



HSC 2021-2022

School Assessment Procedures and Schedules

Striving for Excellence in a School that Cares

Contents

Principal advice	4
Introduction	5
HSC: All My Own Work.....	6
Record of School Achievement (RoSA)	8
HSC Minimum Standards.....	9
Variation to Assessment Rules and Procedures	9
The Higher School Certificate Program	10
Eligibility for the Higher School Certificate	10
Pattern of Study.....	10
Attendance in relation to the satisfactory completion of a course.....	11
Granting of Leave.....	11
Acceleration	11
Accumulation of the Higher School Certificate (Pathways)	12
Courses Studied at another School or Institution	12
HSC Internal Assessment.....	13
Assessment Rules and Procedures.....	13
Completion and Submission of Assessment Tasks.....	13
School Sanctioned Activities.....	14
Extensions	14
Illness/Misadventure.....	14
Assessment Task Review	15
Technological Malfunction	16
Appeals.....	16
Policy for Non-completion of.....	17
Assessment Tasks.....	17
Non-Completion of Course Determination ('N' Determination)	17
'N' Determination Warnings.....	18
Review of 'N' Determination.....	18

Disability Provisions (for students with additional support)	19
Stage 6 Assessment Flow Chart.....	20
Assessment of Vocational Education and Training (VET) Courses	21
Competency Assessment.....	21
VET Industry Framework courses.....	21
Mandatory Work Placement	22
Non-Framework VET Courses.....	22
School Assessments under Examination Conditions	23
Procedures and Behaviour Code for Students:	23
Malpractice in Assessment Tasks	25
Ethical Principles of Scholarship.....	25
Rights and Responsibilities of students.....	25
Malpractice and cheating.....	26
Plagiarism.....	26
Plagiarism and the Internet.....	26
Validity of Information	27
Acknowledging Sources.....	27
Referencing Methods.....	27
Copyright	27
Working with others.....	27
HSC School Assessment Calendar	28
STAFF/STUDENT ASSESSMENT PLANNER.....	29
Key dates and Examination Timetable	33
Written examination timetable.....	33
Languages oral examinations.....	33
Practical and performance examinations.....	33
Course Assessment Schedules	34
Assessment Schedules	35
for VET courses	35
Appendices.....	36

Principal advice

Dear Year 12,

Welcome to the final year of your formal schooling.

Year 12 is a stepping-stone towards your future goals. The success of your final year relies on your attitude and responsibility towards your learning. You want your learning to be enduring, enabling you to make sense of complexity now and in the future. For this to occur, you need to push yourself beyond the learning of facts and skills to uncover concepts—transferable ideas that transcend time, place, and situation.

Learning knowledge and skills is like standing in the middle of a forest, surrounded by trees. It is easy to spot details but hard to see patterns. To do this you need to access opportunities to head up to the mountaintop, pause, take in each detail, and take in the entire forest. Search for big ideas- to generalise, summarise, and draw conclusions by looking at your learning in a holistic way.

Utilise your teacher expertise, advice and feedback – feed-forward to its fullest. Do not be afraid to take risks or ask questions such as:

- What is it like?
- So what?
- How might I need to change my original idea?
- What is the impact for now and for the future?
- How can I overcome the challenges?
- How does this learning connect concepts and ideas from other courses?

It is important you remain motivated and you remain responsible towards your studies and have a realistic plan to achieve your goals. We are confident your HSC years will bring you joy and fulfilment. Keep working hard.

We are looking forward to guiding, supporting and working with you during your HSC journey.

Wishing you all the best in your studies,

Kylie Fabri

Principal

Kristen Pringle

Relieving Deputy Principal

Angela Westbury

Year Advisor

Introduction

This booklet is issued to all students of Muswellbrook High School (MHS) at the beginning of Term 4. It has been prepared to provide students and their parents/carers with information on internal (in- school) assessment for the NSW Higher School Certificate (HSC).

This document is to be read in conjunction with the NSW Educational Standards Authority (NESA) 2022 HSC Rules and Procedures -

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

Later in Term 4, when students sign their NSW Educational Standards Authority (NESA) Confirmation of Entry they certify that they have read the NESA 2022 HSC Rules and Procedures and agree to abide by these rules.

Every school is required by NESA to devise and publish their own school procedures and an assessment program for each course operating by the school, in accordance with NESA Rules and Procedures.

Students must sign an acknowledgement record when they receive each course assessment notification AND when they receive this booklet.

This booklet is to be read in conjunction the NESA NSW 2022 *HSC Rules and Procedures*. The online version can be read at -

<http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>

For students studying a course with an education provider other than MHS, the assessment procedures, program and marks are provided by that education provider.

Detailed information about HSC courses and how they are assessed is available at -

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

This booklet is also available on the school website - <https://muswellbro-h.schools.nsw.gov.au>

HSC: All My Own Work

Students must apply the principles and practices of good scholarship to their HSC studies. As a prerequisite to enrolment in Preliminary HSC courses students were required by NESA to complete the HSC: All My Own Work Program. This program is designed to help HSC students follow the principles and practices of good scholarship; to understand and value ethical practices when locating and using information.

The programs modules are:

Scholarship Principles and Practices

Acknowledging Sources

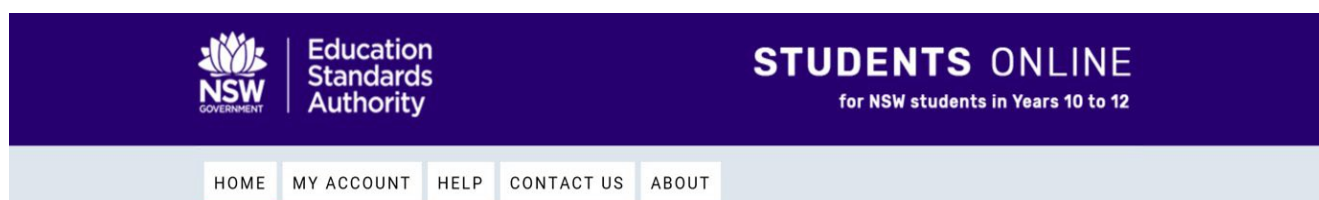
Plagiarism

Copyright

Working with others

Students can review the modules anytime at

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>



Students Online is your source for information about your study from Year 11 to the HSC.

Accessing the site - <https://studentsonline.nesa.nsw.edu.au/>

Students Online is developed and delivered by the NSW Education Standards Authority (NESA).

Activate your account

Year 10, 11 and 12 students in NSW are eligible for a Students Online account. Your school must submit an email for you to NESA for your account to be created. For most students the email address recorded will be your school email address – YOUR.NAME@education.nsw.gov.au

To activate your account, go to <https://studentsonline.nesa.nsw.edu.au/go/access/> then

- Select your school
- Enter your given name(s)
- Enter your family name
- Enter your date of birth

You will then be emailed an activation link. Click on the activation link, enter your student number and then create a 6-digit pin number. If you have issues, contact your Deputy Principal to check how your details are recorded on NESA, particularly your given name and email address.

Once you have activated your account, log in with your Student Number and PIN to access your personal study details. You are able to change your address, phone number and email address yourself. This is important so that you receive your final HSC results (email/mobile) and credentials (postal address)

Your account – My Details

My Details is where you will find your personal school details. Alert your school immediately if anything is incorrect.

- Check you are enrolled in the correct courses
- See your personal HSC exam timetable
- See your results including HSC results once they are released
- Change your PIN

You are also able to generate an eRecord PDF of your results to date.

The NESA website will also help you with information regarding the following:

- HSC Rules and Processes
- HSC: All My Own Work Program
- Exam advice and resources
- HSC Key Dates and Exam Timetables
- Results and Certificates
- Record of School Achievement
- Disability Provisions

Record of School Achievement (RoSA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

The Record of School Achievement (RoSA) is the NESA credential for students who leave school **after Year 10** and **before they receive their Higher School Certificate (HSC)**. The RoSA will record all courses that a student has completed (with a grade*) as well as courses that a student may be enrolled in but has not yet completed (without a grade) at the date of leaving school.

The RoSA grades for a course will be determined based on student performance in assessment tasks, as detailed in the Assessment Schedule, using the RoSA Common Grade Scale outlined below. The RoSA grade will be issued by NESA to students when they indicate they are leaving school.

RoSA Common Grade Scale for Stage 6 Courses

The Common Grade Scale shown below is used to report student achievement in Stage 6 in all NSW schools.

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

*Note: Vocational (VET) courses do not receive RoSA grades.

HSC Minimum Standards

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

You need reading, writing and mathematics skills to be successful in everyday life after school.

All students need to meet the HSC minimum standard to receive the HSC.

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school.

Students will begin to complete the online tests in Year 10.

Students will not be excluded from sitting for their HSC exams if they have not met the standard.

Students who sit for the HSC exams without meeting the standard will have their results recorded on the Record of School Achievement (RoSA) and can still receive an ATAR for university entry.

Students who leave school and have not met HSC eligibility requirements will if eligible, receive a Record of School Achievement (RoSA), or a Transcript of Study.

Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with a Higher School Certificate testamur and have their results re-issued on a Record of Achievement.

Variation to Assessment Rules and Procedures

The Principal reserves the right to alter the MHS Assessment Rules and Procedures should **exceptional** circumstances present themselves. In such cases advice from NESA will guide variations.

The Higher School Certificate Program

The Higher School Certificate (HSC) program consists of two levels, a Year 11 level and a Year 12 HSC level.

Satisfactory completion of a course in Year 11 is a **prerequisite** for entry into the same course at HSC level

At MHS, Year 11 courses are completed at the end of Term 3 and HSC courses begin in Term 4 of the same calendar year.

At the end of a course the Principal certifies that there is enough evidence that a student has:

- a) followed the course,
- b) applied themselves with diligence and sustained effort to the set tasks and experiences that the school provided in the course, and
- c) achieved some or all of the course outcomes.

Eligibility for the Higher School Certificate

To be eligible for the award of the Higher School Certificate you need to;

- be enrolled at a NSW government school, or a registered and accredited non-government school or a TAFE institute;
- study a permitted combination of courses;
- complete the requirements for each course, including any necessary practical or project work;
- complete tasks designed for the internal assessment program in each Preliminary course at your school;
- make a genuine attempt at all Year 11 assessment tasks;
- meet the minimum HSC standards in reading, writing and numeracy

Pattern of Study

To qualify for the Higher School Certificate a student must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six (6) units of Board Developed courses
- at least two (2) units of a Board Developed course in English
- at least three (3) courses of two (2) unit value or greater (either Board Developed or Board Endorsed Courses)
- a maximum of six (6) Year 11 units and seven (7) HSC units from courses in Science
- at least four (4) subjects at both Year 11 and Year 12 HSC level

Attendance in relation to the satisfactory completion of a course

At MHS, attendance is considered when determining whether a student has applied themselves with 'diligence and sustained effort'.

For post-compulsory students, Principals determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Students should not plan absences during any school term unless there are exceptional circumstances (e.g. medical operation).

The taking of holidays is not considered to be exceptional circumstances. Any requests for special consideration should be discussed with the Principal well before the date in question.

Granting of Leave

Granting of leave is a matter for the school Principal to determine.

The Principal has discretion in granting leave provided that they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each course will be achieved.

Acceleration

Students may undertake some Year 11 and/or Year 12 courses in advance of their cohort or in less than the NESA's stated indicative times. Decisions about the acceleration of HSC students will be made by the Principal in accordance with the principles contained in the *NESA Guidelines for Accelerated Progression* (available on NESA website).

The following courses have accelerated students at MHS:

- TVET Automotive

Accelerating students may count results obtained in advance of their cohort in their HSC. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

Accelerated and pathways students will be granted one day study leave in preparation for HSC Trial examinations and two days study leave per HSC examination.

Students must submit an extension form for any assessment which occurs on any of these days. The forms must be approved by the faculty Head Teacher. It is the responsibility of the student to ensure this process is in place.

Accumulation of the Higher School Certificate (Pathways)

Students may accumulate the HSC over a period of up to five years.

The five-year period starts in the first year an HSC course is completed. Preliminary courses may, but need not, be accumulated within this period. Students will receive a cumulative RoSA for Preliminary and HSC courses completed each year.

By the end of the period of accumulation, students must have met all Year 11 and Year 12 HSC pattern of study requirements. In subjects that include extension courses, students may accumulate by presenting the 2-unit course in one year and the extension course in a later year.

Courses Studied at another School or Institution

Schools are not required to submit internal assessments for students studying courses at a school or college other than their own.

These may include:

- courses studied at the Open High School
- Distance Education
- The Open Training and Education Network (OTEN)
- The Department of Education Saturday School of Community Languages
- Another secondary school. For example, Aurora College
- TAFE

** These schools or colleges will submit the assessments. For the purpose of moderation, students will be considered as being part of the course candidature at the school or college where the course is being studied.

HSC Internal Assessment

The internal assessment of a HSC course is conducted in relation to the HSC course only.

The final assessment mark for each course represents the achievement level reached at the end of the HSC course. The assessment mark will be based on achievements measured at points throughout the course by scheduled assessment tasks as detailed in the Assessment Schedule.

Teachers will assess actual performance not potential performance. Assessment marks will not be modified to consider possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimated marks based on other tasks. Attendance and application are not to be considered in either the final assessment mark or in any individual assessment task.

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assessments, practical activities, field work and projects.

Assessment Rules and Procedures

Assessment tasks are scheduled to be completed and submitted to teachers for marking on or before dates specified in the Assessment Schedule.

A minimum of two weeks formal notification will be given for each assessment task.

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment requirements and deadlines.

It is expected that all computer-generated work should be saved in more than one location.

Assessment tasks must be submitted on paper (handwritten or printed) except where otherwise notified. A teacher may request the student to submit a task by email or Google Classroom.

In every faculty a register is maintained to indicate the date that each student receives formal notification of tasks. If a student is absent it is their responsibility to acquaint themselves with the details of any task notifications. **Students should note that a published assessment schedule date may have to be changed due to unforeseen circumstances.**

No Assessment Task will be due within one (1) week of the commencement of the Trial HSC Examination period.

Where two or more classes undertake a common in-class assessment task, classes will complete it simultaneously where logistically possible. If not, every endeavour will be made to ensure that no student is advantaged or disadvantaged.

Students are provided with formal feedback for each assessment. This may involve exemplar scripts, marking grids, verbal discussion and written advice.

Completion and Submission of Assessment Tasks

NESA requires that all courses have an Assessment Schedule and that students attempt all

assessment tasks in the Assessment Schedule. With the exception of VET and Life Skills courses, an assessment grade must be submitted to NESA for each student undertaking a course.

Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task **may** be eligible to apply for consideration on the basis of Illness/Misadventure **(Illness/Misadventure Application)**.

If a student is unable to complete any assessment task by the due date, the student should hand it in unfinished and receive marks according to the quality of the work done.

A student **must** sign the 'Acknowledgement of Assessment' form. In completing and signing the form the student declares that the task submitted is their own work and has not been previously submitted in any other course.

For oral or performance assessment tasks, any written component must be submitted on the date due to the class teacher. Due to time constraints of oral or performance tasks it may be necessary for the task to be timetabled over several days, however, the theory/written components **must** be submitted on the due date.

All tasks are due for submission **BEFORE 9am on the due date**, unless they are to be completed as a discrete task in a scheduled lesson on the prescribed day.

School Sanctioned Activities

Students must make prior arrangements with their class teacher or Head Teacher if attendance or assessment task requirements will be disrupted by work placement or other school sanctioned activities. They must do this as soon as it becomes evident.

Extensions

If a student is aware beforehand that they will have difficulty submitting a task by the due date, they may apply for an extension of time for submission of the task. The application must be submitted to the faculty Head Teacher at least 5 school days BEFORE the assessment due date.

A copy of the **Extension for Assessment Task Application** is included as an appendix to this document, and is available from the classroom teacher or faculty Head Teacher.

Applications for extensions should be avoided as it often means that there is less time available for the preparation of the next task. Planning ahead will usually mean that an application for extension is not necessary.

Illness/Misadventure

If a student is ill on the day an assessment task is due, or is unable to attend school through circumstances beyond their control, the student should attempt to have it delivered to the school. If circumstances arise unexpectedly and the task is unable to be submitted, the student or a parent/carer **MUST** notify the school on the day of absence. The student may be eligible to apply for consideration (Illness/Misadventure) of the assessment task being

submitted late.

When a student has not submitted or completed a scheduled HSC course assessment task on time due to illness, accident or misadventure the student can apply for this to be considered.

Students should discuss their grounds for consideration with the Classroom Teacher or Head Teacher of the faculty.

An ***Illness/Misadventure Application*** form, with attached documentary evidence, must be made to the faculty Head Teacher within five (5) days following the specified due date for the task or by the first day of return to school after the illness or misadventure. If an application is not lodged under these conditions then the awarded mark will stand.

*****Non-completion and/or submission of the application will result in a mark of zero for the task.***

A copy of the ***Illness/Misadventure Application*** form is available from the Classroom Teacher, or faculty Head Teacher.

- There is no ground for appeal against the value of the mark awarded.
- Medical certificates and/or other supplementary evidence must be provided to cover absences. Documentation must be dated on and for the days on which the student was absent.
- In the case of misadventure, conclusive evidence must be produced (Driving tests, personal appointments are not acceptable).
- Students should not plan absences during any school term unless there are exceptional circumstances (e.g. medical operation).

In the event of a student missing a significant number of tasks for a valid reason (for example: illness or extended leave), the Principal may decide to use other assessment practices:

- An extension of time may be granted;
- A mark be awarded based on a substitute task; or
- An estimate based on other appropriate evidence (this would occur only in exceptional circumstances, where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate).
-

Assessment Task Review

A ***Request for Assessment Review Application*** can be submitted to the faculty Head Teacher if a student feels unfairly treated as a result of the process used in an assessment task. The form is included as an appendix to this document and is available from the Classroom Teacher or Faculty Head Teacher.

Technological Malfunction

Computer failure, lost drive or any relation **will NOT be accepted** as a reason for failing to submit an assessment task.

It is expected that all computer-generated work should be saved in more than one location. Besides backup to a separate device, students can save their work to OneDrive and attach a document to an email if they have an internet connection.

Where the malfunction of computers or printers prevents the production of a final copy, evidence of completion of the task must be shown to the teacher on the due date.

It is recommended that students do NOT leave printing of an assessment task until the day the task is due.

Students are reminded that the technology resources of the school can be utilised if necessary.

Appeals

Students may appeal to the Appeals Committee (Principal, Deputy Principal Year 11, Head Teacher Senior School) established within the school.

If they believe the outcome of an Illness or Misadventure Application is unfair students should discuss their grounds for appeal with the Head Teacher of the faculty concerned, or the relevant Deputy Principal. A written submission must be given to the Principal and Deputy Principal to begin this process.

Important:

- Where a student believes an assessment mark is incorrect, they may request a review.
- NESA guidelines of illness and misadventure shall form the basis for determination of appeals.
- If a candidate becomes ill during the course of an examination an Illness/ Misadventure Appeal must be lodged as per policy

Policy for Non-completion of Assessment Tasks

Students studying a Stage 6 HSC course must make a genuine attempt at assessment tasks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.

Students who do not comply with the assessment requirements or outcomes in any course will be unable to satisfactorily complete Stage 6 course requirements.

In the case of extension courses, students who fail to meet the assessment requirements for the co-requisite 2-unit course will not receive a result in either course.

If a student: does not hand in any evidence of work by the due date or is absent from an assessment task, **they will automatically be awarded zero.**

The student may appeal to the faculty Head Teacher within 5 days school days following the specified due date for the task or by the first day of return to school after an absence which encompasses the due date. Students are strongly urged to supply evidence to support consideration of their claim in such circumstances.

Non-Completion of Course Determination ('N' Determination)

NESA has delegated to Principals the authority to determine if students seeking the award of the HSC at their school have satisfactorily completed a course in accordance with the requirements issued by NESA. Principals determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESA; and
- b) applied him/herself 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.

Students studying a HSC course must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course. Where in the professional judgement of the teacher an attempt made is not a genuine attempt, a zero mark will be awarded.

If a candidate does not genuinely attempt tasks that total more than 50% the Principal will make a Non-Completion of Course Determination ('N' Determination).

In the case of extension courses, students who fail to meet the assessment requirements for

the co- requisite 2-unit course will not receive a result in either course.

For post-compulsory students, Principals may determine an appropriate attendance pattern that will allow each student to achieve the outcomes of each course being studied.

While NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences.

'N' Determination Warnings

If at any time it appears that a student is at risk of being given a 'N' (Non-completion of course requirements) Determination in any course, including VET courses, the Principal will warn the student as soon as possible.

This warning will be given in time for the problem to be corrected and will provide advice about the possible consequences of an 'N' Determination in a course.

The Principal will:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent/carer in writing (if the student is under 18 years of age);
- request from the student/parent/carer a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the problem has not been corrected;
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirement for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

The Principal will advise the student of the 'N' Determination, its consequences and the student's right to a school review and subsequent appeal to NESA.

It is a MHS expectation that if a student has a N warning, then they forgo the privilege of late arrival and/or early leave. Students will attend the Senior Study to complete the outstanding

Review of 'N' Determination

The procedures for a school review of an 'N' Determination are as follows:

- A student seeking a review of an 'N' Determination must apply to the Principal by the date listed in the *Higher School Certificate Event Timetable*.
<http://educationstandards.nsw.edu.au/wps/portal/nesa/about/key-dates/hsc-key-dates>
- If the school upholds the appeal, the school advises NESA by the date stipulated in the *Higher School Certificate Events Timetable*.
- If the appeal is declined, the student may appeal to NESA. Their review will focus on whether the school has followed a process to review properly and correctly the matters before it.
- NESA will advise the student and Principal of the outcome of any appeal as soon as possible after the Higher School Certificate examinations

Disability Provisions (for students with additional support)

Disability Provisions are available for a range of medical and learning conditions.

These are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an assessment situation.

For example:

- students with diabetes may need to monitor blood glucose levels and eat during an assessment
- students with a diagnosed anxiety disorder may need to be seated in a smaller group
- students with conditions that prevent them from reading the examination questions and/or communicating responses may require a reader and/or writer.

Students need to discuss their needs with disability provisions coordinator (Mrs Bielby Learning and Support Teacher) or Mrs Kelly (Head Teacher Senior School) as soon as they are aware that they may require a provision.

Although the school is able to assess and approve disability provisions for in class HSC assessments, application must be made to NESA for the final HSC Examinations.

It is essential that an application is made to NESA in Term 4, 2021.

For pre-existing conditions, NESA requires applications to be made before the end of Term 1, 2022.

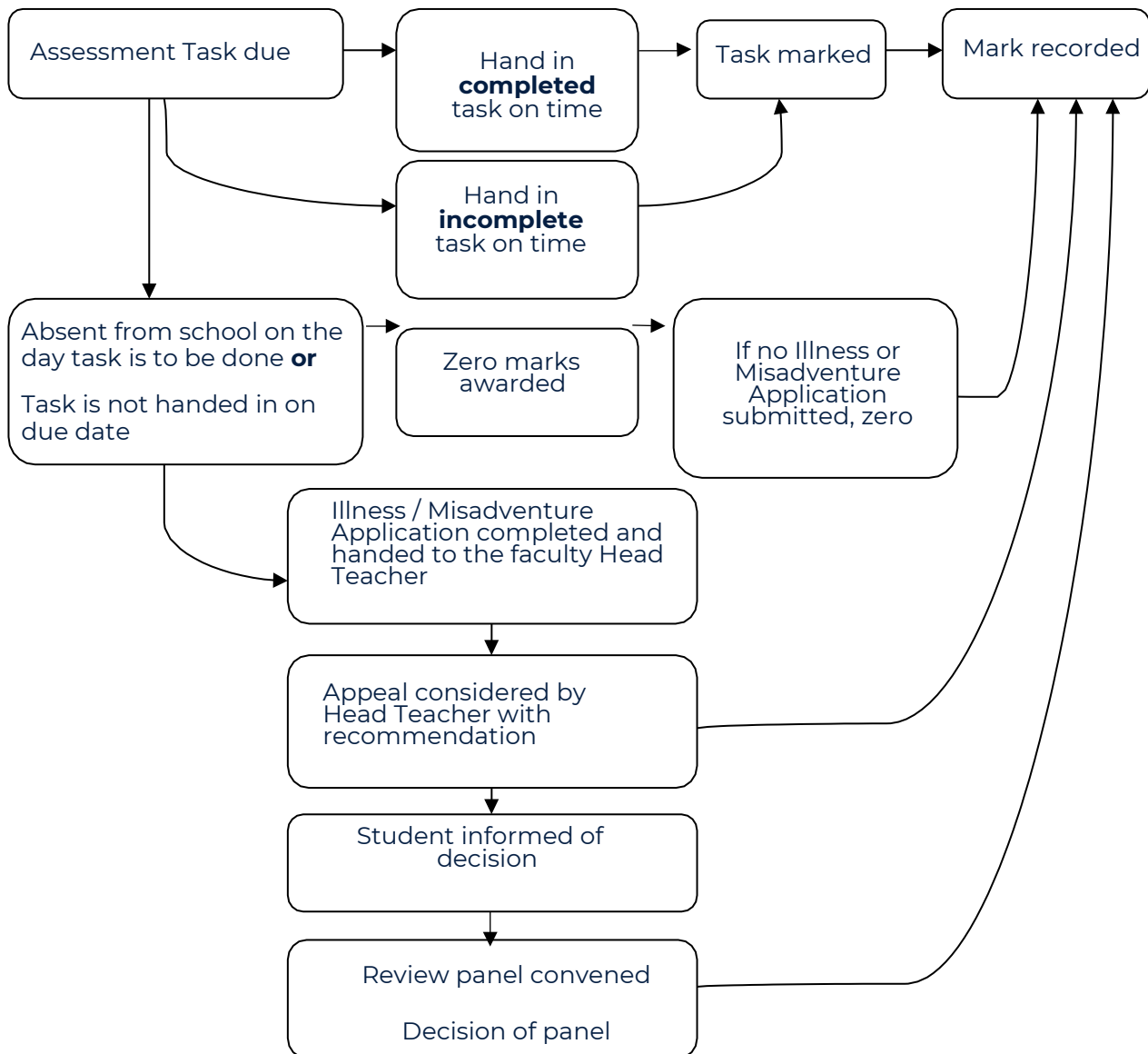
It is the responsibility of students who have approved disability provisions, at the time of receiving an assessment task notification, to ensure their teachers make the necessary adjustments and contact Mrs Bielby to discuss their needs. This will allow time for the particular provision to be organised.

For further information go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Stage 6 Assessment Flow Chart

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.

Leave approval may need to be sought.



NOTE: If a student becomes ill during the course of an assessment task an Illness/ Misadventure Application form must be lodged as per policy.

Assessment of Vocational Education and Training (VET) Courses

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

VET courses are NESA developed or content endorsed courses which allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation.

VET AQF qualifications are recognised by industry and employers throughout Australia. You receive documents that report the competencies achieved and an AQF Certificate or Statement of Attainment. Some of these courses can be studied at school while others can be studied at TAFE institutes or with other training providers.

- VET courses are competency based.
- No internal assessment mark is required, except for a Year 12 Trial examination mark.

Competency Assessment

NESA and the Australian Skills Quality Authority (ASQA) require that for each student a competency-based approach to assessment be used and that the Registered Training Organisation (RTO) record the competencies achieved by students.

A student's performance is judged against a prescribed standard, not against the performance of other students. Students are assessed as either 'competent' or 'not yet competent'.

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

For written VET course assessments at MHS, students are required to submit a copy (either hard copy or electronic) to their teacher by before 9am on the due date.

For practical tasks your teacher will advise you about how documentary evidence will be recorded.

VET Industry Framework courses

Work Placement is a compulsory part of the MHS VET courses listed below.

- | | |
|-------------|---|
| ▪ SIR 30216 | Certificate III in Retail |
| ▪ CPC 20211 | Certificate II in Construction Pathways |
| ▪ SIT 20416 | Certificate II in Kitchen Operations |
| ▪ AHC20116 | Certificate II Agriculture |

The following courses are delivered at TAFE and also require mandatory work placement:

- AUR20716 Certificate II in Automotive Vocational Preparation
- UEE22011 Certificate II in Electrotechnology (Career Start)
- HLT33115 Certificate III in Health Service Assistance
- CHC30113 Certificate III Early Childhood Education and Care

Mandatory Work Placement

These courses, whether studied at school, at TAFE or through another RTO, **include a mandatory work placement**. Students are to complete 70 hours of Work Placement over the two years.

If a student does not undertake the mandatory work placement it will be deemed that the student has not made a genuine attempt to complete course requirements.

Work placement hours for each course can be reviewed and amended, accordingly by NESA should unforeseen circumstances impact upon work placement participation.

In this case the Principal will indicate that the course has not been satisfactorily completed and the student will be issued with an 'N' Determination.

It is possible for the Principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request the 'N' Determination be withdrawn.

240-hr VET Industry Curriculum Framework courses have an optional HSC written examination. One of these written examinations can contribute to an Australian Tertiary Admissions Rank (ATAR).

The written examination is independent of the competency-based assessment undertaken during the course and has no relevance to a student's eligibility to receive AQF qualifications.

Students studying a VET course will participate in a VET orientation.

Non-Framework VET Courses

The following MHS courses are Non-Framework courses:

- Manufacturing and Engineering-Certificate I in Engineering & MEM20413 SOA Certificate II in Engineering Pathways **(Students are required to complete mandatory work placement)**
- Sports Coaching-Certificate III in Sports Coaching **(Students are required to complete mandatory work placement)**
- Many TVET courses are also non-framework courses.

The following Muswellbrook TAFE courses are Non-Framework courses:

- Certificate III Early Childhood and Care **(Students are required to complete mandatory work placement)**

Non-framework courses do not include an optional HSC written examination and therefore cannot contribute to an ATAR.

School Assessments under Examination Conditions

MHS uses examination procedures modelled on those used for NESA external examinations.

Students need to be aware of the examination Procedures and Behaviour Code for Student's. They ensure the smooth running of examinations and an environment in which all students are able to respond to the best of their ability without disruption from others.

Procedures and Behaviour Code for Students:

- **School uniform** is to be worn at all times. This assists the supervisor to identify you as a student of MHS.
- Bring all necessary **equipment** in a CLEAR ZIP LOCK BAG or CLEAR PENCIL CASE. A black pen, pencil, pencil sharpener, eraser, highlighter and ruler marked in millimetres (mm) and centimetres (cm) are allowed in ALL examinations.
- For examinations requiring a **calculator** use only a NESA approved calculator. Make sure it is fully charged.
- You may bring a **clear bottle of water** into the examination. You cannot leave to refill it.
- Supervisors have the right to inspect any equipment you bring into the examination room.
- Arrive at the examination room 20 minutes before examination start time. It can take some time to find your seat. If an in class exam, arrive on time.
- **Organise your transport to be on time for your examinations** – Students may enter the examination room up until one hour from commencement. No additional time will be granted. Illness/misadventure procedures may be followed if applicable.
- Sit at your allocated desk. Do not swap name place tags. Place photo identification on the top right hand side of the table.
- Remove your watch and place in clear view on the desk in front of you.
- When instructed, **thoroughly check your examination paper** – it is possible that pages are missing or there has been an error in the printing.
- Reading time is for reading only. NO writing or highlighting may be undertaken during reading time.
- Read instructions carefully, noting requirements for the use of answer booklets.
- Supervisors are NOT able to interpret questions.
- Write your NESA number on every page of your answer booklet or where instructed.
- Stop writing immediately you are instructed to do so.
- Arrange completed answers according to examiners instructions.
- **Do not remove examination papers** from the examination room.
- Students are to remain for the entire duration of the examination. If students have completed the examination, they must remain seated and quiet
- Only leave the examination room when the supervisor says it is OK to do so. Leave immediately, when instructed to do so.
- If you are ill or a problem exists during the examination notify the supervisor immediately, by quietly raising your hand.

You are not approved to:

- Borrow equipment.
- Take mobile phones or programmable watches or other electronic devices into the exam. If an in class exam, these devices must be left in your bag, in the examination room. If at exit exams or trial HSC, devices must be left at home or in the car.
- Speak or communicate to anyone other than a supervisor during the examination. Behave in a manner that is likely to disturb or disrupt other students.
- Smoke, eat, or come to examinations under the influence of alcohol or illegal drugs.
- Try to cheat or participate in any form of malpractice.
- Students must make a serious attempt at the examination. Where it is considered that a student has made a non-serious attempt, a zero mark will be awarded, and an 'N' Warning letter issued. This could result in an 'N' determination for the course.

If a student **breaches the Code of Conduct** during the examination, the school will immediately award the student a zero mark. They are to leave the examination room IMMEDIATELY without disrupting others and report immediately to the Deputy Principal.

If you are ill or have a major problem on the morning of the examination:

Notify the Administration Office (**65431033**), the Deputy Principal or the Head Teacher Senior School as soon as possible, **and** complete and submit an Illness/Misadventure application as soon as you return to school.

Note: Illness/Misadventure applications require **documentary evidence**.

Missed examinations may be rescheduled DURING the examination period.

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
 - Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
 - Resolve conflict respectfully, calmly and fairly
 - Comply with the school's uniform policy or dress code
 - Attend school every day (unless legally excused)
 - Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Malpractice in Assessment Tasks

Malpractice represents a significant breach of the ethical requirements of All My Own Work as determined by NESA. Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others.

In addition to receiving a zero-award mark, all incidents of malpractice are mandatorily notified to NESA.

Malpractice during the HSC Examinations may result in a course being withheld. This may impact HSC eligibility and ATAR eligibility.

A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student's responsibility to prove to the faculty Head Teacher that the submitted work in question is their own.

Ethical Principles of Scholarship

At MHS all students are expected to present their own work. As senior students much of your work is research based. It is expected you will follow ethical principles of scholarship.

Ethical scholarship means learning that is characterised by honesty and integrity and clearly defines:

- The work and ideas of the author/creator of the material
- The work and ideas of others
- Sources from which work is drawn

Being an ethical scholar means three things.

- Being honest and ethical
- Listing all your sources
- Using all your own work

Rights and Responsibilities of students

In ensuring the intellectual integrity of your work you have the right to expect:

- Respect from your peers and teachers
- Clear information about what is required in your assessment task and assignments
- Guidance about how to improve your work

You have a responsibility to

- understand what is required of you
- fulfil school requirements for study
- be fair and honest in all your work
- respect the rights and integrity of your peers and teachers, and
- make sure your work is your own.

Malpractice and cheating

This is about doing the wrong thing by behaving dishonestly. Examples of malpractice and cheating are:

- copying in an examination from another student or using information secretly brought into the examination
- handing in someone else's work and saying it is your own
- making up journal entries for a project, and
- using information from the internet or elsewhere and not acknowledging the source.

Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own.

Common Forms of Plagiarism

- Downloading an assignment from an online source and submitting it as your own work.
- Buying, stealing or borrowing an assignment and submitting it as your own work.
- Copying a section of a book or an article and submitting it as your own work.
- Quoting from a source 'word for word', without using quotation marks is plagiarism.
- Copying, cutting and pasting text from an electronic source and submitting it as your own work.
- Using the words of someone else and presenting them as your own.
- Using significant ideas from someone else and presenting them as your own.
- Putting someone else's ideas into your own words and not acknowledging the source of the ideas is plagiarism.
- Copying the written expressions of someone else without proper acknowledgement.
- Lifting sentences or paragraphs from someone else, even with proper acknowledgement, gives the impression that the idea or information comes from the source cited, but that the phrasing, the choice of words to express it, is your own contribution.
- Relying too much on other people's material.

Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

Plagiarism and the Internet

The Internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'.

Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.

There are an increasing number of websites that feature school assignments that students can access and download.

Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties. If you are tempted to do this, please remember that teachers are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research - this is why they are teaching! They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists.

Validity of Information

It is important to recognise that much information on the internet has little validity and may represent a particular view or bias.

Acknowledging Sources

The Golden Rule: Make sure your assignments are referenced correctly.

Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.

Why Reference? Inaccurate references or - worse still - no references at all can be regarded as plagiarism.

All school assignments must contain references; an unreferenced assignment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment.

Referencing Methods

American Psychological Association (APA) referencing is the preferred method of referencing at MHS and is easily carried out using Microsoft Word. Staff in the Senior Study are able to assist you with this.

Copyright

Copyright protects creative work from being used without the copyright owner's agreement. Under educational statutory licence students can:

- Copy parts of a book or journal for study or research reasons without seeking copyright permission
- Books – up to 10% of the book or one chapter
- Anthologies – One whole item/ up to 15 pages
- Journal – One article

As a student you should know copyright requirements and check copyright details of any material you wish to use.

Working with others

While you are studying for your HSC you will be asked in many courses to work with others or work on group projects or you may seek assistance from various people. It is important to make sure you do not accept inappropriate help when completing your work. For example, having someone else do your task for you.

NOTE: If All My Own Work is not complete you will not be entered into NESA for your Year 11 courses.

HSC School Assessment Calendar

The purpose of this schedule is to more evenly space assessment tasks so that students are given the best opportunity to devote their full time and energy to each task.

The aim is to try to design a system where a student will not have more than two tasks due in the same week.

However, this will not always be possible due to complicating factors such as –

- Extension subjects with small candidatures do not have an assessment week in the rotation system
- Please see the 'Student Competency Assessment Schedule' for each individual VET course. Please note VET courses are not included in the assessment planner. Students are asked to add their VET requirements to their own personalised planning system.

Line A	Line B	Line C	Line D	Line E	Line F	Line G
English Advanced	Maths Advanced	Biology	Agriculture	Biology	Community and Family Studies	Exn Maths 1
English Standard	Standard Maths 2	Legal Studies	Business Studies	Hospitality (VET)	Chemistry	Exn Maths 2
English Studies	Standard Maths 1	Primary Industries	Construction (VET)	Manufacturing (VET)	Food Technology	Exn 1 English
	Retail (VET)	Sports, Lifestyle and Recreation	Exploring Early Childhood	Music	Industrial Technology Timber	Exn 2 English
		Visual Arts	PDHPE	Music	Modern History	Exn History
		Visual Arts	Physics	PDHPE	Sports Coaching (VET)	

STAFF/STUDENT ASSESSMENT PLANNER

TERM	WEEK	DATES	LINES TO ASSESS	SUBJECTS	TASK DATES	TASK TYPE
4	1	5 th Oct – 8 th Oct	No assessment			
4	2	11 th Oct – 15 th Oct	No assessment			
4	3	18 th Oct to 22 nd Oct	No assessment			
4	4	25 th Oct – 29 th Oct	No assessment			
4	5	1 st Nov – 5 th Nov	A & B			
4	6	8 th Nov – 12 th Nov	C & D	SLR		Design
4	7	15 th Nov – 19 th Nov	E & F	Maths Exn Two Maths Adv		Topic Test Topic Test
4	8	22 nd Nov – 26 th Nov	A & B	Maths Exn One Maths Std Two Maths Std One		Topic Test Topic Test Topic Test
4	9	29 th Nov – 3 rd Dec	C & D	Physics Agriculture Legal Studies Visual Arts EEC		Prac test Oral Presentation Media File Case Study Written
4	10	6 th Dec – 10 th Dec	E & F	Biology Food Technology Modern History Industrial Tech Timber Chemistry CAFS PDHPE	6 December 2021 10 December 2021 10 December 2021	Modelling task Industry Report Source Analysis Major Project Planning Research task Groups in Context Extended Responses Research & Critical Analysis
4	11	13 th Dec – 17 th Dec	A & B	English Advanced English Standard	13 December 2021	Multimodal – Common Module Texts & Human Experiences

				English Studies English Exn Two	14 December 2021	Multimodal – Using Prescribed Text & related material Viva Voce - Major Work Viva Voce – Major Work
TERM	WEEK	DATES	LINES TO ASSESS	SUBJECTS	TASK DATES	TASK TYPE
1	2	7 th Feb – 11 th Feb	C & D	Business Studies	11 February 2022	Research Report
1	3	14 th Feb – 18 th Feb	E & F	History Exn	18 February 2022	Historical Process
1	4	21 st Feb – 25 th Feb	A & B	Maths Adv Maths Std Two Maths Std One		Assignment Assignment Assignment
1	5	28 th Feb – 4 th Mar	C & D	Legal Studies		Extended response
1	6	7 th Mar – 11 th Mar	E & F	English Exn One Music One		Imaginative Response & Reflection Composition & Viva Voce
1	7	14 th March – 18 th Mar	A & B	English Advanced English Standard English Studies		Comparative / Response Spoken Text Transcript Spoken Text Transcript
1	8	21 st Mar – 25 th Mar	C & D	Physics Business Studies Agriculture Visual Arts EEC SLR	25 March 2022	Modules review Research/Analysis Report Case Study, Written Response & VAPD Review Practical & Reflection Practical Demonstration & Research
1	9	28 th Mar – 1 st Apr	E & F	Maths Exn Two Food Technology Modern History Industrial Tech Timber Chemistry CAFS	28 March 2022 1 April 2022 1 April 2022	Assignment Experimentation of Food Preservation Methods Essay Industry Study Independent Research Project
1	10	4 th April – 8 th April	A & B	Maths Exn One English Exn Two		Assignment Literature Review – Major Work

TERM	WEEK	DATES	LINES TO ASSESS	SUBJECTS	TASK DATES	TASK TYPE
2	1	27 th Apr – 29 th Apr	C & D	Biology		Depth Study
2	2	2 nd May – 6 th May	E & F			
2	3	9 th May – 13 th May	A & B	Maths Adv Maths Std Two Maths Std One		Topic Test Topic Test Topic Test
2	4	16 th May – 20 th May	C & D	Legal Studies		Research Task
2	5	23 rd May – 27 th May	E & F	Maths Exn Two English Exn One Music One PDHPE		Topic Test Critical Response with prescribed & related text Electives & Core Performance Energy System Analysis & Skill Acquisition Practical Task
2	6	30 th May – 3 rd June	A & B	History Exn	3 June 2022	History Project
2	7	6 th June – 10 th June	C & D	Physics Business Studies Agriculture	10 June 2022	Modules review Financial Analysis Research & Analysis
2	8	14 th June – 17 th June	E & F	Maths Exn One Biology Food Technology Modern History Music One Chemistry CAFS	14 June 2022 17 June 2022	Topic Test Practical Food Product Development Design Historical Analysis Aural Skills Examination Depth Study Case study and Essay
2	9	20 th June – 24 th June	A & B	English Advanced English Standard		CoW Portfolio CoW Portfolio
2	10	27 th June – 1 st July	C & D	English Exn Two EEC		Critique of the Creative Process – Major Work Design Task

				SLR		Training Program Design and Practical Demonstration
TERM	WEEK	DATES	LINES TO ASSESS	SUBJECTS	TASK DATES	TASK TYPE
3	1	19 th July – 22 nd July	Trial HSC Exams			
3	2	25 th July – 29 th July	Trial HSC Exams			
3	3	1 st Aug – 5 th Aug	E & F	Industrial Tech Timber	5 August 2022	Major Project Production & Management
3	4	8 th Aug – 12 th Aug	A & B	English Studies		Collection of Classwork
3	5	17 th Aug – 19 th Aug	C & D	Visual Arts EEC PDHPE SLR		Body of Work and Final VAPD Review Examination Practical Task & Extended Response Questioning Topic Test
3	6	22 nd Aug – 26 th Aug	No assessment			
3	7	29 th Aug – 2 nd Sept	No assessment			
3	8	5 th Sept – 9 th Sept	No assessment			
3	9	12 th Sept – 16 th Sept	No assessment			
3	10	19 th Sept – 23 rd Sept	No assessment			

Key dates and Examination Timetable

Written examination timetable

The formal written examination period for the HSC courses is scheduled for Term 4 2022.

The duration of the examinations occurs from Wednesday Week 1 until Friday Week 5.

Actual dates are not available at the time of printing

All students will be able to view the HSC written examination timetable by accessing the NESA website. Students will also be able to view their personalised timetables via Schools Online.

Languages oral examinations

Students will have their oral examination scheduled during Term 2.

The school will be sent information to access the Languages Oral Examination Scheduling menu via Schools Online to view dates/times and venues for all language courses.

NESA states that 'It is unlikely that your examination centre will be your home school' therefore students need to be able to transport themselves to the scheduled examination centre.

The examinations are generally held on a Saturday from 9.00am to 4.00pm.

Scheduling starts Term 3 Week 3 until Term 3 Week 8.

Practical and performance examinations

Submission Type	Submission Timing
Industrial Technology – Practical & Folio	Term 3 Week 4 (Thurs)
Dance Performance Examinations	Term 3 Week 4 / 5
Textiles and Design Major Project	Term 3 Week 5 (Mon)
English Extension 2 Major Project	Term 3 Week 5 (Fri)
Drama Project	Term 3 Week 6 (Mon)
Drama Performance Examination	Term 3 Week 6 / 7
Design & Technology Major Project	Term 3 Week 6 (Thurs)
Visual Arts Bodies of Work	Term 3 Week 7 (Mon)
Music Performance Examinations	Term 3 Week 9 / 10

Course Assessment Schedules



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: ENGLISH

SUBJECT: ADVANCED

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Mandatory Common Module – Texts and Human Experiences	Module A – Textual Conversations	Module C – Craft of Writing	Common Module – 5% Module B Critical Study of Literature 25%
TYPE OF TASK		Multimodal text using prescribed text and related material	Comparative Response	Portfolio Task	HSC Trial Examination – Language Analysis Analytical Essay
SUBMISSION DATE		Term 4, Week 11	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	Outcomes assessed EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	Outcomes assessed EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	Outcomes assessed EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-8
Knowledge and understanding of course content	50%	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50%	10	10	15	15
TOTAL	100%	20%	25%	25%	30%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: TAS

SUBJECT: Agriculture

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Plant Production	Animal Production	Elective Topic	
TYPE OF TASK		Oral Presentation	Report	Research and Analysis	Trial HSC Exam
SUBMISSION DATE		Term 4, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed H1.1, H2.1, H3.4	Outcomes assessed H2.2, H3.2, H3.4	Outcomes assessed H3.3, H4.1, H5.1	Outcomes assessed H1.1, H2.1, H3.1, H2.2, H3.2, H3.3, H3.4, H4.1, H5.1
Knowledge and understanding of course content	40%	10	10	5	15
Knowledge, understanding and skills required to manage agricultural production systems	40%	5	15	5	15
Skills in effective research, experimentation and communication	20%	5		15	
TOTAL	100%	20%	25%	25%	30%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: Science

SUBJECT: BIOLOGY

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Module 5: Heredity	Module 6: Genetic Change	Module 7: Infectious Disease	Modules 5-7
TYPE OF TASK		Model Building	Depth Study	Practical	Trial HSC Exam
SUBMISSION DATE		Term 4, Week 10	Term 2, Week 1	Term 2, Week 8	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed H4, H6, H7, H12	Outcomes assessed H1, H4, H5, H7, H13	Outcomes assessed H2, H3, H5, H6, H14	Outcomes assessed H2, H4, H5, H6, H7, H12, H13, H14, H15
Knowledge and understanding	40%	10	10	5	15
Working Scientifically skills	60%	15	20	15	10
TOTAL	100%	25%	30%	20%	25%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: HSIE

SUBJECT: BUSINESS STUDIES

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Operations	Marketing	Finance	Operations, Marketing, Finance, Human Resources
TYPE OF TASK		Operations Research Report	Marketing Research and Analysis	Financial Statement Analysis	Trial HSC Exam
SUBMISSION DATE		Term 1, Week 2	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed H2, H4, H5, H9	Outcomes assessed H4, H6, H7, H9	Outcomes assessed H5, H7, H8, H9, H10	Outcomes assessed H1, H2, H3, H4, H5, H6, H8, H9, H10
Knowledge and understanding of course content	40%	15	5	5	15
Stimulus-based skills	20%		5	10	5
Inquiry and research	20%	5	10	5	
Communication of business information, ideas and issues in appropriate forms	20%	5	5	5	5
TOTAL	100%	25%	25%	25%	25%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: PDHPE

SUBJECT: COMMUNITY AND FAMILY STUDIES

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Groups in Context	Research Methodology	Parenting and Caring	All
TYPE OF TASK		Groups in Context Extended Responses	Independent Research Project	Case Study and Essay	Trial HSC Exam
SUBMISSION DATE		Term 4, Week 10	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed H3.1, H3.3, H5.1	Outcomes assessed H4.1, H4.2	Outcomes assessed H2.1, H2.2, H3.2, H5.2	Outcomes assessed H2.1 – H5.2 H6.2
Knowledge and understanding of course content	40%	10	5	10	15
Skills in critical thinking, research methodology, analysing and communicating	60%	15	15	15	15
TOTAL	100%	25%	20%	25%	30%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: Science

SUBJECT: CHEMISTRY

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Mod 5 Equilibrium and Acid Reactions	Mod 6 Acid/Base Reactions	Mod 7 Organic Chemistry	Mod 5-8
TYPE OF TASK		Research Task	Practical	Depth Study	Trial HSC Exam
SUBMISSION DATE		Term 4, Week 10	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed H4, H5, H6, H7, H12	Outcomes assessed H2, H3, H5, H13	Outcomes assessed H1, H2, H3, H4, H7, H14	Outcomes assessed H2, H3, H4, H5, H6, H7, H12, H13, H14, H15
Knowledge and understanding	40%	10%	5%	10%	15%
Working Scientifically skills	60%	10%	20%	20%	10%
TOTAL	100%	20%	25%	30%	25%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: PDHPE

SUBJECT: EXPLORING EARLY CHILDHOOD

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Child Health and Safety	Young Children with Special Needs	Children's Literature and the Media	Children's Services Industries
TYPE OF TASK		Written Task	Practical and Reflection Task	Design Task	Examination
SUBMISSION DATE		Term 4, Week 9	Term 1, Week 8	Term 2, Week 10	Term 3, Week 5
COMPONENTS	WEIGHTING	Outcomes assessed 2.4, 2.5, 6.1	Outcomes assessed 2.2, 2.3, 4.2	Outcomes assessed 1.2, 1.3, 1.4, 4.1	Outcomes assessed 2.4, 4.1, 6.1
Knowledge and understanding of course content	50%	15	10	15	10
Skills in communication and interaction, research and analysis and decision-making, evaluation and reflective thinking	50%	10	15	10	15
TOTAL	100%	25%	25%	25%	25%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: ENGLISH

SUBJECT: EXTENSION TWO

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Major Work	Major Work	Major Work
TYPE OF TASK		Viva Voce	Literature Review	Critique of the Creative Process
SUBMISSION DATE		Term 4, Week 11	Term 1, Week 10	Term 2, Week 10
COMPONENTS	WEIGHTING	Outcomes assessed EEX12-1, EEX12-3, EEX12-4	Outcomes assessed EEX12-1, EEX12-2, EEX12-3, EEX12-4	Outcomes assessed EEX12-1, EEX12-3, EEX12-5
Skills in: Independent Research	50%	15	20	15
Skills in: Sustained Composition	50%	15	20	15
TOTAL	100%	30%	40%	30%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: ENGLISH

SUBJECT: EXTENSION ONE

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Common Module – Literary Worlds	Elective Two – Worlds of Upheaval	Common Module – Literary Worlds Elective Two – Worlds of Upheaval
TYPE OF TASK		Imaginative Response and Reflection	Critical Response with prescribed and related Text	HSC Trial Examination
SUBMISSION DATE		Term 1, Week 6	Term 2, Week 5	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed EE12-1, EE12-3, EE12-5	Outcomes assessed EE12-1, EE12-2, EE12- 3, EE12-4	Outcomes assessed EE12-2, EE12-4, EE12-5
Knowledge and understanding of complex texts and how and why they are valued	50%	15	20	15
Skills in: Complex analysis Sustained composition Independent investigation	50%	15	20	15
TOTAL	100%	30%	40%	30%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: ENGLISH

SUBJECT: STANDARD

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Mandatory Common Module – Texts and Human Experiences	Module A – Language, Identity and Culture	Module C – Craft of Writing	Common Module – 5% Module B – Close Study of Literature 25%
TYPE OF TASK		Multimodal text using prescribed text and related material	Spoken Text Transcript	Portfolio Task	HSC Trial Examination Language Analysis Analytical Essay
SUBMISSION DATE		Term 4, Week 11	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed EN12-1, EN12-2, EN12- 3, EN12-4, EN12-6, EN12-7	Outcomes assessed EN12-1, EN12-3, EN12- 5, EN12-7, EN12-8	Outcomes assessed EN12-1, EN12-2, EN12- 3, EN12-4, EN12-5, EN12-9	Outcomes assessed EN12-1, EN12-3, EN12- 4, EN12-5, EN12-6, EN12-7
Knowledge and understanding of course content	50%	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes.	50%	10	10	15	15
TOTAL	100%	20%	25%	25%	30%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: ENGLISH

SUBJECT: STUDIES

ASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Mandatory Common Module – Texts and Human Experiences	Module C – On the Road – English and the Experience of Travel	Common Module Texts and Human Experiences – 5% Module L Who do I think I am? – 15%	Module C On the Road – 5% Module L Who do I think I am? – 5% Module F Mi Tunes and Text – 20%
TYPE OF TASK		Multimodal presentation using prescribed text and related material	Spoken Text Transcript	HSC Trial Examination Language Analysis Extended Response	Collection of Classwork
SUBMISSION DATE		Term 4, Week 11	Term 1, Week 7	Term 3, Weeks 1 & 2	Term 3, Week 4
COMPONENTS	WEIGHTING	Outcomes assessed ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	Outcomes assessed ES12-1, ES12-3, ES12-5, ES12-7, ES12-8	Outcomes assessed ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	Outcomes assessed ES12-1, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7
Knowledge and understanding of course content	50%	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50%	10	15	10	15
TOTAL	100%	25%	25%	20%	30%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: Technology and Applied Studies TAS

SUBJECT: FOOD TECHNOLOGY

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Australian Food Industry	Food Manufacture	Food Product Development	Contemporary Nutritional Issues
TYPE OF TASK		Industry Report	Experimentation of Food Preservation Methods	Food Product Development Design Task	Trial HSC Exam
SUBMISSION DATE		Term 4, Week 10 6 th December 2021	Term 1, Week 9 28 th March 2022	Term 2, Week 8 14 th June 2022	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed H1.2, H3.1	Outcomes assessed H1.1, H1.4, H4.2	Outcomes assessed H1.3, H2.1, H4.1, H5.1	Outcomes assessed H1.1, H1.2, H1.3, H1.4, H3.1, H3.2, H4.2
Knowledge and understanding of the course content	40%	10	10	10	10
Knowledge and skills in designing, researching, analysing and evaluating	30%	10		10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30%		20	10	
TOTAL	100%	20%	30%	30%	20%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: HSIE

SUBJECT: HISTORY EXTENSION

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		History Project	History Project	Constructing History
TYPE OF TASK		Historical Process	Essay	Trial HSC Exam
SUBMISSION DATE		Term 1, Week 3	Term 2, Week 6	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed HE12-2, HE12-3, HE12-4	Outcomes assessed HE12-1, HE12-2, HE12-3, HE12-4	Outcomes assessed HE12-1, HE12-3, HE12-4
Knowledge and understanding of significant historical ideas and processes	40%		10	30
Skills in designing, undertaking and communicating historical inquiry and analysis	60%	30	30	
TOTAL	100%	30%	40%	30%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: TAS

SUBJECT: INDUSTRIAL TECHNOLOGY TIMBER

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Major Project Planning	Industry Study	Industry related manufacturing Technologies	Major Project Production and Managemenet
TYPE OF TASK		Planning Process Report/Presentation	Written Industry Study Report	Trial HSC Examination	Major Project Production and Management Tasks
SUBMISSION DATE		Term 4, Week 10 10 th December 2021	Term 1, Week 9 1 st April 2022	Term 3, Week 1 & 2 19 th - 29 th July 2022	Term 3 Week 3 5 th August 2022
COMPONENTS	WEIGHTING	Outcomes assessed H3.1, H3.2, H4.2, H4.3, H5.1	Outcomes assessed H1.1, H1.2, H1.3, H6.1, H7.1, H7.2	Outcomes assessed H1.2, H7.1, H7.2	Outcomes assessed H2.1, H3.1, H3.3, H4.1, H4.3, H5.1, H5.2, H6.2
Knowledge and understanding of course content	40%		20%	20%	
Knowledge and skill in the design, management, communication and production of a major project	60%	20%			40%
TOTAL	100%	20%	20%	20%	40%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: HSIE

SUBJECT: LEGAL STUDIES

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Crime	Human Rights	Consumer Law	Crime, Shelter, Human Rights, Consumer Law
TYPE OF TASK		Media File	Extended Response	Research Task	Trial HSC Exam
SUBMISSION DATE		Term 4, Week 9	Term 1, Week 5	Term 2, Week 4	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed H1, H5, H7, H8, H9	Outcomes assessed H2, H3, H4, H9	Outcomes assessed H1, H6, H8, H9	Outcomes assessed H1, H2, H3, H4, H5, H6, H7, H9, H10
Knowledge and understanding of course content	40%	10	10	10	10
Inquiry and Research	20%	10		10	
Communication of legal information, issues, and ideas in appropriate forms	20%	5	5	5	5
Analysis and Evaluation	20%		10		10
TOTAL	100%	25%	25%	25%	25%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: MATHEMATICS

SUBJECT: MATHEMATICS ADVANCED

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Trig Functions Graphs	Statistical Analysis	Differentiation	Course to date
TYPE OF TASK		Topic Test	Investigation Assign	Topic Test	Trial HSC Exam
SUBMISSION DATE		Term 4, Week 7	Term 1, Week 4	Term 2, Week 3	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed MA12-1, MA12-5, MA12-10	Outcomes assessed MA12-8, MA12-9, MA12-10	Outcomes assessed MA12-1, MA12-3, MA12-6, MA12-10	Outcomes assessed MA12-1-10
Understanding, Fluency and Communication	50%	11	12	12	15
Problem Solving, Reasoning and Justification	50%	11	12	12	15
TOTAL	100%	22%	24%	24%	30%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: MATHEMATICS

SUBJECT: MATHEMATICS EXTENSION 1

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Vectors	Normal Approx for Sample	Further Integration	Course to date
TYPE OF TASK		Topic Test	Investigation Assign	Topic Test	Trial HSC Exam
SUBMISSION DATE		Term 4, Week 8	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed ME12-1, ME12-2, ME12-7	Outcomes assessed ME12-5, ME12-6, ME12-7	Outcomes assessed ME12-1, ME12-4, ME12-7	Outcomes assessed ME12-1-7
Understanding, Fluency and Communication	50%	11	12	12	15
Problem Solving, Reasoning and Justification	50%	11	12	12	15
TOTAL	100%	22%	24%	24%	30%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: MATHEMATICS

SUBJECT: MATHEMATICS EXTENSION 2

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Complex Numbers	3D Vectors	Mathematical Induction Integration	Course to date
TYPE OF TASK		Topic Test	Investigation Assign	Topic Test	Trial HSC Exam
SUBMISSION DATE		Term 4, Week 7	Term 1, Week 9	Term 2, Week 5	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed MEX12-1, MEX12-4, MEX12-7, MEX12-8	Outcomes assessed MEX12-3, MEX12-7, MEX12-8	Outcomes assessed MEX12-2, MEX12-7, MEX12-8	Outcomes assessed MEX12-1-8
Understanding, Fluency and Communication	50%	11	12	12	15
Problem Solving, Reasoning and Justification	50%	11	12	12	15
TOTAL	100%	22%	24%	24%	30%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: MATHEMATICS

SUBJECT: MATHEMATICS STANDARD 1

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Networks and Pathways	Bivariate Statistical Analysis	Investments, Depreciation and Loans	Course to date
TYPE OF TASK		Topic Test	Investigation Assign	Topic Test	Trial HSC Exam
SUBMISSION DATE		Term 4, Week 8	Term 1, Week 4	Term 2, Week 3	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed MS1-8, MS1-9, MS1-10	Outcomes assessed MS1-1, MS1-2, MS1-7, MS1-9, MS1-10	Outcomes assessed MS1-5, MS1-9, MS1-10	Outcomes assessed MS1-1-10
Understanding, Fluency and Communication	50%	11	12	12	15
Problem Solving, Reasoning and Justification	50%	11	12	12	15
TOTAL	100%	22%	24%	24%	30%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: MATHEMATICS

SUBJECT: MATHEMATICS STANDARD 2

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Networks	Bivariate Statistical Analysis	Investments, Depreciation, Annuities	Course to date
TYPE OF TASK		Topic Test	Investigation Assign	Topic Test	Trial HSC Exam
SUBMISSION DATE		Term 4, Week 8	Term 1, Week 4	Term 2, Week 3	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed MS2-8, MS2-9, MS2-10	Outcomes assessed MS2-1, MS2-2, MS2-7, MS2-9, MS2-10	Outcomes assessed MS2-5, MS2-9, MS2-10	Outcomes assessed MS2-1-10
Understanding, Fluency and Communication	50%	11	12	12	15
Problem Solving, Reasoning and Justification	50%	11	12	12	15
TOTAL	100%	22%	24%	24%	30%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: HSIE

SUBJECT: MODERN HISTORY

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Power and Authority	National Study	Peace and Conflict	All topics
TYPE OF TASK		Source Analysis	Essay	Historical Analysis	Trial HSC Exam
SUBMISSION DATE		Term 4, Week 10	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed MH12-5, MH12-6, MH12-8, MH12-9	Outcomes assessed MH12-3, MH12-5, MH12-7, MH12-8 MH12-9	Outcomes assessed MH12-1, MH12-3, MH12-5, MH12-9	Outcomes assessed MH12-3, MH12-4, MH12-5, MH12-7, MH12-9
Knowledge and understanding of course content	40%	5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20%	10			10
Historical inquiry and research	20%		10	10	
Communication of historical understanding in appropriate forms	20%	5	5	5	5
TOTAL	100%	20%	25%	25%	30%



HSC ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: MUSIC

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		TBD	TBD	TBD	TBD
TYPE OF TASK		Composition & Viva Voce	Presentation of Electives & Core Performance	Aural Skills Examination	Trial HSC Presentation of Electives & Core Performance
SUBMISSION DATE		Term 1, Week 6	Term 2, Week 5	Term 2, Week 8	Term 3, Weeks 1/2*
COMPONENTS	WEIGHTING	Outcomes assessed H2, H3, H5, H7, H8	Outcomes assessed H1, H7**	Outcomes assessed H1, H4, H6, H7	Outcomes assessed H1, H7**
Performance	10%		0#		10
Composition	10%	10			
Musicology	10%	10			
Aural Skills	25%			25	
Electives**	45%		15		30
TOTAL	100%	20%	15%	25%	40%

* As per Examination Timetable, which is issued separately by the Head Teacher Stage 6.

** Additional outcomes are dependent on the student's choice of electives.

Core Performance will be presented for the purpose of gaining formal feedback only. It carries no assessment weighting until it is presented again for the Trial HSC.



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: PDHPE

SUBJECT: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Health Priorities in Australia	Factors Affecting Performance and Improving Performance	All	Sports Medicine
TYPE OF TASK		Research and Critical Analysis Task	Energy system analysis and skill acquisition practical task	Trial HSC Exam	Practical Task and Extended Response Questioning
SUBMISSION DATE		Term 4, Week 10	Term 2, Week 5	Term 3, Weeks 1 & 2	Term 3, Week 5
COMPONENTS	WEIGHTING	Outcomes assessed H1, H2, H4, H5, H14, H15, H16	Outcomes assessed H7, H9, H10, H11, H16, H17	Outcomes assessed H1-H17	Outcomes assessed H8, H13, H16, H17
Knowledge and understanding of course content (H1-9)	40%	10	10	15	5
Skills in critical thinking, research, analysing and communicating (H10-17)	60%	10	20	15	15
TOTAL	100%	20%	30%	30%	20%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: Science

SUBJECT: PHYSICS

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Mod 5 Advanced mechanics	5-6	7 The Nature of Light	5-8
TYPE OF TASK		Prac task	Modules review	Depth Study	Trial HSC Exam
SUBMISSION DATE		Term 4, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 1 & 2
COMPONENTS	WEIGHTING	Outcomes assessed H1, H2, H3, H5, H6, H12	Outcomes assessed H4, H5, H6, H12, H13	Outcomes assessed H4, H5, H6, H7, H14	Outcomes assessed H4, H5, H6, H7, H12, H13, H14, H15
Knowledge and understanding	40%	5	10	5	20
Working Scientifically skills	60%	20	15	15	10
TOTAL	100%	25%	25%	20%	30%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: PDHPE

SUBJECT: SPORT, LIFESTYLE AND RECREATION

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Outdoor Recreation	Athletics	Resistance Training	Social Perspectives of Games and Sports
TYPE OF TASK		Design Task	Practical Demonstration and Research Task	Training Program Design and Practical Demonstration	Topic Test
SUBMISSION DATE		Term 4, Week 6	Term 1, Week 8	Term 2, Week 10	Term 3, Week 5
COMPONENTS	WEIGHTING	Outcomes assessed 1.1, 1.4, 2.3, 3.6, 4.1	Outcomes assessed 1.1, 1.3, 2.5, 3.1, 4.4	Outcomes assessed 1.2, 1.3, 2.2, 2.5, 3.2	Outcomes assessed 1.4, 2.4, 3.7, 4.5
Knowledge and understanding	50%	10	15	15	10
Skills	50%	10	15	15	10
TOTAL	100%	20%	30%	30%	20%



HSC ASSESSMENT SCHEDULE 2021-2022

FACULTY: CAPA

SUBJECT: Visual Arts

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES					
TYPE OF TASK		Case Study	Case Study Written Response & 2 nd VAPD Review	TRIAL HSC Written Examination	Body of Work & Final VAPD Review
SUBMISSION DATE		Term 4 Week 9	Term 1, Week 8	Term 3, Week 1/2	Term 3, Week 5
COMPONENTS	WEIGHTING	Outcomes assessed H1, H2, H3, H4, H5, H7, H8, H9, H10	Outcomes assessed H1, H2, H3, H4, H5, H7, H8, H9, H10	Outcomes assessed H7, H8, H9, H10	Outcomes assessed H1, H2, H3, H4, H5, H6
Artmaking (H1, H2, H3, H4, H5, H6)	50%		20		30
Art Criticism & Art History (H7, H8, H9, H10)	50%	10	20	20	
TOTAL	100%	10%	40%	20%	30%

Assessment Schedules for VET courses

COURSE: Construction

Student Competency Assessment Schedule

HSC outcome: CPC20211 Certificate II in Construction Pathways

Assessment Events for CPC20211 Certificate II in Construction Pathways		Cluster 4	Cluster 5	Cluster 6	Work Placement 70hrs	Yearly Exam*
		On the Level	Crack and Shatter	To Join or Not to Join		
		Date: TBC Week: 4 Term 1 2022	Date: TBC Week: 4 Term: 2 2022	Date: TBC Week: 6 Term: 3 2022	Date: TBC Week: 3 or 4 Term: 1 2022	Date: TBC Week: 1 or 2 Term: 3
Code	Unit of Competency					
CPCCCM2006	Apply basic levelling procedures	✓				
CPCCWF2001A	Handle wall and floor tiling materials		✓			
CPCCWF2002A	Use wall and floor tiling tools and materials		✓			
CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials		✓			
CPCCBL2002A	Use bricklaying and blocklaying tools and equipment		✓			
CPCCCO2013A	Carry out concreting to simple forms		✓			
CPCCCA2003	Erect and dismantle formwork for foots and slabs on ground		✓			
CPCCJN2001A	Assemble components			✓		
CPCCJN2002B	Prepare for off-site manufacturing processes			✓		
CPCCCM1013	Plan and organise work			✓		
CPCCCM2001	Read and interpret plans and specifications			✓		

CPCCCM2005B	Use construction tools and equipment			✓		
-------------	--------------------------------------	--	--	---	--	--

For the fields shaded blue, trainers must delete the clusters of work not being delivered before posting for students and also delete this statement.

Depending on the achievement of units of competency, the possible HSC qualification outcome is a CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards a CPC20211 Certificate II in Construction Pathways. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

* Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

RTO 90162 Public Schools NSW, Tamworth have engaged NESA to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentonline.nesa.nsw.edu.au/go/login/> Students have access to Students Online up until June of the following year. After which, students can contact NESA for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

COURSE: SIT2016 Certificate II in Kitchen Operations

* Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

✓* Indicates that an observational checklist is to be completed to ensure all elements of the UOC are assessed prior to a determination of "competent" is made.

COURSE: SIT2016 Certificate II in Kitchen Operations

HSC outcome: SIT20416 Certificate II in Kitchen Operations

Student Competency Assessment Schedule

Assessment Events for SIT20416 Certificate II in Kitchen Operations (Must be edited to suit school delivery – refer to TAS)			Event 4 - Light Bites	Event 5 – What's for dinner?	Event 6 B – Working in Industry (Work placement B)	½ yearly Exam*	Trial Exam*
			Term 1 2022	Term 3 2022	Term 1 2022	Term	Term 3
			Week 5 Date: TBC	Week 5 Date: TBC	Week 2 or 3 Date: TBC	Week Date:	Week 1 or 2 Date: TBC
Cluster	Code	Unit of Competency					
Event 4 - Light Bites	SITHCCC006	Prepare Appetisers and Salads	√				
	SITHKOP001	Clean Kitchen premises and equipment ✓* collecting evidence towards	√*				
	SITHCCC001	Use food preparation equipment ✓* collecting evidence towards	√*				
	SITHCCC005	Prepare dishes using basic methods of cookery ✓* collecting evidence towards	√*				
Event 5 - What's on the menu?	SITHCCC005	Prepare dishes using basic methods of cookery		√			
	SITHCCC001	Use food preparation equipment		√			
	SITXINV002	Maintain the quality of Perishable Items		√			
	SITHKOP001	Clean Kitchen premises and equipment		√			
Event 6B - Working in Industry (Work placement B)	SITHCCC011	Use cookery skills effectively			√		
	BSBSUS201	Participate in Environmentally Sustainable work practices (online quiz)			√		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **Certificate II in Kitchen Operations** or a Statement of Attainment towards a **Certificate II in Kitchen Operations**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent".

* Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

✓* Indicates that an observational checklist is to be completed to ensure all elements of the UOC are assessed prior to a determination of "competent" is made.

RTO 90162 Public Schools NSW, Tamworth have engaged NESA to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentsonline.nesa.nsw.edu.au/go/login/>. Students have access to Students Online up until June of the following year. After which, students can contact NESA for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

COURSE: HSC Manufacturing & Engineering – Introduction

Student Competency Assessment Schedule

HSC outcome: MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways

Assessment Events for SOA towards MEM20413 Certificate II in Engineering Pathways		Cluster 4	Cluster 5	Cluster 6	Work Placement 35hrs total	Yearly Exam*
		Can we build it	Sparks and Noise	My Pathway		
		Date: TBC Week: 10 Term 2 2022	Date: TBC Week: 10 Term: 3 2022	Date: TBC Week: 10 Term: 1 2022	Date: TBC Week: 7 or 8 Term: T4 2021 or T1 2022	Date: Week: Term:
Code	Unit of Competency					
MEMPE006A	Undertake a basic engineering project	✓				
MEMPE001A	Use engineering workshop machines	✓				
MEMPE005A	Develop a career plan for the engineering and manufacturing industry			✓		
MEMPE002A	Use Electric welding machines		✓			
MEMPE004A	Use fabrication equipment		✓			

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways** or a Statement of Attainment towards a **MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

* Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

RTO 90162 Public Schools NSW, Tamworth have engaged NESAs to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentonline.nesa.nsw.edu.au/go/login/>. Students have access to Students Online up until June of the following year. After which, students can contact NESA for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

Assessment Events for AHC20116 Certificate II in Agriculture			Event 8 Weather	Event 9 Chemicals	Event 10 Livestock	Event 11 Livestock	Event 12 Work Placement 2*	Event 13 Trial Exam**
			Term 4 Week 4	Term 1 Week 2	Term 1 Week 8	Term 3 Week 3	Term Week	Term 3 Week 9/10
Cluster	Code	Unit of Competency						
3	AHCWRK201	Observe and report on weather	✓					
4	AHCCHM201	Apply chemicals under supervision		✓				
4	AHCPMG201	Treat weeds		✓				
AND								
8	AHCLSK209	Monitor water supplies			✓			
8	AHCLSK211	Provide feed for livestock			✓			
5	AHCLSK202	Care for health and welfare of livestock				✓		
5	AHCLSK204	Carry out regular livestock observation				✓		
5	AHCLSK205	Handle livestock using basic techniques				✓		
5	AHCLSK206	Identify and mark livestock				✓		

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II in Agriculture AHC20116** or a Statement of Attainment toward a **Certificate II in Agriculture AHC20116**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

**** Selected units only, to be confirmed by your teacher.** Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

School Name: Muswellbrook High School 2021/22

Assessment Events for SIR30216 Certificate III in Retail			Event 4 Window of opportunity	Event 5 I see sales people	Event 6 Commission impossible	Work Placement 2*	Trial HSC Exam**
			Date: 7/3/2022 Week: 6 Term: 1 - 2022	Date: 30/5/2022 Week: 6 Term: 2 - 2022	Date: 29/8/2022 Week: 7 Term: 3 - 2022	Dependent on COVID -19 guidelines-Term 4 2021/Term 1 2022	Week: 1/2 Term:3 - 2022
Cluster	Code	Unit of Competency					
4	SIRXPDK001	Advise on products and services	✓				
	SIRRINV001	Receive and handle retail stock	✓				
	SIRRMER001	Produce visual merchandise displays	✓				
5	SIRXSLS001	Sell to the retail customer		✓			
	SIRXRSK001	Identify and respond to security risks		✓			
6	SIRXSLS002	Follow point-of-sale handling procedures			✓		
	SIRRRTF001	Balance and secure POS terminal			✓		
Marks allocated for internal school assessment purposes			15	10	10		65

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a SIR30216 Certificate III in Retail or a Statement of Attainment towards a SIR30216 Certificate III in Retail. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". It is a NESA requirement that students complete 70 hours of work placement as part of this course. The Achievement of competencies and the Trial HSC Examination will be used for internal school assessment.

* Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

RTO 90162 Public Schools NSW, Tamworth have engaged NESA to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentonline.nesa.nsw.edu.au/go/login/> Students have access to Students Online up until June of the following year. After which, students can contact NESA for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

COURSE: SIS30519 - Certificate III in Sport Coaching

2021/2022

Assessment Events for SIS30519 - Certificate III in Sport Coaching			Event 4	Event 3c	Event 5	Event 6	Work Placement Hours (35hrs)
			Week 10	Week 6	Week 10	Week TBC	Week 10
			Term 4 2021	Term 1 2022	Term 2 2022	Term TBC	Term 3 2022
			Date:15/12/2021	Date: 11/03/2022	Date: 01/07/2022	Date: TBC	Date:23/09/2022
Cluster	Code	Unit of Competency					
4	SISSCO003	Meet participant coaching needs	X				
	BSBRK401	Identify risk and apply risk management processes	X				
3c	SISXCAI009	Instruct strength and conditioning techniques		X			
5	SISSCO012	Coach sports participants up to an intermediate level			X		
6	HLTAID003	First Aid				X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30519 - Certificate III in Sport Coaching or a Statement of Attainment toward a SIS30519 - Certificate III in Sport Coaching

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

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

Appendices

1. Illness/Misadventure Application
2. Extension for Assessment Task Application
3. Review of Assessment Task Application



ILLNESS/MISADVENTURE APPLICATION

This form is to be completed by a student when they have NOT submitted or completed a HSC, Preliminary or Year 10 RoSA course assessment task on time due to an illness, accident or misadventure.

Name: _____

Year: ☐ 10 ☐ 11 ☐ 12

Course: _____

Class: _____

Course Teacher: _____

Assessment Task: _____

Due Date: _____

Date submitted: _____

Date returned: _____

I, _____ hereby apply for consideration due to an illness/misadventure.

My reason/s for requesting Illness/Misadventure consideration:

Documentary evidence must be provided, except in exceptional circumstances

☐ Illness ☐ Leave/ Misadventure ☐ Medical Certificate ☐ Parental contact

☐ Counsellor's report ☐ Statutory declaration ☐ Other: _____

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

Student signature: _____

Date: _____

Parent/Carer signature: _____

Date: _____

Submit this document, with documentary evidence attached to the Faculty Head Teacher.

(The decision will be recorded on the back of this form)



Classroom Teacher Comment

Head Teacher Recommendation

No penalty	<input type="checkbox"/>	
Estimate of mark based on evidence	<input type="checkbox"/>	
Task to be remarked	<input type="checkbox"/>	Other: _____
Record as zero mark	<input type="checkbox"/>	

Clarification:

Application and documentary evidence to Deputy Principal for decision

Deputy Principal Decision

I have noted the above request and ACCEPT / DECLINED the Head Teachers recommendation.

Student notified of decision by Head Teacher ☐

If applicable, the task will now be submitted on or before:

Date: _____ Time: _____

Student notified of decision ☐

Student signature: _____ Date: _____

Head Teacher signature: _____ Date: _____

Deputy Principal signature: _____ Date: _____

Application and Documentary evidence to Student File



EXTENSION FOR ASSESSMENT TASK APPLICATION

This form is to be completed by a HSC, Preliminary or Year 10 RoSA student when they have prior knowledge of not being able to meet assessment task due date.

Name: _____

Year: ☐ 10 ☐ 11 ☐ 12

Course: _____

Class: _____

Course Teacher: _____

Assessment Task: _____

Due Date: _____

I, _____ hereby apply for an extension of time for the above task.

My reason/s for requesting an extension:

☐ Excursion ☐ Leave ☐ Illness ☐ Work Placement ☐ Other

Documentary evidence must be provided, except in exceptional circumstances

☐ Illness ☐ Leave ☐ Misadventure ☐ Medical Certificate ☐ Parental contact

☐ Counsellor's Report ☐ Statutory Declaration ☐ Other _____

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

Student signature: _____ Date: _____

Parent / Carer signature: _____ Date: _____

Submit this document, with documentary evidence attached to the Faculty Head Teacher.
(The decision will be recorded on the back of this form)



Classroom Teacher Comment

Head Teacher Recommendation

Valid reason, extension without penalty ☐

New Date: _____

Reason / s unacceptable ☐

Clarification:

Application and documentary evidence to Deputy Principal for decision

Deputy Principal Decision

I have noted the above request and ACCEPT / DECLINED the consideration for Extension.

The task will now be submitted on or before:

Date: _____

Time: _____

Student notified of decision ☐

Student signature: _____ Date: _____

Head Teacher signature: _____ Date: _____

Deputy Principal signature: _____ Date: _____

Application and documentary evidence to Student File



REVIEW OF ASSESSMENT TASK APPLICATION

This form is to be completed by a HSC, Preliminary or Year 10 RoSA student when they believe an Assessment Mark may not be correct.

Name: _____

Year: ☐ 10 ☐ 11 ☐ 12

Course: _____

Class: _____

Course Teacher: _____

Assessment Task: _____

Due Date: _____

Date Submitted: _____

Date Returned: _____

I, _____ hereby apply for a review of the above task.

My reason/s for requesting a review:

Student signature: _____

Date: _____

Submit this document to the Faculty Head Teacher within five (5) school days of the return of this Assessment Task.

(The decision will be recorded on the back of this form)



Classroom Teacher Comment

Head Teacher Recommendation

Mark award to remain

☐

Extension without penalty

☐

New Date: _____

Task to be remarked

☐

Reason/s unacceptable

☐

Clarification:

Application and documentary evidence to Deputy Principal for decision

Deputy Principal Decision

I have noted the above request and ACCEPT / DECLINE the consideration for Review of Assessment Task.

Student notified of decision

☐

Student signature: _____ Date: _____

Head Teacher signature: _____ Date: _____

Deputy Principal signature: _____ Date: _____

Application and documentary evidence to Student File