.12.3, MS2.12.4, MS2.12.9, MS2.12.10	MS2.12.3, MS2.12.4, MS2.12.5, MS2.12.9, MS2.12.10	MS2.12.1, MS2.12.2, MS2.12.5, MS2.12.6, MS2.12.7, MS2.12.9, MS2.12.10	MS2.12.1 TO MS2.12.10
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: 2021, Term 4 Week 7	Date Due: 2022, Term 1 Week 9	Date Due: 2022, Term 2 Week 6	Date Due: 2022, Term 3 Weeks 4 & 5
Understanding, Fluency and Communicating	<b>50%</b>	15%	10%	10%	15%
Problem Solving, Reasoning and Justification	<b>50%</b>	15%	10%	10%	15%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

## **MATHEMATICS STANDARD 2 PATHWAY**

### **Preliminary and Higher School Certificate Assessment Outcomes**

#### **Year 11 Mathematics Standard outcomes**

A student:

- MS11-1** uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2** represents information in symbolic, graphical and tabular form
- MS11-3** solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4** performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5** models relevant financial situations using appropriate tools
- MS11-6** makes predictions about everyday situations based on simple mathematical models
- MS11-7** develops and carries out simple statistical processes to answer questions posed
- MS11-8** solves probability problems involving multistage events
- MS11-9** uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10** justifies a response to a given problem using appropriate mathematical terminology and/or calculations

#### **Year 12 Mathematics Standard 2 outcomes**

A student:

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

**Students MUST sit the HSC examination paper**



# Higher School Certificate Assessment Schedule 20212-2022

## FACULTY: MATHEMATICS

### MATHEMATICS STANDARD 1 PATHWAY

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Topic:</b>					
<b>Task Description:</b>		Assignment/Investigation	In class project or stimulus activity	In class open book test	Trial HSC Examination
<b>Outcomes:</b>		MS1.12.3, MS1.12.4, MS1.12.9, MS1.12.10	MS1.12.2, MS1.12.5, MS1.12.7, MS1.12.9, MS1.12.10	MS1.12.1, MS1.12.2, MS1.12.3, MS1.12.4, MS1.12.6, MS1.12.7, MS1.12.9, MS1.12.10	MS1.12.1 TO MS1.12.10
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: 2021, Term 4 Week 7	Date Due: 2022, Term 1 Week 9	Date Due: 2022, Term 2 Week 6	Date Due: 2022, Term 3 Weeks 4 & 5
Understanding, Fluency and Communicating	<b>50%</b>	15%	10%	10%	15%
Problem Solving, Reasoning and Justification	<b>50%</b>	15%	10%	10%	15%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

## **MATHEMATICS STANDARD 1 PATHWAY**

### **Preliminary and Higher School Certificate Assessment Outcomes**

#### **Year 11 Mathematics Standard outcomes**

A student:

- MS11-1** uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2** represents information in symbolic, graphical and tabular form
- MS11-3** solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4** performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5** models relevant financial situations using appropriate tools
- MS11-6** makes predictions about everyday situations based on simple mathematical models
- MS11-7** develops and carries out simple statistical processes to answer questions posed
- MS11-8** solves probability problems involving multistage events
- MS11-9** uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10** justifies a response to a given problem using appropriate mathematical terminology and/or calculations

#### **Year 12 Mathematics Standard 1 outcomes**

A student:

- MS1-12-1** uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2** analyses representations of data in order to make predictions and draw conclusions
- MS1-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4** analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5** makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6** represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7** solves problems requiring statistical processes
- MS1-12-8** applies network techniques to solve network problems
- MS1-12-9** chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

**Students MAY OPT IN to sit the HSC examination paper**

# Higher School Certificate Assessment Schedule 2021-2022

## FACULTY: MATHEMATICS

### MATHEMATICS ADVANCED

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Description:</b>		In class test	Assignment/Investigation	In class open test	Trial HSC Examination
<b>Outcomes:</b>		MA12-2, MA12-4, MA12-9, MA12-10	MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, to ma12-10
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: 2021, Term 4 Week 7	Date Due: 2022, Term 1 Week 9	Date Due: 2022, Term 2 Week 6	Date Due: 2022, Term 3 Weeks 4 & 5
Understanding, Fluency and Communicating	<b>50%</b>	8%	14%	13%	15%
Problem Solving, Reasoning and Justification	<b>50%</b>	12%	11%	12%	15%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

# MATHEMATICS ADVANCED

## Higher School Certificate Assessment Outcomes

### Year 11 Mathematics Advanced outcomes

A student:

- MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9** provides reasoning to support conclusions which are appropriate to the context

### Year 12 Mathematics Advanced outcomes

A student:

- MA12-1** uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA12-2** models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA12-3** applies calculus techniques to model and solve problems
- MA12-4** applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA12-5** applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA12-6** applies appropriate differentiation methods to solve problems
- MA12-7** applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA12-8** solves problems using appropriate statistical processes
- MA12-9** chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA12-10** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

**Students MUST sit the HSC examination paper**

## Higher School Certificate Assessment Schedule 2021-2022

### FACULTY: MATHEMATICS

### MATHEMATICS EXTENSION 1

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Description:</b>		In class test	Assignment/Investigation	Extended modelling and problem-solving task	Trial HSC Examination
<b>Outcomes:</b>		ME12-1, ME12-6, ME12-7	ME12-5, ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: 2021, Term 4 Week 8	Date Due: 2022, Term 1 Week 8	Date Due: 2022, Term 2 Week 5	Date Due: 2022, Term 3 Weeks 4 & 5
Understanding, Fluency and Communicating	<b>50%</b>	13%	12%	10%	15%
Problem Solving, Reasoning and Justification	<b>50%</b>	12%	13%	10%	15%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

# MATHEMATICS EXTENSION 1

## Higher School Certificate Assessment Outcomes

### Year 12 Mathematics Extension 1 outcomes

A Student:

**ME11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

**ME11-2** manipulates algebraic expressions and graphical functions to solve problems

**ME11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

**ME11-4** applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

**ME11-5** uses concepts of permutations and combinations to solve problems involving counting or ordering

**ME11-6** uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts

**ME11-7** communicates making comprehensive use of mathematical language, notation, diagrams and graphs

### Year 12 Mathematics Extension 1 outcomes

A student:

**ME12-1** applies techniques involving proof or calculus to model and solve problems

**ME12-2** applies concepts and techniques involving vectors and projectiles to solve problems

**ME12-3** applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

**ME12-4** uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

**ME12-5** applies appropriate statistical processes to present, analyse and interpret data

**ME12-6** chooses and uses appropriate technology to solve problems in a range of contexts

**ME12-7** evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

## Higher School Certificate Assessment Schedule 2021-2022

### FACULTY: MATHEMATICS

### MATHEMATICS EXTENSION 2

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Class test	Assignment/Investigation	Class test	Trial HSC Examination
Outcomes:		MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8
Syllabus Requirements	Syllabus Weighting	Date Due: 2021, Term 4 Week 9	Date Due: 2022, Term 1 Week 10	Date Due: 2022, Term 2 Week 6	Date Due: 2022, Term 3 Weeks 4 & 5
Understanding, Fluency and Communicating	50%	10%	12%	13%	15%
Problem Solving, Reasoning and Justification	50%	10%	13%	12%	15%
TOTAL	100%	25%	25%	20%	30%

## MATHEMATICS EXTENSION 2

### Higher School Certificate Assessment Outcomes

A Student:

- MEX12-1** understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
- MEX12-2** chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
- MEX12-3** uses vectors to model and solve problems in two and three dimensions
- MEX12-4** uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
- MEX12-5** applies techniques of integration to structured and unstructured problems
- MEX12-6** uses mechanics to model and solve practical problems
- MEX12-7** applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
- MEX12-8** communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument



## Higher School Certificate Assessment Schedule 2021-2022

FACULTY: HSIE

### MODERN HISTORY

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Description:</b>		National Study – Historical Investigation	Core Study: Power and Authority in the Modern World 1919-1946 – Source Analysis	Peace and Conflict - Essay	Trial HSC Examination
<b>Outcomes:</b>		MH12-4, MH12-5	MH12-6, MH12-7	MH12-2, MH12-8	MH12-1, MH12-3, MH12-9
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: 2021, Term 4 Week 8	Date Due: 2022, Term 1 Week 9	Date Due: 2022, Term 2 Week 8	Date Due: 2022, Term 3 Weeks 4 & 5
Knowledge and understanding of the course content	<b>40%</b>	5%	10%	15%	10%
Historical skills in the analysis and evaluation of sources and interpretations	<b>20%</b>	5%	5%		10%
Historical inquiry and research	<b>20%</b>	10%	5%	5%	
Communication of historical understanding in appropriate forms	<b>20%</b>			10%	10%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## **Modern History**

### **Higher School Certificate Assessment Outcomes**

A student:

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

## Higher School Certificate Assessment Schedule 2021-2022

FACULTY: TAS

### MUSIC 1

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Description:</b>		Composition & Elective Choice for Topic 1	Aural & Performance	Musicology	Trial HSC Examination
<b>Outcomes:</b>		Composition H3, H7 Elective H1-8*	Performance H1 Aural H6	H4, H5, H6, H8 Composition H3, H7	Electives H1-8*
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: 2021, Term 4 Week 8	Date Due: 2022, Term 1 Week 10	Date Due: 2022, Term 2 Week 7	Date Due: 2022, Term 3 Weeks 4 & 5
A Core composition	<b>10%</b>	10%			
B Core aural	<b>25%</b>		25%		
C Core musicology	<b>10%</b>			10%	
D Core performance	<b>10%</b>		10%		
E Three electives-evenly weighted*	<b>45%</b>	15%			30%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>10%</b>	<b>30%</b>

\* Elective choices are performance, composition or musicology

## **MUSIC 1**

### **Higher School Certificate Assessment Outcomes**

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

# Higher School Certificate Assessment Schedule 2021-2022

FACULTY: PD/H/PE

## PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Research Presentation	Research Presentation	Extended Responses	Trial HSC Examination
Outcomes:		H1, H2, H3, H4, H5, H14, H15, H16,	H7, H8, H10, H11, H17	H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17
Syllabus Requirements	Syllabus Weighting	Date Due: 2021, Term 4 Week 9	Date Due: 2022, Term 1 Weeks 10 & 11	Date Due: 2022, Term 2 Week 9	Date Due: 2022, Term 3 Weeks 4 & 5
Knowledge and Understanding	40%	10%	10%	10%	10%
Skills in Critical Thinking, Research and Analysis and Communicating	60%	15%	15%	15%	15%
TOTAL	100%	25%	25%	25%	25%

## PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

### Higher School Certificate Assessment Outcomes

A student:

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

## Higher School Certificate Assessment Schedule 2021-2022

FACULTY: HSIE

### SOCIETY AND CULTURE

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Continuity and Change Research Proposal	Social Inclusion and Exclusion Essay	Pop Culture Content Analysis	Trial HSC Examination
Outcomes:		H4, H6, H7, H9, H10	H1, H2, H3, H5, H9	H1, H6, H8, H10	H1, H4, H5, H8
Syllabus Requirements	Syllabus Weighting	Date Due: 2021, Term 4 Week 7	Date Due: 2022, Term 1 Weeks 8	Date Due: 2022, Term 2 Week 7	Date Due: 2022, Term 3 Weeks 4 & 5
Knowledge and understanding of course content	50%	5%	5%	20%	20%
Application and evaluation of social and cultural research methods	30%	10%	10%	5%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	10%	20%	30%	30%

## **Society and Culture**

### **Higher School Certificate Outcomes**

*A student:*

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



# Higher School Certificate Assessment Schedule 2021-2022

FACULTY: PD/H/PE

## SPORT, LIFESTYLE AND RECREATION

Tasks:		Task 1	Task 2	Task 3
Task Description:		Theory Assessment	Theory Assessment	Practical Participation Assessment (ongoing)
Outcomes:		1.1 - 5.5	1.1 - 5.5	1.1 - 5.5
Syllabus Requirements	Syllabus Weighting	Date Due: 2022, Term 1 Week 8	Date Due: 2022, Term 2 Weeks 5	Date Due: 2022, Terms 4-3 (ongoing)
Understanding	30%	10%	10%	10%
Skills	40%	10%	10%	20%
Participation	30%		10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>50%</b>

## **SPORT, LIFESTYLE AND RECREATION**

### **Higher School Certificate Assessment Outcomes**

A student:

- 1.** knowledge and understanding of the factors that influence health and participation in physical activity
  - 1.1** applies the rules and conventions that relate to participation in a range of physical activities
  - 1.2** explains the relationship between physical activity, fitness and healthy lifestyle
  - 1.3** demonstrates ways to enhance safety in physical activity
  - 1.4** investigates and interprets the patterns of participation in sport and physical activity in Australia
  - 1.5** critically analyses the factors affecting lifestyle balance and their impact on health status
  - 1.6** describes administrative procedures that support successful performance outcomes
- 2.** knowledge and understanding of the principles and processes impacting on the realisation of movement potential
  - 2.1** explains the principles of skill development and training
  - 2.2** analyses the fitness requirements of specific activities
  - 2.3** selects and participates in physical activities that meet individual needs, interests and abilities
  - 2.4** describes how societal influences impact on the nature of sport in Australia
  - 2.5** describes the relationship between anatomy, physiology and performance
- 3.** the ability to analyse and implement strategies that promote health, physical activity and enhanced performance
  - 3.1** selects appropriate strategies and tactics for success in a range of movement contexts
  - 3.2** designs programs that respond to performance needs
  - 3.3** measures and evaluates physical performance capacity



# Higher School Certificate Assessment Schedule 2021-2022

FACULTY: TAS

## VISUAL ARTS

Tasks:		Task 1	Task 2	Task 3	Task 4
Task Description:		Statement of Intent (BOW)	Artist Case Study	Final Examination	Final Body of Work
Outcomes:		H1, H4	H7, H8	H9, H10	H1, H4, H5, H6, H3, H2
Syllabus Requirements	Syllabus Weighting	Date Due: 2021, Term 4 Week 8	Date Due: 2022, Term 2 Weeks 2	Date Due: 2022, Term 3 Weeks 4 & 5	Date Due: 2022, Term 3 Weeks 4 & 5
Initiates and organises sustained art making practice that demonstrates development of subject matter and forms. Applies their understanding of the conceptual frame in the production of a body of work that is coherent and can be interpreted in a range of ways. Demonstrates an understanding of the frames while developing technical refinement within a body of work.	50%	20%			30%
Applies their understanding of art criticism and art history and demonstrates orientation based in the frames through investigation. Applies their understanding of the conceptual frame to art histories, art narratives and documentary accounts of representation in visual art.	50%		25%	25%	
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## **VISUAL ARTS**

### **Higher School Certificate Outcomes**

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



## Business Services

### Assessment Summary for BSB20115 Certificate II in Business

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Term 1, Week 6-8
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Weeks 4-5

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role play. Oral presentation	Third party report	HSC examinable
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#### Cluster 1 Keyboarding Speed, Accuracy & Word Processing

BSBITU307 Develop keyboarding speed and accuracy	Y	Y		Y			
BSBITU211 Produce digital text documents	Y	Y		Y			

#### Cluster 2 Work Health and Safety

BSBWHS201 Contribute to health and safety of self and others	Y			Y			Y
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#### Cluster 3 Handle Mail

BSBINM202 Handle mail		Y	Y	Y			
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#### Cluster 4 File It

BSBINM201 Process and maintain workplace information		Y	Y	Y			Y
BSBWOR202 Organise and complete daily work activities		Y	Y	Y			

#### Cluster 5 Lets Communicate

BSBITU213 Use digital technologies to communicate remotely			Y	Y	Y		
BSBCMM201 Communicate in the workplace			Y	Y	Y		

#### Cluster 6 Lets Work Together

BSBIND201 Work effectively in a business environment	Y		Y	Y			Y
BSBINN201 Contribute to workplace Innovation	Y		Y	Y			Y
BSBCUS201 Deliver a service to customers	Y		Y	Y			Y

#### Cluster 7 Going Green

BSBSUS201 Participate in environmentally sustainable work practices	Y				Y		Y
BSBITU212 Create and use spreadsheets	Y				Y		

#### Cluster 8 Financial Documents

TLIP2029A Prepare and process financial documents				Y			Y
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Depending on the achievement of units of competency; the possible AQF qualification outcome is BSB20115 Certificate II in Business or a Statement of Attainment towards BSB20115 Certificate II in Business.

## Construction

### Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 1, Weeks 6-8 2020
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Weeks 4 & 5 2020

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment,	Role-play, Oral presentation	Self-Assessment	HSC examinable
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#### Cluster 1 Working Safely in the Construction Industry

CPCOHS2001A Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y
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#### Cluster 2 Carpentry Basics

CPCCCA2011A Handle carpentry materials	Y	Y	Y	Y		Y	
CPCCA2002B Use carpentry tools and equipment	Y	Y	Y	Y			**

#### Cluster 3 White Card

CPCCWHS1001 Prepare to work safely in the construction industry	Y		Y	Y	Y		Y
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#### Cluster 4 Levelling

CPCCCM2006B Apply basic levelling procedures	Y		Y	Y			
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#### Cluster 5 Reading Plans

CPCCCM2001A Read and interpret plans and specifications	Y		Y	Y			Y
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#### Cluster 6 Prepare for Concreting

CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground	Y	Y		Y		Y	
CPCCCM1015A Carry out measurements and calculations	Y	Y		Y		Y	Y

#### Cluster 7 Group Project

CPCCCM1013A Plan and organise work	Y	Y		Y		Y	Y
CPCCCM2004A Handle construction materials	Y			Y			

#### Cluster 8 Skills Into Action

CPCCCM1012A Work effectively and sustainably in the construction industry				Y		Y	Y
CPCCCM1014A Conduct workplace communication				Y	Y		Y

#### Cluster 9 Option 1: Joinery Option 1 or 2 must be completed to gain the qualification and be eligible for the HSC (delete units not being delivered)

CPCCJN2001A Assemble components	Y	Y		Y		Y	
CPCCJN2002B Prepare for off-site manufacturing process	Y	Y		Y		Y	

#### Cluster 9 Option 2: Brick and Block Laying

CPCCBL2001A Handle and prepare bricklaying material	Y	Y		Y		Y	
CPCCBL2002A Use bricklaying and blocklaying tools and equipment	Y	Y		Y		Y	

\*\* [CPCCCM2005B](#) Use construction tools and equipment – syllabus content to be delivered

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



## Hospitality

### Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 1, Weeks 6-8 2020
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Weeks 4 & 5 2020

	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable
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#### Cluster 1 **Working Together** new cluster

BSBWOR203 Work effectively with others				Y	Y		Y
BSBCMM201 Communicate in the Workplace				Y	Y		

#### Cluster 2 **Safe and hygienic food preparation**-new cluster

Part A Hygienic Food Preparation							
SITXFSA001 Use hygienic practices for food safety	Y			Y			Y
Part B Safe Food Preparation							
SITHCCC001 Use food preparation equipment	Y	Y		Y			
SITXFSA002 Participate in safe food handling practices	Y	Y		Y			

#### Cluster 3 **Café Skills**- new assessment requirement

SITHFAB005 Part A Prepare and serve espresso coffee	Y	Y		Y		Y	Y Portfolio
SITHFAB004 Part B Prepare and serve non-alcoholic beverages	Y	Y		Y		Y	Y Portfolio

#### Cluster 4 **Safe and Sustainable work practices**

SITXWHS001 Participate in safe work practices	Y			Y	Y		Y
BSBSUS201 Participate in environmentally sustainable work practices				Y			

#### Cluster 5 **Interacting with diverse customers**

SITXCCS003 Interact with customers	Y			Y	Y		Y
SITXCOM002 Show social and cultural sensitivity	Y			Y	Y		

#### Cluster 6 **Serving food and beverages** – new assessment requirement

SITHFAB007 Serve food and beverage	Y			Y		Y	Y Portfolio
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#### Cluster 7 **Keeping up to date with industry**

SITHIND002 Source and use information on the hospitality industry				Y			Y
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#### Cluster 8 **Use hospitality skills effectively** – new assessment requirement

SITHIND003 Use hospitality skills effectively	Y			Y		Y	Portfolio
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## Primary Industries

### Assessment Summary for AHC21216 Certificate II in Rural Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 1, Weeks 6-8 2020
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Weeks 4 & 5 2020

Cluster name and unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, Oral Presentation	Third Party Report	Self-assessment	HSC examinable
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**Qualification Packaging Rules:** <https://training.gov.au/Training/Details/AHC21216>

#### Cluster 1 Participate in WHS Processes

AHCWHS201 Participate in WHS Processes	Y		Y	Y		Y		Y
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#### Cluster 2 Working in the Industry

AHCWRK209 Participate in environmentally sustainable work practices	Y		Y	Y	Y	Y		Y
AHCWRK204 Work effectively in the industry	Y		Y	Y	Y	Y		Y

#### Cluster 3 Weather

AHCWRK201 Observe and report on weather	Y			Y		Y		Y
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#### Cluster 4 Chemicals

AHCCHM201 Apply chemicals under supervision	Y			Y	Y			Y
AHCCPM201 Treat Weeds	Y			Y	Y			Y

#### Cluster 5 Healthy Animals (for students following the livestock stream)

AHCLSK202 Care for health and welfare of livestock	Y			Y		Y		Y
AHCLSK205 Handle livestock using basic techniques	Y			Y		Y		Y
AHCLSK206 Identify and mark livestock	Y			Y		Y		Y

#### Cluster 6 Healthy Plants (for students following the plant stream)

AHCPMG202 Treat plant pests, diseases and disorders	Y	Y		Y		Y		Y
AHCNSY202 Care for nursery plants	Y	Y		Y		Y		Y
AHCPCM201 Recognise plants	Y	Y		Y		Y		Y

#### Cluster 7 Tractors

AHCMOM202 Operate tractors	Y		Y	Y				
AHCMOM304 Operate machinery and equipment	Y		Y	Y				

#### Cluster 9 Fencing

AHCINF202 Install, maintain and repair farm fencing	Y	Y		Y				
AHCINF201 Carry out basic electric fencing operations	Y	Y		Y				

#### Cluster 10 Grow Plants

AHCNSY201 Pot up plants	Y	Y		Y				
AHCSOL202 Assist with soil or growing media sampling and testing	Y	Y		Y				
AHCNSY203 Undertake propagation activities	Y	Y		Y				

#### Cluster 12 Clean Machinery

AHCBIO201 Inspect and clean machinery for plant, animal and soil	Y		Y	Y				
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Depending on the achievement of units of competency; the possible AQF qualification outcome is AHC21216 Certificate II in Rural Operations or a Statement of Attainment towards AHC21216 Certificate II in Rural Operations.

## Entertainment Industry

### Assessment Summary for CUA30415 Certificate III in Live Production and Services

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3 Week 5 2021
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Weeks 9 – 10 2021

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test,	Role play, Oral Presentation	Third Party Report	Self-assessment	HSC examinable
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#### Cluster 1 Working in the Entertainment Industry

CPCCOHS1001A Work safely in the construction industry			Y	Y				Y
CUAIND301 Work effectively in the creative arts industry	Y			Y	Y			Y

#### Cluster 2 Lighting

CUALGT301 Operate basic lighting	Y		Y	Y	Y			Y
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#### Cluster 3 Audio

CUASOU301 Undertake live audio operations	Y		Y	Y	Y			Y
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#### Cluster 4 Vision Systems the live feed

CUAVSS302 Operate vision systems	Y		Y	Y	Y		Y	Y
BSBWOR301 Organise personal work priorities and development	Y		Y	Y	Y		Y	Y

#### Cluster 5 Staging

CUAWHS302 Apply work health and safety practices	Y		Y	Y	Y			Y
CUASTA202 Assist with bump in bump out of shows	Y		Y	Y	Y			

#### Cluster 6 Live Performance

CUASTA301 Assist with production operations for live performances	Y		Y	Y				Y
CUASMT301 Work effectively backstage during performances	Y		Y	Y				

#### Cluster 7 Collaboration with Customers

CUAPPR304 Participate in collaborative creative projects	Y			Y	Y	Y		
SITXCCS303 Provide service to customers	Y			Y	Y	Y		Y

Depending on the achievement of units of competency; the possible AQF qualification outcome is CUA30415 Certificate III in Live Production and Services or a Statement of Attainment towards CUA30415 Certificate III in Live Production and Services.

## GLOSSARY OF KEY WORDS

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

Using the glossary will help teachers and students understand what is expected in responses in examinations and assessment tasks.

Account transactions	Account for: state reasons for, report on. Give an account of: narrate a series of events or
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 reflection and quality to	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, (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 or action	Put forward (for example a point of view, idea, argument, suggestion) for consideration
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



### Malpractice Appeal Form

**Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal**

☐ **Step One: Appeal to Deputy Principal**

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

Task Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Reason/s for appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

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**For Office Use Only:**

**Deputy Principal Decision**

☐ No change to HT decision: Reason/s:

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☐ Change to decision: Reason/s and decision outcome: Malpractice Register updated

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☐ HT Informed ☐ Student informed

Signed: \_\_\_\_\_ (Deputy Principal) Date: \_\_\_\_\_ (Deputy Principal)

## Step Two: Appeal to Principal

Please attach/provide only new evidence to the Principal in relation to your appeal and your reasons for the appeal below:

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### For Office Use Only:

#### Principal Decision

No change to DP decision: Reason/s:

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☐ Change to DP decision: Reason/s and decision outcome: Malpractice Register updated

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☐ DP Informed

☐ DP HT Informed

☐ Student informed

Principal Signature: \_\_\_\_\_

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



### Task/Result Appeal Form

**Please submit within 2 school days of the task being returned to you**

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

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Task Name: \_\_\_\_\_

☐ **Step One – Course Teacher contacted: YES/NO** Date of Contact: \_\_\_\_\_

☐ **Step Two – Appeal to Head Teacher**

Reasons for appeal of mark (clear reference to task administration breakdown/marketing guidelines/course outcomes/feedback to be made here):

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☐ No change to mark. Reasons: \_\_\_\_\_

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☐ Change to mark. Reasons: \_\_\_\_\_

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☐ New Mark: \_\_\_\_\_

☐ Updated result recorded

☐ Student informed

☐ Teacher informed

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_



☐ **Step Three – Appeal Deputy Principal: Attach any new or additional information.**

☐ No change to mark. Reasons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

☐ Change to mark. Reasons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

☐ New Mark: \_\_\_\_\_ ☐ Updated result recorded

☐ Student informed ☐ Head Teacher informed

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

☐ **Step Four - Appeal Principal: Attach any new or additional information.**

☐ No change to mark. Reasons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

☐ Change to mark. Reasons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

☐ New Mark: \_\_\_\_\_ ☐ Updated result recorded

☐ Student informed ☐ Head Teacher informed ☐ Deputy Principal informed

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## NON-COMPLETION OF AN ASSESSMENT TASK

APPLICATION FOR SPECIAL CONSIDERATION  
FOR AN ACCIDENT / MISADVENTURE /  
ILLNESS / SPECIAL CIRCUMSTANCES

PART A: **TO BE COMPLETED BY STUDENT BEFORE COMPLETION  
BY TEACHER**

To: Mr / Mrs / Miss / Ms \_\_\_\_\_

Head Teacher of: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Class /subject: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Description of the task: \_\_\_\_\_

Due Date for Uncompleted Task: \_\_\_\_\_ (day) \_\_ / \_\_ / \_\_

Delete one: I have been unable to

- Complete the task on the required date (for in-school assessment tasks)
- Submit the task by the required date (for assignments etc)

### REASON

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Supporting documents are / are not attached eg. Doctor's Certificate

Student's Signature: \_\_\_\_\_

Parent / Guardian's Signature: \_\_\_\_\_ Date: \_\_ / \_\_ / \_\_

PART B: **TO BE COMPLETED BY THE CLASS TEACHER / HEAD TEACHER**  
**BEFORE THE APPLICATION IS SUBMITTED**

Recommendation by Class Teacher / Head Teacher

Teachers are requested to write a recommendation with regard to this application. Alternatively, the teacher could refer this application to the Head Teacher or discuss it directly with the Assessment Coordinator.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Class Teacher Signature: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

NOTE: Head Teacher KLA then passes completed form onto assessment coordinator.

PART C: **RECOMMENDATION OF ASSESSMENT COORDINATOR**

- ☐ Same task to be completed
- ☐ Estimate based on all other assessment tasks
- ☐ Estimate based on substitute task being set and completed
- ☐ Extension of time granted until \_\_\_\_\_
- ☐ Zero mark to be given
- ☐ Show as non-attempt: N Determination Warning to be issued
- ☐ Other \_\_\_\_\_

Signature of Assessment Coordinator: \_\_\_\_\_

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

(Office: 3 copies, original to DP, Faculty, Class Teacher, student)