

# MUSWELLBROOK HIGH SCHOOL



## Higher School Certificate Stage 6 Handbook

### Assessment Policies & Assessment Schedules Year 12

# 2019

*'Striving for excellence in a school that cares'*



# Muswellbrook High School

## Stage 6 Assessment Policies and Schedules



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## Part 1: Eligibility and ATAR Information

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### PATTERN OF STUDY

To qualify for the Higher School Certificate (HSC), students must satisfactorily complete a Preliminary pattern of study comprising at least twelve (12) units and a HSC pattern of study comprising at least ten (10) units. Both the Preliminary and HSC patterns must include:

- at least six (6) units from Board Developed Courses;
- at least two (2) units of a Board Developed Course in English;
- at least three (3) courses of two unit value or greater (either Board Developed or Board Endorsed courses);
- at least four (4) subjects)

To satisfy a pattern of study requirement for the Higher School Certificate, a student may count a maximum of six (6) HSC units from courses in Science.

### SATISFACTORY COMPLETION OF A COURSE

The following course completion criteria refer to both Preliminary and HSC courses.

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

- Followed the course developed or endorsed by NSW Education Standards Authority (NESA); and
- Applied themselves with the diligence and sustained effort to the set tasks and experiences provided in the course by Muswellbrook High School; and
- Achieved some or all of the course outcomes

**Note: As a result of poor attendance, course criteria may not be met. Parents are notified in writing if students are at risk of being deemed unsatisfactory.**

### AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) – ELIGIBILITY FOR AN ATAR

To be eligible for an ATAR a student must complete at least ten (10) units of Board Developed courses including at least two (2) units of English.

The Board Developed courses must include at least three (3) courses of two units or greater, and at least four (4) subjects.

No more than (2) units of Category B courses can be used.

### CALCULATION OF THE ATAR

The ATAR is based on the aggregate of scaled marks in ten (10) units of satisfactorily completed Board Developed Courses comprising:

- Two units in English AND the best eight (8) units chosen from the remaining units to the provision that no more than two (2) units of Category B courses be included.
- Results will be automatically forwarded in confidence to the Universities Admission Centre (UAC). If a student wishes to have their results sent to admissions centres or tertiary institutions in other

states, they should apply directly to the institution. If they do not wish to have their results made available to UAC, they must advise NESAs in writing no later than the end of August in their HSC year.

**Note: The HSC examination marks (50%) AND school based assessment marks (50%) for Board Developed Courses are both used to calculate the ATAR.**

## Part 2: Assessment

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### ASSESSMENT SCHEDULES

Assessment schedules for each course are provided to students at the commencement of either their Preliminary or HSC year. Where possible, they are also uploaded on the School's website at the beginning of each year, and emailed to parents/carers, when requested. These dates should be strictly adhered to, enabling students the ability to plan their time accurately.

Students must sign their full name, acknowledging receipt of an Assessment Schedule. This document will outline all Assessment Tasks for the relevant course. In accordance with NESAs subject specifications, Assessment Schedules should include the following:-

- The number of assessment tasks;
- The components and weightings as specified in the assessment requirements;
- The approximate timing of tasks;
- The value of each task in relation to the total number of marks for the course;
- The nature of each assessment tasks (e.g. assignment, test). Where possible, two weeks, notice will be given of the specific date and nature of any assessment task. Any changes to assessment dates of tasks must be made by negotiation between students and teachers, and authorised by the Deputy Principal.

**Note: No assessment is due within one week of a formal examination period.**

The spirit of the policy is negotiation. Teachers and students can always negotiate changes to the Assessment Schedule, or the timing of tasks, as long as there is total agreement and final approval is given by the relevant Deputy Principal. In the case of a change to the Assessment Schedule (e.g. percentage change, timing) a new Assessment Schedule must be issued, and students should then sign for a new Assessment Schedule.

### ACKNOWLEDGEMENT TO RECEIPT OF AN ASSESSMENT TASK

All students MUST sign their full name on an assessment task notification when issued, to avoid any dispute. Each notification document should be kept in the course compliance folder, to prove receipt of the task, if required.

## Part 3: Student Responsibilities

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### ILLNESS/MISADVENTURE

Students will not be penalised for missing classroom tasks or handing in assignments late because of illness or misadventure (accidents or non-medical problems) on the day the task is due, if they can provide valid written evidence of illness or misadventure.

If a student is sick or suffers misadventure during examination periods they must contact the school as soon as possible. Any written evidence must be submitted on the first day of their return to school.

It is necessary to produce a medical certificate for any illness that prevents a student from completing an assessment task. The medical certificate must be dated on and for the day/s on which the student was absent, and must be submitted the day of their return to school. In the case of misadventure, conclusive evidence must be produced **(Driving tests and personal appointments such as hairdresser and beautician visits are not acceptable.)**

Unacceptable reasons for not completing a task or making suitable arrangements to re-sit a missed task will result in the award of a ZERO mark. Overall, assessments will not compensate for factors such as long-term situations or holiday trips that affect a student's preparation for, or performance on, a task. Students are to make application for consideration to the Principal, if such circumstances arise.

Where it is not appropriate for students to sit for the same task or even a substitute task, an estimated mark will be provided.

### SUMISSION OF ASSESSMENT TASKS

Students are expected to hand in assessment tasks on or before 3:20pm on the designated due date. Students should print tasks prior to submission time. It is strongly recommended that this is done at home prior to the due date, as students cannot be guaranteed access to printers on the day.

### CHEATING AND PLAGIARISM

If a student is found to be cheating in an assessment task (including formal examinations) they will be awarded a zero mark and their parents will be notified.

Plagiarism is considered cheating and will result in a penalty of some or all marks depending on the extent of the plagiarism. Plagiarism is the presenting of the words and idea of others as if they were your own. It includes copying sections from books, articles or websites without indicating a quotation and acknowledging the author. Paraphrasing (changing a passage into your own words) is also plagiarism when the author of the original works is not acknowledged. Taking or copying from other students and presenting it as your own, is also plagiarism.

### ASSESSMENT TASKS AND TECHNICAL ISSUES

The use of e-mail as a means of submitting assessment tasks, is negotiable with individual classroom teachers, at the students own risk. Muswellbrook High School accepts no responsibility for the loss of work by e-mail or the incorrect submission of work by e-mail (i.e. incorrect e-mail address).

Technical problems with computer printers will not be considered to be an acceptable form of misadventure for the late submission of an assessment task. Students and parents should be aware of the School's position, that the loss of electronic work for assessment, through failure of computer systems or devices, is not a valid excuse for non-submission.

Students must make backup copies of files which could be handed in by the due time, regularly print their working drafts and keep their drafts composed on paper to support a late final submission.

## **Part 4: Communication to Parents/Carers**

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Students and parents/carers will be notified by means of the following letters when the appropriate assessment procedure has not been followed. Where practical, this information will also be supported by telephone communication, or when necessary, a meeting at the school.

### **NON-COMPLETION OF COURSE WARNING LETTER**

This is issued when an assessment task has not been submitted and a zero mark has been awarded. This is issued by the classroom teacher, one week following the original due date of the task.

### **ABSENCE WARNING LETTER/NON PARTICIPATORY LETTER**

This is issued when the student has missed a significant amount of time either in a single course or a number of courses, and has been deemed by the Principal that they are in danger of not meeting the course criteria and the course outcomes.

## **Part 5: Work Placement and Major Works**

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### **WORK PLACEMENT**

The courses in the Vocational Education and Training (VET) Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages.

Work placement is a mandatory HSC requirement of each framework course and for some other VET courses. For each course, a minimum number of hours is required in the workplace to enable students to progress towards the achievement of industry competencies and to practice skills acquired in the classroom or workshop. If a student fails to undertake any mandatory work placement components of a VET course, it will be determined that they have not made a genuine attempt to complete course requirements.

### **HSC MAJOR PROJECTS**

It is particularly important that students completing major projects acknowledge sources and any assistance for these submitted works of the following HSC courses:

- English Extension 2
- Design and Technology
- Drama
- Industrial Technology
- Music 1
- Visual Arts

Students of these courses are reminded that any component of a student's work that has been written, created or developed by others, must be acknowledged in accordance with the NESAs subject-specific documentation and published policy. Use or inclusion of material from other sources such as books, journals and electronic sources, including the Internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Students are advised that acknowledgement of the extent and nature of any assistance received in the preparation of submitted works must be explicit.

# Part 6: Examination Protocol

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## EXAMINATION PROTOCOL

- It is the student's responsibility to obtain a timetable and to read it carefully.
- If students miss an examination simply because they have misread the timetable, illness/misadventure appeals on these grounds will not be accepted. Students will receive an examination mark of zero.
- Students must wear full school uniform to all examinations.

## BEFORE THE EXAMINATION

- If a student is unable to attend an examination because of illness, the school **MUST** be notified **BEFORE** the start of the examination. **Telephone: 65431 033**
- A medical certificate or equivalent **MUST** be produced for an examination absence. It must state that you are unable to sit for the examination and must be obtained on the day of the examination (or before). Students should then take the medical certificate to the Head Teacher of the subject area and negotiate an alternative time to sit the examination during the examination period if possible. Illness/misadventure should also be applied for at this time.
- If illness or misadventure occurs before the examination and the student is still able to attend, the student must notify the Supervising Teacher when entering the examination.

## BEGINNING THE EXAMINATION

- **NO PAPER, MOBILE PHONES, ELECTRONIC TECHNOLOGY OR WEARABLE TECHNOLOGY IS TO BE BROUGHT INTO THE ROOM BY A STUDENT.** Only writing equipment (and calculators for some examinations) should be taken to the examination table. Water in a transparent bottle is also permitted.
- Upon entering the examination room, students should sign an attendance roll.
- Photographic identification should be placed at the top right hand corner of the examination table.
- Reading time is for reading, and **NO** writing or highlighting may be undertaken during reading time. All writing equipment must be placed down on the table during this period.

## LATE TO THE EXAMINATION

- 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.

## NON-SERIOUS ATTEMPT

- A non-serious attempt includes frivolous or objectionable material. This includes students who only attempt multiple choice or answer questions in languages other than English (when they have not been instructed to). Any student identified as making a non-serious attempt will be asked to justify why they should receive a result in the course concerned and are at risk of receiving an N Warning.

## DURING THE EXAMINATION

- Students are to remain for the entire duration of the examination. If students have completed the examination, they must remain seated and quiet.
- The following examination rules apply:

*Students must:*

- follow the supervisor's instructions at all times
- behave in a cooperative manner
- be quiet at all times
- not communicate with other candidates
- keep their work private and unseen by other candidates
- leave mobile phone or programmable watch or device or music players switched off in bags
- bring only writing equipment and calculators, where permitted to the examination table
- avoid the need to share or borrow equipment
- hand in work that is their own
- avoid plagiarism without acknowledgement
- If a student needs to use the toilet during the examination, they must raise their hand and ask a supervisor.

## **AT THE END OF THE EXAMINATION**

- All papers will be collected before students are allowed to leave the examination room.

*Students are to:*

- hand in at least one sheet per question/section even if a non-attempt has occurred
- hand in the question paper
- hand in answer papers as directed by the teacher in charge of the examination
- leave the room quietly and in an orderly manner as directed
- move away from the exam room before talking

**Students who do not comply with these procedures may receive a zero for that examination paper.**

## **Part 7: Other Factors**

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### **ALTERNATIVE TASKS**

When alternative tasks are set or an estimate awarded, the resulting mark will be a measure of what a student has actually achieved in the relevant aspect of the course. When calculating an estimate mark, performance in other similar tasks, will be used to calculate the mark.

Some courses have prescribed texts, topics, projects and works that must be considered or studied. Students should ensure that they are aware of the requirements for their courses. NESA publications on prescribed texts, topics, projects and works for all courses in each examination year are available on the NESA website. (<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>)

### **INVALID OR UNRELIABLE TASKS**

Where a task is deemed not to have allowed all students equal opportunity to display their knowledge and skills, the school will take measures to address this. These measures may involve adjustment of marks.

The results of assessment tasks that have been completed by students generally cannot be discarded but there will be occasions when the results of the task are invalid or unreliable. Under these circumstances:

- Each student will be informed, in writing, of the situation
- An alternate task will be set and appropriate notice and information will be given.

This decision will be made by the Principal.



## **LATE ENTRY TO A COURSE**

Students transferring from another school will begin their assessments upon arriving at Muswellbrook High School. Where a student transfers from another school during the assessment process, the following procedure will be used to calculate the students assessment:

- i) Total the marks for all tasks completed by the student using the weightings in the course Assessment Schedule.
- ii) Find the new student's rank from this total.
- iii) Total the marks for the whole assessment program excluding the new student. Rank the rest of the students on this total, using the weightings as documented.
- iv) Assign the student a mark based on the rank calculated in Step ii)

## **UNFAIR ADVANTAGE**

A student is not permitted to gain an unfair advantage over another student(s). Each proven incident of unfair advantage will be considered by a panel consisting of the Principal, Deputy Principal and Stage 6 Head Teacher, and may lead to a mark penalty being applied.

### **The following are examples of Unfair Advantage**

- To take time off from school or to absent yourself from normal school routine to complete any assessment task
- To absent yourself from any lessons on a day that you are sitting an assessment task
- It is not permissible to arrive late on a day when you are sitting an assessment on that day

Proven evidence of plagiarism will lead to a zero mark being awarded for the task. This includes downloading of information direct from the internet or any other source and presenting it as your own. Plagiarism also includes undue assistance in the preparation of tasks or work which is not substantially the work of that student.



# Curriculum 2019



Year 12 2019 Line Pattern
<p><b>Line A</b>            English (Advanced)            English (Standard)            English Studies</p>
<p><b>Line B</b>            Mathematics            Mathematics Standard 2            Mathematics Standard 1            Exploring Early Childhood</p>
<p><b>Line C</b>            Biology            Modern History            Japanese            PDHPE            Sport Lifestyle &amp; Recreation            Visual Arts</p>
<p><b>Line D</b>            Music1            Physics            Sport Fitness &amp; Recreation (VET)            Metal &amp; Engineering (VET)            Community &amp; Family Studies            Agriculture</p>
<p><b>Line E</b>            PDHPE            Legal Studies            Industrial Technology (Timber)            Food Technology            Business Studies            Chemistry</p>
<p><b>Line F</b>            Investigating Science            Ancient History            Biology            Construction (VET)            Drama            Industrial Technology (Multimedia)</p>
<p><b>Line G1</b> – Both extension courses may be selected            English Extension 1</p>
<p><b>Line G2</b>            Mathematics Extension 1            Mathematics Extension 2</p>



Muswellbrook High School  
2018-2019 HSC Assessment Schedule



## AGRICULTURE

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Plant Trial and Report	Farm Product Research	Trial HSC Examination	Option Topic Research	
	Term 1, Week 5	Term 2, Week 5	Term 3, Week 1	Term 3, Week 5	
	Outcomes assessed H1.1, H2.1, H4.1	Outcomes assessed H3.1, H3.2, H3.3, H4.1, H5.1	Outcomes assessed H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4,	Outcomes assessed H3.3, H4.1, H5.1	
Knowledge and understanding of: - interactions in Agricultural production systems and - the impact of innovation, ethics and current issues.	10	5	20	5	<b>40</b>
Skills in: - managing agricultural production systems responsibly and sustainably - decision making, evaluation of technology and marketing	5	15	10	10	<b>40</b>
Skills in effective research, experimentation and communication	10	5		5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>



## ANCIENT HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Core Study	Historical Analysis Task	Ancient Society	Trial HSC	
	Term 4, Week 7	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 1 & 2	
	Outcomes assessed AH12-4, AH12-6, AH 12-9, AH12-10	Outcomes assessed AH12-2, AH12-5, AH12-7, AH 12-8, AH12-9	Outcomes assessed AH12-1, AH12-4, AH12-8, AH12-9	Outcomes Assessed AH12-3, AH12-4, AH12-7, AH12-9, AH12-10	
Knowledge and understanding of course content	10	10	5	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and Research		10	10		20
Communication of Historical understanding in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>25</b>	<b>100</b>



**Muswellbrook High School  
2018-2019 HSC Assessment Schedule**



# BIOLOGY

Component	Task 1 Module 5: Heredity	Task 2 Module 6: Genetic Change	Task 3 Module 7: Infectious Disease	Task 4	Weighting%
	Model Building	Depth Study	Practical Investigation	Trial HSC Examination	
	DNA and Polypeptide Synthesis	Research and report on Biotechnology	Microbial testing in Food and Water		
	Term 4, Week 7	Term 1, Week 8	Term 2, Week 3	Term 3, Week 1	
	<b>Outcomes assessed</b> BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-12	<b>Outcomes assessed</b> BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO12-13	<b>Outcomes assessed</b> BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-14	<b>Outcomes assessed</b> BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Skills in Working Scientifically	15	10	25	10	<b>60</b>
Knowledge and understanding	5	10	5	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



**Muswellbrook High School  
2018-2019 HSC Assessment Schedule**



## BUSINESS STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Operations Extended Response	Marketing Research and Analysis	Financial Statement Analysis	Trial HSC Exam	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 1 & 2	
Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes Assessed		
	H2, H4, H5, H9	H4, H6, H7, H9	H5, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Stimulus based skills			10	10	<b>20</b>
Inquiry and Research		15	5		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>100</b>



Muswellbrook High School  
2018-2019 HSC Assessment Schedule



# CHEMISTRY

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Research Task	Titration Practical	Depth Study Field Report	Trial HSC Examination	
	Module 5	Module 6	Module 8	Modules 5, 6 and 7	
	Term 4, Week 10	Term 1, Week 7	Term 2, Week 9	Term 3, Week 1	
	<b>Outcomes assessed</b> CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-15	<b>Outcomes assessed</b> CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	<b>Outcomes assessed</b> CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH12-15	<b>Outcomes assessed</b> CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14	
Skills in Working Scientifically	10	15	20	15	60
Knowledge and Understanding	10	10	10	10	40
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>



**Muswellbrook High School  
2018-2019 HSC Assessment Schedule**



## COMMUNITY AND FAMILY STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Groups In Context Assessment Task	Research Methodology – Individual Research Project	Parenting and Caring Assessment Task	Trial Examination	
	Term 4 Week 8	Term 1 Week 11	Term 2 Week 7	Term 3 Week 1-2	
	<b>Outcomes assessed</b> H3.1, H3.3, H5.1	<b>Outcomes assessed</b> H4.1, H4.2	<b>Outcomes assessed</b> H1.1, H2.1, H2.2, H2.3, H3.2, H5.2	<b>Outcomes assessed</b> H1.1, H3.1, H3.3, H6.2	
Knowledge and understanding of course content	10	5	10	15	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>



School Name: Muswellbrook High School

Student Competency Assessment Schedule

COURSE: HSC 2019 Construction

Assessment Events for Certificate II in Construction Pathways CPC20211 (CPC08v9)		Event 3	Event 4	Event 5			
		Tiling	Basic Levelling	Construction Project	Holistic	HSC Trial Exam	Work Placement 2
		Date: 2019 Week: 8 Term: 4	Date: 2019 Week: 10 Term: 1	Date: 2019 Week: 8 Term: 3	Date: 2019 Week:9 Term: 3	Date: 2019 Week: 1-2 Term: 3	Date: 2018 Week: Term: 4
Code	Unit of Competency						
CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	X					
CPCCCM2006B	Apply basic leveling procedures		X				
CPCCCN2005B	Use construction tools and equipment *Any additional units as determined by assessment			X			
CPCCCM1012A CPCCCM1013A CPCCCM1015A CPCCCM2001A CPCCOHS2001A	Work effectively and sustainably Plan and organise work Carry out measurements and calculations Read and interpret plans and specifications Apply OHS requirements, polices and pros				X		

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

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



## Muswellbrook High School 2018-2019 HSC Assessment Schedule



# DRAMA

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Essay Response - Australian Drama & Theatre	Performance & Written Response - Forum Theatre	a) Group Performance & Logbook b) IP Progress Performance or Presentation & Logbook	Written Trial Examination	
	Term 1 Week 2	Term 1 Week 9	Term 2 Week 10	Term 3 Week 1/2*	
	<b>Outcomes assessed</b> H3.1, H3.2, H3.3	<b>Outcomes assessed</b> H1.1, H1.2, H1.3, H1.7 H2.1, H2.2, H2.3	<b>Outcomes assessed</b> H1.1, H1.2, H1.3, H1.4, H1.5, H1.6**	<b>Outcomes assessed</b> H3.1, H3.2, H3.3	
Making (H1.1 - H1.7)		15	25		<b>40</b>
Performing (H2.1 – H2.3)		20	10		<b>30</b>
Critically Studying (H3.1 – H3.3)	15		5	10	<b>30</b>
<b>Total %</b>	<b>15</b>	<b>35</b>	<b>40</b>	<b>10</b>	<b>100</b>

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

\*\* Outcomes will be determined by the teacher dependent on the student's selected area – Critical Analysis, Design, Performance, Scriptwriting or Video Drama.



Muswellbrook High School  
2018-2019 HSC Assessment Schedule



**ENGLISH ADVANCED**

Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
	<b>Multimodal text using prescribed text and related material</b>  <i>Mandatory Common Module - Texts and Human Experiences</i>	<b>Comparative Response</b>  Module A - Textual Conversations	<b>Portfolio Task</b>  Module C - Craft of Writing	<b>Trial HSC Examination</b>  Common Module – Language Analysis 5%  Module A  Module B – Analytical Response 25%		
	<b>Term 4, Week 9</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 8</b>	<b>Term 3, Weeks 1 &amp; 2</b>		
<b>Outcomes Assessed</b>  EA12-1,EA12-2, EA12-3EA12-5, EA12-6,EA12-7	<b>Outcomes Assessed</b>  EA12-1,EA12-3, EA12-5,EA12-6, EA12-8	<b>Outcomes Assessed</b>  EA12-2,EA12-3, EA12-4,EA12-5, EA12-7,EA12-9	<b>Outcomes Assessed</b>  EA12-1 EA12-3, EA12-4, EA12-5, EA12-6, EA12-8			
Knowledge and understanding of course content	10	15	10	15	<b>50</b>	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>	
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>	



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**ENGLISH STANDARD**

Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
	<b>Multimodal text using prescribed text and related material</b>  <i>Mandatory Common Module - Texts and Human Experiences</i>	<b>Spoken Text Transcript</b>  Module A – Language, Identity and Culture	<b>PortfolioTask</b>  Module C - Craft of Writing	<b>Trial HSC Examination</b>  Common Module – Language Analysis 5%  Module A  Module B – Analytical Response 25%		
	<b>Term 4, Week 9</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 8</b>	<b>Term 3, Weeks 1 &amp; 2</b>		
<b>Outcomes Assessed</b>  EN12-1,EN12-2, EN12-3,EN12-4, EN12-6,EN12-7	<b>Outcomes Assessed</b>  EN12-1,EN12-3, EN12-5,EN12-7, EN12-8	<b>Outcomes Assessed</b>  EN12-1,EN12-2, EN12-3,EN12-4, EN12-5,EN12-9	<b>Outcomes Assessed</b>  EN12-1,EN12-3, EN12-4,EN12-5, EN12-6,EN12-7			
Knowledge and understanding of course content	10	15	10	15	<b>50</b>	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>	
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>	



## ENGLISH STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
	<b>Multimodal presentation using prescribed text and related material</b>  <i>Mandatory Common Module - Texts and Human Experiences</i>	<b>Journal / Blog</b>  Module C - On the Road - English and the experience of travel	<b>Trial HSC Examination</b>  Common Module – Language Analysis 5%  Module L - Extended Response 15%	<b>Collection of Classwork</b>  Module C 5%, Module L 5%, Module F 20%		
	<b>Term 4, Week 9</b>	<b>Term 1, Week 8</b>	<b>Term 3, Weeks 1 &amp; 2</b>	<b>Term 4, Week 5</b>		
	<b>Outcomes Assessed</b> ES12-1, ES12-4, ES12-5, ES12-6, ES12-8,	<b>Outcomes Assessed</b> ES12-1, ES12-3, ES12-5, ES12-7, ES12-8	<b>Outcomes Assessed</b> ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	<b>Outcomes Assessed</b> ES12-1, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7		
Knowledge and understanding of course content	15	10	10	15	<b>50</b>	
Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately and effectively</li> </ul>	10	15	10	15	<b>50</b>	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>	



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**ENGLISH EXTENSION ONE**

Component	Task 1	Task 2	Task 3	Weighting %	
	<b>Imaginative response and reflection</b>  Common Module: <i>Literary Worlds</i>	<b>Critical response with related text</b>  Elective 2: <i>Worlds of Upheaval</i>	<b>Trial HSC Examination</b>  Common Module: <i>Literary Worlds</i>  Elective 2: <i>Worlds of Upheaval</i>		
	Term 1, Week 6	Term 2, Week 5	Term 3, Weeks 1 & 2		
	<b>Outcomes Assessed</b> EE12-1 EE12-3 EE12-5	<b>Outcomes Assessed</b> EE12-1 EE12-2 EE12-3 EE12-4	<b>Outcomes Assessed</b> EE12-2 EE12-4 EE12-5		
Knowledge and understanding of complex texts and how and why they are valued	15	20	15	<b>50</b>	
Skills in: <ul style="list-style-type: none"> <li>• complex analysis</li> <li>• sustained composition</li> <li>• independent investigation</li> </ul>	15	20	15	<b>50</b>	
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>	



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## EXTENSION HISTORY

Component	Task 1	Task 2	Task 3	Weighting %
	History Project – Historical Process	History Project – Essay	Trial HSC Exam	
	Term 1, Week 4	Term 2, Week 4	Term 3, Weeks 1 & 2	
	<b>Outcomes assessed</b> HE12-2, HE12-3, HE12-4	<b>Outcomes assessed</b> HE12-1, HE12-2, HE12-3, HE12-4	<b>Outcomes Assessed</b> HE12-1, HE12-3, HE12-4	
Knowledge and understanding of significant historical ideas and processes	10		30	<b>40</b>
Skills in designing, undertaking and communicating historical inquiry and analysis	30	30		<b>60</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>



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## EXPLORING EARLY CHILDHOOD

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Child Health and Safety	Young Children with Special Needs	Children's Literature and the Media	Children's Services Industries	
	Term 4 Week 6	Term 1 Week 5	Term 2 Week 8	Term 3 Week 4	
	Outcomes assessed 2.4, 2.5, 6.1	Outcomes assessed 2.2, 2.3, 4.2, 5.1	Outcomes assessed 1.2, 1.3, 1.4, 4.1, 6.1	Outcomes assessed 2.1, 4.1, 6.1	
Knowledge and understanding	15	10	15	10	50
Skills	10	15	10	15	50
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>





## FOOD TECHNOLOGY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	UNIT 1 AFI AUSTRALIAN FOOD INDUSTRY	UNIT 2 FOOD MANUFACTURE	UNIT 3 FOOD PRODUCT DEVELOPMENT	TRIAL HSC EXAM	
	Term 4, Week 8/9	Term 1, Week 7/8	Term 2, Week 7/8	Term 3, Week 1/2	
<b>Outcomes assessed</b> H1.2 H3.1	<b>Outcomes assessed</b> H1.1 H1.4 H3.1 H3.2 H4.2	<b>Outcomes assessed</b> H1.2 H2.1 H4.1 H5.1	<b>Outcomes assessed</b> H1.1 H1.2 H1.3 H1.4 H3.1 H3.2		
Knowledge and understanding of the course content	10	5	10	15	<b>40%</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	5	10	5	<b>30%</b>
Skills in experimenting with and preparing food by applying theoretical concepts		20	10		<b>30%</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100 %</b>



## INDUSTRIAL TECHNOLOGY: Timber & Furniture Technologies Multimedia

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Industry Study	Research and Planning Process Report/Presentation	Major Project Development Report/Presentation	HSC Trial Exam	
	Term 4, Week 10	Term 1, Week 3	Term 2, Week 8	Term 3, Week 1-2	
	<b>Outcomes assessed</b> H1.1, H1.2, H6.1, H6.2, H7.1, H7.2	<b>Outcomes assessed</b> H3.1, H3.2, H3.3, H5.1,	<b>Outcomes assessed</b> H2.1, H3.3, H4.1, H5.1, H5.2, H6.2,	<b>Outcomes assessed</b> H1.2, H1.3, H4.2, H4.3, H5.1, H6.1, H7.1, H7.2	
Knowledge and understanding of course content	15			25	<b>40%</b>
Knowledge and skills in the design, management, communication and production of a major project		25	35		<b>60%</b>
<b>Total %</b>	<b>15%</b>	<b>25%</b>	<b>35%</b>	<b>25%</b>	<b>100</b>



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## INVESTIGATING SCIENCE

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Practical Investigation</b> Module 5	<b>Secondary sourced research task</b> Modules 5 and 6	<b>Depth Study Critical review</b> Modules 7 and 8	<b>Trial HSC examination</b> Modules 5–8	
	<b>Term 4, Week 8</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 8</b>	<b>Term 3, Week 1</b>	
<b>Outcomes assessed</b> INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-12	<b>Outcomes assessed</b> INS11/12-1 INS11/12-2 INS11/12-4 INS11/12-7 INS12-13	<b>Outcomes assessed</b> INS11/12-1 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14 INS12-15	<b>Outcomes assessed</b> INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-6 INS12-12 INS12-13 INS12-14 INS12-15		
Skills in Working Scientifically	15	15	20	10	<b>60</b>
Knowledge and Understanding	5	5	10	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



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**JAPANESE CONTINUERS**

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reading, Responding and Writing	Speaking and Listening	<b>Trial HSC Examination</b>	Speaking	
	<b>Term 4, Week 6</b>	<b>Term 1, Week 7</b>	<b>Term 3, Week 1</b>	<b>Term 3, Week 4</b>	
<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>		
1.2	1.1	1.2	1.1		
1.4	1.2	1.4	1.2		
2.1	1.3	2.1	1.3		
2.2	1.4	2.2	1.4		
2.3	2.3	2.3			
3.1	3.1	3.1			
3.2	3.2	3.2			
4.1	4.1	4.1			
Speaking		10%		10%	<b>20%</b>
Reading and Responding	20%		10%		<b>30%</b>
Writing	10%		10%		<b>20%</b>
Listening and Responding		20%	10%		<b>30%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>10%</b>	<b>100%</b>



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## LEGAL STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Media File	Extended Response	Research Task	Trial HSC Examination	
	Term 1, Week 2	Term 1, Week 9	Term 2, Week 6	Term 3, Week 1/2	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	H1, H5, H7, H8, H9	H1, H3, H4, H9	H1, H3, H6, H8, H9	H1, H2, H3, H4, H9	
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Inquiry and Research	10		10		<b>20</b>
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	<b>20</b>
Analysis and Evaluation		10		10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



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## MATHEMATICS

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Test : Calculus, Curve Sketching & Maximisation	Test : Exponential & Logarithmic Functions	Test: Integration	Trial H.S.C.  Examination	
	Term 4 Week 8B	Term 1 Week 6A	Term 2 Week 3A	Term 3 Week 1A/2B	
	<b>Outcomes assessed</b> H1, H4, H5, H6, H7	<b>Outcomes assessed</b> H1, H3, H4, H5, H6, H7, H8	<b>Outcomes assessed</b> H1, H4, H5, H6, H7	<b>Outcomes assessed</b> H1, H2, H3, H4, H5, H6, H7, H8	
Concepts Skills & Techniques	11	12	12	15	<b>50</b>
Reasoning, & communication	11	12	12	15	<b>50</b>
<b>Total %</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>30</b>	<b>100</b>



Muswellbrook High School  
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**MATHEMATICS EXTENSION 1**

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Test: Polynomials, Curve Sketching	Test: Rates of Change, Projectile Motion	Test: Trig Functions & Integration using Substitution	Trial H.S.C. Examination	
	Term 4 Week 9A	Term 1 Week 5B	Term 2 Week 2B	Term 3 Week 1A/2B	
<b>Outcomes assessed</b> HE1, HE2, HE3	<b>Outcomes assessed</b> HE1, HE3, HE4, HE5	<b>Outcomes assessed</b> HE1, HE3	<b>Outcomes assessed</b> HE1, HE2, HE3, HE4, HE5, HE6		
Concepts Skills & Techniques	11	12	12	15	<b>50</b>
Reasoning, & communication	11	12	12	15	<b>50</b>
<b>Total %</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>30</b>	<b>100</b>



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## MATHEMATICS EXTENSION 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Test: Complex Numbers	Test: Conics	Test: Volume and Integration	Trial H.S.C. Examination	
	Term 4 Week 7A	Term 1 Week 4A	Term 2 Week 1A	Term 3 Week 1A/2B	
Outcomes assessed E1, E2, E, E9	Outcomes assessed E1, E2, E4, E9	Outcomes assessed E1, E2, E7, E8, E9	Outcomes assessed E1-9		
Concepts Skills & Techniques	11	12	12	15	<b>50</b>
Reasoning, & communication	11	12	12	15	<b>50</b>
<b>Total %</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>30</b>	<b>100</b>





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**MATHEMATICS STANDARD 1**

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Test: Networks and Pathways N1	Investigation Assignment:  Bivariate Statistical Analysis S3	Test: Investments, Depreciation and Loans F2, F3	Trial H.S.C. Examination	
	Term 4 Week 8B	Term 1 Week 6A	Term 2 Week 3A	Term 3 Week 1A/2B	
	Outcomes assessed 8, 9, 10	Outcomes assessed 1, 2, 7, 9, 10	Outcomes assessed 5, 9, 10	Outcomes assessed 1 – 10	
Understanding Fluency & Communication	11	12	12	15	<b>50</b>
Problem Solving, Reasoning & Justification	11	12	12	15	<b>50</b>
<b>Total %</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>30</b>	<b>100</b>



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## MATHEMATICS STANDARD 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Test: Networks N2.1, N2.2	Investigation Assignment:  Bivariate Statistical Analysis S4	Test: Investments, Depreciation, Annuities F4, 5	Trial H.S.C. Examination	
	Term 4 Week 8B	Term 1 Week 6A	Term 2 Week 3A	Term 3 Week 1A/2B	
	Outcomes assessed 8, 9, 10	Outcomes assessed 1, 2, 7, 9, 10	Outcomes assessed 5, 9, 10	Outcomes assessed 1 – 10	
Understanding Fluency & Communication	11	12	12	15	<b>50</b>
Problem Solving, Reasoning & Justification	11	12	12	15	<b>50</b>
<b>Total %</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>30</b>	<b>100</b>

School Name: Muswellbrook High School

Student Competency Assessment Schedule

COURSE: HSC 2019 Metal & Engineering

Assessment Events for MEM10105 Certificate I in Engineering (MEM05v11.1)		Event 5	Event 6	Event 7	Event 8	Event	Event
		Interpret Technical Drawing	Work With Others Holistic - Ongoing	Manual Productions	Quality Systems and Procedures	HSC Trial Exam	Work Placement 2*
		Due Week: 7 Term: 4 - 2019	Due: Week 9 Term 3 - 2019	Due Week: 10 Term: 2 - 2019	Due Week: 6 Term: 3 - 2019	Date: Week: 1&2 Term: 3 - 2019	Date: Week: TBA Term: TBA
Code	Unit of Competency						
MEM09002B	Interpret Technical Drawing	X					
MEM16007A	Work with others in a manufacturing, engineering or related environment		X				
MEM03001B	Perform manual production assembly			X			
MEM03003B	Perform sheet and plate assembly						
MEM15024A	*Apply quality procedures						X
MEM15002A	*Apply quality systems				X		

Depending on the achievement of units of competency, the possible qualification outcome is Certificate I in Engineering MEM10105 or a Statement of Attainment towards Certificate I in Engineering MEM10105.

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



**Muswellbrook High School  
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## MODERN HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Source Analysis Power and Authority in the Modern World 1919-1946	Historical Analysis  National Studies	Essay  Peace and Conflict	Trial Examination	
	Term 4, Week 9	Term 2, Week 1	Term 2, Week 9	Term 3, Week 1	
	<b>Outcomes assessed</b> MH12-5, MH12-6, MH12-8, MH12-9	<b>Outcomes assessed</b> MH12-3, MH12-5, MH12-7, MH12-8, MH12-9	<b>Outcomes assessed</b> MH12-1, MH12-3, MH12-5, MH12-9	<b>Outcomes assessed</b> MH12-3, MH12-4, MH12-5, MH12-7, MH12-9	
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	<b>20</b>
Historical inquiry and research	10	10			<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>15</b>	<b>25</b>	<b>100</b>



# Muswellbrook High School 2018-2019 HSC Assessment Schedule



## MUSIC

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Composition & Viva Voce	Presentation of Electives 1, 2 & 3	Aural Skills Written Responses & Performance	Trial HSC Practical Examination	
	Term 4 Week 7	Term 2 Week 3	Term 2 Week 7	Term 3 Week 1/2*	
	Outcomes assessed H2, H3, H5, H7, H8	Outcomes assessed **	Outcomes assessed H1, H4, H6, H7	Outcomes assessed H1, H7**	
Performance (H1, H7)			3	7	10
Composition (H3, H7, H8)	10				10
Musicology (H2, H5, H8)	10				10
Aural Skills (H4, H6)			25		25
Electives (Outcomes **)		24		21	45
<b>Total %</b>	<b>20</b>	<b>24</b>	<b>28</b>	<b>28</b>	<b>100</b>

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

\*\* Outcomes are dependent on the student's choice of Performance, Composition or Musicology for their three electives.



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**PERSONAL DEVELOPMENT HEALTH  
AND PHYSICAL EDUCATION**

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Health Priorities in Australia	Factors Affecting Performance	Trial Examination	Sports Medicine	
	Term 4 Week 10	Term 2 Week 4	Term 3 Week 1-2	Term 3 Week 5	
	Outcomes assessed H1, H2, H3, H4, H5, H14, H15, H16	Outcomes assessed H7, H8, H9, H10, H11, H16, H17	Outcomes assessed H1, H5, H7,H11,H14,H17	Outcomes assessed H8, H13, H16, H17	
Knowledge and understanding of course content (H1-9)	10	10	15	5	<b>40</b>
Skills in critical thinking, research, analysing and communicating (H10-17)	10	20	15	15	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>



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# PHYSICS

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Practical Task  Advanced Mechanics	Processing/ Modelling Task  Electromagnetism	Depth Study Literature Review and Investigation  Nature of Light	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 8	Term 3, Week 1	
	<b>Outcomes assessed</b> PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-12	<b>Outcomes assessed</b> PH11/12-1 PH11/12-5 PH11/12-7 PH12-13	<b>Outcomes assessed</b> PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14	<b>Outcomes assessed</b> PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15	
Knowledge and understanding	5	5	10	20	<b>40</b>
Skills in Working Scientifically	20	20	15	5	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

School Name: Muswellbrook High School

Student Competency Assessment Schedule

**COURSE: HSC Certificate II Sport Coaching 2018/19**

Assessment Events for Certificate II in Sport Coaching SIS20513		Event 5	Event 7	Event 6	Event 8	Event 9	Event Work Placement 2*
		First Aid	Communication in sport	Specialisation Unit: Athletics	Motor Skills	Sport industry knowledge	
Code	Unit of Competency	Completed in PRELIM Term 3 2018	Week: 7 Term : 4 2018	Week: 8 Term : 1 2019	Week: 10 Term : 2 2019	Week: 6 Term : 3 2019	Date: Ongoing Weeks: 1-10 Term : 4 - 3
SISSDE201SIS	Communicate effectively with others in a sport environment		X				
SISSOF101	Develop and update officiating knowledge		X				
SATH201A	Teach the fundamental skills of athletics			X			
SISSOF203	Judge competitive situations			X			
SISSVO202	Coach beginner or novice participants to develop fundamental motor skills				X		
SIXCAI101A	Provide equipment for activities				X		
SIXIND211	Develop and update sport, fitness and recreation industry knowledge					X	
HLTAID003	Provide first aid	External RTO delivery and assessment only. Can be scheduled in Prelim or HSC.					

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Sport Coaching (SIS20513) or a Statement of Attainment towards a Certificate II in Sport Coaching (SIS20513).

**Please note: Your teacher will advise you whether any formal exams will form part of the assessment process. This decision is for the teacher to determine only and is not negotiable by students.**

\* Selected units only to be confirmed by you 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.





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**SPORT, LIFESTYLE AND  
RECREATION**

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Outdoor Recreation	Athletics	Resistance Training	Social Perspectives of Games and Sports	
	Term 4 Week 7	Term 1 Week 8	Term 2 Week 10	Term 3 Week 5	
	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	10	15	15	10	<b>50</b>
Skills	10	15	15	10	<b>50</b>
<b>Total %</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>



# Muswellbrook High School 2018-2019 HSC Assessment Schedule



## VISUAL ARTS

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Case Study & 1 <sup>st</sup> VAPD# Review	Case Study, Written Response & 2 <sup>nd</sup> VAPD Review	Trial HSC Written Examination	Body of Work & Final VAPD Review	
	Term 4 Week 10	Term 2 Week 1	Term 3 Week 1/2*	Term 3 Week 7	
	<b>Outcomes assessed</b> H1, H2, H3, H4, H5, H7, H8, H9, H10	<b>Outcomes assessed</b> H1, H2, H3, H4, H5, H7, H8, H9, H10	<b>Outcomes assessed</b> H7, H8, H9, H10	<b>Outcomes assessed</b> H1, H2, H3, H4, H5, H6	
Artmaking (H1, H2, H3, H4, H5, H6)	10	10		30	50
Art Criticism & Art History (H7, H8, H9, H10)	10	20	20		50
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

# VAPD stands for 'Visual Arts Process Diary'.

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

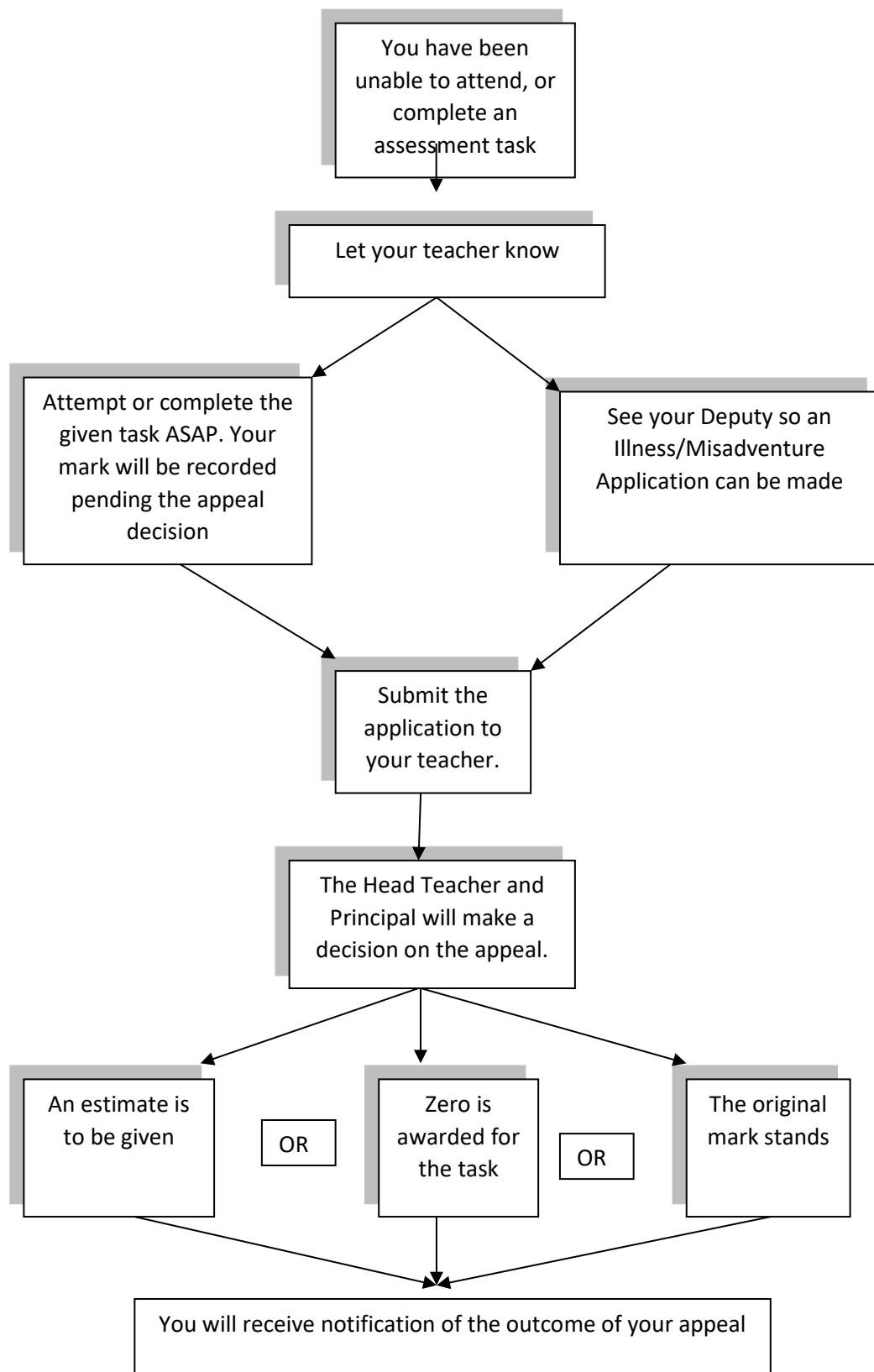


# APPENDICES

- **Appendix 1 – Illness and Misadventure Process**
- **Appendix 2 – Leave Application**
- **Appendix 3 – Muswellbrook High School Homework Policy**

# Appendices

## Appendix 1 - Illness / Misadventure Appeals





## Muswellbrook High School



### *Homework Policy*

*Homework is a valuable part of schooling. It allows for practising, extending and consolidating work done in class. Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information resources. Additionally, it establishes habits of study, concentration and self-discipline.*

(NSW DET Homework Policy)

## Homework

Homework is an important tool in extending students' knowledge and learning. Regular homework is set in most subjects for students in Years 7-12. Homework allows students to:

- Take responsibility for their learning
- Develop research skills
- Develop concentration and self-discipline
- Reinforce information learnt in class
- Extend their abilities across a variety of learning pathways
- Work at their own pace
- Plan and organise their time

## Types of Homework

Generally, there are three types of homework given at Muswellbrook High School:

1. **Assessment Tasks:** or assignments, are tasks that require students to undertake research into a given topic or area. Examples include investigations, essays, group tasks and research papers.
2. **Practice Exercises:** Extends and helps reinforce skills and knowledge learnt in the classroom. Examples include mathematic exercises, spelling lists, writing extension questions and essays and reading novels.
3. **Study, Revision and Preparation:** involves additional methods of memorising work to help consolidate learning. Examples include reading, writing study notes, creating lists and completing practice quizzes.

## Amount of Homework

The amount of homework given to students will vary depending on:

- **Year level and age** – the amount of work increases in senior years of study
- **Skill level** – students in higher level classes will be given work in greater volumes that is more challenging.
- **Nature of the subject** - some subjects will give more homework than others
- **Time of year** - a greater volume of study and revision is expected during examination periods

- **Commitments of students** – including sport, work and social and cultural activities

## Assessment Schedules

At the beginning of the school year, the assessment schedules will be published containing student assessment schedules for each subject. Students in Year 11 will be issued another booklet in Term 4 when they transition into Year 12. This information is provided to students and parents to inform them of the number and nature of tasks that students will have to complete.

## School Diaries

All students are issued with a school diary at the beginning of the school year. Students are expected to use their diary to keep a record of all homework given in lessons to help them plan their workload and submit tasks at the specified due date.

## Parents and Caregivers and Homework

The following tips were provided by the Department of Education Homework Policy to enable parents and caregivers in the supervision of their children's homework.

- Take an interest in your child's homework (by following the assessment schedules provided to all students at MHS in Years 7-12).
- Support your child to set time aside each day (for homework)
- Provide a dedicated place for homework and study if possible.
- Assist teachers to monitor homework by signing completed work if requested, and be aware of the amount of homework set.
- Communicate with teachers any concerns about the nature of homework or your child's approach to homework.
- Encourage your children to read and take an interest in current events.
- Alert the school to any domestic circumstances or extra curricular activities which may need to be taken into consideration when homework is being set or marked.

## The Homework Environment

To effectively complete homework and study, students require a dedicated area within the home. This area must be quiet, comfortable and free from distraction and give students access to materials that they may need including stationary, textbooks and a dictionary. Access to a computer and the internet is highly desirable, however, this is not essential.

## Study

Students in all years will need to undertake study throughout the year to consolidate their learning and to prepare for examinations. Without regular revision students will quickly forget much of the information that they have learnt. Whilst reading can be a useful way of learning, students are encouraged to explore other methods of study including:

- Creating study notes
- Studying with a friend
- Practice quizzes
- Creating mindmaps and wordlists
- Brainstorming
- Reciting aloud

## **Access to Technology**

Whilst most students have access to computers and the internet at home, those who are not able to use this technology will not be disadvantaged when completing homework and assignments. Students are able to access computers, the internet and printing facilities in the school library at recess and lunch and after school on Tuesdays between 3:30-5:30pm. If students or parents have concerns about the requirements of a particular task, please contact your child's teacher.

## **All My Own Work**

To assist student in completing assignments honestly and ethically, from 2008 all students in Years 11 and 12 are required to have completed the HSC: All My Own Work program. The program is designed to educate students to acknowledge sources when completing assessment tasks, recognise plagiarism and develop strategies for working together.

## **References**

**[www.det.nsw.edu.au/policies/curriculum/schools/homework/PD20020003.shtml](http://www.det.nsw.edu.au/policies/curriculum/schools/homework/PD20020003.shtml)**

[www.curriculumsupport.education.nsw.gov.au/policies/homework/index.htm](http://www.curriculumsupport.education.nsw.gov.au/policies/homework/index.htm)

[www.schools.nsw.edu.au/gotoschool/a-z/homework.php](http://www.schools.nsw.edu.au/gotoschool/a-z/homework.php)

**<http://amow.boardofstudies.nsw.edu.au/>**