



Granville Boys High School

HSC Assessment Booklet

2021/2022

2022 HSC Assessment Booklet

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Booklet

HIGHER SCHOOL CERTIFICATE 2021

Assessment Handbook

Contents

Assessment Policy	3
Student Responsibilities	4
The School's Responsibilities Regarding Assessment Tasks	6
Student Reviews / Appeals	8
Vocational Education and Training Assessment Policy and Procedures	9
Assessment Task Illness/Misadventure Application	13
ASSESSMENT SCHEDULES	
English Faculty	15-23
English Advanced	
English Standard	
English Studies	
English Extension	
Maths Faculty	24-32
Mathematics Advanced	
Mathematics Extension 1	
Mathematics Standard 1 (Category B)	
Mathematics Standard 2	
Science Faculty	33-41
Biology	
Chemistry	
Physics	
Investigating science	42-50
HSIE Faculty	
Business Studies	
Legal Studies	
Modern History	
Retail Services VET	
PDHPE Faculty	51-55
Personal Development, Health and Physical Education (PDHPE)	
SLR (Sports Leisure and Recreation)	
CAPA Faculty	56-58
Music 1	
TAS (Technological and Applied Studies) Faculty	59-59
Construction VET	
Design and Technology Timber	
Engineering	
Hospitality - Kitchen Operations VET	
Industrial Technology Timber	
Glossary of Terms, Planner, N Warning Flow Chart	70-75

Assessment Policy

The purpose of this document is to outline the Assessment Policy of Granville Boys High School for the Higher School Certificate in 2022.

Please read this policy carefully and make sure you understand it. All students must sign that they have received this booklet.

To be eligible for the award of the Higher School Certificate, students must:

- a. have gained the Record of School Achievement or such other qualifications as the NSW Education Standard Authority (NESA) considers satisfactory;
- b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- c. have completed HSC: All My Own Work (or its equivalent) and HSC Minimum Standards.
- d. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- e. sit for and make a serious attempt at the requisite Higher School Certificate examinations.

What is HSC Assessment?

HSC assessment is a mark gained by students in each of their Higher School Certificate courses, based on their performance in set assessment tasks during the year.

The Higher School Certificate shows **two marks for each course**: an examination mark and an HSC assessment mark.

Purpose of HSC Assessment

The purpose of the school assessment in reporting for the Higher School Certificate is to provide an indication of a student's achievement based on:

- a wider range of syllabus outcomes than may be measured by a single HSC examination.
- multiple measures and observations made throughout the Higher School Certificate, giving students credit for what they have achieved throughout their courses, in addition to their final examination.

Satisfactory Completion of HSC Courses

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

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

Section A: Student Responsibilities

Expectations of students:

Students must attend all classes to satisfactorily complete the Higher School Certificate Courses. **A minimum of 85% attendance is generally expected** for students to achieve the outcomes of the course being studied.

Unexplained absences, lateness and class attendance patterns **will be reviewed every five weeks** to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. **(ACE Manual ACE 8021, April 2020).**

- Attend classes on the day an assessment task is due.
- All work submitted must be students' own work.
- The Board of Studies expects students to **attempt all assessment tasks**.
- Students must submit work by the due date.
- Prepare for examinations and **make a serious attempt**.
- Complete the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration. (Refer to Point 12).

If there is a valid reason, an "**Assessment Task Misadventure / Illness Application**" proforma needs to be completed and all supporting documentation has to be submitted to the relevant head teacher on the first day back after their absence otherwise a zero mark will be awarded.

Students must make a genuine attempt at assessment tasks which contribute **in excess of 50% of the available marks otherwise they will be deemed unsatisfactory in that course**.

Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course. (ACE Manual 2020).

Students who are absent on any day are responsible for ascertaining if an assessment task has been set for any subject missed on that day.

Students who transfer into the school after the commencement of the HSC Course will be given substitute tasks wherever possible. In some cases, estimates may be given.

Procedures for students when absent from tasks

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration. The form is on page 14 of this booklet.

Any application of an extension of time is required before the due date.

If a student is absent on the day of the task:

- The student or his parent must telephone the school and inform the relevant Head Teacher.
- An application in writing **must** be lodged with the Head Teacher(s) of the subject(s) concerned at the beginning of the next day the student is in attendance at school.
- A doctor's certificate is required if the application is on medical grounds.

Medical Certificates for Missed Assessment Tasks

Medical Certificates must:

- be written on a named doctor's pad;
- include the day of the missed task;
- show in detail, the nature of the illness;
- show the length of time the student will be unfit for school;
- be produced immediately on return to school.

If the student does not make application to the Head Teacher(s) concerned on their next school day of attendance after the due date of the missed assessment task a zero mark will be recorded.

After considering a student's application, the Head Teacher will provide the documentation to the Principal. Once the Principal determined the action to be taken, the Head Teacher will inform the student of the decision.

If the Assessment Task Misadventure/Illness Application is accepted, then the teacher of that course will do one of the following:

- arrange for the student to attempt the task at a different time;
- arrange for the student to attempt an alternative task of a similar nature;
- in exceptional circumstances the Head Teacher may authorise the use of an estimate based on appropriate evidence.

If the Assessment Task Misadventure/Illness Application is not accepted, the student will be awarded a zero mark and a letter will be sent home to advise parents/guardians.

Students may appeal against the Head Teacher's decision by lodging an appeal form with the Principal **within three (3) school days of initial determination.**

The Principal may:

- Reject the appeal and order the zero mark to stand
- Grant a limited extension
- Order that a substitute task be performed
- Award an estimate

During any assessment task/exam you must not:

- Do anything that would disrupt the task or disturb another student
- Communicate with another student
- Look at another student's work
- Take into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher
- Make a non-serious attempt otherwise a zero mark will be awarded
- Be in possession of, or use a mobile phone or electronic device.

A zero mark will be awarded for all of the above breaches.

Section B: The School's Responsibilities

Each course will have its own assessment schedule developed within the guidelines provided by the Board of Studies. The Board requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they may be enrolled.

This means that teachers are required to:

- set tasks to measure student performance in each component of the course;
- specify the relative value of each of these tasks;
- provide information on what is to be assessed;
- provide information on how they will be assessed;
- keep records of each student's performance on each task;
- provide students with information on their progress;
- the range of tasks used in the assessment will vary from course to course and may cover:
 - tests which may take a written, practical, oral and aural form
 - class and/or homework assignments, including essays and practical tasks
 - projects of varying degrees of length and complexity
 - oral presentations

Head Teachers are required to:

- ensure tasks meet Board of Studies requirements for courses;
- ensure students sign when a task is submitted;
- ensure students sign when a task is returned;
- record marks on faculty system before marks are returned,
- ensure Board of Studies Warning Letters are issued when appropriate or in accordance with Point 10 in this section.

Notice of Tasks:

- Students must be given at least two weeks' notice of the exact date of the task.

Student Feedback

Students will be given feedback on their performance (e.g. mark, position) as soon as possible after the completion of the task.

- Students and parents will be advised in writing when zero marks are awarded.

The Award of "Zero Marks"

A zero mark is noted as a non-attempt for a particular course and can be awarded in two instances:

- non-presentation of a task without approved reason;
- an attempt to gain unfair advantage (malpractice).

Non Presentation/Non Attempt

If a task is not attempted or submitted by the due date and the student is not exempt, the student will be awarded a zero mark.

Malpractice

It is expected that work submitted in fulfilment of Assessment requirements shall be the student's own work. Examples of malpractice beyond this would include:

- Plagiarism – excessive use of other sources, not acknowledged.
- Copying – using the work of another person and submitting it as your own
- Not own work – having someone else complete the task
- Falsifying receipt documents
- Offering false documentation in support of an appeal
- Cheating during a test or exam
- Misbehaving during exams

Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher. If the Teacher and Head Teacher are in agreement then the student shall be awarded a zero mark for the task and given a full explanation of the decision. The student may then proceed through established appeal procedures.

During any assessment task / exam if a student does any of the following:

- Does anything that disrupts the task or disturbs another student
- Communicates with another student
- Looks at another student's work
- Takes into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher
- Makes a non-serious attempt
- Cheats in any way
- Uses an electronic device

then a zero mark will be awarded.

Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late during an examination/assessment task without a valid reason he must undertake the task in the remaining time.

If lateness is for a valid reason and supported by evidence, the student will be allowed the normal length of time.

Extensions

Students who are unable to present for an out of class assessment task / assignment for valid reasons may apply to the teacher for an extension **prior to the due date for submission of the task**. Requests for extensions are to be made in writing. A negotiated extension could be expressed in terms of maximum marks, mark penalties and deadline times as determined by the teacher concerned in consultation with the Head Teacher.

Board of Studies Warning Letters

Boards of Studies warning letters are issued to students **who are not meeting course requirements**.

Course requirements are that the student:

- **follows** the course developed or endorsed by the Board; and
- **applies** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school;
- **achieves** some or all of the outcomes.

These letters are a warning to students that they are in danger of failing the course.

If a student is awarded a zero mark for a task or has not attempted the task, they may be at risk of not meeting the **assessment** requirements for a course. In this case, the student will also be sent a Board of Studies warning letter.

When a Board of Studies warning letter is required, the school will:

- advise the student in writing with Board of Studies warning letters (Teacher and Head Teacher);
- ensure Board of Studies warning letters are sent to parents informing them their son has missed an assessment task and informing them if attendance and performance have been unsatisfactory (Head Teacher);
- ensure that written acknowledgement from the student and his parent(s)/guardians(s) is requested;
- ensure a copy of the Board of Studies warning letter is placed on the faculty file and on the student's central file.

When a first warning letter is sent, the Head Teacher will arrange a meeting with the student and parents to discuss the student's progress in that subject;

When a second warning letter is sent, the Head Teacher will arrange a meeting with the Deputy Principal, the student and parents to discuss the student's progress in that subject;

If a student has any active Board of Studies warning letters, the student **may be awarded an 'N' determination in that course**. If the letters remain active following the interview with the Deputy Principal, the Head Teacher will organise an interview with the Principal, the student and the parents to discuss the award of an 'N' determination in that subject.

Section C: Student Reviews / Appeals

A student may appeal:

- against his mark in the course assessed on the grounds of a clerical error,
- if the school has varied from its stated Assessment Policy.

No appeal may be entered against marks allocated for a particular task or piece of work.

A student who wishes to appeal must do so in writing. The appeal must be submitted through the Head Teacher of the subject concerned and should be completed by mid-November of the HSC year. Details of methods of appeal are available from the Principal.

An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following:

- Principal
- Deputy Principal
- The Teacher currently involved in teaching the course
- The Head Teacher of the Faculty

In conducting a review, NESAs requires the panel to ascertain whether:

- the weightings specified by the school in its assessment program conform with NESAs requirements as detailed in the subject guides;
- the procedures used by the school for determining the final assessment mark conform with its stated assessment program;
- there are no computational or other clerical errors in the determination of the assessment mark.
(NESAs: ACE Manual: 2020)

Provided the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the review, there is provision for appeal to the Board of Studies.

The only grounds for such appeals will be to judge whether the procedures followed by Granville Boys High School complied with the Board of Studies policy and whether the conduct of the review was proper in all respects.

Section D: Vocational Education and Training

Introduction

Granville Boys High School Vocational Education and Training (VET) assessment policy is based on the Board of Studies Guidelines and National Assessment Principles. All VET courses follow Granville Boys High School Preliminary and HSC Assessment Policies which include a schedule of assessment tasks, 'N Award' notification and appeals procedures.

Rationale

All VET Industry Curriculum Framework courses offered in Years 11 and 12 use competency based assessment. This means that student achievement is assessed against industry competency standards. Industry competency standards describe the tasks performed by competent workers in the workplace.

Competency is the performance of outcomes (knowledge / skills / attitudes) under particular conditions (preferably workplace conditions) to a required standard (specific to a particular industry).

The Purposes of Assessment

Assessment for the Higher School Certificate VET framework courses has two distinct purposes:
Assessment for the Australian Qualification Framework (AQF) – Competency based:

- applies to all courses within frameworks
- means of industry recognition

Assessment for Australian Tertiary Admission Rank (ATAR):

- written HSC examination
- optional for the 240 hour course only.

Assessment for the Australian Qualification Framework (AQF)

To gain an AQF Certificate I or II, students must:

- satisfactorily complete the mandatory workplace hours for their industry framework
- provide evidence that they have reached the competency standards for **every** unit chosen by their teacher in their industry framework.

The focus of the assessment of accredited vocational courses at GBHS is on what students can actually do and the standards at which they are able to perform. Assessment of competencies is criterion referenced, which means performance is measured in terms of whether students meet the prescribed levels of competency, not how well they carry out tasks relative to each other, or how long it takes to obtain the skill. Competence also implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. Students will be deemed 'competent' or 'more evidence required' in each module. (VET: ACE Manual: 2020)

VET courses contain both core and optional modules. The course of study will be determined by negotiation between students and teachers for each industry framework. To gain an AQF

certificate I or II, students must provide evidence of competence in **all** modules chosen. To prove competency, students must satisfactorily complete all assessment tasks set for their industry framework. Standard school assessment procedures must be followed. However, as VET courses are competency based, students may attempt assessment tasks to demonstrate each competency more than once.

If a student is unsuccessful, they will be deemed not competent in that unit and the unit will not appear on their record. This will result in the student being ineligible for the AQF Certificate in the course.

Students who do not satisfy the performance criteria in the competency standards for every module chosen by their teacher in their industry framework will be eligible for a Statement of Attainment at the end of their course. The Statement of Attainment will state all modules in which the student has proven their competency.

Assessment for Australian Tertiary Admission Rank (ATAR)

For a VET course to contribute to a student's ATAR a student must:

- follow the standard procedures set down by the Board of Studies for satisfactory completion of a HSC course.
- successfully complete the mandatory work placement hours.
sit the HSC examination.

HSC Examination

Every 2 Unit VET course offered at the school has an optional external HSC examination. The external exam is based on a sample of the knowledge, skills and understanding outcomes of the VET syllabus.

The HSC examination

- has no impact on student eligibility for AQF qualifications
- is optional for VET students
- is a two hour written paper
- results contribute to the calculation of the student's ATAR.

Students who sit the examination will receive a course report in the same form as other Board developed courses. Reports will show marks ranging from 0 to 100 in each course. Each student will be placed into one of six performance bands. A performance description associated with each band will summarise the attainments typically demonstrated by students. These performance descriptions refer to examination performance only and will not seek to describe achievement of industry competencies assessed through competency based assessment.

Students undertaking the 240 courses are automatically enrolled in the HSC examination. Any student who does **not** wish to sit for the HSC external examination must contact the VET coordinator at the school during their HSC year. Students and their parents/guardians will need to complete the appropriate form and the VET coordinator will notify the BOS.

The external examination **only** may contribute to the calculation of the student's ATAR. Withdrawal from the examination does not affect requirements for completing the VET course satisfactorily for the HSC. If a student has satisfactorily completed the VET course but has not undertaken the external examination, the student will have the VET subject listed on their HSC, but there will be no examination mark and the VET course will not contribute to the calculation of their ATAR.

Board of Studies Requirements

Students undertaking a VET course must meet the requirements of the Board of Studies for the Higher School Certificate along with the requirements of the AQF for the award of a certificate of attainment or a statement of attainment.

The Board of Studies has mandated work placement as a requirement of the HSC. Students must achieve the hours of work placement required for the course undertaken.

The rules and processes related to an "N" award for a Board Developed Course are applicable to students undertaking a VET course.

VET teachers must maintain appropriate documentation and follow the school's procedures when a student is not meeting course requirements.

Recognition of Prior Learning

Students who already have some knowledge or experience that is covered in detail in a VET course at Granville Boys High School, may apply for recognition of prior learning. School Recognition of Prior Learning (RPL) policies and procedures are in line with Granville School Education Area policies and procedures. Students must contact the school VET coordinator to obtain further information and an application for RPL.

Assessment Principles and Procedures

The assessment program for each framework is integral to the overall teaching and learning program and has direct links with the elements of competency. Assessment tasks are designed to be valid and reliable indicators of student competence in a manner that is flexible in order to be fair and equitable for all students. Constructive feedback to students is included in all assessment tasks.

A range of assessment opportunities will be provided to enable all students to demonstrate achievement in all units of competency contained in their VET course of study. Assessment may take the form of observation, assignment, portfolio, oral tasks, simulations, role-playing, journal, examination, presentation, practical demonstration or any other appropriate assessment strategies. Assessment tasks may be designed to integrate elements of competencies from different modules.

Assessment moderation and validation strategies are incorporated into the delivery of all VET courses at the school.

Internal Examinations

GBHS will conduct a trial HSC to enable teachers to provide the BOS with estimates of student examination performance. This may be required where a student lodges an illness/misadventure appeal relating to the HSC exam. The trial HSC examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency based assessment program.

Work placement

Mandatory work placement meets part of the assessment criteria for all VET courses conducted at the school and is structured learning out of school in workplaces. As the work placement is compulsory, students who do not complete the required hours of work placement to the satisfaction of the employer and the school will not have the course recognised by the Board of Studies. This will affect the HSC outcome if the student fails to meet the minimum requirement of 10 units in the HSC year. The student will be sent a Board of Studies warning letter.

The minimum required hours of work placement are 35 hrs for each 120 hour course or 70 hrs over a 2 year, 240 hour course. In general, required hours are equal to one week for each 120 hours of the course.

If a student does not attend or complete the work placement provided for them by the school or is not deemed satisfactory by the employer or the school, the student is responsible for providing an alternative work placement. The VET coordinator must approve this work placement before being undertaken by the student.

In the event of illness or misadventure which hinders the student's attendance at work placement for one or more days, the student must follow the illness/misadventure procedures laid down in the GBHS Assessment Policy.

The policy requires that the student:

- notifies the employer of the absence on the morning of the absence before normal work start time by telephone,
- notifies the class teacher on the morning of the absence by telephone,
- completes the illness/misadventure form found in the GBHS Preliminary and HSC Assessment handbooks with a Doctor's Certificate attached. This must be given to the class teacher on the first day the student returns to school after completing work placement, to be approved by the VET coordinator.

Student Reviews/Appeals

A student may appeal against the award of “not yet competent” in a unit of work. The student should firstly discuss the issue with the VET teacher. If still not satisfied, the student should discuss the issue with the Head Teacher or VET coordinator. If the issue is still not resolved the student has a right to appeal the process.

A student who wishes to make a formal appeal must do so in writing. The VET coordinator will provide the student with the school appeal form. The form must be filled in and submitted with supporting documentation to the Principal within 5 working days of the determination.

An appeal panel will be formed within 10 days of the appeal. The panel will consist of the Principal, the VET coordinator, the VET teacher and another teacher from the framework of that appeal. The second VET teacher may be from another school in the case of there being only one teacher of that framework in the school.

The panel will consider the reasons for the appeal and will make one of two decisions on the basis of the evidence you have submitted:

- The assessment **did not** follow the school policy and procedures relating to competency based assessment. In this instance you will be allowed to resubmit your evidence or be given an opportunity to be reassessed.
- The assessment **did** follow the school policy and procedures relating to competency based assessment. In this instance the determination will stand and you will not be allowed to resubmit or be given another opportunity for reassessment.

The student may appeal to the Registered Training Organisation through the Regional office if they believe the school process has been unfair. The Regional Vocational Education Consultant (RVEC) will convene an appeals panel to consider that appeal. If the appeal is rejected, the student may lodge a further appeal to VETAB. The RVEC will inform the student of the process.

Assessment Task Illness / Misadventure Application

REQUEST FOR CONSIDERATION

To be completed by a student who was / is unable to attend / submit an assessment on the due date

Student's Name: _____ **Roll Class:** _____

Course: _____ **Faculty:** _____

Assessment Task Missed: _____ **Task Date:** _____

Task missed due to illness: Attach Doctor's Certificate to this form.

Doctor's Name: _____

Task missed through other reason: State reason and attach any supporting evidence.

Student's Signature: _____ Date: _____

FACULTY SECTION – to be completed by Head Teacher

Misadventure / illness application form received by: _____ Date: _____

Did student inform school of absence on the day of the task? Yes No

Was application lodged the next day the student was in attendance at school? Yes No

Teacher's name: _____

Teacher's comment: _____

Has this student submitted an Illness/Misadventure form for any other assessment tasks in this subject?

No Yes If yes, please comment _____

Head Teacher's recommendations: Accepted Rejected

New task Estimated mark Zero Award Referred to Examination Misadventure Panel

Head Teacher's Signature: _____

Principal's Use: Accepted Rejected

Comment: _____

Principal's Signature _____ Date: _____

Parent / Guardian Comment:

Parent / Guardian Signature: _____ **Date:** _____

COURSE ASSESSMENT SCHEDULES

ENGLISH

HSC Course: English Advanced

Objectives	HSC Course Outcomes
The student will:	The student:
Students will develop knowledge and understanding of the purposes and effects of a range of textual form in their personal, social, historical, cultural and workplace contexts.	<ul style="list-style-type: none"> • Explains and evaluates the effects of different contexts of responders and composers on texts. • Explains relationships among texts. • Recognizes different ways in which particular texts are valued. • Develops language relevant to the study of English.
Students will develop knowledge and understanding of the ways in which language forms and features, and structures of texts shape meaning in a variety of textual forms.	<ul style="list-style-type: none"> • Explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses. • Explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
Students will develop skills in responding to and composing a range of complex texts.	<ul style="list-style-type: none"> • Engages with the details of text in order to respond critically and personally.
Students will develop skills in effective communication at different levels of complexity.	<ul style="list-style-type: none"> • Adapts and synthesizes a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts. • Articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
Students will develop skills in independent investigation, individual and collaborative learning.	<ul style="list-style-type: none"> • Evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.
Students will develop skills in imaginative, critical and reflective thinking about meaning.	<ul style="list-style-type: none"> • Analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.
Student will develop skills in reflection as a way to evaluate their processes of composing, responding and learning.	<ul style="list-style-type: none"> • Draws upon the imagination to transform experience and ideas into texts demonstrating control of language. • Reflects on own processes of responding and composing. • Explains and evaluates different ways of responding to and composing texts. • Reflects on own processes of learning.

HSC Course Assessment Schedule – English Advanced					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Multimodal presentation <i>Common Module – including related material</i> <i>Texts and Human Experiences</i> <i>Craft of Writing (10%)</i>	Interview transcript <i>Textual Conversations</i>	Visual representation and reflection <i>Critical Study of Literature</i> <i>Craft of Writing (10%)</i>	Trial HSC Examination <i>Common Module</i> <i>Module A</i> <i>Module B</i> <i>Craft of Writing (5%)</i>	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 9	Exam period	
Outcomes assessed	EA12-1, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-8, EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	
Components					Weighting %
Knowledge and understanding of course content	15	10	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	50
Total %	30	20	30	20	100

HSC Course - English Standard

Objectives	HSC Course Outcomes
The student will:	The student:
Students will develop knowledge and understanding of the contexts, purposes and audiences of texts.	A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning. A student demonstrates understanding of the relationships among texts.
Students will develop knowledge and understanding of the forms and features of language and structures of texts.	A student develops language relevant to the study of English. A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses. A student analyses the effect of technology and medium on meaning.
Students will develop skills in responding to and composing a range of texts.	A student engages with the details of text in order to respond critically and personally. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
Students will develop skills in effective communication.	A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
Students will develop skills in individual and collaborative learning.	A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
Students will develop skills in investigation, imaginative and critical thinking and synthesis of ideas.	A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
Students will develop skills in reflection as a way to review, reconsider and refine meaning.	A student draws upon the imagination to transform experience and ideas into text demonstrating control of language. A student reflects on own processes of responding and composing. A student reflects on own processes of learning.

HSC Course Assessment Schedule - English Standard

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Listening/Viewing Task Common Module – Texts and Human Experiences (including student related material)	Analytical Essay Module B – Close Study of Literature	Multimodal Task – Imaginative text with viva voce Craft of Writing	Trial HSC Examination Common Module Module A Module B	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3 Exam Period	
Outcomes assessed	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-4, EN12-5, EN12-7, EN12-8, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	
Components					Weighting %
Knowledge and understanding of course content	10	15	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	10	50
Total %	20	30	30	20	100

HSC Course - English Studies

Objectives	HSC Course Outcomes
<p>The student will:</p> <p>Students will experience and develop knowledge, understanding and appreciation of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.</p>	<p>The student:</p> <p>H1.1 analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning</p> <p>H1.2 explains the ideas and values of the texts</p> <p>H1.3 explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms</p> <p>H1.4 produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques</p>
<p>Students will develop skills in reading, listening and viewing and in writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, careers and citizenship.</p>	<p>H2.1 comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship</p> <p>H2.2 demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship</p> <p>H2.3 demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts</p>
<p>Students will develop knowledge, understanding and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.</p>	<p>H3.1 recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes</p> <p>H3.2 recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences</p>
<p>Students will develop skills in planning and working independently and collaboratively and reflect on learning.</p>	<p>H4.1 plans and organises to complete tasks or projects, both individually and collaboratively</p> <p>H4.2 works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics</p>

HSC Course Assessment Schedule - English Studies

Outcomes	Assessment Components	Date:	Task 1	Task 2	Task 3	Task 4
			Term 4 Week 6	Term 1 Week 8	Term 2 Week 7	Term 3 Wks 2-3
ES12-1, ES12-2, ES12-3, ES12-4	<i>Texts and human experiences</i>	20 %	Analytical response using prescribed text and related material Knowledge and understanding 10% Skills in responding 10%			
ES12-1, ES12-2, ES12-3, ES12-4	<i>We are Australians: English in citizenship, community and cultural identity.</i>	25%		TV news reading. Reading 5% Writing 10% Speaking 10%		
ES12-1, ES12-2, ES12-3, ES12-4	<i>Part of the family – English and family life</i>	25%			Family Tree research Planning and research 15% Writing 10%	
ES12-1, ES12-2, ES12-3, ES12-4	<i>Telling us all about it – English and the media</i>	30%				HSC Trial Examination Knowledge and understanding 10% Writing 20%
Totals %		100	20	25	30	25

HSC Course - English Extension		
Preliminary English Extension Objectives	HSC English Extension Outcomes	HSC English Extension Course 1 Content
Students will develop knowledge and understanding of how and why texts are valued.	1. A student distinguishes and evaluates the values expressed through texts.	Students learn to distinguish and evaluate the values expressed through texts by: identifying aspects of texts that reflect and shape values considering the ways that values identified in and through texts can vary evaluating the effects of changes in perceived values.
Students will develop skills in theorising about texts and values based on analysis and understanding of complex ideas.	2. A student explains different ways of valuing texts.	Students learn how different texts are valued by: identifying aspects of texts that are valued in different contexts explaining why and how different aspects of texts are valued in different contexts speculating about different ways in which texts might be valued generalising about the nature of the process of valuing texts.
Students will develop skills in sustained composition.	3. A student composes extended texts.	Students will learn to compose extended texts by: engaging with the complexity of a range of texts refining the clarity of their own compositions to meet the demands of increasing complexity of thought and expression using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes using stylistic devices appropriate to purpose, audience and context.
Students will develop skills in extensive independent investigation.	4. A student develops and delivers sophisticated presentations.	4 Students learn to develop sophisticated presentations by: 4.1 engaging in extended independent investigation 4.2 reflecting on their findings 4.3 presenting the results to a specific audience and for a specific purpose 4.4 reflecting on the effectiveness of the presentation.

HSC Course Assessment Schedule – English Extension

Component	Task 1	Task 2	Task 3	
	In-class essay: critical response	Tutorial presentation	Trial HSC examination	
	Week 5, Term 1	Week 5, Term 2	Exam Period	
	Outcomes EE12-1, EE12-2, EE12-3	Outcomes EE12-1, EE12-2, EE12- 4	Outcomes EE12- 1, EE12-2, EE12- 3, EE12-4	
Knowledge and understanding of complex texts and of how and why they are valued.	5	10	10	
Skills in: complex analysis sustained composition independent investigation	10	10	5	
Weighting %	15	20	15	50

MATHS

HSC Course –Mathematics Advanced

Objectives Students will develop the ability to:	Outcomes A student:
Develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques	<p>MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts</p> <p>MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques</p> <p>MA12-3 applies calculus techniques to model and solve problems</p>
Develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data, statistics and probability	<p>MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems</p> <p>MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs</p> <p>MA12-6 applies appropriate differentiation methods to solve problems</p> <p>MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems</p> <p>MA12-8 solves problems using appropriate statistical processes</p>
Develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations	MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
Develop the ability to interpret and communicate mathematics logically and concisely in a variety of forms.	MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context.

HSC Course Assessment Schedule: Mathematics Advanced

Outcomes	Assessment Components		Task 1	Task 2	Task 3	Task 4
		Date	Term 4 Week 9 2021	Term 1 Week 7 2022	Term 2 Week 6 2022	Term 2 Exam Period 2022
		Task	Investigative Task	Class Test	Class Test Open Book	Trial HSC
		Weighting	25%	25%	25%	25%
MA 12-3 MA 12-4 MA 12-5 MA 12-6 MA 12-7 MA 12-8	Understanding Fluency Communicating	50%	12.5%	12.5%	12.5%	12.5%
MA 12-1 MA 12-2 MA 12-9 MA 12-10	Problem Solving Reasoning Justification	50%	12.5%	12.5%	12.5%	12.5%
Marks		100%	25%	25%	25%	25%

HSC Course - Mathematics Extension 1

Objectives	HSC Course Outcomes
Students will develop:	A student:
Develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques	ME12-1 applies techniques involving proof or calculus to model and solve problems
Develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis	ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution ME12-5 applies appropriate statistical processes to present, analyse and interpret data
Use technology effectively and apply critical thinking to recognise appropriate times for such use	ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts
Develop the ability to interpret, justify and communicate mathematics in a variety of forms	ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

HSC Course Assessment Schedule – Mathematics Extension 1

HSC Course Assessment Schedule – Mathematics Extension 1						
Outcomes	Assessment Components		Task 1	Task 2	Task 3	Task 4
		Date	Term 4 Week 9 2021	Term 1 Week 6 2022	Term 3 Week 5 2022	Term 3 Exam Period 2022
		Task	Class Test	Class Test Open Book	Investigative Task	Trial HSC
		Weighting	25%	25%	25%	25%
ME12-1 ME12-2 ME12-3 ME12-4	Understanding Fluency Communicating	50%	12.5 %	12.5%	12.5%	12.5%
ME12-5 ME12-6 ME12-7	Problem Solving Reasoning Justification	50%	12.5%	12.5%	12.5%	12.5%
Marks		100%	25%	25%	25%	25%

HSC: Mathematics Standard 1- Category B	
Objectives	HSC Mathematics Standard 1 Outcomes
Students will develop ability to:	A student:
Develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts	MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts MS1-12-2 analyses representations of data in order to make predictions and draw conclusions
Develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks	MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms MS1-12-7 solves problems requiring statistical processes MS1-12-8 applies network techniques to solve network problems
Develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use
Develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs	MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

HSC Course Assessment Schedule – Mathematics Standard 1 - Category B

Outcomes	Assessment Components		Task 1	Task 2	Task 3	Task 4
		Date	Term 4 Week 8 2021	Term 1 Week 6 2022	Term 2 Week 5 2022	Term 3 Exam Period 2022
		Task	Investigative Task	Class test Open book	Class Test	Trial Exam
		Weighting	30%	25%	25%	20%
MS1-12-3 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-9	Understanding, fluency and communication	50%	15%	12.5%	12.5%	10%
MS1-12-1 MS1-12-2 MS1-12-4 MS1-12-8 MS1-12-10	Problem solving, reasoning and justification	50%	15%	12.5%	12.5%	10%
Marks		100%	30%	25%	25%	20%

HSC Course – Mathematics Standard 2

Objectives	Outcomes
Apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical and statistical concepts	<p>MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions</p>
Use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks.	<p>MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate</p> <p>MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems</p> <p>MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments</p> <p>MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms</p> <p>MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data</p> <p>MS2-12-8 solves problems using networks to model decision-making in practical problems</p>
Use Mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	<p>MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use</p>
Interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and statistical graphs	<p>MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response</p>
Appreciation of the relevance of mathematics	<p>MS2-12-VA Appreciates the importance of mathematics in everyday life and its usefulness in contributing too society</p>

HSC Course Assessment Schedule: Mathematics Standard 2

Outcomes	Assessment Components		Task 1	Task 2	Task 3	Task 4
		Date	Term 4 Week 8 2021	Term 1 Week 6 2022	Term 2 Week 5 2022	Term 3 Exam Period 2022
		Task	Investigative Task	Class test Open book	Class Test	Trial Exam
		Weighting	25%	30%	25%	20%
MS2-12-3 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9	Understanding, fluency and communication	50%	12.5%	15%	12.5%	10%
MS2-12-1 MS2-12-2 MS2-12-4 MS2-12-8 MS2-12-10	Problem solving, reasoning and justification	50%	12.5%	15%	12.5%	10%
Marks		100%	30%	25%	25%	20%

SCIENCE

HSC Course - Biology

Objectives

Students will develop knowledge and understanding about:

- develop knowledge and understanding of heredity and genetic technologies

- develop knowledge and understanding of the effects of disease and disorders

HSC Course outcomes

A student:

BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

HSC Course Assessment Schedule – Biology

Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
	Model Building Module 5	Research Module 6	Depth Study Module 7	Trial HSC Examination Modules 5,6,7,8		
	Term 4, Week 6	Term 1, Week 6	Term 2, Week 6	Term 3, Exam period		
	Outcomes assessed BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-12	Outcomes assessed BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO12-12	Outcomes assessed BIO11/12-1 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-13	Outcomes assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15		
Skills in Working Scientifically	15	15	20	10	60	
Knowledge and understanding	10	10	5	15	40	
Total %	25	25	25	25	100	

HSC Course - Chemistry

Objectives Students will develop knowledge and understanding about:	HSC Course outcomes A student:
develop knowledge and understanding of equilibrium and acid reactions in chemistry	CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models
develop knowledge and understanding of the applications of chemistry	CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

HSC Course Assessment Schedule – Chemistry

HSC Course Assessment Schedule – Chemistry					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Titration Module 5 and 6	Depth Study Field Report Organic Chemistry Module 7	Research Task Module 8	Trial HSC Examination Modules 5, 6, 7 and 8	
	Term 4, Week 10	Term 1, Week 9 Due Term 2 Week 6	Term 2, Week 9	Term 3 Exam period	
	Outcomes assessed CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	Outcomes assessed CH11/12-1 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	Outcomes assessed CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-15	Outcomes assessed 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	15	20	10	15	60
Knowledge and Understanding	5	15	10	10	40
Total %	20	35	20	25	100

HSC Course - Physics

Objectives	HSC Course outcomes
Students will develop knowledge and understanding of:	A student:
<ul style="list-style-type: none">• advanced mechanics and electromagnetism	<p>PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles</p> <p>PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively</p>
<ul style="list-style-type: none">• the role of evidence and prediction in the development of theories in physics	<p>PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world</p> <p>PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom</p>

HSC Course Assessment Schedule - Physics

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Module 6	Depth Study Literature Review and Investigation Module 7	Processing Module 8	Trial HSC Examination Modules 5,6,7,8	
	Term 4, Week 4	Term 2, Week 1	Term 2, Week 10	Term 3, Exam period	
	Outcomes assessed PH11/12-1 PH11/12-4 PH11/12-7 PH11/12-5 PH12-12	Outcomes assessed PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11/12-3	Outcomes assessed PH11/12-6 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14	Outcomes assessed PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15	
Knowledge and Understanding	15	15	15	15	60
Skills in Working Scientifically	10	10	10	10	40
Total %	25	25	25	25	100

HSC Course – Investigating Science	
Objectives	HSC Course outcomes
<p>Students will develop knowledge and understanding about:</p>	<p>A student:</p>
<ul style="list-style-type: none"> • develop knowledge and understanding of science and technology 	<p>INS12-12 develops and evaluates the process of undertaking scientific investigations</p> <p>INS12-13 describes and explains how science drives the development of technologies</p>
<ul style="list-style-type: none"> • develop knowledge and understanding of contemporary issues involving science 	<p>INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis</p> <p>INS12-15 evaluates the implications of ethical, social, economic and political influences on science hypothesis</p>

HSC Course Assessment Schedule – Investigating Science

HSC Course Assessment Schedule – Investigating Science					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Depth Study	Data Analysis	Depth Study	Trial HSC Examination	
	Evaluating the Scientific Method		Testing Claims Report		
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 2	
Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed		
	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-7 INS12-12	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-7 INS12-13	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14	INS11/12-5 INS11/12-6 INS12-12 INS12-13 INS12-14 INS12-15	
Knowledge and Understanding	10	5	10	15	40
Skills in Working Scientifically	10	15	20	15	60
Total %	20	20	30	30	100

HSIE

HSC Course - Business Studies

Objectives	HSC Course Outcomes
The nature, role and structure of business	H1 critically analyses the role of business in Australia and globally
Internal and external influences on business	H2 evaluates management strategies in response to changes in internal and external influences
	H3 discusses the social and ethical responsibilities of management
The functions and processes of business activity	H4 analyses business functions and processes in large and global businesses
Management strategies and their effectiveness	H5 explains management strategies and their impact on businesses
Investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations	H6 evaluates the effectiveness of management in the performance of business
	H7 plans and conducts investigations into contemporary business issues
Communicate business information and issues using appropriate formats	H8 organises and evaluates information for actual and hypothetical business situations
	H9 communicates business information, issues and concepts in appropriate formats
Apply mathematical concepts appropriate to business situations	H10 applies mathematical concepts appropriately in business situations

HSC Course Assessment Schedule – Business Studies

Task number	Task 1	Task 2	Task 3	Task 4		
Nature of task	Topic Test Operations	Marketing Analysis Marketing	Extended Response – Human Resource Management	Trial HSC Examination		
Timing	Term 4, Week 8	Term 1, Week 5	Term 2, Week 4	Term 3, Week 2-3		
Outcomes assessed	H2, H4, H5, H9	H4, H6, H7, H8, H9	H2, H5, H6, H7, H8	H1, H2, H3, H4, H5, H6, H8, H9, H10		
Components					Weighting %	
Knowledge and understanding of course content	10	10	5	15	40	
Stimulus-based skills	10		5	5	20	
Inquiry and research		10	5	5	20	
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20	
Total %	25	25	20	30	100	

HSC Course Outcomes – Legal Studies

Objectives	HSC course outcomes
<p>A student develops knowledge and understanding about:</p> <p>1. the nature and institutions of domestic and international law</p>	<p>A student:</p> <p>H1. identifies and applies legal concepts and terminology</p> <p>H2. describes and explains key features of and the relationship between Australian and international law</p>
<p>2. the operation of Australian and international legal systems and the significance of the rule of law</p>	<p>H3. analyses the operation of domestic and international legal systems</p> <p>H4. evaluates the effectiveness of the legal system in addressing issues</p>
<p>3. the interrelationship between law, justice and society and the changing nature of the law</p>	<p>H5. explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p>H6. assesses the nature of the interrelationship between the legal system and society</p> <p>H7. evaluates the effectiveness of the law in achieving justice</p>
<p>A student develops skills in:</p> <p>4. investigating, analysing and communicating relevant legal information and issues</p>	<p>H8. locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>H9. communicates legal information using well-structured and logical arguments</p> <p>H10. analyses differing perspectives and interpretations of legal information and issues.</p>

HSC Course Assessment Schedule - Legal Studies					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In class task Crime	Research Human Rights	Essay Consumers	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Week 2	
Outcomes assessed	H1, H2, H3, H4, H5, H6, H7, H9	H2, H3, H4, H5, H6, H7, H8, H9	H6, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	
Components					Weighting %
Knowledge and understanding of course content	10	10	5	15	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	5	5	5	5	20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	25	20	30	100

Modern History – Year 12	
Objectives <ul style="list-style-type: none"> ● develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context ● develop an understanding of continuity and change over time. 	
Year 11 course outcomes	Year 12 course outcomes
<p>MH11-1 describes the nature of continuity and change in the modern world</p> <p>MH11-2 proposes ideas about the varying causes and effects of events and developments</p> <p>MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past</p> <p>MH11-4 accounts for the different perspectives of individuals and groups</p> <p>MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world</p>	<p>MH12-1 accounts for the nature of continuity and change in the modern world</p> <p>MH12-2 proposes arguments about the varying causes and effects of events and developments</p> <p>MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past</p> <p>MH12-4 analyses the different perspectives of individuals and groups in their historical context</p> <p>MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world</p>
Skills	
Objectives <ul style="list-style-type: none"> ● undertake the process of historical inquiry ● use historical concepts and skills to examine the modern past ● communicate an understanding of history, sources and evidence, and historical interpretations. 	
<p>MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>MH11-7 discusses and evaluates differing interpretations and representations of the past</p> <p>MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>MH11-10 discusses contemporary methods and issues involved in the investigation of modern history</p>	<p>MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>MH12-7 discusses and evaluates differing interpretations and representations of the past</p> <p>MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p>

Modern History – Year 12 - Assessment Schedule

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

HSC Course Outcomes - Retail Services VET

Objectives	HSC Course Outcomes
<p>Working in the industry This unit describes the performance outcomes, skills and knowledge required to work effectively in the retail environment by integrating knowledge of workplace rights and responsibilities, organizational policies and procedures into daily work activities.</p>	<p>SIRXIND001: Work effectively in a service environment 1. Source and use information on employment rights and responsibilities 2. Work within organisational requirements 3. Use effective work habits</p>
<p>Working in the industry The unit describes the performance outcomes, skills and knowledge required to organize, clean and maintain the work environment to ensure optimal workplace appearance and safety.</p>	<p>SIRXIND002: Organise and maintain a store environment 1. Clean the store environment 2. Maintain the store environment</p>
<p>Handling stock This unit describes the performance outcomes, skills and knowledge required to receive and store retail stock. It requires the ability to check stock quality and against order requirements, store or present stock correctly, and maintain cleanliness of stock-handling areas.</p>	<p>SIRRINV001: Receive and handle retail stock 1. Maintain stock handling and storage areas 2. stock delivery 3. Replenish stock levels</p>
<p>Handling stock This unit describes the performance outcomes, skills and knowledge required to process stock orders, maintain stock losses, manage stocktakes and maintain all documents that relate to the administration of any type of stock</p>	<p>SIRRINV002: Control Stock 1. Monitor stock receipt and dispatch 2. Maintain stock records 3. Process and follow up orders 4. Maintain stock losses 5. Coordinate stocktake or cyclical count</p>
<p>General selling stream This unit describes the performance outcomes, skills and knowledge required to display retail merchandise. It requires the ability to prepare, produce and maintain merchandise displays in accordance with visual merchandising requirements</p>	<p>SIRRMER001; Produce visual merchandise displays 1. Prepare to produce visual merchandise display 2. Display merchandise 3. Maintain display</p>
<p>General selling stream This unit describes the performance outcomes, skills and knowledge required to develop product and service knowledge and provide information to customers</p>	<p>SIRXPDK001: Advise on products and services 1. Develop product and service knowledge 2. Respond to customer requests 3. Enhance information provided</p>
<p>Sales and security This unit describes the performance outcomes, skills and knowledge required to deliver quality customer service and sell to retail customers. It requires the ability to determine customer needs, match of products and services to their needs and facilitate a sale.</p>	<p>SIRXSLS001: Sell to the retail customer 1. Establish customer needs 2. Provide advice on products and services 3. Facilitate the sale of products and services</p>
<p>Sales and security This unit describes the performance outcomes, skills and knowledge required to follow point-of-sale systems process transactions and complete sales.</p>	<p>SIRXSLS002; Follow point-of-sale procedures 1. Follow point -of -sale work systems 2. Process point-of-sale transactions 3. Complete sales</p>

School Name: Granville Boys High School
Competency Assessment Schedule
Student
COURSE: HSC Retail Services SIR30216 VET
2021

Assessment Tasks for Certificate III in Retail SIR30216		Cluster D	Cluster E	Cluster F	Cluster G	Trial Exam	
		Working in the industry	Handling Stock	General Selling Stream	Sales and Security		
		Week: 7-10 Term: 3 Week 1-6 Term 4	Week: 7-10 Term: 4 Week 1-6 Term 5	Week:7-10 Term:5 Week 1-6 Term 6	Week:7-10 Term: 6 Week 1 Term 7	Week: 2 Term: 3	
Code	Unit of Competency					HSC Examinable Units of Competency	
SIRXIND001	Work effectively in a service environment	X					
SIRXIND002	Organise and maintain the store environment	X					
SIRRINV001	Receive and handle retail stock		X				
SIRRINV002	Control stock		X				
SIRRMER001	Produce visual merchandise displays			X			
SIRXPDK001	Advise on products and services			X			
SIRXRSK001	Identify and respond to security risks				X		
SIRXSLS001	Sell to the retail customer				X		
SIRXSLS002	Follow point-of-sale procedures				X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail SIR30216 or a Statement of Attainment towards a Certificate III in Retail SIR30216.

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

PDHPE

Personal Development, Health and Physical Education

The aim of PDHPE at stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

The stage 6 PDHPE Syllabus includes two 120 hour courses. The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.

The objectives and Outcomes for the HSC PDHPE course are:

Objectives A student develops:	Outcomes A Student:
<ul style="list-style-type: none"> Knowledge and understanding of the factors that affect health 	H1 Describes the nature and justifies the choice of Australia's health priorities H2 Analyses and explains the health status of Australians in terms of current trends and groups most at risk H3 Analyses the determinants of health and health inequities
<ul style="list-style-type: none"> A capacity to exercise influence over personal and community health outcomes 	H4 Argues the case for health promotion based on the Ottawa Charter H5 Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities H6 Demonstrates a range of personal health skills that enables them to promote and maintain health (option 1 only)
<ul style="list-style-type: none"> Knowledge and understanding about the way the body moves 	H7 Explains the relationships between physiology and movement potential H8 Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity H9 Explains how movement skills is acquired (option 1)
<ul style="list-style-type: none"> An ability to take action to improve participation and performance in physical activity 	H10 Designs and implements training plans to improve performance H11 Designs psychological strategies and nutritional plans in response to individual performance needs H12 Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (option 2 only) H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (option 3 only)
<ul style="list-style-type: none"> An ability to apply the skills of critical thinking, research and analysis 	H14 Argues the benefits of health promoting actions and choices that promote social justice H15 Critically analyses key issues affecting the health of Australians and proposes way of working towards better health for all H16 Devises methods of gathering, interpreting and communicating information about health and physical activity concepts H17 Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

HSC Course Assessment Schedule - PDHPE					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
Title	Health promotion initiative	Proper preparation	Safety first	Trial HSC	
Timing	Term 4, Week 8	Term 1, Weeks 4, 8 Term 2, Weeks 2, 6	Term 2, Week 9-10	Term 3, Week 2	
Topic/s	Core 1: Health Priorities in Australia	Core 2: Factors Affecting Performance Option 4: Improving Performance	Option 3: Sports Medicine	Core 1: Health priorities in Australia Core 2: Factors Affecting Performance Option 4: Improving Performance	
Outcomes	H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H10, H11, H16, H17	H8, H13, H16, H17	Selection of Outcomes from: H1-H5, H7-H11, H14-H17	
Type	Critical Inquiry	Coaching Plan (4 parts)	Case Study – Injury Report	Examination	
Knowledge and understanding of: <ul style="list-style-type: none"> Factors that affect health The way the body moves 	10	15	5	10	40
Skills in: <ul style="list-style-type: none"> Influencing personal and community health Taking action to improve participation and performance in physical activity 	10	10	5	5	30
Skills in critical thinking, research and analysis.	10	10	5	5	30
Task Weighting	30	35	15	20	100

HSC Course - Sport, Lifestyle & Recreation

Objectives	Outcomes
1. Knowledge and understanding of the factors that influence health and participation in physical activity	1.1 Applies the rules and conventions that relate to participation in a range of physical activities 1.2 Explains the relationship between physical activity, fitness and healthy lifestyle 1.3 Demonstrates ways to enhance safety in physical activity 1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia 1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 Describes administrative procedures that support successful performance outcomes
2. Knowledge and understanding of the principles and processes impacting on the realisation of movement potential	2.1 Explains the principles of skill development and training 2.2 Analyses the fitness requirements of specific activities 2.3 Selects and participates in physical activities that meet individual needs, interests and abilities 2.4 Describes how societal influences impact on the nature of sport in Australia 2.5 Describes the relationship between anatomy, physiology and performance
3. The ability to analyse and implement strategies that promote health, physical activity and enhanced performance	3.1 Selects appropriate strategies and tactics for success in a range of movement contexts 3.2 Designs programs that respond to performance needs 3.3 Measures and evaluates physical performance capacity 3.4 Composes, performs and appraises movement 3.5 Analyses personal health practices 3.6 Assesses and responds appropriately to emergency care situations 3.7 Analyses the impact of professionalism in sport
4. A capacity to influence the participation and performance of self and others	4.1 Plans strategies to achieve performance goal 4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 Makes strategic plans to overcome the barriers to personal and community health 4.4 Demonstrates competence and confidence in movement contexts 4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
5. A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	5.1 Accepts responsibility for personal and community health 5.2 Willingly participates in regular physical activity 5.3 Values the importance of an active lifestyle 5.4 Values the features of a quality performance 5.5 Strives to achieve quality in personal performance

HSC Course Assessment Schedule - Sport, Lifestyle & Recreation					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
Topic	Sports Coaching	Outdoor Recreation	Resistance Training	Team/Individual games	
Timing	Term 4, Week 6-2021	Term 1, Weeks 2–6 - 2022	Term 1, Weeks 2–6 - 2022	Term 3, Week 2 - 2022	
Weighting	25%	25%	25%	25%	
Outcomes	1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.3, 2.5, 3.6, 4.2, 4.4, 4.5	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	
Type	Coaching Clinics	Camp Plan	Training program	Practical application	
Knowledge and understanding	15%	15%	15%	10%	50%
Skills	10%	10%	10%	15%	50%
Task Weighting	25%	25%	25%	25%	100%

CAPA

HSC Course - Music 1		
Component		Weighting %
Performance		10
Composition		10
Musicology		10
Aural		25
Electives		45
		100
Objectives		HSC Outcomes through activities
Students' develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts	H1	Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
	H2	Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
	H3	Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
	H4	Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
	H5	Critically evaluates and discusses performances and compositions
	H6	Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
	H7	Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
	H8	Identifies, recognises, experiments with, and discusses the use and effects of technology in music

HSC Course Assessment Schedule – Music 1					
HSC Syllabus Components	HSC Syllabus Weighting	Task 1	Task 2	Task 3	TOTALS %
		Date Due Term 4 Week 8	Date Due Term 2 Weeks 9 /10	Date Due Term 3 Week 3-4	
		Own Choice	Music of a Culture	Popular Music	
Elective 1,2,3	45%		Elective Performance 15% 1,2,3	Trial HSC Electives performance 1,2,3 30%	45%
Performance Core	10%		Performance Core 10%		10%
Composition Core	10%	Composition 10%			10%
Musicology Core	10%	Viva Voce` 10%			10%
Aural Core	25%		Aural exam 15%	Trial HSC Aural Exam 10%	25%
Task Value %		20	40	40	100%
Syllabus Outcomes assessed by the Task		H2, H3, H5, H4, H6, H7, H8	H1*, H2*,H3*.H4*, H5*, H6*, H7*, H8*	H1*, H2*,H3*.H4*, H5*, H6*, H7*, H8*	
<ul style="list-style-type: none"> Teachers will select the appropriate outcomes based on elective options selected by each student 					

TAS

**(Technological and Applied
Studies)**

HSC Course - Construction VET

Competency Code	Unit Of Competency	Descriptor
CPCCCM2004A	<p style="text-align: center;">Clusters D,E and F</p> <p>Handle construction materials Plan and organise work Read and interpret plans and specification</p> <p style="text-align: center;">(elements of Cluster 3 1, 2 & 3)</p>	<ul style="list-style-type: none"> • Plan and prepare • Manually handle, sort, stack and store construction material • Prepare for mechanical handling of material • Clean up • Plan and prepare • Sequence work safely • Clean up • Identify different types of drawings and their functions • Recognise amendments • Recognise commonly used symbols and abbreviations • Locate and identify key features on a site plan • Identify project requirements • Read and interpret job specifications
<p>CPCCWF2002A</p> <p>CPCCWF2001A</p>	<p>Use wall and floor tiling equipment</p> <p>Handle wall and floor tiling materials</p>	<ul style="list-style-type: none"> • Plan and prepare • Prepare materials for simple construction project • Determine component requirements and assembly sequence • Operate hand towels • Use equipment safely • Construct a simple project • Clean up
<p>CPCCM2004A</p> <p>CPCCM1014A</p> <p>CPCCM1012A</p>	<p>Handle Construction materials Conduct Work Place Communication Work effectively and sustainability in the construction site</p>	<ul style="list-style-type: none"> • Gather information • Estimate materials, time and labour • Calculate costs • Document details and verify when necessary • Establish contacts with clients • Respond to client enquiry

Granville Boys High School

HSC Course Assessment Schedule – Construction CPC20211 VET

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster D	Cluster E	Cluster F	Trial Examination
		Formwork	Level a simple slab	Assemble for off-site manufacture	
		Week: 6, Term: 1	Week: 7, Term: 2	Week: 5, Term:3	
Code	Unit of Competency				Week: 2/3 Term: 3
CPCCCA2003A	Erect and dismantle formwork for footings	X			
CPCCCA2011A	Handle carpentry materials	X			
CPCCCM2006B	Apply basic levelling procedures		X		
CPCCCO2013A	Carry out concreting to simple forms		X		
CPCCCM2005B	Use construction tools and equipment		X		
CPCCJN2001A	Assemble components			X	
CPCCJN2002B	Prepare for off-site manufacturing process			X	

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

Schools will schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements.

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”. A course mark is not allocated.

HSC Course - Design and Technology

Objectives	HSC Course Outcomes
Knowledge and understanding about design theory and design processes in a range of contexts	<p>H1.1 critically analyses the factors affecting design and the development and success of design projects</p> <p>H1.2 relates the practices and processes of designers and producers to the major design project</p>
Knowledge, understanding and appreciation of the interrelationship of design, technology, society and the environment	<p>H2.1 explains the influence of trends in society on design and production</p> <p>H2.2 evaluates the impact of design and innovation on society and the environment</p>
Creativity and an understanding of innovation and entrepreneurial activity in a range of contexts	<p>H3.1 analyses the factors that influence innovation and the success of innovation</p> <p>H3.2 uses creative and innovative approaches in designing and producing</p>
Skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities	<p>H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project</p> <p>H4.2 selects and uses resources responsibly and safely to realise a quality major design project</p> <p>H4.3 evaluates the processes undertaken and the impacts of the major design project</p>
Skills in research, communication and management in design and production	<p>H5.1 manages the development of a quality major design project</p> <p>H5.2 selects and uses appropriate research methods and communication techniques</p>
Knowledge and understanding about current and emerging technologies in a variety of settings	<p>H6.1 justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices</p> <p>H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development</p>

HSC Course Assessment Schedule - Design and Technology

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Major Design Project (MDP) oral presentation and proposal report	Case study: Innovation and Emerging Technology	MDP Project Development and Management Report (Portfolio)	Trial Exam	
Timing	Term 4 Week 8	Term 1 Week 6	Term 2 Week 4	Term 3 Week 2 & 3	
Outcomes assessed	H1.1, H1.2, H2.1, H4.1, H6.1 H3.2, H4.2, H4.3, H5.1, H5.	H2.1, H2.2, H3.1, H6.2 H1.1, H5.2	H1.1, H1.2, H2.1, H4.1, H6.1 H3.2, H4.2, H4.3, H5.1, H5.	H2.1, H2.2, H3.1, H6.2 H1.1, H5.2	
Components					Weighting %
Knowledge and understanding of course content		20%		20%	40%
Knowledge and skills in designing ,managing, producing and evaluating a MDP	20%		30%	10%	60%
Weighting %	20%	20%	30%	30%	100%

HSC Course- Engineering Studies

Objectives	HSC Course Outcomes
<p>understanding of the scope of engineering and the role of the engineer</p> <p>knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society</p> <p>communication skills appropriate to engineering practices</p> <p>knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice</p> <p>management and problem-solving in engineering contexts</p> <p>skills in the application of engineering methodology</p>	<p>H1.1 describes the scope of engineering and critically analyses current innovations</p> <p>H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications</p> <p>H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering</p> <p>H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society</p> <p>H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice</p> <p>H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports</p> <p>H3.3 develops and uses specialised techniques in the application of graphics as a communication tool</p> <p>H4.1 investigates the extent of technological change in engineering</p> <p>H4.2 applies knowledge of history and technological change to engineering based problems</p> <p>H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems</p> <p>H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports</p> <p>H5.2 selects and uses appropriate management and planning skills related to engineering</p> <p>H6.1 demonstrates skills in research and problem solving related to engineering</p> <p>H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering</p>

HSC COURSE ASSESSMENT SCHEDULE- ENGINEERING STUDIES

		Task 1	Task 2	Task 3	Task 4	
		Date:	Term 4 Week 8	Term 1 Week 6	Term 2 Weeks 6	Term 3 Week 2-3
		Task:	Biomedical Engineering Report	Catalogue of Materials and Scale Model Bridge	Aeronautical Engineering Report	Trial HSC Examination
Components	Weighting					
Knowledge and understanding of engineering principles and development in technology	30%	10%	10%	10%		
Skills in research, problem solving, communication related to engineering	40%	10%	20%	10%		
Understanding of the scope and role of engineering including management and problem solving	30%				30%	
MARKS	100%	20%	40%	20%	20%	

HSC Course – Hospitality Kitchen Operations VET Mandatory

Focus area	Unit code	Descriptor
Hygiene	SITXFSA001	<p>Use hygienic practices for food safety</p> <ol style="list-style-type: none"> 1. Follow hygiene procedures and identify food hazards 2. Report any personal health issues. 3. Prevent food contamination. 4. Prevent cross-contamination by washing hands. 5. Develop foundational skills in reading, writing and oral communication
Safety	SITXWHS001	<p>Participate in safe work practices</p> <ol style="list-style-type: none"> 1. Work safely. 2. Follow procedures for emergency situations 3. Participate in organisational WHS practices.
Working in the Hospitality industry and workplace	BSBWOR203	<p>Work effectively with others</p> <ol style="list-style-type: none"> 1. Develop effective workplace relationships 2. Contribute to workgroup activities 3. Deal effectively with issues, problems and conflict
	SITHIND002	<p>Source and use information on the hospitality industry</p> <ol style="list-style-type: none"> 1. Source and use industry information 2. Source and use compliance information 3. Source and use information on hospitality technology 4. Update personal and organisational knowledge of the hospitality industry
Stream		
Focus area	Unit code	Descriptor
Kitchen Operations and Cookery	SITHCCC001	<p>Use food preparation equipment</p> <ol style="list-style-type: none"> 1. Select food preparation equipment 2. Use equipment to prepare food 3. Clean and maintain food preparation equipment <p>Prepare dishes using basic methods of cookery</p> <ol style="list-style-type: none"> 1. Select ingredients 2. Select, prepare and use equipment 3. Portion and prepare ingredients 4. Cook dishes 5. Present and store dishes
	SITHCCC005	<p>Clean kitchen premises and equipment</p> <ol style="list-style-type: none"> 1. Clean and sanitise kitchen equipment 2. Clean service-ware and utensils 3. Clean and sanitise kitchen premises
	SITHKOP001	<p>Work safely and reduce negative environmental impacts</p>

School Name: Granville Boys High School

Student Competency Assessment Schedule

COURSE: HSC Hospitality - Kitchen Operations SIT20416 VET

2022

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D	Cluster E	Cluster F	Trial Exam
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen	
		Week: 10 Term: 4	Week: 10 Term: 1	Week: 10 Term: 2	Week: 2 - 3 Term: 3
Code	Unit of Competency				Examinable Units of Competency
SITHCCC003	Prepare and present sandwiches	X			
SITHCCC006	Produce appetisers and salads	X			
BSBWOR203	Work effectively with others		X		
SITHIND002	Source and use information on the hospitality industry		X		
BSBSUS201	Participate in environmentally sustainable work practices		X		
SITHCCC005	Prepare dishes using basic methods of cookery			X	
SITHCCC011	Use cookery skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416 or a Certificate II in Kitchen Operations SIT20416

Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

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”. A course mark is not allocated.

HSC Course – Industrial Technology Timber

Objectives	HSC Outcomes	
Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry	H1.1	Investigates industry through the study of businesses in one focus area
	H1.2	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment	H2.1	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
Competence in designing, managing and communicating within relevant industry context	H3.1	Is skilled in sketching, producing and interpreting drawings
	H3.2	Selects and applies appropriate research and problem - solving skills
	H3.3	Applies design principals effectively through the production of projects
Knowledge and skills in producing quality products	H4.1	Demonstrates competency in practical skills appropriate to the major project
	H4.2	Explores the need to outsource appropriate expertise where necessary to compliment personal practical skills
	H4.3	Critically applies knowledge and skills related to properties and characteristics of materials/components
Knowledge and skills in communication and information processing related to the industry focus area	H5.1	Selects and uses communication and information processing skills
	H5.2	Selects and applies appropriate documentation techniques to project management
An appreciation of quality products and the principles of quality control	H6.1	Evaluates the characteristics of quality manufactured products
	H6.2	Applies the principles of quality and quality control
An appreciation of the relationships between technology, the individual, society and the physical environment	H7.1	Evaluates the impact of the focus area industry on the social physical environment

HSC Course Assessment Schedule – Industrial Technology Timber

Outcomes		Components	Date:	Task 1	Task 2	Task 3	Task 4
				Term 4 Week 6	Term 1 Week 6	Term 2 Week 5	Term 3 Week 2 & 3
Knowledge	Skills			Task:	Weighting	Major Project (MP) oral presentation and proposal report	MP Management plan and progressive evaluation report
H1.2, H3.1, H3.2, H6.2 H1.2, H3.1, H3.2	H3.1, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2 H2.1, H3.1 H4.1, H4.2 H4.3,	Knowledge and understanding of course content	40	5	10	5	10
H1.2, H1.1, H6.2, H7.1	H3.1, H4.2, H5.1, H5.2 H3.2, H5.1	Knowledge and skills in the design, management, communication and production of a major project	60	15	20	15	20
		MARKS	100%	20	30	20	30

A GLOSSARY OF KEY WORDS

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

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

Account or transactions	Account for: state reasons for, report on. Give an account of: narrate a series of events
Analyse implications	Identify components and the relationship between them; draw out and relate
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically analyse /evaluate questioning, reflection	Add a degree or level of accuracy, depth, knowledge and understanding, logic, and quality to analysis/evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish between	Recognise or note/indicate as being distinct or different from; to note differences
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain and/or how	Relate cause and effect; make the relationships between things evident; provide why
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose or action	Put forward (for example a point of view, idea, argument, suggestion) for consideration
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Term 4 2021				
Week	Date Starting	Assessment Tasks	Subject	Weighting
1	Oct 4			
2	Oct 11			
3	Oct 18			
4	Oct 25	Task 1	Physics	25
5	Nov 1	Task 1	Eng Ext	15
6	Nov 8	Task 1 Task 1 Task 1 Cluster Task Task 1	Eng Studies Biology SLR Construction Timber	20 25 25 20
7	Nov 15	Cluster Task 1	Retail Services	
8	Nov 22	Task 1 Task 1 Task 1 Task 1 Task 1 Task 1 Task 1 Task 1 Task 1 Task 1	Eng Adv, Eng Standard Maths Standard 1 Maths Standard 2 Business St PDHPE Music 1 Engineering D & T	30 20 30 30 25 30 20 20 20
9	Nov 29	Task 1 Task 1 Task 1 Task 1	Maths Adv Maths Standard Investigating Sc Legal St	25 25 20 25
10	Dec 6	Task 1 Task 1	Chemistry Timber	20 20
11	Dec 13			

Term 1 2022				
Week	Date Starting	Assessment Tasks	Subject	Weighting
1	Jan 28 (Fri)	Task 2	Physics	25
2	Jan 31			
3	Feb 7			
4	Feb 14			
5	Feb 21	Task 2 Task 2	Eng Ext Business St	20 25
6	Feb 28	Task 2 Task 2 Task 2 Task 2 Task 2 Task 2 Task 2 Task 2 Task 2 Cluster Task Task 2	End Adv Maths Ext Maths Standard 1 Maths Standard 2 Biology Chemistry SLR Engineering Hospitality Timber	20 25 25 25 25 35 25 40 20 30
7	Mar 7	Task 2 Cluster Task 2 Cluster Task	Maths Adv Retail Services Construction	25
8	Mar 14	Task 2 Task 2 Task 2 Task 2 Task 2 Cluster Task	Eng Standard Eng Studies Modern History PDHPE D & T Hospitality	30 25 25 35 20 20
9	Mar 21	Task 2 Task 2 Task 2	Investigating Sc Modern History Legal Studies	20 25 25
10	Mar 28			
11	Apr 4			

Term 2 2022				
Week	Date Starting	Assessment Tasks	Subject	Weighting
1	Apr 26			
2	May 2			
3	May 9			
4	May 16	Task 3 Task 3	Business St D & T	20 40
5	May 23	Task 3 Task 3 Task 3 Task 3 Cluster Task Task 3	Eng Ext Maths Ext Maths Standard 1 Maths Standard 2 Construction Timber	15 25 25 25 20
6	May 30	Task 3 Task 3 Task 3 Cluster Task	Maths Adv Biology Engineering Hospitality	25 25 20 30
7	Jun 6	Task 3 Task 3 Cluster Task Task 3	Eng Studies Legal St Retail Services SLR	25 20 25
8	Jun 13	Task 3	Eng Standard	30
9	Jun 20	Task 3 Task 3 Task 3 Task 3 Task 2	End Adv Chemistry Investigating Sc PDHPE Music 1	30 20 30 15 40
10	Jun 27	Task 3	Physics	25

Term 3 2022				
Week	Date Starting	Assessment Tasks	Subject	Weighting
1	Jul 18			
2	Jul 25	HSC Trial Examination	All Subjects	
3	Aug 1			
4	Aug 8			
5	Aug 15			
6	Aug 22			
7	Aug 29			
8	Sep 5			
9	Sep 12			
10	Sep 19			

N Award Flowchart – NESAS NSW Education Standards Authority

Non completion or a non-serious attempt of an assessment task e.g. exam, assignment, plagiarism, below 80% course work

NOTE: If students do not submit assessment on due date it is a NESAS policy to award a zero mark. NESAS still requires students to submit assessment even though it will be awarded a mark of zero

N warning issued by Classroom Teacher or Head Teacher, Classroom Teacher or Head Teacher organise a meeting with student to discuss issue/ timeline/ support to complete work teacher

Student Completes assessment

Student makes a further non-serious attempt on assessment or does not complete assessment

Teacher resolves
N Award warning

Head Teacher reissues due date, call parents and meets with student OR makes an agreement for student to attend Senior Study (Tuesday during sport)

Student attends Senior Study and makes a serious attempt on next assessment OR student completes assessment

Student does not complete / make a serious attempt OR student does not attend Senior Study (as arranged)

Student completes assessment

Parents and student have meeting with Deputy Principal

Student does not agree to complete work

Parents and student with Deputy Principal negotiate outcome e.g. N award for course / change of pathway