



**MOAMA
ANGLICAN
GRAMMAR**

YEAR 12 HSC ASSESSMENT GUIDE

2020

YEAR 12 HSC ASSESSMENT GUIDE

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This document is intended as a guide to HSC Assessment for students and parents

STRUCTURE OF THE HIGHER SCHOOL CERTIFICATE

The award of the Higher School Certificate is made at the end of at least two years of study. Students have to complete 120 hours of a subject at Year 11 prior to attempting that subject at HSC level. HSC Courses run from Term 4 2019 until the end of Term 3 2020. The HSC examinations typically commence in October.

Information about the rules and procedures regarding the HSC can be found on NESA's website (NSW Educational Standard Authority). The School's website also outlines Assessment Protocols for internal assessment.

Year 11 Courses

- Students must study at least 12 units at Year 11 level. Most subjects are worth 2 units, so most students will undertake 6 subjects at this level. Extension subjects are worth 1 unit each
- All students must study 2 units of English at Year 11 and Year 12
- At Moama Anglican Grammar all students typically study 2 units of Mathematics at Year 11 level.

HSC courses

- Students must study at least 10 units at HSC level. Most subjects are worth 2 units, so most students will undertake 5 subjects at this level. Extension subjects are worth 1 unit each
- All students must study 2 units of English at HSC
- All students must study at least 4 different subjects.

TERTIARY ADMISSION

The Australian Tertiary Admission Rank (ATAR) is a numerical measure of a student's overall academic achievement in the NSW Higher School Certificate (HSC) in relation to that of other students. This measure allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission. Other criteria such as a portfolio, interview, audition, competence skills, questionnaire or test may also be taken into account in conjunction with the ATAR for certain courses.

Calculation of the ATAR is the responsibility of the NSW Universities Admissions Centre (UAC). Students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC. ATARs are also made available to institutions for selection purposes. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05.

Specifically, an ATAR indicates the position of a student relative to their Year 7 cohort. That is, an ATAR of 80.00 indicates that students with that ATAR have performed well enough in the HSC to place them 20% from the top of their Year 7 cohort, had all the Year 7 students completed Year 12 and been eligible for an ATAR.

ATAR courses

ATAR courses are Board Developed courses for which there are formal examinations conducted by the Board of Studies that yield a graded assessment. These are the only courses that can be included in the ATAR calculations.

Who receives an ATAR?

While ATARs are calculated for all ATAR-eligible students, only students who indicate on their HSC entry forms that they wish to be notified of their ATAR receive an ATAR Advice Notice from UAC. These students will receive their written Advice Notices at around the same time as they receive their HSC results from the Board of Studies.

The ATAR Advice Notice includes:

- a student's ATAR
- a list of the ATAR courses which the student studied and the categorisation of each course
- the number of units of each ATAR course that were actually included in the calculation of the ATAR.

STRUCTURE OF LESSON DELIVERY FOR YEAR 11 AND HSC

The School operates over a two week (10 day) cycle. There are six 50 minute periods per day and therefore 60 periods per two week cycle.

Each 2-Unit subject has 10 periods per cycle. In Year 11, students typically study six 2-Unit subjects or 5 x 2-Unit subjects and 2 x 1-Unit subjects making 60 periods per cycle.

In their HSC year, students have the option of discontinuing a subject other than English and still being eligible to receive an ATAR. As the ATAR is calculated using a student's best 10-scaled units, the study of five 2-Unit subjects is the minimum required to be eligible for an ATAR. Students attend supervised private study sessions to replace the subject they have discontinued.

Discontinuing a subject is not mandatory and students can elect to continue with their study of their six 2-Unit subjects in Year 12. In this case, the extra two units studied by students can be thought of as a form of 'insurance', since students cannot be exactly sure of which subjects will end up being used in the calculation of their ATAR.

Procedure for Students Discontinuing or Changing Subjects

Towards the end of Term 3 students and their parents/guardians will be given the option of having an interview with a relevant staff member to seek advice and discuss whether or not to continue with six subjects in HSC or whether to discontinue one subject and if so which one.

1. If a student chooses to discontinue one of their Year 11 subjects this would happen either at the start of their HSC courses (Term 4) or at the start of Term 1 the following year.
2. Students are encouraged to continue all six Year 11 subjects into the first term of their HSC studies (Term 4 of their Year 11).
3. Students are still enrolled in a HSC subject and are expected to attend classes until all the relevant paperwork has been completed and signed off by the student, parents and staff at the school.
4. Once a subject is discontinued it cannot be taken up again by the student.

The form that is required to be completed by a student in order to request to drop a subject can be obtained from reception at school.

ASSESSMENT PROGRAM DEVELOPMENT

Scope and Sequence Plans

Each Faculty has developed a scope and sequence plan for every subject offered within their Faculty. Each scope and sequence plan for a Stage 6 subject covers both Year 11 and HSC. A copy of each plan will be provided to students studying that subject.

Assessment, Reporting and Record Keeping for Stage 6 Subjects

It is the responsibility of each Faculty to develop an Assessment Plan for every subject offered within that department at Stage 6 level. Each Assessment Plan for a Stage 6 subject must cover both Year 11 and HSC. Student achievement is reported via SEQTA. Satisfactory completion of a subject is determined by the Principal as per Section 8019 of NESA's online ACE Manual as well as meeting the requirements of the School's assessment protocols.

Assessing and Grading Student Achievement

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

In setting activities or tasks, teachers give careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement in relation to these objectives and outcomes, they build up a profile of the achievement of each student based on results in the various assessment tasks.

In establishing an assessment program, teachers ensure that the types of assessment activities or tasks used are appropriate to the objectives and outcomes being assessed. Generally, it will be necessary to use a number of different assessment activities or tasks in order to ensure that student achievement in relation to all the knowledge and skills objectives is assessed. Principals have the authority to decide on and to implement special provisions for school-based assessments and tests.

The assessment program should also reflect the relative emphasis placed on the assessable objectives of school programs and the syllabus. For example, where a school has placed considerable emphasis on the development of research skills, that emphasis should be reflected in the assessment program. Objectives from the affective domain (i.e. values and attitudes) should not be used in determining a student's grade.

Where activities or tasks are scheduled throughout a course, greater weight will generally be given to those activities or tasks undertaken towards the end of the course. There are, however, a number of different ways of organising the teaching/learning program for a course. The scheduling of activities or tasks and the weights applied should reflect the course organisation. Students should be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors.

Course Completion Criteria

Satisfactory completion of a course requires the Principal to have sufficient evidence that the student has:

- Followed the course developed or endorsed by the Board; and
- Applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the School; and
- Achieved some or all of the course objectives.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non completion of course) determination. Students who receive an 'N' determination in a mandatory course are not eligible for the award of the Higher School Certificate (English is Mandatory).

Marking, recording and reporting of student achievement in assessment tasks

Student assessment tasks will be marked by the class teacher, with cross marking of tasks where more than one class is studying the same course.

- Results will be recorded by the teacher in his/her mark book and then transferred to a centralised markbook on the school intranet
- Results will be reported to parents and students via semester reports.

LATE SUBMISSIONS DUE TO ILLNESS, MISADVENTURE, MALPRACTICE OR INVALID TASKS

The policy and protocols for illness, misadventure, malpractice or invalid tasks can be found on the School's website under the Curriculum in the Teaching and Learning at:

<https://www.moamagrammar.nsw.edu.au/wp-content/uploads/2019/06/Moama-Anglican-Grammar-Assessment-Protocols-Stage-6.pdf>

OTHER MATTERS RELATED TO YEAR 12

Guidelines Regarding Attendance

Students are expected to attend on all school days unless ill or absent for a reason deemed acceptable by the School. **It is requested that students not take holidays or any other kind of leave from school during term time.** Under certain circumstances leave will be allowed but it is strongly discouraged as it impacts on students' ability to keep up with the work and may involve missing valuable revision or assessment.

Study Periods

In Year 12, students may have up to 13 study periods per fortnight. It is generally expected that all Year 12 students attend school for the set hours of 8:50am to 3:05pm regardless of when their classes are. Applications by students and their parents may be made for special permission to arrive later or leave earlier if they have study period(s) at the beginning or the end of the school day and will be considered on a case-by-case basis. These applications are to be made to the Head of Senior School.

Driving to School

If a student in Year 11 or 12 holds a provisional license and wishes to drive to school, permission must be obtained from the Head of Senior School. In Year 11, permission will be granted only to those students who are late country bus travellers in order for them to reduce their transit time. As a general rule, permission would be granted if application is made with the support of the student's parents. Permission will generally be limited to that student, but no passengers. Siblings must be specifically mentioned in any request if they are to be transported by the student. It is unlikely that a student will be given permission to transport non-family members as there are serious legal implications and issues.

FAQ – Assessment Procedures

1. What is the purpose of this booklet?

The purpose of this booklet is to provide information about school assessment of student progress in Years 11 and 12 and your rights and responsibilities under this system.

2. What are Year 11 and HSC Courses?

Year 11 Courses are normally completed in Year 11. Students must satisfy the requirements of a Year 11 course before proceeding to the HSC course in that subject. Year 11 courses are assumed knowledge for the HSC Examination.

3. What is an Assessment Mark?

An Assessment Mark represents your **achievement of outcomes** listed in the syllabus for each course studied.

4. What is the purpose of Assessment Marks?

To allow a wide range of subject skills and knowledge to be assessed. Assessment takes place at stages throughout the course, rather than by a single examination at its end.

5. Are non-assessment tasks important?

Yes! You must satisfy **ALL** the requirements of a syllabus –this includes all in class and homework tasks (known as “formative” assessment tasks) set by your teachers. Failure to complete these tasks, such as class work and homework set by your teachers, means that the Board of Studies requirements for completing an HSC or Year 11 Course are not satisfied.

6. How will assessments be compiled?

Each Faculty, using Board of Studies guidelines, has developed procedures for compiling an Assessment Mark by the end of each course. Guidelines indicate the outcomes being assessed in each assessment task, the percentage of the final mark each of these areas is worth, and what forms of assessment will be used. Details of the procedures used for each Subject are included in this booklet.

7. How will I be notified of impending assessment tasks?

You will receive written notice of impending Assessment Tasks at least two weeks before the due date. The only exception to this are mid-year and Trial HSC exams where students are informed many weeks in advance. Notice will include information regarding outcomes, timeframes, marking guidelines or criteria and clearly outlined expectations.

8. How will assessment results be reported to students?

Detailed feedback will be given on the outcomes you have achieved. You will also be awarded a mark or grade for each assessment task completed and this will be indicated on the task when it is handed back after marking.

9. What provisions are made for assessment work affected by illness or misadventure?

If you are having problems with a particular assessment task because of illness or misadventure, you may ask for special consideration.

Written application must be made on the appropriate form (Appendix A) and submitted to the Head of Senior School at least 3 days before the task is due. You may be asked to produce evidence of the progress you have made on the set task, and may need to produce a Medical Certificate.

10. How should an Assessment Task be submitted?

All Assessment Tasks must be handed in by 9am on the date due, unless they are in-class tasks.

The Assignments/Projects/Work Requirements page of the student diary is to be completed by students, and signed by the Teacher collecting the work as a record of submission of an assessment task (this is to protect both student and teacher). It is important to note that a teacher's signature in the diary does not signify that the work is of the minimum standard needed to satisfy the requirements of the HSC.

11. What happens if my Assessment Task is late?

Late submission of work will result in forfeiture of marks outlined on page 5 of this document.

You will still be required to complete the task in order to judge your achievement of course outcomes.

12. What about assessment work which is not handed in?

In order to have studied a course satisfactorily, the Board of Studies expects you to have completed all assessment work. See page 5 and 6 of this document for more information.

13. What happens in the case where a teacher is concerned about cheating or malpractice on an assessment task?

In such cases the teacher will immediately bring this to the attention of the student(s) involved and make a report to the Head of the Secondary School, who will then notify the relevant Head of Faculty. A ZERO mark may be awarded, depending on the severity of the situation. Parents will be notified in writing by the Head of Senior School, when a zero mark is given.

14. What if I am absent on the day an assessment task is scheduled?

You should telephone the school (talk to the Head of the Senior School) and explain the reason for absence. Then on the day you return to school, report to the Head of the Senior School, and complete a "Consideration of Absence" form (Appendix B). Supportive evidence should be attached (eg. Medical Certificate or Parental Letter), and the form returned to the Head of the Senior School. The Head of the Senior School will consider the application, and a decision issued promptly to the Student and to your Class Teacher. An alternate Assessment Task may be issued for you to complete to allow course outcomes to be assessed.

- 15. What happens if a student does not make a serious attempt to complete an assessment task?**
All students are expected to make a serious attempt at all tasks. A non-serious attempt will immediately result in a Board of Studies warning letter being sent home and is placing a student in danger of receiving an 'N' award (unsatisfactory) for that course.
- 16. What happens to assessments if I change schools or repeat courses?**
No action is necessary for students who transfer to another school before assessments begin. The students new school will assess them. The Board of Studies provides guidelines for assessing students who transfer at a later stage of a course. If you repeat a Higher School Certificate course, the Assessment Mark will be based only on work done in the most recent attempt.
- 17. What records is the school required to keep?**
The school must keep a record of all Assessment Marks that students gain in every assessment task of each HSC course. Assessment tasks will be returned to students following assessment.
- 18. Do school Year 11 Course Assessment Marks appear on the HSC?**
No! However, any student who does not fulfil the assessment requirements of a Year 11 Course may not be eligible to undertake the HSC in that Course.
- 19. Must I attend school regularly?**
Yes! You are expected to be present on each school day unless you are ill. In simple terms, it is not possible for any student to successfully complete the outcomes of the courses they are studying if they are missing a lot of school.
- 20. What are my options if I fail to satisfy the requirements of a Year 11 or HSC course?**
OPTION 1: Repeat the course in a later year and "Accumulate" the HSC over a longer period (up to 5 years).
OPTION 2: Repeat all Year 11 Courses or all HSC Courses
OPTION 3: Negotiate with the Principal to continue "On Probation" during Term 4 of the Year 11 Course.
- 21. What do I do if I disagree with an assessment mark? Is there a way to appeal against an assessment task result?**
In the first instance, you should discuss the situation with your classroom teacher. Should the classroom teacher be unable to satisfy your queries, you must talk with the Head of Faculty in charge of your subject and complete an Assessment Appeal Form (Appendix C). The Head of Faculty will then complete the form with you and it will be submitted to the Head of the Senior School for judgement by a panel. The panel will make a decision and the result will be reported to you. In the event that a student is not satisfied with this process an appeal to BOSTES (Board of Studies Teaching and Educational Standards) is then possible.
- 22. What happens if there is a problem that affects all students in a particular assessment task?**
In the first instance if a student or a group of students have a concern about a task they should discuss the situation with the classroom teacher. Should the classroom teacher be unable to satisfy your queries, you must talk with the Head of Faculty in charge of your subject and complete an Assessment Appeal Form (Appendix C) if appropriate. If a teacher believes that the results of a task are either invalid or questionable they will bring it to the attention of the students and immediately

refer the matter to the Head of Faculty. In either of the above cases, the matter must then immediately be reported to the Head of the Senior School and Principal for a judgement.

23. What do I do if I feel that a course(s) has not been taught as per the requirements of the syllabus?

In the first instance, you should discuss the situation with your classroom teacher. Should the classroom teacher be unable to satisfy your queries, you must talk with the Head of Faculty in charge of your subject and the Head of the Senior School. You may then wish to complete an Appeal Form which will be submitted to a panel convened by the school. The panel will make a decision and the result will be reported to you. In the event that a student is not satisfied with this process an appeal to the Board of Studies is then possible.

24. What happens in the event of a significant problem that prevents the completion of the assessment task?

An alternate Assessment Task may be issued for you to complete, allowing the course outcomes to be assessed.

Weekly Overview of Assessments

Week	Term 4, 2019	Term 1, 2020	Term 2, 2020	Term 3, 2020
1	NO TASKS DUE	NO TASKS DUE	Chemistry- Research Assignment Mathematics Extension 1 - Investigation Task	NO TASKS DUE
2	NO TASKS DUE	Mathematics Extension 1 - Written Test CAFS - Independent Research Project Design & Technology - Project Proposal Music - Composition and Elective 1	Visual Arts - Case Study	Design & Technology -- Project Development and Realisation
3	Camp Week	Legal Studies - Crime Essay Chemistry- Depth Study	Tourism, Travel & Events - Test Agriculture - Bean Density & Shading Trial	Agriculture - Research Task
4	NO TASKS DUE	Mathematics Advanced - Investigation Task	English Extension 1 -Imaginative Response Mathematics Standard - Analysis Task	NO TASKS DUE
5	NO TASKS DUE	English Extension 1 - Written Test	Biology- First hand investigation Mathematics Advanced - Analysis Task	Trial Exams (All subjects)
6	NO TASKS DUE	PDHPE - Core 2 Investigation	English (Standard) - Mod C English (Advanced) - Mod C Ancient History -Oral Task PDHPE - Syllabus analysis of Sports Medicine and Improving Performance.	Trial Exams (All subjects)
7	Biology- Model Agriculture- Oral Presentation Italian Continuers - Reading & Responding Physics- First Hand Investigation Design & Technology - Innovation Case Study	Biology- Depth Study Music -Musicology Core History Extension -Proposal Physics- Depth Study Industrial Technology: Multimedia - Project Development & Management	Chemistry- First hand investigation CAFS - Parenting and caring research assignment.	NO TASKS DUE

8	<p>PDHPE - Research Task on a Priority Health Area English (Standard and Advanced) Ancient History- Pompeii Source Analysis Modern History - Source Analysis Mathematics Advanced - Written Test</p>	<p>English (Standard)- Multimodal Presentation English (Advanced) - Multimodal Presentation Society and Culture- Continuity and change essay Business Studies - Operations Task Modern History - Research / Oral Task Food Technology - Food Manufacture- Research and Practical Task</p>	<p>Business Studies - Finance Task Modern History - Essay Physics- Secondary source investigation Mathematics Extension 2 - Topic Test</p>	NO TASKS DUE
9	<p>Food Technology - Australian Food Industry - Research and Investigation Task. Society and Culture- Personal Interest Project Pitch Business Studies - Marketing Plan Analysis Mathematics Standard - Written Assignment Mathematics Extension 2 - Assignment Industrial Technology: Multimedia - Project Proposal Planning research</p>	<p>Ancient History-Ancient Society Essay Legal Studies - Test Mathematics Extension 2 - Topic Test Visual Arts - Development of the Body of Work CAFS - Community Groups Italian Continuers - Conversation Assessment</p>	<p>Music - Performance Legal Studies - Research Essay Society and Culture- Popular Culture Presentation Visual Arts - Development of the Body of Work Mathematics Extension 1 - Analysis Task Italian Continuers - il mio diario</p>	NO TASKS DUE
10	NO TASKS DUE	NO TASKS DUE	<p>Food Technology - Food Product Development. Investigation, Research and Practical Task Industrial Technology: Multimedia - Folio and Production of Major Work History Extension - History Project Mathematics Standard - Written Assignment</p>	NO TASKS DUE

Agriculture

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Plant Production Oral presentation	Bean Density & Shading Trial	Farming for the 21st Century Research Task	Trial Examination	
When the Task is due	Term 4, Week 7	Term 2, Week 3	Term 3, Week 3	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1.1, H2.1 H2.2	H3.4, H4.1 H5.1	H3.1, H3.2 H3.3, H3.4	H1.1, H2.1 H2.2, H3.4 H5.1, H3.1, H3.2 H3.3, H3.4	
Syllabus Component					Weighting
Knowledge and understanding of: the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems AND the impact of innovation, ethics and current issues on Australian agricultural systems	5	10	5	20	40
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural	10	5	15	10	40

production and marketing					
Skills in effective research, experimentation and communication	5	5	10		20
Marks	20	20	30	30	100

Ancient History

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Pompeii and Herculaneum Source Analysis	Ancient Society Essay	Oral Task- Agrippina	Trial Examination	
When the Task is due	Term 4, Week 8	Term 1, Week 9	Term 2, Week 6	Term 3 Weeks 5 & 6	
Outcomes Assessed	AH12-6, AH12-8, AH12-9, AH12-10	AH12-6, AH12-8, AH12-9, AH12-10	AH12-1, AH12-5, AH12-6, AH12-7, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-9	
Syllabus Component					Weighting
Knowledge and understanding of Content	5	15	5	15	40
Source based skills	10			10	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Marks	20	30	20	30	100

Biology

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Model Cellular Replication	Depth Study Genetic Change	First Hand investigation Infectious disease	Trial Examination	
When the Task is due	Term 4, Week 7	Term 1, Week 7	Term 2, Week 5	Term 3 Weeks 5 & 6	
Outcomes Assessed	BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO12-14	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Syllabus Component					Weighting
Skills in Working Scientifically	15	10	25	10	60
Knowledge and understanding	5	10	5	20	40
Marks	20	20	30	30	100

Business Studies

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Marketing Plan Analysis	Operations Task	Finance Task	Trial HSC Written examination	
When the Task is due	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3 Weeks 5 & 6	
Outcomes Assessed	H7, H8, H9	H2, H4, H5, H6, H7, H8, H9	H2, H5, H6, H8, H9	H1-H6, H8-H10	
Syllabus Component					Weighting
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills	5	5	5	5	20
Inquiry and Research	10	5		5	20
Communication	5	5	5	5	20
Marks	25	25	20	30	100

Chemistry

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Depth Study	Research Assignment	Planning and Performing a first-hand investigation	Trial Examination	
When the Task is due	Term 1, Week 3	Term 2, Week 1	Term 2, Week 7	Term 3, Weeks 5 & 6	
Outcomes Assessed	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12	CH11/12-1 CH11/12-3 CH11/12-4 CH11/12-6 CH11/12-7 CH12-13	CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Syllabus Component					Weighting
Skills in Working Scientifically	25	10	15	10	60
Knowledge and understanding	5	10	5	20	40
Marks	30	20	20	30	100

Community & Family Studies

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Independent Research Project	Case Study of community group	Investigation parenting and support groups	Trial HSC Examination	
When the Task is due	Term 1, Week 2	Term 1, Week 9	Term 2, Week 7	Term 3 Weeks 5 & 6	
Outcomes Assessed	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H5.1	H1.1, H3.3, H5.1, H6.2	H1.1 to H6.2	
Syllabus Component					Weighting
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> ● resource management ● positive relationships ● range of societal factors ● range of societal factors 	5	5	10	10	30
Skills in: <ul style="list-style-type: none"> ● applying management processes to meet the needs of individuals, groups, families and communities ● planning to take responsible action to promote wellbeing. 		10	5	10	25
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	15	15	5	10	45
Marks	20	30	20	30	100

Design & Technology

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Innovation Case Study & (Emergence & Impact of New Technologies)	Project Proposal	Project Development and Realisation	HSC Trial Examination	
When the Task is due	Term 4, Week 7	Term 1, Week 2	Term 3, Week 2	Term 3 Weeks 5 & 6	
Outcomes Assessed	H1.2, H3.1, H3.2, H5.2	H1.1, H4.1 H5.1	H2.1, H2.2 H4.2, H4.3 H6.1, H6.2	Selection of Outcomes	
Syllabus Component					Weighting
Knowledge and Skills in Innovation & Emerging Technologies	20			20	40
Designing & Producing		20	30	10	60
Marks	20	20	30	30	100

English (Advanced)

Schedule of summative assessment tasks

COMPONENTS

Common Module	Writing and Trial HSC
Module A	Multimodal Presentation and Trial HSC
Module B	Trial HSC
Module C	Reading and Writing

Task Number	1	2	3	4	
Name of Task	Common Module Texts and Human Experiences Pre-circulated Response	Module A Multimodal Presentation	Module C Reading and Writing	Trial Examination Common Module Module A, B	
When the Task is due	Term 4, Week 8	Term 1, Week 8	Term 2, Week 6	Term 3 Weeks 5 & 6	
Outcomes Assessed	1, 3, 2	2, 6, 8, 9	3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8	
Syllabus Component					Weighting
Knowledge and understanding of Content	50%	50%	50%	50%	
Skills	50%	50%	50%	50%	
Marks	20%	25%	25%	30%	

English (Standard)

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Common Module Texts and Human Experiences Pre-circulated Response	Module A Multimodal Presentation	Module C Craft of Writing	Trial Examination Common Module Module A, B, C	
When the Task is due	Term 4, Week 8	Term 1, Week 8	Term 2, Week 6	Term 3 Weeks 5 & 6	
Outcomes Assessed	1, 3, 2, 5, 6, 7	1, 3, 5, 6, 8	3, 4, 5, 6, 8	1, 2, 3, 4, 5, 6, 7, 8	
Syllabus Component					Weighting
Knowledge and understanding of Content	10	15	10	15	50
Skills	15	10	10	15	50
Marks	25	25	20	30	100

English Extension 1

Schedule of summative assessment tasks

Task Number	1	2	3	
Name of Task	Worlds of Upheaval Multimodal Presentation	Imaginative Response and Reflection	Trial HSC Examination	
When the Task is due	Term 1, Week 5	Term 2, Week 4	Term 3 Weeks 5 & 6	
Outcomes Assessed	E12 -1, E12 -2, E12 -3, E12 -4	E12 -2, E12 -3, E12 -5	E12 -1, E12 -2, E12 -3, E12 -4, E12 -5	
Syllabus Component				Weighting
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Marks	30	40	30	100

Food Technology

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Australian Food Industry	Food Manufacture	Food Product Development	Trial HSC	
When the Task is due	Term 4, Week 9	Term 1, Week 8	Term 2, Week 10	Term 3 Weeks 5 & 6	
Outcomes Assessed	H2.1, H5.1, H1.3, H1.2, H1.1, H3.1, H1.4, H4.2, H4.1	H1.1, H3.1, H1.4, H1.3, H4.1 H4.2	H4.2, H4.1 H 1.4, H4.2, H1.1, H1.3	H2.1, H5.1, H1.3, H1.1, H1.4, H1.2 H3.1, H4.1 H 1.4, H4.2	
Syllabus Component					Weighting
Knowledge and understanding of food technology	5			15	20
Skills in researching, analysing and communicating food issues	10	5	10	5	30
Skills in experimenting with and preparing food by applying theoretical concepts		10	20		30
Skills in designing, implementing and evaluating solutions to food situations		5	5	10	20
Marks	15	20	35	30	100

History Extension

Schedule of summative assessment tasks

Task Number	1	2	3	
Name of Task	History Project - Process	History Project - Essay	Trial Examination	
When the Task is due	Term 1, Week 7	Term 2, Week 10	Term 3 Weeks 5 & 6	
Outcomes Assessed	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	
Syllabus Component				Weighting
Knowledge and understanding of significant historiographical ideas and processes	15	15	10	40
Skills in designing, undertaking and communicating historical inquiry - the History Project	15	25	20	60
Marks	30	40	30	100

Industrial Technology: Multimedia

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Project Proposal, Planning & Research	Project Development & Management	Folio and Production of Major Work	Trial HSC Written Examination	
When the Task is due	Term 4, Week 9	Term 1, Week 7	Term 2, Week 10	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1.2, H2.1, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2, H7.1, H7.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2	All Course Outcomes	
Syllabus Component					Weighting
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by the Multimedia Industry	5	5		30	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	10	10	40		60
Marks	15	15	40	30	100

Investigating Science

Schedule of summative assessment tasks

** does not appear in weekly overview of assessment because the course is not running in 2019-2020

Task Number	1	2	3	4	
Name of Task	Practical Investigation	Secondary source research task	Depth Study	Trial Examination	
When the Task is due					
Outcomes Assessed	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-12	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-7 INS12-13	INS11/12-1 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14 INS12-15	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-13 INS12-14 INS12-15	
Syllabus Component					Weighting
Skills in Working Scientifically	15	15	20	10	60
Knowledge and understanding	5	5	10	20	40
Marks	20	20	30	30	100

Italian Continuers

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Reading and Responding	Conversation Assessment	Il mio diario	Trial HSC Examinations	
When the Task is due	Term 4, Week 7	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 5 & 6	
Outcomes Assessed	2.1, 2.2, 2.3, 4.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 4.1	2.1, 2.2, 2.3, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Syllabus Component					Weighting
Speaking		20			20
Listening and responding			10	15	25
Reading and responding	30			10	40
Writing			10	5	15
Marks	30	20	20	30	100

Legal Studies

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Crime Essay	Human Right Test	Research Essay	Trial HSC Written Examination	
When the Task is due	Term 1, Week 3	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1, H4, H7, H8, H9, 10	H1, H2, H3, H5	H1, H4, H5, H7, H8, H9, 10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Syllabus Component					Weighting
Knowledge and understanding of course content	5	15	5	15	40
Analysis and evaluation	5		5	10	20
Inquiry and research	10		10		20
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	20
Marks	25	20	25	30	100

Mathematics Standard

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Written Assignment	Analysis Task	Written Assignment	Trial Examination	
When the Task is due	Term 4, Week 9	Term 2, Week 4	Term 2, Week 10	Term 3, Weeks 5 & 6	
Outcomes Assessed	MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-2 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10	
Syllabus Component					Weighting
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Weighting	20	30	20	30	100

Mathematics Advanced

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Written Test	Investigation Task	Analysis Task	Trial Examination	
When the Task is due	Term 4, Week 8	Term 1, Week 4	Term 2, Week 5	Term 3, Weeks 5 & 6	
Outcomes Assessed	MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10,	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-8, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
Syllabus Component					Weighting
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	5	10	20	15	50
Weighting	15	25	30	30	100

Mathematics Extension 1

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Written Test	Investigation Task	Analysis Task	Trial Examination	
When the Task is due	Term 1, Week 2	Term 2, Week 1	Term 2, Week 9	Term 3, Weeks 5 & 6	
Outcomes Assessed	ME12-1, ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	
Syllabus Component					Weighting
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	5	10	20	15	50
Weighting	15	25	30	30	100

Mathematics Extension 2 (Distance Education)

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Assignment	Topic Test	Topic Test	Trial Examination	
When the Task is due	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 5 & 6	
Outcomes Assessed	MEX12-4, MEX12-7, MEX12-8	MEX12-2, MEX12-4, MEX12-8	MEX12-3, MEX12-5, MEX12-7	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	
Syllabus Component					Weighting
Understanding, Fluency and Communicating	10	10	15	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Weighting	20	25	25	30	100

Modern History

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Source Analysis - Power and Authority in the Modern World	Historical Analysis - Australia	Essay - Indochina	Trial HSC Exam	
When the Task is due	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 5 & 6	
Outcomes Assessed	MH12-4, MH12-6, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-5, MH12-8, MH12-9	MH12-1, MH12-2, MH12-5, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-5, MH12-6 MH12-9	
Syllabus Component					Weighting
Knowledge and understanding of content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Marks	20	25	25	30	100

Music 1

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Composition	Musicology Core	Performance Core	Trial Exam	
When the Task is due	Term 1, Week 2	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1, H2, H5, H6, H7, H10, H11	H1, H2, H5, H6, H7, H10, H11	H1, H2, H5, H6, H7, H10, H11	H3, H5, H7, H8, H10, H11	
Syllabus Component					Weighting
Composition Core	10				10
Performance Core			10		10
Aural Core				25	25
Musicology Core		10			10
Elective 1	15				15
Elective 2		15			15
Elective 3			15		15
Marks	25	25	25	25	100

PDHPE

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Research task on Health Priority Issue	Core 2 Investigation	Syllabus analysis of Sports Medicine and Improving Performance	Trial HSC Examination	
When the Task is due	Term 4, Week 8	Term 1, Week 6	Term 2, Week 6	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1, H2, H4, H5, H15, H16	H7 - H10 H16, H17	H8, H10, H16, H8, H13, H16, H17	H1 - H5, H7 - H11, H13 - H17	
Syllabus Component					Weighting
Knowledge and understanding of <ul style="list-style-type: none"> • factors that affect health • the way the body moves 	10	10	5	15	40
Skills in: <ul style="list-style-type: none"> • influencing personal and community health • taking action to improve participation and performance in physical activity. 	5	10	5	10	30
Skills in critical thinking, research and analysis	5	10	10	5	30
Marks	20	30	20	30	100

Physics

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Performing and reporting a first-hand investigation	Depth Study	Secondary Sources Investigation	Trial Examination	
When the Task is due	Term 4, Week 7	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 5 & 6	
Outcomes Assessed	PH11/12-4 PH11/12-5 PH11/12-7 PH12-12	PH 11/12-5 PH 11/12-6 PH 11/12-7 PH 12-15	PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-13	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15	
Syllabus Component					Weighting
Skills in Working Scientifically	15	20	15	10	60
Knowledge and understanding	5	10	5	20	40
Marks	20	30	20	30	100

Society and Culture

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Name of Task	Personal Interest Project Pitch	Continuity and change Essay	Popular Culture Oral Task	Trial Examination	
When the Task is due	Term 4, Week 9	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 5 & 6	
Outcomes Assessed	H1, H6,H8, H10	H1,H3, H5, H6	H5,H7, H8, H10	H1, H2,H3, H4, H5, H6	
Syllabus Component					Weighting
Knowledge and understanding of course content	5	15	15	15	50
Application and evaluation of social and cultural research methods	3	15	10	2	30
Communication of information, ideas and issues in appropriate forms	2	5	10	3	20
Marks	10	35	35	20	100

Visual Arts

Schedule of summative assessment tasks

Task Number	1	2	3	4	
Nature of tasks	Development of the Body of Work Submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the structural frame	Case Study Extended written research response. Account for the critical and historical interpretation(s) of a selected artist's practice at a certain time and over time.	Development of the Body of Work Submission of artworks under development, VAPD including a written account of artmaking practice through the artwork/ audience relationship	Trial HSC Examination Art Criticism and Art History Written Examination Resolving the Body of Work: artworks undergoing refinement, VAPD including curation of works for HSC submission with written evaluation of these decisions	
When the Task is due	Term 1, Week 9	Term 2, Week 2	Term 2, Week 9	Term 3, Weeks 5 & 6	
Outcomes assessed	H1, H2, H3, H4, H9	H8, H9, H10	H1, H2, H3, H4, H6, H8	H2, H4, H5, H6 H7, H8, H9, H10	
Syllabus Component					Weighting
Artmaking	15		25	10	50
Art Criticism and Art History	15	15	10	10	50
Marks	30	15	35	20	100

HSC VET (Vocational Education & Training) Tourism, Travel and Events

The courses within the HSC VET Tourism, Travel and Events curriculum framework are competency-based courses. This means that student's assessment is based on their knowledge, skills, application and attitude. Students must be able to demonstrate that they are competent in performing the task successfully based on set criteria.

The assessment does not compare students against each other. Students will be judged as either **competent** or **not yet competent** according to set criteria that students are given beforehand. If students are judged as not yet competent, their teacher will let students know how they can improve and negotiate another opportunity for them to demonstrate their competence. Students will be given a maximum of three opportunities to demonstrate competencies not yet achieved.

Students will be informed where an assessment is critical to a competency determination and must ensure that they make every effort to meet the requirements of that assessment. If an assessment is to be handed in, the same rules apply as to all other Assessment Tasks.

A Certificate of Achievement is awarded to students who meet **all** competencies. Students who gain competency in only some of the required competencies will receive only a Statement of Attainment. Although assessment requirements of this course are **competency based**, examinations are used to inform School reporting and to determine estimated examination marks for students.

The Board of Studies requires schools/RTOs to submit an estimated examination mark for all students entered for the HSC examination. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a Trial HSC Examination. The estimated examination mark is not reported and will be taken into account only in the case of an upheld illness/misadventure appeal (Board of Studies Assessment and Reporting in VET Stage 6).

Schedule of summative assessment tasks

Task Number	Task	Date	Syllabus Components and Competencies	Weighting
1	Half Yearly Exam (Multiple Choice Short Answers Extended Response)	Term 2, Week 3	<p>Safety</p> <ul style="list-style-type: none"> ● SITXWHS101 Participate in safe work practices <p>Sustainability</p> <ul style="list-style-type: none"> ● BSBSUS201A Participate in environmentally sustainable work practices <p>Working in the industry</p> <ul style="list-style-type: none"> ● SITTIND201 Source and use information on the tourism and travel industry <p>Working with customers</p> <ul style="list-style-type: none"> ● SITXCCS303 Provide service to customers ● SITXCOM201 Show social and cultural sensitivity <p>Tourism and Travel stream</p> <ul style="list-style-type: none"> ● SITTTSL202 Access and interpret product information ● SITTTSL303 Sell tourism products and services 	25%

2	Trial Exam Multiple Choice Short Answers Extended Response	Trial Examination Period	<p>Australian destinations</p> <ul style="list-style-type: none"> ● SITTTSL302 Provide advice on Australian destinations <p>Safety</p> <ul style="list-style-type: none"> ● SITXWHS101 Participate in safe work practices <p>Sustainability</p> <ul style="list-style-type: none"> ● BSBSUS201A Participate in environmentally sustainable work practices <p>Working in the industry</p> <ul style="list-style-type: none"> ● SITTIND201 Source and use information on the tourism and travel industry <p>Working with customers</p> <ul style="list-style-type: none"> ● SITXCCS303 Provide service to customers ● SITXCOM201 Show social and cultural sensitivity <p>Tourism and Travel stream</p> <ul style="list-style-type: none"> ● SITTTSL202 Access and interpret product information ● SITTTSL303 Sell tourism products and services ● SITTTSL304 Prepare quotations 	75%
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The procedures and rules outlined in this Manual for HSC Assessment Tasks apply to these examinations.

Work Placement

Work Placement in VET subjects is mandatory and is part of student's assessment program for the course. If students do not satisfactorily complete the work placement requirement they will not have the course recognised by the Board of Studies. This might mean that students will not receive their HSC in this subject. The minimum required hours each year for students to complete work placement are equal to one week (35 hours). Further information for VET courses can be found in the Student VET Information Handbook.

For insurance reasons students on work placement must not be paid. Work placement will be organised by students themselves, with guidance from their teacher. Set weeks for students to complete their work placement will be set throughout the year. A copy of the school's public liability insurance which covers students and other persons against injury will be forwarded to employers by the student's teacher in the preceding weeks before work placement.

A prohibited employment declaration form must be completed by all employers. The school must sight this document as stipulated in the Staff Engagement policy.