

# 2021– 2022 YEAR 12 HSC and ASSESSMENT HANDBOOK

NORTHMEAD CREATIVE & PERFORMING ARTS HIGH SCHOOL



"A CENTRE OF EXCELLENCE IN THE CREATIVE AND PERFORMING ARTS"

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Dear Parents/Carers and Year 12 students,

This booklet outlines the internal school assessment tasks for students in Year 12, Stage 6, at Northmead Creative and Performing Arts High School. It has been produced to give you and your parents some useful information about the Rules and Procedures for the HSC, Senior Assessment Policy and Assessment Schedules.

While traditionally the Higher School Certificate (HSC) has prepared students for tertiary education at University, Technical and Further Education (TAFE) and other such institutions, our courses also cater for a number of students who wish to complete six years of high school and have ambitions of immediate entry into the workforce. Northmead Creative & Performing Arts is offering a choice of two pathways of study in the senior years.

- ❖ Higher School Certificate
- ❖ Higher School Certificate with Australian Tertiary Admissions Rank

(ATAR) To be eligible for the HSC, students must study a minimum of 10 units in the HSC.

**The HSC with an ATAR refers to the study of specific subjects, to allow an ATAR to be calculated. The ATAR is a rank designed to be used only for university selection.**

At any time during the course of the year, a student leaving the school is eligible to receive a Record of School Achievement (ROSA) to indicate their standard of achievement up until the time of leaving.

The dates for assessment tasks are given for each subject on the relevant pages of this booklet. It is important that students work diligently throughout the year to obtain their best possible result. School Assessment is vitally important as it determines the rank order for HSC results.

Should you have any questions concerning this booklet, please feel free to contact the school.

Yours sincerely,

Narelle Vazquez

Principal

## IMPORTANT WEBSITES:

Official NESA Website: <http://educationstandards.nsw.edu.au>

NESA Rules & Regulations: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

Other useful websites:

UAC - University Admissions Centre: [www.uac.edu.au](http://www.uac.edu.au)

NSW HSC Online: <http://hsc.csu.edu.au>

## HIGHER SCHOOL CERTIFICATE

*The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualification, vocational training or employment.*

*NESA ACE Manual. HSC*

## 1. QUALIFYING FOR THE HIGHER SCHOOL CERTIFICATE

### 1.1 ELIGIBILITY

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

- (i) have gained the Record of School Achievement (ROSA) or other such qualifications as NESA considers satisfactory;
- (ii) have attended school and showed due diligence and sustained effort which is demonstrated by more than 85% attendance.
- (iii) have completed HSC: All My Own Work
- (iv) have satisfactorily completed courses which comprise the pattern of study required by NESA for the award of the Higher School Certificate;
- (v) sit for and make a serious attempt at the requisite Higher School Certificate examinations.
- (vi) demonstrated a minimum standard of literacy and numeracy.

## 1.2 PATTERN OF STUDY

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least twelve (12) units in your Preliminary study pattern and at least ten (10) units in your HSC study pattern.

Both study patterns must include:

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

No more than six (6) units of courses in Science can contribute to the twelve (12) Preliminary units and seven (7) units of Science in Year 12.

**Students will be asked to sign a NESA Confirmation of Entry to confirm the subjects that they have been entered into for the HSC during Term 1 2021 and Term 2 2022.**

## 1.3 SATISFACTORY COMPLETION OF A COURSE

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

### Course Completion Criteria

In addition to the eligibility criteria outlined above, students in HSC courses **MUST** complete HSC assessment tasks that contribute in excess of 50% of the available marks in courses where school based marks are submitted.

{NESA ACE MANUAL}

Whilst the NESA does not mandate attendance requirements, Principals may determine that, as a result of absence, a student cannot complete the course satisfactorily. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. (1.7) **Generally, if a student's attendance is under 85% it is considered very difficult for them to have completed all course outcomes to a satisfactory level.**

If at any time it appears that a student is at risk of being given an '**N**' (**Non Completion of Course**) determination in any course the Principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the '**N**' determination.

## 1.4 PRELIMINARY AND HSC COURSES

The Higher School Certificate is awarded when students satisfactorily complete the two components – the **Preliminary Course** and the **HSC Course**. Satisfactory completion of the Preliminary Course or its equivalent is a prerequisite for entry into a HSC Course. (NESA ACE Manual). The Preliminary Course is to be regarded as assumed knowledge which has been covered by all candidates. Achievement in the Preliminary Courses in Year 11 is assessed by the end of Term 3 in Year 11.

Examination specifications ensure that the major focus of the HSC examination will be on **HSC Course** content. In the HSC the Preliminary Course is not directly tested but it will be assumed you are familiar with the Preliminary Course and questions in the HSC might involve such basic knowledge or skills.

## 1.5 HSC COURSES

HSC Courses are assessed through School Assessment Tasks, including school examinations in Year 12, and in the HSC examinations.

Students studying a HSC Course must make a genuine attempt at Assessment Tasks **which contribute in excess of 50 per cent of the available marks. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed. In addition, students studying the HSC Course must sit for and make a genuine attempt at the requisite examination(s).**

## 1.6 UNIVERSITY ENTRY

Before a student can have an ATAR calculated, he/she must first satisfy the eligibility requirements.

### ELIGIBILITY for an ATAR

To be eligible for an ATAR a student must complete at least ten (10) units of Board Developed Courses including at least two (2) units of English. Note - Studies and Mathematics Standard 1 are classified Category B subjects and students are reminded that only ONE category B subject can be counted towards an ATAR.

The Board Developed courses must include at least three (3) courses of two (2) units or greater, and at least four (4) subjects.

### CALCULATION of the ATAR

The ATAR will be based on an aggregate of scaled marks in ten (10) units of Board Developed courses comprising:

- the best two (2) units of English and
- the best eight (8) units from the remaining units, subject to the provision that no more than two (2) units of Category B courses be included.



## 1.7 SATISFACTORY COMPLETION OF AN HSC VOCATIONAL EDUCATIONAL TRAINING (VET) COURSE

As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements (35 hours in both Year 11 & 12)
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

The course requirements for HSC VET courses can be found in the syllabus for [Industry Curriculum Framework](#) courses or in the [course description](#) for VET Board Endorsed Courses.

### VET mandatory work placement

The requirement to complete work placement in a VET framework course is also stated in **the student declaration** on the **Confirmation of Entry**. This is to be signed by the student and retained by the school.

If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with a **non-completion ('N') determination**.

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

## 2. ASSESSMENT AND REPORTING

### 2.1 INTRODUCTION

The HSC documents issued by NESA provide detailed descriptions of the knowledge, skills and understanding that the student has attained in each subject.

School-based assessment tasks will contribute up to 50% of the HSC mark. A student's school assessment mark will be based on the student's performance in assessment tasks undertaken during the course.

The assessment scores provided by the school will be moderated (adjusted) according to the school's performance in the external HSC examination in that course. For example, if students from a school receive a particular range of marks in the examination, (and if their assessments are higher or lower than that range), their assessment scores will be adjusted accordingly. The adjusted assessment scores will also take account of the relative differences between the scores of students as determined by the school.

An assessment schedule for each course is contained in this booklet, detailing how the school-based assessment mark will be calculated.

The other 50% of the HSC mark will come from the HSC examination.

A student's HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course he/she will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 will correspond to the highest level of achievement.

On satisfactory completion of the HSC, each student will receive a portfolio containing:

- The HSC Testamur (The official certificate confirming the achievement of all requirements for the award).
- The Record of Achievement (This document lists the courses studied and reports the marks and bands achieved).
- Course Reports (For every HSC NESA Developed Course the student will receive a Course Report showing his/her marks, the Performance Scale and the band descriptions for that course.
- A graph showing the state-wide distribution of marks in the course is also shown).

## 2.2 ASSESSMENT PROGRAM

2.2.1 Each school must develop an Assessment Program for each Course. In practical terms this means that schools are required to:

- Set tasks which will be used to measure student performance in each component of a course.
- Specify values for each of these tasks.
- Inform the students of the requirements for each course.
- Keep records of each student's performance on each task.
- Provide students with information on their progress.

Each department prepares assessment outlines for their subjects which are issued and discussed in class and provided electronically to all students in this booklet. These summaries are derived from the NESA subject guidelines received by the school.

All subject departments will provide for each course more specific details concerning what will be assessed, how it will be assessed and when it will be assessed.

**2.2.2** If an assessment task fails to discriminate between students, or is found to be invalid, an additional task (with sufficient notice) will need to be given. **Head Teachers reserve the right to set additional tasks or change the order of tasks if necessary** - if this occurs you will be given the mandatory two week notice (10 school days).



## 2.3 REPORTS

Two formal reports on a student's progress will be provided during the assessment period; at the end of Term 1 Year 12, and after the Year 12 Trial HSC (August). These reports will show your progressive ranking in each subject.

## 2.4 PURPOSE OF ASSESSMENT

The purpose of school assessment is:

- (i) to give students credit for achievements in aspects of their courses of study, which are not tested by the external examination, e.g. practical skills, field studies, research skills, oral skills.
- (ii) to give students credit for actual achievements throughout the course rather than relying only on performance in the external examination.
- (iii) formal assessment tasks enhance the normal process of learning and help prepare students for the HSC and allow teachers to provide individualised support and feedback for students.

Other activities designed to assist or to measure success in the learning of a particular concept topic or unit are also essential parts of the course. These, although not part of the formal Assessment Program, also enhance understanding and in doing so help the students prepare both for formal assessment tasks and for the HSC exam itself. Students must complete all assigned work.

## 2.5 WHEN WILL ASSESSMENT TASKS BE GIVEN?

A requirement of NESA is that schools make an appropriate, minimum number of measures to ensure a reliable indication of the relative achievement of students. These measures will be obtained by requiring students to perform certain tasks such as tests, essays, assignments, speeches, research, practical work.

Not every task given to students will be marked and used in the formal assessment scheme for a course. It is intended that only certain tasks will be specifically included in the assessment scheme. Non-completion or late submission of these tasks makes the student liable for an unsatisfactory progress determination in the subject concerned.

**Each subject department will provide notice to students of the specific date and time for each assessment task, ten (10) school days in advance.**

## 2.6 WHEN WILL ASSESSMENT BEGIN?

Formal assessment begins in Term 4 of Year 11, however, some course assessment may not begin until Term 1 of Year 12.

## 2.7 WHAT IF STUDENTS SCORE ZERO OR FAIL TO COMPLETE ASSESSMENT TASKS?

Head Teachers will inform the Year Adviser and parents/guardians of all cases where a zero is awarded in any assessment task. **If a student fails to complete assessment tasks worth 50% of available marks in any course, then the Principal will certify that the course has not been satisfactorily studied.** Unless an appeal is upheld, the student will be awarded neither an assessment mark nor an examination mark and may not be eligible for an HSC. Students in this situation, will receive a Certificate of Attainment for the subjects in which they have met the requirements.

## 2.8 WHAT ABOUT STUDENTS WHO CHANGE COURSES /SCHOOLS OR REPEAT?

NESA will be notified as soon as possible of all HSC student movements, should a student change schools.

- For students who transfer to NCAPAHS before Term 4 Year 11 (or before the School Assessments commence) no action is necessary. The student would simply be assessed with all the other students in the course at Northmead.
- No student can commence a Board Developed HSC Course unless the Principal is satisfied that the Preliminary Course requirements have been met. NESA has to be notified.
- For students who transfer to NCAPAHS between the commencements of assessments in a particular course and before the 30th June in an HSC examination year, Northmead is to prepare final assessments based on those tasks, which the students complete at Northmead. Any information forwarded from the previous school may also be taken into account.
- For students who transfer to NCAPAHS after 30th June, student's previous school is to provide the assessments. In these cases, the student's moderated assessment will be determined using the scaled examination performance of the previous school.
- For students who transfer in from interstate or overseas only tasks undertaken at Northmead should be assessed.
- For students who repeat Year 12, an assessment will be based on that current year only.

## 2.9 CAN STUDENTS APPEAL AGAINST MARKS AWARDED IN AN ASSESSMENT TASK?

**Students can not appeal against marks awarded in assessment tasks.**

Teachers will give feedback about why particular marks were awarded and you should discuss any problems with your teacher. Where students feel there are grounds for a reconsideration of their task they must follow the procedure outlined in section 3.10 of this policy.

## **2.10 COMPENSATION**

No compensation is permitted in the marking of a particular task because of factors such as illness, misadventure or domestic problems, which might affect the preparation, or performance of a student throughout the Course.

However, if a student believes he or she can show a valid reason for poor performance due to illness or misadventure, then he or she can appeal - in writing and with supporting evidence. In these cases, you should discuss the situation with the Deputy Principal.

## **2.11 THE ASSESSMENT RANKING**

A student's final assessment rank is detailed on the final Year 12 report.

Students may request a review of their Assessment Rankings if they feel that their positions in the order of merit for a course is not consistent with their expectations on the basis of their performances on assessment tasks. This request is made to the School Principal. The school will consider three aspects when considering the appeal:

- the weightings as specified in the School Assessment Program conform to NESA requirements (as per subject guides).
- the procedures used by the school for determining the final assessment mark conform to its stated Assessment Program. The weightings used for the various assessment tasks should be consistent with those specified in the Assessment Program.
- there are no clerical/computational errors.

A committee of teachers including members of the Senior Executive will conduct the review.

## **2.12 WHAT HAPPENS IF A STUDENT IS STILL NOT SATISFIED AFTER THE SCHOOL REVIEWS HIS/HER APPEAL?**

The Principal will advise the procedure to be followed. Students may appeal to NESA only on the grounds that the review made by the school was contrary to the requirements of NESA.

## **2.13 STUDENT GUIDELINES FOR EACH SUBJECT**

These will be issued, explained and discussed in the appropriate class period. Copies of all course NESA syllabi can be found on the internet will be accessible in the Library or from the Year Adviser, Head Teachers, Principal and Deputy Principal.

## **2.14 DO YOU NEED ADVICE OR HELP IN REGARD TO THE HSC ASSESSMENT POLICY?**

- (a) If it concerns a Course or marks or ranking in a subject, see your teacher.
- (b) If it is about the School Policy, see the Deputy Principal or Principal.
- (c) If it is about HSC eligibility or ATAR, see the Careers Adviser.
- (d) Your Year Adviser will always be there to help resolve problems and advise you of the appropriate course of actions.

### 3. RULES AND PROCEDURES IN ASSESSMENT TASKS – ALL COURSES

#### EXPLAINING YOUR RESPONSIBILITIES

In all HSC Courses at NCAPA High School it is essential that you follow these basic rules and procedures to try to ensure fairness and equal opportunity. These apply to all Assessment Tasks, including examinations.

#### **3.1 ASSESSMENT TASKS MUST BE HANDED TO THE TEACHER ON OR BEFORE**

**THE DUE DATE** according to the written instructions provided by your teacher - if you cannot come to school yourself, ask someone reliable to personally hand it to your teacher for you. Make sure you meet deadlines set for the duration of the task.

#### **3.2 IF YOU ARE ABSENT FROM CLASS WHEN INFORMATION IS GIVEN TO THE**

**CLASS ABOUT AN ASSESSMENT TASK**, it is your responsibility to collect any information from the teacher. You will still have to complete the task by the due date. **No extension will be provided if you are absent from class.**

#### **3.3 IF YOU ARE ABSENT WHEN AN ASSESSMENT TASK IS PERFORMED**

, zero marks will be awarded unless an acceptable reason (if appropriate, supported by medical evidence) is provided.

On the **first day of return to school**, students are to report their Deputy Principal at the beginning of the school day and submit a Doctor's Certificate and any outstanding assessment task.

The Deputy Principal will issue the student with an Illness/Misadventure Appeal form that must be completed and submitted within 5 days of the missed assessment task - a copy of the misadventure form can be found in this document.

In case of a missed examination, **students must be prepared to sit the examination on the first day returning to school**. If the student has missed multiple examinations, the Deputy Principal will devise a suitable timetable in consultation with the student for the completion of these examinations. This will commence on the first day of return where the student will be asked to complete their first examination(s).

Students will not be asked to sit more than two tasks on any given day.

Students may be given an alternative task. Only in the very exceptional cases will an estimate be given.

**The right to submit an illness/misadventure appeal and the responsibility for doing so rests with the student and his/her family.**

**3.4 IF YOU HAND IN YOUR WORK LATE** you will be awarded zero marks, unless you provide adequate evidence, on an Illness/Misadventure Appeal form supported by a doctor's certificate in the case of illness, **to make a case** for late submission of work or for failing to complete a task.

**3.5 IF YOU KNOW IN ADVANCE THAT YOU WILL BE ABSENT FOR AN ASSESSMENT TASK**, complete an Illness/Misadventure Appeal form (obtained from Deputy Principal) seeking special consideration, as soon as you are aware of the problem, **before** the due date of the Assessment Task. If your appeal is accepted by the Deputy Principal, the Head Teacher will decide on the appropriate arrangements.

**3.6 NO COMPENSATION IS PERMITTED IN THE MARKING** of a particular task because of factors such as illness, misadventure or domestic problems, which might affect the preparation, or performance of a student throughout the course. However, if a student can show a valid reason for poor performance which is due to illness or misadventure, then he/she can appeal in writing and with supporting evidence.

**3.7** Your Assessment Tasks must reflect the principles of **All My Own Work**. Failure to do so may result in zero marks.

**3.8** Your Assessment Tasks should reflect **your best work** as they all contribute directly to your HSC mark as shown in the Faculty Assessment Policies you are given in class. Any non-serious attempt will be awarded zero marks.

**3.9 WHEN ASSESSMENT TASKS ARE RETURNED TO YOU** teachers will explain why certain marks were awarded or show the class examples to follow.

**3.10 IF YOU DO NOT UNDERSTAND WHY YOU WERE GIVEN A PARTICULAR MARK**, discuss it with your teacher immediately. Any appeals must be in writing and handed to your teacher **within 5 days** of the task being returned. Once marks are fixed, they cannot be appealed against.

- An appeal must be lodged within 5 days and will be reviewed by the Senior Executive for a final decision.

**3.11 ZERO MARKS MAY BE AWARDED BY THE HEAD TEACHER**

if:

- ☐ no Assessment Task is handed in.
- ☐ you hand in an Assessment Task late without following procedures set out above,
- ☐ your explanation for lateness is not accepted.
- ☐ you are absent when an Assessment Task is performed, and you do not follow the rules above, or if your explanation is not accepted.
- ☐ it is established that you acted dishonestly, plagiarised, or gained an unfair advantage in an Assessment Task, i.e. did not apply the principles of All My Own Work.



- you prevented another student from completing an Assessment Task to the best of his or her ability due to malpractice.
- your response is not considered a serious attempt.

**3.12 IF YOU ARE AWARDED ZERO MARKS IN 2 ASSESSMENT TASKS** in the same course you could be in danger of being given an 'N' determination in that Course.

### **3.13 IF YOU ARE COVID POSITIVE OR IN ISOLATION**

Illness and misadventure is available for HSC students who:

have tested positive to COVID-19 or are under the direction of NSW Health to self-isolate at the time of an assessment

#### **Immediate steps**

Do not attend an assessment if you have flu-like symptoms, have tested positive to COVID-19 or have been directed to self-isolate.

Contact your Deputy Principal via phone and classroom teacher as soon as possible via email.

Follow NSW Health advice

Students must obtain evidence that shows COVID has impacted their ability to safely attend assessments or complete a project.

Required Evidence (All must be supplied on return):

**A medical certificate** – use a telehealth service you cannot see a doctor in person. An SMS COVID-19 test result on its own is not sufficient evidence.

If available correspondence from NSW Health that states you need to self-isolate.

If you are in isolation due to a person of your household having covid then they must attach their medical certificate as evidence

On return collect a misadventure form from your Deputy Principal and complete it as required. It must be returned within 7 days.

## 4. HONESTY IN HSC ASSESSMENT – THE STANDARD

This standard sets out the requirements of the NSW Education Standards Authority (NESA) for students submitting their own work in HSC assessments.

Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

{NESA ACE MANUAL}


### 4.1 HONESTY IN HSC ASSESSMENT; WHAT CONSTITUTES MALPRACTICE

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School certificate results.

**Malpractice is any activity that allows students to gain an unfair advantage over other students.**

It includes, but not limited to:

- copying someone else's work in part or in whole, and presenting it as their own

- using material directly from books, journals, CDs or the internet without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own  submitting work to which another person, such as a parent, coach or subject expert, has continued substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- using electronic devices such as phones or smart watches in assessment tasks.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of an explaining the progress of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of ideas
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

## 5. REFERENCING SOURCES AND BIBLIOGRAPHY

A reference list includes all the sources of information that have been cited in a piece of work. The reference list is located at the end of the piece of work and is usually listed in alphabetical order of the authors of the different sources used.

Each in-text citation must have a corresponding entry in the reference list which is submitted with the assignment.

A bibliography includes all the sources used in the preparation of a piece of work - not just those that have been cited in the text of the work and included in a reference list. The bibliography is located at the end of the piece of work and is usually listed in alphabetical order of the authors of the sources used.

In all research assessment tasks in all subjects it is necessary to clearly identify and reference the source of all ideas, images, and quotes that you use in your work. This allows the teacher to locate

the original source in the bibliography at the end of your work. All sources used in your research must be acknowledged in the bibliography.

This is necessary for ethical reasons, to inform the marker of the extent of your research, and often for reasons associated with copyright. Sources you use that need to be included in your bibliography might include:

- Advertisements
- Blogs
- CDROMs and DVDs
- Magazines
- Pamphlets
- Movies
- Websites
- Other students' work
- Encyclopedia articles
- Letters
- Maps
- Journals
- Artworks
- Music
- Others' ideas
- Personal interviews
- Pictures
- TV programs
- Newspapers
- Books
- Videos

There are various citation maker websites that can assist in formatting the in-text referencing and the creation of the bibliography. However, we recommend the use of the “References” functions which comes as part of Microsoft Word. The Microsoft Word “Insert Citation” and “Bibliography” tabs, are an easy and accurate way of ensuring the format is correct and consistent.

## CITATIONS

We need to acknowledge (cite) all sources and ideas used in all research tasks. We do this when:

- we quote directly from a book or article,
- where your work draws upon the ideas and arguments of others,
- you copy images, pictures or diagrams
- you summarise or paraphrase an author's work.

If you fail to do this you are guilty of plagiarism.

How do we reference (cite sources)?

The four most common referencing styles are:

- Harvard (author-date)
- American Psychological Association (APA)

- Modern Language Association (MLA)
- Oxford (documentary-note or footnote referencing).

It is important that your focus should be on consistency in terms of:

- punctuation
- capitalisation
- italicisation
- abbreviation

Examples of Citations being used after quotes

1. An author being quoted from a book by John Starr:

“The report was well received by the community” (Star, 2016, p. 12). Or Starr stated that “the report was well received by the community” (2016, p. 12)

2. A web page being quoted from, where there is an author and a date published: “Hitler was responsible for the anti-Semitism in Germany” (Richards, 2018).

3. A web page being quoted from where there is a title (Hitler’s Germany), but no date or author: “Hitler’s policy of Blitzkrieg was responsible for Germany’s initial victories” (Hitler's Germany, n.d.).

4. A source being quoted from a film shown in class: “Germany invaded Poland in 1939 using the tactic of Blitzkrieg” (Adams, 2018).

Note: Below is a sample bibliography for the above citations using Microsoft Word. It automatically formats each source correctly and puts them in alphabetical order.

### Bibliography

Adams, J. (Director). (2018). Hitler at War [Motion Picture]. London. Retrieved September 27, 2018

Hitler's Germany. (n.d.). Retrieved September 27, 2018, from [www.hitlersgermany.com](http://www.hitlersgermany.com) Richards, P. (2018, June 12).

A History of Germany. Retrieved from History Today: [www.historytoday.com](http://www.historytoday.com)

Star, J. (2016). History. London: Penguin.

The above examples are all for quotes. However, if you use the ideas of another source, even if it is written into your own words, then it must be cited and included in the bibliography. This is done the same as the above examples, but just doesn’t have the direct quote “. There is no need for page numbers for web sites.

## 6. YOUR RESPONSIBILITY IN ALL ASSESSMENT TASKS – ALL COURSES

1. Be familiar with the School HSC Internal Assessment Policy.
2. Be familiar with the Assessment Policy in each Course.
3. Adhere to the principles of **All My Own Work**
4. When you are given a task make sure you understand what is required and that you have collected the information needed.
5. Do your best work.
6. Be fair to other students.
7. Hand in your assessment task on time - give it personally to your teacher. If submitting electronically retain a date stamped copy of the task
8. Attend all scheduled classes on the day that assessments tasks are due to be submitted or completed.
9. Listen to or read carefully the teacher's comments when Assessment Tasks are returned, and act on your teacher's advice.
10. Read this Handbook carefully - it explains the procedures, and the consequences if you don't fulfil your responsibilities.
11. During examinations and assessment tasks students should refrain from having:
  - Any notes on their person
  - Water bottles with labels
  - Wrist bands
  - Smart watches
  - Phones
  - Pencil cases – all writing material should be in clear pencil case or clear zip lock bag

You will be asked to sign an acknowledgement and agreement to abide by Assessment Guidelines.





## Stage 6

# ILLNESS/MISADVENTURE APPEAL FORM

If you consider that your performance in an Assessment Task was adversely affected by illness or misadventure occurring immediately prior to or during the task.

OR

If you are/were unable to attend an Assessment Task due to illness or misadventure occurring immediately before or during the task.

## YOU SHOULD COMPLETE THIS FORM

Please consult the Northmead CAPA High School HSC Assessment Policy before completing the form.

Name: ..... Year: .....

Home Address: .....

Telephone No: .....

Subject: ..... Date of Assessment Task: .....

Class Teacher: ..... Head Teacher: .....

Type of Appeal: (please circle) **ILLNESS** **MISADVENTURE**

Details: (see over for instructions)

.....  
.....  
.....  
.....  
.....

Student's signature: ..... Parent's signature: .....

Date: ..... Date: .....

Please hand this completed form to relevant Deputy Principal **within 5 school days** of the task's due date.

Office use: Date Received: ..... Sentral number: .....

Student notified of outcome: .....

✂ .....

## Receipt of Illness/Misadventure Form Acknowledgement

Student: .....

Subject: .....

Your appeal was received on: .....

Signed: .....

**Instructions:** For the circumstances of your appeal to be accurately assessed, the following information is required:

**In case of illness:**

- the date of onset of illness;
- an indication of the duration of the condition.

**In case of misadventure:**

- the date and time of the occurrence and subsequent events;
- a description of the occurrence.

**NB:** *Please attach supporting documentation and ensure that the completed form is **submitted within 5 school days** of the task's original due date.*

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**FOR SCHOOL USE ONLY:**

Comments by Teacher / Head Teacher:

.....

.....

.....

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**DECISION:**

☐ Appeal Upheld

☐ Appeal Declined

Comment:

.....

.....

.....

.....

.....

Signed: ..... Date: .....

**NOTIFICATION:**

☐ Head Teacher informed

Date: .....

☐ Student informed

Date: .....

## 8. SUPPORT FOR HIGHER SCHOOL CERTIFICATE EXAMINATIONS

NESA has a program to help students with practical support in their Higher School Certificate examinations. This practical support, known as **Special Provisions**, assists students to read examination questions and to write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student's results.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

It is not embarrassing to apply for or use provisions. More than 5000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

To apply for provisions for known medical conditions, the school submits an online application to NESA by March deadline. This application tells us which provisions the student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Much of the evidence can be collected by the school, but the parents' role is welcome and needed. Parents help by talking with the school, describing the student's needs, and providing the school with medical or other reports.

Applications for provisions should be submitted by the school to NESA by the end of Term 1. Late applications are accepted for an emergency, such as a broken arm, until the time of the examinations. Once NESA has made a decision about which provisions are approved or declined, a decision letter is provided to the school. The school will provide the student with a copy of the letter.

If you or the school are not satisfied with NESA's decision, it is possible for the school to lodge an appeal. Appeals must state why NESA's decision is unsuitable and must include new evidence to support the appeal.

If you think that you or your child may require support in completing the Higher School Certificate examinations, please discuss the matter with the Head Teacher Welfare – Mrs C Kennaugh.

It should be noted that provisions provided by the school for internal assessment may not always be approved by NESA.

## 9. NCAPA SENIOR EXPECTATIONS

It is important that students understand that while they have greater independence and flexibility in Year 11 and 12, it is expected that due care and responsibility will be exhibited by all senior students.

Students are expected to:

- adhere to and promote our school values – Commitment, Community, Respect, Responsibility and Tolerance
- maintain our high standard of behaviour by following all school rules and 10/10 Classroom Expectations
- wear full school uniform at all times, including travelling to and from school and on school activities
- be a leader and role model for junior students by setting a good example.
- show due diligence and application in their studies.
- attend whole school assembly on a Tuesday morning if they have a timetabled class period 1.
- attend timetabled Year Meeting every second Wednesday as shown on their timetable.

### SATISFACTORY APPLICATION

NESA stipulates that Students must demonstrate a satisfactory level of application. An essential component of satisfactory application is a satisfactory attendance pattern at school (Above 85%). In cases of serious illness or injury, a medical certificate and covering letter must be presented to the Principal. As well students must attempt assessment tasks totalling more than 50% of the available marks, participate meaningfully in all school activities and make a genuine attempt at all examinations.

### STUDY/HOMEWORK

Students should complete 3 hours of homework and/or study per subject per week. They should plan to organise approximately 20 hours per week of homework/study. This is not mandated by the classroom teacher but the expectation of the student to review class notes and prepare study.

### PUNCTUALITY

Students are expected to arrive to school before the commencement of the school day 8.15am. Students who are late to school on more than 5 times a term will have their parents contacted and maybe placed on Withdrawal of Privileges.

## FLEXIBLE ATTENDANCE / STUDY PERIODS

- Students may have the privilege of flexible attendance. This is authorised by the Deputy Principal.
- Students must scan in at Student Services upon arrival when they have flexible attendance and similarly sign out in the afternoon when flexible attendance occurs.
- When scanning, students **will need to show their official timetable** to Student Services that identifies times of flexible attendance.
- **Students must be on time to school** – they should arrive at least 10 minutes prior to the lesson.
- When a student has a study period at school, they must report to the library and sign in and out.
- Students are to work quietly in the library on the mezzanine level during these study periods.
- Once students have arrived at school, they are **not allowed to leave the school premises** throughout the day – unless they have authorisation from the Deputy Principal/Principal.
- Flexible attendance privileges may be withdrawn if a student truant, is persistently late or leaves school without permission.
- In case of an evacuation during a study period, students are to evacuate to the basketball courts and line up in their normal roll call line.

## EXTENDED LEAVE

Any long-term leave during the senior years may result in a student not progressing to the following year. Under special circumstances the Principal may grant special leave. An application of Extended Leave - Absences must be submitted to the principal at least 4 weeks prior to proposed leave.

Students should not assume that holiday leave will be granted during the HSC year.

## MEDICAL CERTIFICATES

Medical Certificates must be written by a Doctor not related to the

student. Medical certificates:

- Should be issued during the period of illness
- Should state the nature of the illness
- Should state the date the student visited the doctor.
- The original certificate needs to be presented.
- Should be signed and dated

## SCIENCE PRACTICAL WORK

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 courses and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.

One fieldwork exercise must be completed in Year 11 Biology.

## TAFE COURSES

TAFE has strict rules regarding attendance to courses. Students will be putting their HSC at risk if they do not meet TAFE course requirements.

The Careers Adviser Ms Koranyi coordinates and monitors all TAFE students.

Students must:

- **attend all TAFE classes**
- complete all set assignments
- behave in an appropriate manner, while on public transport and at TAFE
- complete work placement where relevant
- catch up on all missed classwork
- submit an Illness/Misadventure form if an assessment task will be missed due to attendance at TAFE.
- Scan out at Student Services when leaving for TAFE



NORTHMEAD CREATIVE & PERFORMING  
ARTS HIGH SCHOOL

HSC 2021 - 2022



SUBJECT

ASSESSMENT

SCHEDULES

## **PROPOSED INTERNAL EXAMINATION DATES**

(These examinations form a heavily weighted component of the School's assessments which in turn contribute to 50% of the final HSC mark) Trial HSC Examinations Term 3 – Weeks 1 and 2

## **WRITTEN HSC EXAMINATIONS**

These take place early in Term 4, 2022. Students will be advised of the exact dates during the course of the year after dates have been published by the NSW Education Standards Authority (NESA).

## **INFORMATION ON NESA HSC EXAMINATIONS PRACTICAL EXAMINATIONS AND SUBMISSIONS**


The following HSC courses require the students to undertake a Practical Examination and/or submit HSC Major Works / Projects in Third Term.

Students will be advised during the year as to the actual completion and submission dates of the assessments:


- Dance - Core Group Practical Performances, Individual Performance and Individual Submitted Projects, Process Diaries
- Drama – Core Group Practical Performances, Individual Performance and Individual Submitted Projects, Process Diaries
- Languages (All) – Speaking/Oral Components
- Design and Technology – Major Design Works and Folios
- Visual Arts – Bodies of Work and Process Diaries
- Music 2 – Core and Elective Compositions, Performances and Musicology Essays
- Music Extension – Individual and Group Performances, Composition Portfolios and Musicology Essays
- English Extension 2 – Major Works and Journals
- Industrial Technology Timber & Multimedia – Major Works
- History Extension 1
- Science Ext 1

# AGRICULTURE – LOTE FACULTY

## HSC Assessment Schedule 2021/22

 Component		Term 1	Term 2	Term 2	Term 3
		Week 5	Week 2	Week 7	Week 1/2
		Date: 24/2/22	Date: 6/5/22	Date: 8/6/22	Date: Trial Exam Period
		<b>Task 1</b> Extended response  20%	<b>Task 2</b> Plant Density Trial report  30%	<b>Task 3</b> Product Study test  20%	<b>Task 4</b> Trial HSC Exam  30%
Knowledge and understanding of: •The physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems •The impact of innovation, ethics and current issues on Australian agricultural systems	40	7.5	10	10	12.5
•Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner •Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing	40	7.5	10	10	12.5
Skills in effective research, experimentation and communication	20	5	10		5
<b>Totals</b>	100	20	30	20	30
<b>Outcomes</b>		H3.4, H4.1	H1.1, H2.1, H4.1	H3.1, H3.2, H3.3, H3.4	All outcomes
<b>Outcomes:</b>  H1.1 explains the influence of the physical, biological, social, historical and economic factors on sustainable agricultural production H2.1 describes the inputs, processes and interactions of plant production systems H2.2 describes the inputs, processes and interactions of animal production systems H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products H3.2 critically assesses the marketing of a plant OR animal product H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products H3.4 evaluates the management of the processes in agricultural systems. H4.1 justifies and applies appropriate experimental techniques, technologies, research by methods and data presentation and analysis in relation to agricultural problems and situations. H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems.					

**SUBJECT: Ancient History**  
**HSC Assessment Schedule 2021/2022**

 Component	W e i g h t i n g	Term 1	Term 1	Term 2	Term 3
		Week 1	Week 9	Week 7	Weeks 1 & 2
		Date: 3/2/22	Date: 1/4/22	Date: 24/6/22	Date: <b>Weeks 1 &amp; 2</b> as per Trial Exam Timetable
		Source and knowledge exam <b>Topic 1</b> <b>Ancient Greece:Sparta</b> 25%	Annotated Source Booklet <b>Topic 2</b> <b>Pompeii &amp; Herculaneum</b> 20%	Oral Presentation & Written Response Multimodal <b>Topic 3</b> <b>New Kingdom Egypt</b> 25%	Trial Exam <b>Topics 1 - 4</b> 30%
1. Knowledge and understanding of course content	40%	10	5	5	20
2. Historical skills in the analysis and evaluation of sources and interpretation	20%		5	5	10
3. Historical Inquiry & Research	20%	5	5	10	
4. Communication of Historical Understanding in Appropriate Forms	20%	10	5	5	
<b>Total</b>	100	25	20	25	30
<b>Outcomes</b>		<b>AH12-3, AH12-5, AH12-9</b>	<b>AH12-6, AH12-7, AH12-8, AH12-9, AH12-10</b>	<b>AH12-5, AH12-6, AH12-8, AH12-9</b>	<b>AH12-3, AH12-4, AH12-6, AH12-7</b>

**Outcomes:**

**AH12-1** accounts for the nature of continuity and change in the ancient world

**AH12-2** proposes arguments about the varying causes and effects of events and developments

**AH12-3** evaluates the role of historical features, individuals and groups in shaping the past

**AH12-4** analyses the different perspectives of individuals and groups in their historical context

**AH12-5** assesses the significance of historical features, people, places, events and developments of the ancient world

**AH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument

**AH12-7** discusses and evaluates differing interpretations and representations of the past


**AH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

**AH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

**AH12-10** analyses issues relating to the ownership, custodianship and conservation of the ancient past

# BIOLOGY - SCIENCE FACULTY

## HSC Assessment Schedule 2021/22

 <b>Component</b>		Term 1	Term 1	Term 2	Term 3
		Week 4	Week 9	Week 7	Week 1-2
		Date: 22/2/22	Date: 28/3/22	Date: 6/6/2022	Date: Trial Exam Period
		<b>Task 1</b> Skills-Based Assessment	<b>Task 2</b> Skills-Based Assessment	<b>Task 3</b> Depth Study	<b>Task 4</b> Trial HSC exam
Knowledge and understanding	40	10%		10%	20%
Skills in working Scientifically	60	10%	20%	20%	10%
<b>Totals</b>	<b>100</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes</b>		Bio 12-4, 12-5, 12-6	BIO 12-7, 12-12	Bio 12-1, 12-3, 12-7, 12-14	BIO 12-6, 12-12, 12-13, 12-14, 12-15

### Outcomes:

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

# SUBJECT: Business Studies


## HSC Assessment Schedule 2021/2022

 Component	Weighting	Term 1	Term 2	Term 2	Term 3
		Week 3	Week 2	Week 9	Week 1 or 2
		Date: 15/2/22	Date: 2/5/22	Date: 21/6/22	Date: As per Trial Exam Timetable
		Task 1 - HRM Task/Finance Report	Task 2 – Finance Extended Response	Task 3 – Operations Task	Task 4 – HSC Trial Exam
1. Knowledge and Understanding	40	10 %	10 %	5 %	15 %
2. Stimulus Based Skills	20	5%		5%	10%
3. Inquiry & Research	20	5%	10%	5%	
4. Communication of issues & ideas in appropriate terms	20	5%	5%	5%	5%
Totals	100	25%	25%	20%	30%
Outcomes		H2, H4, H5, H8, H9	H1, H5, H7, H8, H9	H3, H4, H7, H8, H9	H1,H2,H3,H4,H5,H6 ,H8,H9,H10
<b>Outcomes:</b> H1 critically analyses the role of business in Australia and globally H2 evaluates management strategies in response to changes in internal and external influences H3 discusses the social and ethical responsibilities of management H4 analyses business functions and processes in large and global businesses H5 explains management strategies and their impact on businesses H6 evaluates the effectiveness of management in the performance of businesses H7 plans and conducts investigations into contemporary business issues H8 organises and evaluates information for actual and hypothetical business situations H9 communicates business information, issues and concepts in appropriate formats H10 applies mathematical concepts appropriately in business situations					



# COMMUNITY & FAMILY STUDIES – TAS FACULTY

## HSC Assessment Schedule 2022

 Component		Term 1	Term 1	Term 2	Term 3
		Week 1	Week 8	Week 9	Week 1-2
		Date: Thu 3th Feb 2022	Tuesday 22 March 2022	Thursday 23 June 2022	Date: Trial Exam Period
		Task 1 Independent Research Project 25%	Task 2 In-Class writing task  20%	Task 3 Case Study  25%	Task 4 Trial HSC Exam  30%
1. Knowledge and understanding of course content	40	10	10	10	15
2. Skills in critical thinking, research methodology, analysing and communicating	60	15	10	15	15
<b>Totals</b>	100	25	20	25	30
<b>Outcomes</b>		H4.1, H4.2	H1.1, H2.2, H3.3, H5.1, H6.2	H2.3, H4.1, H4.2, H3.4, H6.1	H1.1, H2.2, H2.3, H3.3, H4.1, H5.1, H6.2, H3.4

### Outcomes:

H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups diversity

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources

H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.

H3.2 evaluates networks available to individuals, groups and families within communities

H3.3 critically analyses the role of policy and community structures in supporting diversity


H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H6.1 analyses how the empowerment of women and men influences the way they function within society

# CHEMISTRY- SCIENCE FACULTY

## HSC ASSESSMENT SCHEDULE

2021/22

 <b>Component</b>		Term 1	Term 1	Term 2	Term 3
		Week 5	Week 10	Week 9	Week 1-2
		Date: 03/03/2022	Date: 04/04/2022	Date: 20/06/2022	Date: Trial Exam period
		<b>Task 1</b> Primary & Secondary Source Investigation 20%	<b>Task 2</b> Depth Study 30%	<b>Task 3</b> Research Based 20%	<b>Task 3</b> Trial HSC Exam 30%
Knowledge and understanding	40	5	10	5	20
Skills in working Scientifically	60	15	20	15	10
	100	20	30	20	30
<b>Outcomes</b>		CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-12	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH12-13	CH11/12-1, CH11/12-3, CH11/12-5, CH11/12-7, CH12-14	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15

### Outcomes:

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CH11/12-5 analyses and evaluates primary and secondary data and information

CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds

CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes




# DANCE – CAPA FACULTY

## HSC ASSESSMENT SCHEDULE 2021/22

  <b>Component</b>		Term 1	Term 1	Term 2	Term 3
		Week 3	Week 9	Week 8	Week 1-2
		Date: Friday 18/3/22 ALL DAY	Date: Friday 1/4/22 ALL DAY	Date: Friday 17/6/22 ALL DAY	Date: Trial Exam Period
		<b>Task 1</b>  <b>Core 2</b> <i>Composition in Progress</i> <i>Interview</i> <i>Rationale</i> <i>Composition Logbook in Progress</i>  <b>Core 3</b> <i>Appreciation</i>	<b>Task 2</b>  <b>Core 1</b> <i>Performance</i> <i>Interview</i> <i>Performance Questions in Progress</i>  <b>Option Major Project</b> <i>Interview</i> <i>Logbook/Qs &amp;/or</i> <i>2 Essay Questions for Major Appreciation.</i>	<b>Task 3</b>  <b>Core 1</b> <i>Performance</i> <i>Interview</i> <i>Performance Questions Completed</i>  <b>Core 2</b> <i>Composition</i> <i>Interview Rationale</i> <i>Final Log Book</i>	<b>Task 4</b> Trial HSC Exam  <b>Core 3</b> <i>Appreciation</i>  <b>Option Major Project</b> <i>Interview Logbook Qs &amp;/or 3</i> <i>Essay Questions for Major Appreciation.</i>
1.Core 1 Performance	20		10	10	
2.Core 2 Composition	20	10		10	
3.Core 3 Appreciation	20	10			10
4.Major Option Performance, Composition, Appreciation	40		20		20
<b>Totals</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>
		1.1, 1.2, 1.3 3.1, 3.2, 3.3 4.1, 4.2, 4.3, 4.4, 4.5	1.1, 1.2, 1.3 2.1, 2.2, 2.3 Option - Major	1.1, 1.2, 1.3 2.1, 2.2, 2.3 3.1, 3.2, 3.3	1.1, 1.2, 1.3 4.1, 4.2, 4.3, 4.4, 4.5 Option - Major
H1.1	understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form				
H1.2	performs, composes and appreciates dance as an art form				
H1.3	appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dance				
H1.4	acknowledges and appreciates the relationship of dance and other media				
H2.1	understands performance quality, interpretation and style relating to dance performance				
H2.2	performs dance skills with confidence, commitment, focus, consistency performance quality and with due consideration of safe dance practices				
H2.3	values the diversity of dance performance				
H3.1	identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent				
H3.2	demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent				
H3.3	recognises the values the role of dance in achieving individual expression				
H3.4	explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent				
H4.1	understands the concept of differing artistic, social and cultural contexts of dance				
H4.2	recognises, analyses and evaluates the distinguishing features of major dance works				
H4.3	utilises the skills of research and analysis to examine dance as an art form				
H4.4	demonstrates in written and oral form, the ability to analyse and synthesise				
H4.5	acknowledges that the art form of dance is enhanced through reflective practice, study and evaluation				

# SUBJECT: Design & Technology

## HSC Assessment Schedule 2021/22


 Component		Term1	Term 1	Term 2	Term 3
		Week 1	Week 8	Week 8	Weeks 1-2
		Date: Friday 4 Feb 2022	Date: Friday 25th March 2022	Date: 14th June 2022	Date: Trial Exam Period
		Task 1– Design Proposal	Task 2 – Case Study Innovation	Task 3 – Progress on Practical Work	Task 4 – Trial Exam
		15%	20%	35%	30%
1. Knowledge and Understanding of Content	40	10	15	5	10
2. Knowledge and Skills in Design, Manage, Producing, and Evaluating MDP	60	5	5	30	20
Totals	100	15	20	35	30
Outcomes		H1.1, 1.2, 4.2	H2.1, 2.2, 3.1, 6.2	H1.1, 1.2, 3.2, 4.3, 5.1, 5.2	H1.1, 1.2, 2.1, 3.1, 4.2

### Outcomes:

- H1.1 critically analyses the factors affecting design and the development and success of design projects
- H1.2 relates the practices and processes of designers and producers to the major design project
- H2.1 explains the influence of trends in society on design and production
- H2.2 evaluates the impact of design and innovation on society and the environment
- H3.1 analyses the factors that influence innovation and the success of innovation
- H3.2 uses creative and innovative approaches in designing and producing
- H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 evaluates the processes undertaken and the impacts of the major design project
- H5.1 manages the development of a quality major design project
- H5.2 selects and uses appropriate research methods and communication techniques
- H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
- H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

# DRAMA – CAPA

## HSC ASSESSMENT SCHEDULE – 2021/22


 <b>Component</b>		Term 4	Term 1	Term 2	Term 3
		Week 10	Week 10	Week 8	Weeks 1-2
		Date: Thurs Wk 10 9/12/21	Date: Thurs Wk 10 31/3/22	Date: Thurs Wk 8 16/6/22	Date: Trial HSC Exam Period 19/7 - 28/7 (2 exams)
		<b>Task 1</b> Australian Drama and Theatre (Contemporary) Perf. & Prod'n Notes <b>20%</b>	<b>Task 2</b> Black Comedy Perf. Essay <b>25%</b>	<b>Task 3</b> IP and GP Progress & Logbooks <b>20%</b>	<b>Task 4</b> Trial HSC Exam (IP, GP, logbooks & written exam) <b>35%</b>
1.Making	40	10	10	10	10
2.Performing	30	5	5	5	15
3.Critically Studying	30	5	10	5	10
<b>Totals</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>35</b>
<b>Outcomes:</b>		1.1, 1.5, 2.1, 3.3	1.2, 1.7, 2.2, 3.1, 3.2	1.3, 1.6, 2.3, 3.3	1.1, 1.4, 2.1, 2.2, 3.1, 3.2

### Outcomes:

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works
- H1.4 collaborates effectively to produce a group-devised performance.
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor/audience relationship in various dramatic and theatrical styles and movements


# ENGLISH STANDARD – ENGLISH FACULTY

## HSC Assessment Schedule 2021/22

 Component		Term 4	Term 2	Term 2	Term 3
		Week 11	Week 1	Week 7	Week 1/2
		Date: 14/12/21	Date: 28 April 2022	Date: 9 June 2022	Date: Trial Exam Period
		Task 1 Essay 20%	Task 2 Multimodal Presentation 20%	Task 3 Writing Portfolio 30%	Task 4 Trial Examination 30%
1. Common Module: Texts and Human Experiences	35	20			15
2. Module A: Language, Identity and Culture	15			10	5
3. Module B: Close Study of Literature	25		20		5
4. Module C: The Craft of Writing	25			20	5
<b>Totals</b>	100	20	20	30	30
<b>Outcomes</b>		6, 7, 8	2, 4, 5, 9	1, 2, 3	1, 3, 4, 5
<b>Outcomes:</b> <ol style="list-style-type: none"> <li>independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li>uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</li> <li>analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning</li> <li>adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</li> <li>thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments</li> <li>investigates and explains the relationships between texts</li> <li>explains and evaluates the diverse ways texts can represent personal and public worlds</li> <li>explains and assesses cultural assumptions in texts and their effects on meaning</li> <li>reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner</li> </ol>					

# ENGLISH ADVANCED – ENGLISH FACULTY


## HSC Assessment Schedule 2021/22

 Component		Term 4	Term 2	Term 2	Term 3
		Week 11	Week 1	Week 7	Week 1&2
		Date:14/12/21	Date: 28 April 2022	Date: 9 June 2022	Date: Trial Exam Period
		Task 1 Essay and Short answer 20%	Task 2 Writing Portfolio 30%	Task 3 20%	Task 4 Trial Examination 30%
1. Common Module: Texts and Human Experiences	35	20			15
2. Module A: Textual Conversations	25			20	5
3. Module B: Critical Study of Literature	15		10		5
4. Module C: The Craft of Writing	25		20		5
<b>Totals</b>	100	20	30	20	30
<b>Outcomes</b>		6, 7, 8	2, 4, 5, 9	1, 2, 3	1, 3, 4, 5
<b>Outcomes:</b> 1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure 2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies 3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning 4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts 5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments 6 investigates and evaluates the relationships between texts 7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued 8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning 9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner					




# EAL/D – ENGLISH FACULTY

## HSC Assessment Schedule 2021/22

 Component		Term 4	Term 2	Term 2	Term 3
		Week 10	Week 10	Week 8	Week 1 and 2
		Date:14/12/22	Date: 7/4/22	Date: 16/6/22	Date: Trial Exam Period
		Task 1 Multimodal Presentation  20%	Task 2 In class Essay  30%	Task 3 Writing Portfolio  20%	Task 4 Trial Examination  30%
1. Common Module: Texts and Human Experiences	35	20			15
2. Module B: Language, Identity and Culture	25		20		5
3. Module C: Close study of text	20			15	5
4. Focus on writing	20			15	5
<b>Totals</b>	100	20	20	30	30
<b>Outcomes</b>		6, 7, 8	2, 4, 5	1, 2 ,3 ,9	1, 3, 4, 5
<b>Outcomes:</b> EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts EAL12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies EAL12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning EAL12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts EAL12-6 investigates and evaluates the relationships between texts EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner					


# ENGLISH STUDIES – ENGLISH FACULTY

## HSC Assessment Schedule 2021/22

 Component		Term 1	Term 2	Term 2	Term 3
		Week 2	Week 1	Week 10	Week 1 -2
		Date: 7 February 2022	Date: 28 April 2022	Date: 28 June 2022	Date: Trial exam Period
		<b>Task 1</b> Short answer responses to set text and related material <b>20%</b>	<b>Task 2</b> Multimodal presentation  <b>20%</b>	<b>Task 3</b> Classwork Portfolio  <b>40%</b>	<b>Task 4</b> Trial HSC Exam Common module and Modules E and K <b>20 %</b>
<b>1. Common Module: Texts and Human Experiences</b>	30	20%			10%
<b>2. Module F: Music, Tunes and Text – English and the language of song</b>	30		20%	10%	
<b>3. Module E: Playing the Game – English in sport</b>	20			15%	5%
<b>4. Module K: The Big Screen English in Filmmaking</b>	20			15%	5%
<b>Totals</b>	100	20	20	40	20
<b>Outcomes</b>		1, 5, 8, 9	2, 3, 5, 6	3, 4, 5, 7, 10	1, 4, 6, 8, 9
<b>Outcomes:</b> 1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes 2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts 3 accesses, comprehends and uses information to communicate in a variety of ways 4 composes proficient texts in different forms 5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences 6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes 7 represents own ideas in critical, interpretive and imaginative texts 8 understands and explains the relationships between texts 9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences 10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner					


# ENGLISH EXTENSION 1- ENGLISH FACULTY

## HSC Assessment Schedule 2021/22

 Component		Term 1	Term 2	Term 3
		Week 2	Week 6	Week 1 & 2
		Date: 10 February 2022	Date: 2/6/22	Date: Trial Exam Period
		<b>Task 1</b> Take home reading task and reflection <b>30%</b> (15% Skills 15% Knowledge)	<b>Task 2</b> Multimodal Presentation <b>40%</b> (20% Skills 20% Knowledge)	<b>Task 3</b> Trial Examination <b>30%</b> (15% Skills 15% Knowledge)
<b>1. Common</b> <b>Module: Literary Worlds</b>	45	30		15
<b>2. Elective:</b> <b>Reimagined Worlds</b>	55		40	15
<b>Totals</b>	100	30	40	30
<b>Outcomes</b>		1, 2	1, 3	1, 2, 4
<b>Outcomes:</b>  1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies  2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts  3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts  4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts  5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes				


# ENGLISH EXTENSION 2 – ENGLISH FACULTY

## HSC Assessment Schedule 2021/22

 Component		Term 4	Term 1	Term 2
		Week 11	Week 7	Week 10
		Date: 15 and 16/12/22	Date: 16 March 2022	Date: 29/6/22
		<b>Task 1</b> Viva Voce  <b>30%</b>	<b>Task 2</b> Literature Review  <b>40%</b>	<b>Task 3</b> Critique of the Creative Process <b>30%</b>
Skills in extensive composition	50	15	20	15
Skills in sustained composition	50	15	20	15
<b>Totals</b>	100	30	40	30
<b>Outcomes</b>		2, 4	2, 3, 4	2, 5
<b>Outcomes:</b>  1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology  2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context  3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition  4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea  5 reflects on and evaluates the composition process and the effectiveness of their own published composition				


# FOOD TECHNOLOGY – TAS FACULTY

## HSC Assessment Schedule 2021/22

 Component		Term 1	Term 1	Term 2	Term 3
		Week 2	Week 7	Week 9	Week 1-2
		Date: 11 February 2022	Date: 18 March 2022	Date: 24 June 2022	Date: Trial Exam Period
		<b>Task 1</b> Research Booklet  <b>25%</b>	<b>Task 2</b> Business Investigation  <b>30%</b>	<b>Task 3</b> Food Product Development  <b>25%</b>	<b>Task 4</b> Trial HSC Exam  <b>20%</b>
1. Knowledge and understanding of course content	40	5	10	5	20
2. Knowledge and skills in designing, researching, analysing and evaluating	30	10	10	10	
3. Skills in experimenting with and preparing food by applying theoretical concepts	30	10	10	10	
<b>Totals</b>	100	25	30	25	20
<b>Outcomes</b>		H2.1, H3.2, H5.1	H1.2, H1.4, H3.1	H1.1, H4.1, H4.2	All except 1.3, 1.4
<b>Outcomes:</b>  H1.1 explains manufacturing processes and technologies used in the production of food products H1.2 examines the nature and extent of the Australian food industry H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment H2.1 evaluates the relationship between food, its production, consumption, promotion and health H3.1 investigates operations of one organisation within the Australian food industry H3.2 independently investigates contemporary nutrition issues H4.1 develops, prepares and presents food using product development processes H4.2 applies principles of food preservation to extend the life of food and maintain safety					

# SUBJECT: Geography

## HSC Assessment Schedule 2021/2022


 Component	W e i g h t i n g	Term 1	Term 1	Term 2	Term 3
		Week 1	Week 10	Week 8	Week 1 / 2
		Date: 2/2/22	Date: 6/4/22	Date: 17/6/22	Date: Weeks 1 & 2 as per Trial Exam Timetable
		Task 1– Urban Places (In-class extended Response) 20%	Task 2 – Urban Places/Skills (Topic Test SA + MC) 25 %	Task 3 - Ecosystems at risk/Fieldwork (In-class extended Response) 25 %	Task 4 – Trial HSC Exam 30%
Knowledge and understanding of course content	40	10	10	5	15
Geography tools and skills	20		10		10
Geographical inquiry and research, including fieldwork	20		5	15	
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	5	5
<b>Totals</b>	100	15	30	25	30
<b>Outcomes</b>		H1, H6, H9, H12, H13	H1, H6, H9, H12, H13	H1, H2, H5, H6, H8, H9, H12, H13	H1, H2, H3, H4, H5, H6, H7, H10, H11, H12, H13

### Outcomes:

- H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2 explains the factors which place ecosystems at risk and the reasons for their protection
- H3 analyses contemporary urban dynamics and applies them in specific contexts
- H4 analyses the changing spatial and ecological dimensions of an economic activity
- H5 evaluates environmental management strategies in terms of ecological sustainability
- H6 evaluates the impacts of, and responses of people to, environmental change
- H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8 plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9 evaluates geographical information and sources for usefulness, validity and reliability
- H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11 applies mathematical ideas and techniques to analyse geographical data
- H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms


# SUBJECT: Extension History

## HSC Assessment Schedule 2021/2022

 Component	W e i g h t i n g	Term 1	Term 2	Term 3
		Week 8	Week 10	Week 1 / 2
		Date: Wednesday 23rd March 2022	Date: Wednesday June 29th 2022	Date: Trial Exam Period
		Historical Process - Proposal, process log, annotated sources	History Project - Essay	Trial HSC Exam
Knowledge and understanding about significant historiographical ideas and processes	40 %	10	10	20
Skills in designing, undertaking and communicating historical inquiry and analysis	60 %	20	30	10
<b>Totals</b>	100	30	40	30
<b>Outcomes</b>		HE12-1, HE12-2, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4
<b>Outcomes:</b> <b>HE12-1</b> analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations <b>HE12-2</b> plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches <b>HE12-3</b> communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues <b>HE12-4</b> constructs an historical position about an area of historical inquiry, and discusses and challenges other positions				

# INDUSTRIAL TECHNOLOGY TIMBER/ – TAS FACULTY


## HSC Assessment Schedule 2021/22

 Component		Term 1	Term 1	Term 2	Term 3
		Week 2	Week 9	Week 9	Week 1/2
		Date: 10/2/22	Date: 30/3/22	Date: 22/6/22	Date: Trial Exam Period
		Task 1 Major Project Folio 20%	Task 2 Industry Study 10%	Task 3 Progression of Major Project/Folio 40%	Task 4 Trial HSC Exam 30%
1. Knowledge and understanding of course content	40		10		30
2. Knowledge and skills in the design, management, communication and production of a major project	60	20		40	
Totals	100	20	10	40	30
Outcomes		H1.1, H1.2, H3.1, H4.2, H5.1, H5.2	H1.1, H1.2, H1.3, H3.2, H5.1, H5.2, H7.1, H7.2	H2.1, H3.3, H4.1, H4.3, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H3.2, H4.3 H5.1, H5.2, H6.2 H7.1, H7.2
<b>Outcomes:</b> H1.1 investigates industry through the study of businesses in one focus area H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry H1.3 identifies important historical developments in the focus area industry H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques H3.1 demonstrates skills in sketching, producing and interpreting drawings H3.2 selects and applies appropriate research and problem-solving skills H3.3 applies and justifies design principles effectively through the production of a Major Project H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components H5.1 selects and uses communication and information processing skills H5.2 examines and applies appropriate documentation techniques to project management H6.1 evaluates the characteristics of quality manufactured products H6.2 applies the principles of quality and quality control H7.1 explains the impact of the focus area industry on the social and physical environment H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment					




# Investigating Science - SCIENCE FACULTY

## HSC ASSESSMENT SCHEDULE 2021/22

 Component		Term 1	Term 1	Term 2	Term 3
		Week 2	Week 8	Week 6	Week 1-2
		Date:11/02/2022	Date: 22/03/2022	Date: 03/06/2022	Date:
		Task 1 Depth Study	Task 2 Problem Solving Task	Task 3 Research Task	Task 4 Trial HSC
Knowledge and understanding	40	10%	10%	10%	10%
Skills in working Scientifically	60	30%	10%	10%	10%
<b>Totals</b>	<b>100</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>
<b>Outcomes</b>		11/12-1 11/12-2 11/12-5 11/12-7 12-12	11/12-4 12-13	11/12-6 12-14	All outcomes
Outcomes:  develops and evaluates questions and hypotheses for scientific investigation INS11/12-1 designs and evaluates investigations in order to obtain primary and secondary data and information INS11/12-2 conducts investigations to collect valid and reliable primary and secondary data and information INS11/12-3 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media INS11/12-4 analyses and evaluates primary and secondary data and information INS11/12-5 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes INS11/12-6 communicates scientific understanding using suitable language and terminology for a specific audience or purpose INS11/12-7 develops and evaluates the process of undertaking scientific investigations INS12-12 describes and explains how science drives the development of technologies INS12-13 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis INS12-14 evaluates the implications of ethical, social, economic and political influences on science INS12-15					


# INFORMATION, PROCESSES & TECHNOLOGY– TAS FACULTY

## HSC Assessment Schedule 2021/22

 Component		Term 1	Term 1	Term 2	Term 3
		Week 1	Week 9	Week 9	Week 1/2
		Date:04/02/2022	Date: 31/03/2022	Date: 20/06/2022	Date: Trial Exam Period
		Task 1	Task 2	Task 3	Task 4 Trial HSC Exam
		20%	20%	30%	30%
1. Knowledge and understanding of course content	60	10	20	10	20
2. Knowledge and skills in the design and development of information systems	40	10		20	10
Totals	100	20	20	30	30
Outcomes		H1.1, H1.2, H3.1, H4.2, H5.1, H5.2	H1.1, H1.2, H1.3, H3.2, H5.1, H5.2, H7.1, H7.2	H2.1, H3.3, H4.1, H4.3, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H3.2, H4.3 H5.1, H5.2, H6.2 H7.1, H7.2
Outcomes H1.1 applies and explains an understanding of the nature and function of information technologies to a specific practical situation H1.2 explains and justifies the way in which information systems relate to information processes in a specific context H2.1 analyses and describes a system in terms of the information processes involved H2.2 develops and explains solutions for an identified need which address all of the information processes H3.1 evaluates and discusses the effect of information systems on the individual, society and the environment H3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes H4.1 proposes and justifies ways in which information systems will meet emerging needs H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects H5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices H6.1 analyse situations, identifies needs, proposes and then develops solutions H6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions H7.1 implements and explains effective management techniques H7.2 uses methods to thoroughly document the development of individual and team projects.					


# Japanese Beginners - LOTE FACULTY

## HSC ASSESSMENT SCHEDULE 2022

 Component		Term 1	Term 2	Term 2	Term 3
		Week 6	Week 2	Week 9	Week 1/2
		Date: 10/03/2022	Date: 3/05/2022	Date: 21/06/2022	Date: Trial Exam Period
		<b>Task 1</b> Response in English & Japanese to written text  20%	<b>Task 2</b> Response in English & Japanese to spoken text  30%	<b>Task 3</b> Response to written text & conversation with Q & A  20%	<b>Task 4</b> Trial HSC Exam  30%
1. Listening	30		20		10
2. Reading	30	10		10	10
3. Speaking	20		10	10	
4. Writing	20	10			10
Totals	100	20	30	20	30
Outcomes		2.1, 2.2, 2.3, 2.4 3.1, 3.3,3.4,	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4,	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1,3.2, 3.3, 3.4
<b>Outcomes:</b> 1.1 establishes and maintains communication 1.2 manipulates linguistic structures to express ideas effectively in Japanese 1.3 sequences ideas and information 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately 2.1 understands and interprets information from texts using a range of strategies 2.2 conveys the gist of and identifies specific information from texts 2.3 summarises the main points of a text 2.4 draws conclusions from or justifies an opinion about a text 2.5 identifies purpose, context and audience of a text 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts 3.1 produces texts appropriate to the audience, purpose and context. 3.2 structures and sequences ideas and information 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts					


# Japanese Continuers - LOTE FACULTY

## HSC ASSESSMENT SCHEDULE 2022

 Component		Term 1	Term 2	Term 2	Term 3
		Week 6	Week 2	Week 9	Week 1/2
		Date: 10/03/2022	Date: 3/05/2022	Date: 21/06/2022	Date: Trial Exam Period
		<b>Task 1</b> Response in English & Japanese to written text  <b>20%</b>	<b>Task 2</b> Response in English & Japanese to spoken text  <b>30%</b>	<b>Task 3</b> Response to written text & conversation with Q & A  <b>20%</b>	<b>Task 4</b> Trial HSC Exam  <b>30%</b>
1. Listening	30		20		10
2. Reading	30	10		10	10
3. Speaking	20		10	10	
4. Writing	20	10			10
<b>Totals</b>	100	20	30	20	30
<b>Outcomes</b>		2.1, 2.2, 2.3, 2.4 3.1, 3.3, 3.4, 3.5	1.1, 1.2, 1.3, 1.4, 2.1, 2.3	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
<b>Outcomes:</b> 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of the past, present and future experience 2.1 applies knowledge of language structures to original text 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information 3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context 4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture					

# SUBJECT: Legal Studies

## HSC Assessment Schedule 2021/2022


 Component	Weighting	Term 1	Term 2	Term 2	Term 3
		Week 5	Week 1	Week 8	Weeks 1 & 2
		Date: Friday 4th March	Date: Wed 27th April	Date: Wed 15th June	Date: Weeks 1 & 2 as per Trial Exam Timetable
		Task 1– Crime <i>(In-class multiple choice and extended Response)</i> 20%	Task 2 – Human Rights <i>(Hand in research and in-class Viva Voce)</i> 25 %	Task 3 – Focus Study <i>(In-class planning and writing task)</i> 25%	Task 4 – Trial HSC Exam 30%
1. Knowledge and understanding of course content	60%	10%	10%	15%	25%
2. Research	20%	5%	10%	5%	
3. Communication	20%	5%	5%	5%	5%
Totals	100	20%	25%	25%	30%
Outcomes		1, 2, 3, 7, 8	1, 2, 5, 8, 9	1, 4, 5, 7, 10	2, 3, 4, 5, 6, 9, 10

### Outcomes:

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


# MATHEMATICS STANDARD 2 – MATHEMATICS FACULTY

## HSC Assessment Schedule 2021/22

 Component		Term 1	Term 1	Term 2	Term 3
		Week 4	Week 10	Week 7	Week 1/2
		Date: 24.2.22	Date: 4.4.22	Date: 8.6.22	Date: Trial Exam Period
		Task 1 Written Task with Question Bank  30%	Task 2 Investigative Task <i>Take home Assignment</i>  20%	Task 3  Written exam  20%	Task 4  Trial HSC Exam  30%
1. Concepts, skills & techniques	50	15	10	10	15
2. Reasoning & Communication	50	15	10	10	15
Totals	100	30	20	20	30
Outcomes					
<b><u>Outcomes:</u></b>					
MS1-12-1	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts.				
MS1-12-2	Analyses representations of data in order to make inferences, predictions and draw conclusions.				
MS2-12-3	Interprets the results of measurements and calculations and makes judgments about their reasonableness, including the degree of accuracy and the conversion of units where appropriate				
MS2-12-4	Analyses two-dimensional and three-dimensional models to solve practical problems				
MS2-12-5	Makes informed decisions about financial situations, including annuities and loan repayments				
MS2-12-6	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms				
MS2-12-7	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data				
MS2-12-8	Solves problems using networks to model decision-making in practical problems				
MS2 - 12-9	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognize appropriate times and methods for such use.				
MS2 - 12-10	Uses mathematical argument and reasoning to evaluate conclusions communicating a position clearly to others and justifying a response.				


# MATHEMATICS STANDARD 1 - MATHEMATICS FACULTY

## HSC Assessment Schedule 2021/22

 Component		Term 1	Term 1	Term 2	Term 3
		Week 4	Week 10	Week 7	Week 1/2
		Date: 24.2.22	Date: 4.4.22	Date: 8.6.22	Date: Trial Exam Period
		Task 1  Written task with Question Bank  30%	Task 2  <i>Investigative task Take home Assignment</i>  20%	Task 3  Written exam  20%	Task 4  <i>Trial HSC Exam</i>  30%
1. Concepts, skills & techniques	50	15	10	10	15
2. Reasoning & Communication	50	15	10	10	15
Totals	100	30	20	20	30
Outcomes					
<b><u>Outcomes:</u></b>  <b>MS1-12-1</b> Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts  <b>MS2-12-2</b> Analyses representations of data in order to make predictions and draw conclusions  <b>MS1-12-3</b> Interprets the results of measurements and calculations and makes judgements about their reasonableness  <b>MS1-12-4</b> Analyses simple two-dimensional models to solve practical problems  <b>MS1-12-5</b> Makes informed decisions about financial situations likely to be encountered post-school  <b>MS1-12-6</b> Represents the relationships between changing quantities in algebraic and graphical forms  <b>MS1-12-7</b> Solves problems requiring statistical processes  <b>MS1-12-8</b> Applies network techniques to solve network problems  <b>MS1-12-9</b> Chooses and uses appropriate technology effectively and recognises appropriate times for such use  <b>MS1-12-10</b> Uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others.					

# MATHEMATICS ADVANCED – MATHEMATICS FACULTY

## HSC Assessment Schedule 2021/22

 Component		Term 1	Term 1	Term 2	Term 3
		Week 4	Week 10	Week 7	Week 1/2
		Date: 24/2/22	Date: 4/4/22	Date: 8/6/22	Date: Trial Exam Period
		<b>Task 1</b>  Written task with Question Bank  <b>30%</b>	<b>Task 2</b>  <i>Investigative task</i> <i>Take home</i> <i>Assignment</i>  <b>20%</b>	<b>Task 3</b>  Written exam  <b>20%</b>	<b>Task 4</b>  <i>Trial HSC Exam</i>  <b>30%</b>
1. Concepts, skills & techniques	50	15	10	10	15
2. Reasoning & Communication	50	15	10	10	15
<b>Totals</b>	<b>100</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>
<b>Outcomes</b>					

### Outcomes:

MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3 applies calculus techniques to model and solve problems

MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6 applies appropriate differentiation methods to solve problems

MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8 solves problems using appropriate statistical processes


MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context




# MATHEMATICS EXTENSION 1 – MATHEMATICS FACULTY

## HSC Assessment Schedule 2021/22

 Component		Term 1	Term 1	Term 2	Term 3
		Week 4	Week 10	Week 7	Week 1/2
		Date: 22.2.22	Date: 5.4.22	Date: 10.6.22	Date: Trial Exam Period
		Task 1  Written task with Question Bank  30%	Task 2  <i>Written exam</i>  20%	Task 3  <i>Investigative task Take home assignment</i>  20%	Task 4  <i>Trial HSC Exam</i>  30%
1. Concepts, skills & techniques	50	15	10	10	15
2. Reasoning & Communication	50	15	10	10	15
Totals	100	30	20	20	30
Outcomes					
<p><b><u>Outcomes:</u></b></p> <p>ME12-1 applies techniques involving proof or calculus to model and solve problems</p> <p>ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems</p> <p>ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations</p> <p>ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolutions</p> <p>ME12-5 applies appropriate statistical processes to present, analyse and interpret data</p> <p>ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts</p> <p>ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematic forms.</p>					

# MATHEMATICS EXTENSION 2 – MATHEMATICS FACULTY

## HSC Assessment Schedule 2022

 Component		Term 1	Term 1	Term 2	Term 3
		Week 4	Week 10	Week 7	Weeks: 1 & 2
		Date: 23/2/22	Date: 6/4/22 Written exam	Date: 8.6.22	Date: TBA
		Task 1  Written task with Question Bank  30%	Task 2  Written exam  20%	Task 3  Investigative task Take home assignment  20%	Task 4  Trial HSC Exam  30%
1. Concepts, skills & techniques	50	15	10	10	15
2. Reasoning & Communication	50	15	10	10	15
Totals	100	30	20	20	30
Outcomes					

### Outcomes:

MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings

MEX12-3 uses vectors to model and solve problems in two and three dimensions

MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems

MEX12-5 applies techniques of integration to structured and unstructured problems


MEX12-6 uses mechanics to model and solve practical problems

MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems

MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument


# SUBJECT: Modern History

## HSC Assessment Schedule 2021/2022

 Component	W e i g h t i n g	Term 1	Term 1	Term 2	Term 3
		Week 1	Week 6	Week 4	Week 1 / 2
		Date: Thursday 27th January 2022	Date: 11.3.22	Date: 20.5.22	Date: Weeks 1 & 2 as per Trial Exam Timetable
		Task 1 Power & Authority (Hand-in / Source Base Task) 20%	Task 3 National Study (Hand-in / Source Base Task & In-class / Essay) 25%	Task 2 Peace and Conflict (Hand-In / Essay-Historical Inquiry) 25%	Task 4 – Trial Exam 30%
1. Knowledge and understanding of course content	40%	5%	5%	10%	20%
2. Historical skills in the analysis and evaluation of sources and interpretation	20%	5%	10%	0%	5%
3. Historical Inquiry & Research	20%	5%	5%	10%	0%
4. Communication of Historical Understanding in Appropriate Forms	20%	5%	5%	5%	5%
Totals	100	20%	25%	25%	30%
Outcomes		12.1, 12.3, 12.5,12.6, 12.8	12.2, 12.3, 12.5, 12.8, 12.9	12.1, 12.6, 12.7, 12.9	12.1, 12.2, 12.3, 12.5, 12.7, 12.9
<b>Outcomes:</b> <b>MH12-1</b> accounts for the nature of continuity and change in the modern world <b>MH12-2</b> proposes arguments about the varying causes and effects of events and developments <b>MH12-3</b> evaluates the role of historical features, individuals, groups and ideas in shaping the past <b>MH12-4</b> analyses the different perspectives of individuals and groups in their historical context <b>MH12-5</b> assesses the significance of historical features, people, ideas, movements, events and developments of the modern world <b>MH12-6</b> analyses and interprets different types of sources for evidence to support an historical account or argument <b>MH12-7</b> discusses and evaluates differing interpretations and representations of the past <b>MH12-8</b> plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources <b>MH12-9</b> communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms					

# MUSIC 1 – CAPA FACULTY

## HSC ASSESSMENT SCHEDULE 2021/22

  <b>Component</b>		Term 1	Term 1	Term 2	Term 3
		Week 2	Week 9	Week 9	Week 1/2
		Date: 7/2/22	Date: 28 and 29/3/22	Date:20/6/22	Date:
					Trial Exam Period
		Task 1	Task 2	Task 3	Task 4
		Musicology	Core Performance & Aural Skills	Composition & Elective 1	Aural Skills & Electives 2 & 3
		VIVA VOCE			
		10%	25%	25%	40%
1. Musicology	10	10			
2. Aural (Core)	25		15		10
3. Performance (Core)	10		10		
4.Composition (Core)	10			10	
5.ELECTIVE 1, 2 & 3 Performance or Composition or Musicology	45			15	30
<b>Totals</b>	<b>100</b>	<b>10</b>	<b>25</b>	<b>25</b>	<b>40</b>
<b>Outcomes</b>		H6	H1, H5	H8, H10	H7, H11

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 performances as appropriate to the topics studied.

H8 - identifies, recognizes, experiments with, and discusses the use and effects of technology in music.

H9 - performs as a means of self-expression and communication

H10 - demonstrates a willingness to participate in performance, composition, musicology and aural activities.

H11 - demonstrates a willingness to accept and use constructive criticism.

# MUSIC 2 – CAPA FACULTY

## HSC ASSESSMENT SCHEDULE 2021/2022




Component	W e i g h t i n g	Term 1	Term 1	Term 2	Term 3
		Week 1	Week 9	Week 7	Weeks 1 - 2
		Date: 3/2/22 Thursday	Date: 29/3/22 Tuesday	Date: 10/6/21 Friday	Date: Trial HSC Exam Period
		Task 1 Composition and Musicology	Task 2 Performance, Composition, Elective	Task 3 Composition, Elective, Aural, Musicology, Performance	Task 4 Aural Performance, Elective, Musicology
1. Performance	20		5%	5%	10%
2. Composition	20	5%	5%	10%	
3. Musicology	20	10%		5%	5%
4. Aural	20			5%	15%
5. Elective	20		5%	5%	10%
<b>Totals</b>	<b>100</b>	<b>15%</b>	<b>15%</b>	<b>30%</b>	<b>40%</b>
		H3, H7	H1, H11	H2, H4, H6, H10	H2, H6, H10

### Outcomes:

- H1** performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
- H2** demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
- H3** composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4** stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- H5** analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
- H6** discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
- H7** critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- H8** understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
- H9** identifies, recognises, experiments with, and discusses the uses and effects of technology in music
- H10** performs as a means of self expression and communication
- H11** demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H12** demonstrates a willingness to accept and use constructive criticism

# MUSIC EXTENSION 1 – CAPA FACULTY

## HSC Assessment Schedule 2021/22

 Component	W eig hti ng	Term 1	Term 2	Term 3
		Week 9	Week 7	Weeks 1-2
		Date:29/3/22	Date:8/6/22	Date: Trial Exam Period
		<b>Task 1</b> <ul style="list-style-type: none"> <li>- Solo 1 and Ensemble Performance</li> <li>- Draft 1 (Musicology)</li> <li>- Comp 1 (Composition)</li> </ul>	<b>Task 2</b> <ul style="list-style-type: none"> <li>- Solo 2 and Ensemble Performance</li> <li>- Draft 2 (Musicology)</li> <li>- Comp 2 (Composition)</li> </ul>	<b>Task 3</b> <ul style="list-style-type: none"> <li>- Solo(s) and Ensemble Performance</li> <li>- Full Draft Essay (Musicology)</li> <li>- Both Comps (Composition)</li> </ul>
1. Performance Ensemble	60%	20%	20%	20%
2. Solo 1	20%	10%		10%
3. Solo 2	20%		10%	10%
or				
1. Composition	100%	30%	30%	40%
or				
1. Musicology	100%	30%	30%	40%
<b>Totals</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		P1 & P4 or C1 & C4	P1 & P5 or C1 & C5	P1 & P6 OR C1 & C6

### Outcomes:

**P1** performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member

**P2** leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others

**P3** articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed

**P4** demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed

**P5** presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction

**P6** critically analyses the use of musical concepts to present a stylistic interpretation of music performed

**C1** composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style

**C2** leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others

**C3** articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style


**C4** demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed

**C5** presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition

**C6** critically analyses the use of musical concepts to present a personal compositional style

# PDHPE – PDHPE FACULTY 2022

## HSC Assessment Schedule 2021/22


 <b>Component</b>		<b>Term 1</b>		<b>Term 2</b>	<b>Term 3</b>
		<b>Week 8</b>		<b>Week 7</b>	<b>Weeks 1 &amp; 2</b>
		<b>Date: 23.3.22</b>		<b>Date: 10.6.22</b>	<b>Date: Exam Period</b>
		<b>Task 1</b> Report Part A 20% Sports Medicine Part B 25% Factors Affecting Performance		<b>Task 2</b> 25% Research on Ottawa Charter - HPA	<b>Task 3</b> 30% Trial
1. Knowledge and understanding of: * Factors that affect health * The way the body moves	40%	Sports Med  10%	FAP  10%	10%	10%
2. Skills in: * Influencing personal and community health * Taking action to improve participation and performance in physical activity	30%	5%	10%	5%	10%
3. Skills in critical thinking, research and analysis	30%	5%	5%	10%	10%
<b>Totals</b>	100%	20%	25%	25%	30%
<b>Outcomes</b>		H8, H13, H16, H17	H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16,	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H13, H14, H15, H17

### Outcomes:

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


# PHOTOGRAPHY AND DIGITAL IMAGING – CAPA FACULTY

## HSC ASSESSMENT SCHEDULE – 2021/22

 Component		Term 1	Term 1	Term 2	Term 3
		Week 3	Week 9	Week 9	Week 1 / 2
		Date: 15/2/22	Date: 31/3/22	Date: 22/6/22	Date: Trial Exam Period
		<b>Task 1</b> Architecture and Place & Theory Assignment  <b>25%</b>	<b>Task 2</b> Practical Photography & Written Response  <b>35%</b>	<b>Task 3</b> Practical Photos Creative Techniques Major Project  <b>25%</b>	<b>Task 4</b> Trial HSC Exam  <b>15%</b>
1. Making	70	20	25	25	
2. Critical and Historical Studies	30	5	10		15
<b>Total</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>25</b>	<b>15</b>
		M2 M3 CH2	M1,M5 CH3	M2, M4	CH1 CH3 CH4, CH5
M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice				
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works				
M3	investigates different points of view in the making of photographs and/or videos and/or digital images				
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images				
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images				
M6	takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works				
CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging				
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations				
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies				
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging				
CH5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production				




# PHYSICS - SCIENCE FACULTY HSC ASSESSMENT SCHEDULE 2021/22

  <b>Component</b>		Term 1	Term 2	Term 2	Term 3
		Week 2	Week 1	Week 9	Week 1-2
		Date: 7/2/22	Date:27/04/22	Date:23/06/22	Date:
					Trial HSC Exam period
		Task 1 Depth Study 30 %	Task 2 In class Assessment 20%	Task 3 Skill- based Assessment 20%	Task 3 Trial HSC Exam 30%
Knowledge and understanding	40	10	5	5	20
Skills in working Scientifically	60	20	15	15	10
<b>Totals</b>	<b>100</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>
<b>Outcomes</b>		PH 12-12, 12 -5, 12-7	PH 12-12, 12-13, 12-4	PH 12-1, 12-2 12-3	PH12-12, 12-13, 12-14, 12-15, 12 -6
<b>Outcomes:</b> PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH11/12-5 analyses and evaluates primary and secondary data and information PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively 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 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					

# SCIENCE EXTENSION - SCIENCE FACULTY

## HSC ASSESSMENT SCHEDULE 2021/22

 <b>Component</b>		Term 1	Term 2	Term 3
		Week 6	Week 6	Week 5/6
		Date: 7/3/22	Date: 30/5/22	Date: As per NESA date
		<b>Task 1</b> Presentation of the research proposal <b>30%</b>	<b>Task 2</b> Progress Report + Written Task <b>30%</b>	<b>Task 3</b> Scientific Research Report <b>40%</b>
Communicating Scientifically	30	10	10	10
Gathering, recording, analysing and evaluating data	30	10	10	10
Application of scientific research skills	40	10	10	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		SE-1 to SE-7	SE-1 to SE-7	SE-1 to SE-7


### Outcomes:

#### A student:

- › refines and applies the Working Scientifically processes in relation to scientific research SE-1
- › analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry SE-2
- › interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan SE-3
- › uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid data sets SE-4
- › analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research SE-5
- › analyses and reports on a contemporary issue or an application of science informed by primary or secondary-sourced data, or both, in relation to relevant publicly available data sets SE-6
- › communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report SE-7


# Sport, Lifestyle and Recreation – PDHPE

## Faculty HSC Assessment Schedule 2022

 <b>Component</b>	<b>W e i g h t i n g</b>	<b>Term 1</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
		<b>Week 2</b>	<b>Week 10</b>	<b>Week 6</b>	<b>Weeks 1 / 2</b>
		<b>Date: 11.2.22</b>	<b>Date: 4.4.22</b>	<b>Date: 30.5.22</b>	<b>Date: TBA</b>
		<b>Task 1 Report on skills demonstration Coaching Theory 10% Practical 30%</b>	<b>Task 2 In class task Social Perspectives of Sport</b>	<b>Task 3 Journal Resistance Training Theory 10% Practical 20%</b>	<b>Task 4 HSC Trial exam</b>
<b>1. Knowledge and understanding</b>	<b>50%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>20%</b>
<b>2. Skills</b>	<b>50%</b>	<b>30%</b>	<b>10%</b>	<b>20%</b>	<b>20%</b>
<b>Totals</b>	<b>100%</b>	<b>40%</b>	<b>10%</b>	<b>30%</b>	<b>20%</b>
<b>Outcomes</b>		1.1, 1.3, 1.4, 2.1, 2.4, 3.1, 3.2, 3.7, 4.1, 4.4, 4.5, 5.5	1.1, 1.3, 1.4, 2.1, 2.4, 3.1, 3.2, 3.7, 4.1, 4.4, 4.5	1.2, 1.3, 2.2, 3.2, 3.3, 4.1, 4.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5
<b>Outcomes:</b>					
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					
2.1 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					
3.1 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					
4.1 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					


# SUBJECT: SOCIETY AND CULTURE

## HSC Assessment Schedule 2021/2022

 Component	W e i g h t i n g	Term 1	Term 1	Term 2	Term 3
		Week: 4	Week 10	Week 9	Week 1 / 2
		Date: Monday 21/02/2022	Date: Thursday 07/04/2022	Date: Thursday 23/06/2022	Date: Weeks 1 & 2 as per Trial Exam Timetable
		PIP Proposal (Hand-in report) 20%	Popular Culture Research and Extended Response (In-class) 25%	Essay: Depth Study 2 (In class task) 25%	HSC Trial  30%
Knowledge & Understanding	50		15%	15%	20%
Application & evaluation of research methodologies	30	15%	10%		5%
Communication	20	5%		10%	5%
<b>Totals</b>	100	20%	25%	25%	30%
<b>Outcomes</b>		H1, H6, H9, H10	H1, H3, H4, H5, H6, H7, H8, H10	H1, H2, H5, H9, H10	H1, H2, H3, H4, H5, H9, H10
<b>Outcomes:</b> H1 Evaluates and effectively applies social and cultural concepts H2 Explains the development of personal, social and cultural identity H3 Analyses relationships and interactions within and between social and cultural groups H4 Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy H5 Analyses continuity and change and their influence on personal and social futures H6 Evaluates social and cultural research methods for appropriateness to specific research tasks H7 Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias H8 Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex H9 Applies complex course language and concepts appropriate for a range of audiences and contexts H10 Communicates complex information, ideas and issues using appropriate written, oral and graphic forms					

# VISUAL ARTS – CAPA FACULTY HSC

## ASSESSMENT SCHEDULE – 2021/22

 Component		Term 1	Term 1	Term 2	Term 3
		Week 3	Week 9	Week 9	Week 1/2
		Date: 14/2/22	Date: 01/04/22	Date: 21/06/22	Date:
					Trial HSC Exam Period
		<b>Task 1</b> a) VAPD/ Practical Task b) Research Task <b>15%</b>	<b>Task 2</b> a) VAPD/ Major Project b) Critical and Historical Study - Essay <b>20%</b>	<b>Task 3</b> a) VAPD/ Major Project b) Oral Task/ Case Study  <b>25%</b>	<b>Task 4</b> a) Trial HSC Exam b) Body of work Material and conceptual practice in progress  <b>40%</b>
1. Art Making Including Practice Conceptual Framework and Frames	50	5	5	10	30
2. Art Criticism/Art History Including Conceptual Framework, Frames, Practice	50	10	15	15	10
<b>Totals</b>	<b>100</b>	<b>15%</b>	<b>20%</b>	<b>25%</b>	<b>40%</b>
<b>Outcomes</b>		H3, H7, H10	H1, H6, H7	H2, H4, H8, H9	H1, H5, H8, H10
H1	initiates and organises art making practice that is sustained, reflective and adapted suit particular conditions				
H2	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work				
H3	demonstrates an understanding of the frames when working independently in the making of art				
H4	selects and develops subject matter and forms in particular ways as representations in art making				
H5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways				
H6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the Artistic intentions within a body of work				
H7	applies their understanding of practice in art criticism and art history				
H8	applies their understanding of the relationships among the artist, artwork, world and audience				
H9	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art				
H10	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts				

# **Vocational Education and Training Courses**

**VET**

School Name: Northmead Creative & Performing Arts High School

Student Competency Assessment Schedule  
2022

HSC Course: Assistant Dance Teaching

Assessment Tasks for CUA30313 Certificate III in Assistant Dance Teaching		Cluster C	Cluster D	Cluster E
		Apply First Aid	The Dance Class	The Dance Critic
		TBA	Week: 6-7 Term: 2, 2022 Week 6 2/6 & 3/6 Week 7 8/6 & 10/6/22	Week: 6 Term: 3, 2022 22/8/22
Code	Unit of Competency			
HLTAID003	Apply first aid	X		
CHCECE006	Support behaviour of children and young people	X		
CUACHR301	Develop basic dance composition skills	X		
CUAMLT201	Develop and apply musical ideas and listening skills	X		
SISFFIT309A	Plan and deliver group exercise sessions		X	
CUADLT301	Assist with dance teaching		X	
CUADTM301	Develop basic dance analysis skills			X
CUAIND304	Plan a career in the creative arts industry			X

Depending on the achievement of units of competency, the possible qualification outcome is CUA30313 Certificate III in Assistant Dance Teaching or a Statement of Attainment towards CUA30313 Certificate III in Assistant Dance Teaching.

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.

**School Name: Northmead CAPA HS**
**Student Competency Assessment Schedule**
**COURSE: HSC Construction**
**2022**

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster C	Cluster D	Cluster E	Cluster F
Assessment due		Reading Plans and Calculating	Formwork	Level a simple slab	Assemble for off- site manufacture
		Week: 5 Term: T1 2022 Date: 04/03/2022	Week: 2 Term: T2 2022 Date: 06/05/2022	Week: 9 Term: T2 2022 Date: 24/06/2022	Week: 6 Term: T3 2022 Date: 26/08/2022
Code	Unit of Competency				
CPCCCM2001A	Read and interpret plans and specifications	X			
CPCCCM1015A	Carry out measurements and calculations	X			
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on the ground		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

Trial Exam
Week: 1/2 Term: 3
HSC Examinable Units of Competency

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



**School Name: Northmead CAPA HS**  
**Course: HSC - Entertainment Industry**

**Student Competency Assessment Schedule**  
**2022**

Assessment Tasks for CUA30415 Statement of Attainment towards Certificate III in Live Production and Services		Cluster E	Cluster F	Cluster G	Trial HSC Exam
		On the Stage	Vision Systems	Customer is always right	
		Week: 7 Date: 11/3/22 Term: 1	Week: 7 Date: 10/8/22 Term: 2	Week: 8 Date: 7/9/2022 Term: 3 2022	Week: 1/2 Term: 3
Code	Unit of Competency				HSC Examinable Units of Competency
CUASTA301	Assist with production operations for live performances	X			
CUASMT301	Work effectively backstage during performances	X			
ICTTEN202	Use hand and power tools	X			
CUAVSS302	Operate vision systems		X		
SITXCCS303	Provide service to customers			X	

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

**Schools will 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". This means a course mark is not allocated.

**School Name: Northmead CAPA HS**
**Student Competency Assessment Schedule**
**COURSE: HSC Hospitality – Food and Beverage Stream**
**2022**

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster D	Cluster E (Part 1)	Cluster E (Part 2)	Cluster F	Trial HSC Exam
		Safe, Clean and Skilled	Restaurant Service	Restaurant Service	Working in Hospitality	
		Week: 8,9,21 Term: 4	Week: 5 Term:2 27.5.22	Week: 5 Term:2 27.5.22	Week: 3 Term:3 5/8/22	Week: 1/2 Term: 3
Code	Unit of Competency					HSC Examinable Units of Competency
SITXFSA002	Participate in safe food handling practices	X				
SITHCCC001	Use food preparation equipment	X				
SITHFAB007	Serve food and beverage		X	X		
SITXCC003	Interact with customers		X	X		
SITHIND003	Use hospitality skills effectively		X	X		
SITHIND002	Source and use information on the hospitality industry				X	
BSBSUS201	Participate in environmentally sustainable work practices				X	
SITXCOM001	Source and present information				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

**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.

**School Name: Northmead CAPA High School**
**Student Competency Assessment Schedule**
**COURSE: HSC Retail Services**
**2022**

Assessment Tasks for Certificate III in Retail SIR30216		Cluster D	Cluster E	Cluster F	Cluster G	Trial HSC Exam
		Working in the Industry	Handling Stock	Merchandising to Sell	Sales and Security	
		Term 4 2021 Wk 8 Mon 22 <sup>nd</sup> Nov	Term 1 2022 Wk 8 Mon 21 <sup>st</sup> Mar	Term 2 2022 Wk 8 Mon 30 <sup>th</sup> May	Term 3 2022 Wk 8 Mon 22 <sup>nd</sup> Aug	Weeks 1 & 2 Term 3 2022
Code	Unit of Competency					HSC Examinable Units of Competency
SIRXIND001	Work effectively in a service environment	X				
SIRXIND002	Organise and maintain a 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.**

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.

**School Name: Northmead CAPAHS**
**Student Competency Assessment Schedule**
**Course: HSC – Sport Coaching**
**2022**


Assessment Tasks for SIS30519 Certificate III in Sport Coaching		Cluster C1	Cluster C2	Cluster D	Cluster E	Cluster F
		Officiating students	Strength & Conditioning	Coaching the Individual	Next Level Coaching	First Aid
		<b>PRACTICAL ONLY</b> Beginning Week: 5 Term: 4	Week: 10 Term: 1 Date: 5/4/22	Week: 10 Term: 4 (2021) Date: 9/12/21	Week: 3 Term: 3 Date: 2/8/22	Week: TBA Term: 2 Date: TBA
Code	Unit of Competency					
SISSSO002	Continuously improve officiating skills and knowledge	X				
<b>SISXCAI009</b>	<b>Instruct strength and conditioning techniques</b>		X			
SISSSCO003	Meet participant coaching needs			X		
BSBRK401	Identify risk and apply risk management processes			X		
SISSSCO012	Coach sports participants up to an intermediate level				X	
HLTAID003	First Aid (to be outsourced to a private RTO)					X

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

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.

1. I know where to find information regarding the Schools HSC Internal Assessment Policy and know how to access my individual subject assessment programs
2. I will adhere to the principles of **All My Own Work**
3. When I am given a task I will make sure I understand what is required and have collected the information needed.
4. I acknowledge I must submit serious attempts at all assessment and class tasks.
6. I will be fair to other students.
7. I will hand in assessment tasks on time – and give it personally to my teacher. If submitting electronically I will retain a date stamped copy of the task
8. I will attend all scheduled classes on the day that assessments tasks are due to be submitted or completed.
9. I will listen to or read carefully the teacher's comments when assessment tasks are returned, and act on my teacher's advice.
10. I will read the Handbook carefully - it explains the procedures, and the consequences if I don't fulfil my responsibilities.
11. I will Follow the instructions of exam supervisors. During examinations and assessment tasks I will refrain from having:
  - Any notes on my person
  - Water bottles with labels
  - Wrist bands
  - Smart watches
  - Phones
  - Pencil cases – all writing material should be in clear pencil case or clear zip lock bag
12. I acknowledge that in order to meet HSC requirements I must have completed in excess of 50% of the assessment tasks in all my chosen subjects.

I have read the expectations above and have received a copy of the 2021 HSC rules and procedures.

Name (PRINTED) \_\_\_\_\_

Signed: \_\_\_\_\_

☐ Please tick the box if required – I am interested in finding out information about special provisions for the HSC