



2021

HSC ASSESSMENT BOOKLET



Peel High School

88 Gunnedah Road, Tamworth

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Purpose of this Booklet

The NSW Education Standards Authority (NESA) prescribes that schools must submit an internal assessment mark for each student in each course in order for students to be eligible for the HSC. This document outlines the Peel High School assessment policy and procedures, which will be followed in producing the school assessment mark. This document has been written in accordance with NESA guidelines as outlined in the Assessment, Certification and Examination Manual. For more information about NESA requirements, please see <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

Marks Placed on the HSC

The 2021 HSC will record two marks for each Board Developed Course (BDC) studied: an examination mark and a scaled school based assessment mark.

The examination mark will be decided by the individual's performance in the HSC examination, held in October/November. Some subjects will also involve examinable components such as major works, performance and written submissions. Vocational Education & Training (VET) courses, which are competency based, may also include practical examinations.

The assessment mark will be based on tasks set by the school during Term 4, 2020 and Terms 1, 2 and 3, 2021. The school records marks for each assessment task and prepares a final assessment mark when all tasks are completed. The assessment mark for each subject is submitted to NESA. Assessment marks for two unit subjects are recorded as a mark out of 100. One unit courses are recorded as a mark out of 50. Students are placed in rank order depending on their assessment mark within the group. The assessment marks prepared by the school are moderated by comparing them in course groups with students' HSC examination marks and adjusting them as necessary to eliminate variations from school to school. Students retain the rank order submitted by the school.

For Board Endorsed Courses (BEC) the HSC will record a single mark provided by the school at the conclusion of the course. This mark is not moderated, nor can it be used as part of an application to the University Admissions Centre (UAC).

If students apply for an Australian Tertiary Admission Rank (ATAR) both the examination mark and the moderated assessment mark are added together to determine the mark for each subject. These marks are then further scaled before being added together and aligned with a rank. The University Admissions Centre (UAC) will then send this rank to students.

Satisfactory Completion of a Course

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

- **followed** the course developed or endorsed by the board;
- **applied** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school; and
- **achieved** some or all of the course outcomes.
- make a **genuine attempt** in assessment tasks which contribute in **excess of 50% of the available marks**. The completion of assessment tasks worth exactly 50% is not sufficient.
- Complete **70 hours of work placement** for each Vocational Education course studied.

While NESA does not mandate attendance requirements, principals may determine that, as a result of absences, the course completion criteria (see above) may not be met. Students whose attendance is called into question will be required to prove to the principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. Principals must give students early written warning of the consequences of absences in terms of course completion criteria.

If at any time it appears that a student is at risk of being given an **'N' determination** (non-completion of course requirements) 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**. If the first warning letter is not effective, a further warning letter(s) should be sent. If a student is issued with an N Determination they will not be able to attend non-mandatory excursions.

Students who have not complied with the above requirements for any course cannot be regarded as having satisfactorily completed that course and the principal will apply the 'N' determination. Where a student receives an 'N' determination in a course, that course will not appear on the student's Record of Achievement. In some cases the student may not then meet the pattern of study requirements and hence be ineligible for the award of the HSC.

As with all other HSC courses, students undertaking **VET courses** may be deemed to have either completed or not completed requirements. The course completion criteria listed above form the basis for this decision. 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 the course requirements and an 'N' determination may be made. If at any stage a student appears to be at risk of receiving a 'N' determination in a VET course the principal will follow the same procedures as for any other HSC course.

The Assessments

For the HSC, assessments compile progressively during Term 4, 2020 and Terms 1, 2 & 3, 2021.

The assessments will:

- enable a wider range of syllabus outcomes to be assessed;
- enable measurements and observations to be made throughout the course;
- reflect the variety of components to be measured. These components are the skills and knowledge which students are expected to acquire during the course;
- reflect the different weightings for each component; and
- show the relative value of each task.

Continuing assessment provides an opportunity for the student to demonstrate diligence and sustained effort and demonstrate the completion of course outcomes. It also provides opportunities to be assessed through a wider range of tasks as well as preparing for the HSC examination.

Measuring achievement at points during the course can provide a better indication of student achievement than a single examination. It increases accuracy of the final assessment of each student's achievement by using multiple measurements.

There will be approximately four to five tasks of various types. Individual tasks would not normally be worth less than 10%, or more than 40%, of the total weighted mark.

Subject Schedules

Each faculty has prepared an assessment schedule for each of the courses it offers. These schedules indicate:

- the components which will be assessed;
- the weightings of the components;
- the specific tasks which make up the assessment schedule;
- the number of tasks for each subject;
- the approximate time when the tasks will be administered; and
- the relative values of each task.

All students will be required to submit a signed RETURN FORM to the principal indicating they have read the contents of this assessment booklet and received all relevant assessment details and schedules for all subjects in which the student is enrolled.

Timing of Assessment Tasks

Subject schedules set out the approximate dates for each task. Generally, at least two weeks' notice of a task should be given by your class teacher in writing showing:

- the exact assessment task date;
- the nature/description of the task;
- the topic areas to be assessed;
- related syllabus outcomes, and;
- marking criteria and weightings for each of these.

Students will be expected to sign when the task is issued. Variations to dates for assessment tasks must be negotiated when the task is handed out (min. of 10 days notice still applies) and approved by the Deputy Principal.

In addition there will be one 'task free zone'. This will be a period of five school days before the Trial HSC in Term 3, 2021, where tasks will not be required to be submitted.

It is the student's responsibility to be alert to the notification of tasks and if absent from school check with the class teacher as the time approaches for tasks as shown on the schedules. Generally, students should only have one task per day to complete at school. Tasks set as assignments or research may form a second task. Students should alert their teachers where there is more than one task scheduled on any one day so that staff can negotiate alternative due dates if possible.

Invalid or Unreliable Assessment Tasks

Where the Head Teacher determines that an assessment task produces an invalid or unreliable (e.g. does not differentiate students) an additional task will be set, but this very rarely occurs. The marks from the invalid or unreliable task will not be discarded.

Completion of Tasks

- Students who **complete** all aspects of the task and submit it on or before the due date are eligible for the full mark allocated to the task.
- Students who **attend** an assessment task which is to be completed at school are eligible for the full mark allocated to the task.
- Students who **fail to submit** an assessment task by the due date will be given **zero** if they have no valid reason.
- Students who **fail to attend** an assessment task which is to be completed at school, but who **have a valid reason**, must be given an opportunity to do the task or an equivalent task at a later date. In exceptional circumstances an estimate may be given. These students are eligible for the full mark.
- **Responses** to tasks will need to be considered **genuine and serious attempts**. A non-serious attempt is where a student writes a response that is offensive and/or irrelevant to the task. A non-attempt is where a student's effort is below a minimum standard, this includes instances where a student only attempts the multiple choice questions in a task.
- Reasonable responses will be required for **ALL** sections of assessment tasks and examinations;
- Teachers who determine an assessment task or examination response to be a non-serious or non-attempt will refer the student's work to a panel, which will include the Head Teacher of the Faculty, the Deputy Principal and other relevant staff.
- Students who submit a task judged by the panel to be a **non-serious attempt or non-attempt** may be given a **zero mark** for all or part of the task.
- Where a task or examination is deemed to be a **non-serious attempt or non-attempt** by the panel, an "N" warning will be issued and the student will be required to resubmit a genuine attempt at the task or examination.
- **Valid reasons** for lateness in submitting a task, or applications for an extension of time to submit a task must be explained by submitting a Special Consideration/Illness/Misadventure form (also called Appendix A). You must submit independent evidence from a medical professional or some other person qualified to comment on your claim/application.

Submission of Tasks

Assessment tasks due to be handed in on a specific date must be handed to the **Front Office** by **9am** on the due date. Students must sign the register to indicate that the task has been submitted. Any later and the task is deemed to be late. In-class tasks must be handed in at the conclusion of the time allotted for the task. Please note:

- Tasks submitted late on the due date may receive a penalty up to 100% of the marks available.
- Where a student is absent from a task to be completed at school, the student should contact the school and the head teacher or class teacher will be advised of the absence. **On the first day of their return** to school the student should collect an Appendix A form from the head teacher or class teacher, complete the form and attach a medical certificate or other requested information and return the form to the head teacher or class teacher. A zero mark will be awarded if this process is not followed. The head teacher will consider the Appendix A and make a recommendation to the Deputy Principal Curriculum. If the head teacher recommends that the student should be allowed to do the original task or a substitute task, the student can be required to sit for the task immediately.
- Assessment tasks can be submitted **electronically**, but need to meet all the requirements outlined above, i.e. submitted before 9am. It is the sole responsibility of the student to make sure that tasks are submitted on time and in a readable format. Technical difficulties are not grounds for an extension in time or resubmission of the assessment task. If emailing, students must also forward a copy to the school's email address peel-h.school@det.nsw.edu.au as well as the class teacher and request a **Read Receipt** on the email. What is received by the due time is what will be marked.

Extensions

- Students who are **unable to submit** an assessment task by the due date, but who **have a valid reason** should be allocated an extension of time. These students are eligible for the full mark and must submit an Appendix A; and
- Where a student knows they will be absent from school on the day a task is due, they should make every effort to submit the task before the due date. If this is not possible, or their work is affected by illness or misadventure, the student should collect an Appendix A, complete it, attach supporting documentation and return it to the head teacher or class teacher. The head teacher will consider the Appendix A and make a recommendation to the Deputy Principal of Curriculum about an extension of time.
- Students who are on work placement need to make arrangements to submit any due tasks on or prior to the due date. Work placement is **not** a valid reason for the late submission of tasks.
- In-class assessments that are timed to occur during work placement should be rescheduled with the class teacher prior to commencing work placement.

Legitimate Absences

Where students are absent because of genuine ill health or misadventure they will not be disadvantaged as a result of these procedures. The policies outlined are designed to prevent students from gaining an unfair advantage over others by late submission of work. While illness may be acceptable on occasions as a reason for late submission of an assessment task it cannot be used as a reason for non-completion of tasks.

Notification of Parents/Caregivers

Where students have failed to meet procedures parents will be notified in writing.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is 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, digital media or the internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another's work and presenting it as your own.
- Submitting work to which another person such as a parent, coach or subject expert has contributed 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 for you.
- Breaching published school examination rules.
- Using non approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.
- Not complying with classroom expectations during in-class assessments.

Students who cheat in any way, plagiarize, make a non-serious attempt, or truant from an assessment task to gain an unfair advantage (e.g. truant in order to prepare for or finalise an assessment task) will score a **zero mark** for part or the whole of the assessment task.

In addition, the task will be recorded as a non-attempt in terms of the requirement that students complete tasks, which must total more than 50% of the available marks.

All malpractice is recorded on the Register of Malpractice and submitted to NESAs at the end of Term 3 2021.

Meaningful feedback will be provided after each assessment task about the assessment mark and ranking. Students may seek further advice from their teachers about aspects of their task which were not awarded full marks and may request guidance towards improving future performance.

School Based Appeals Process (also applies to VET courses)

- Where students are dissatisfied with their assessment mark they should approach the class teacher in the first instance. This should be done immediately after the return of the task.
- Where students are dissatisfied with any aspect of the assessment process or the response of the class teacher they should appeal to the head teacher; and
- Where students are dissatisfied with the decision of the head teacher they should appeal to the principal who will convene a meeting with the year adviser and another head teacher. In the case of VET, the senior pathways officer may be included to represent the Registered Training Organisation (RTO).
- Decisions of the Appeal Panel will be conveyed to the student in writing setting out the reasons for the decision.

Final HSC Assessment Marks & Review Process

NESA requires that these marks remain confidential. It is not possible for students to merely add up the assessment marks sent home, apply the weightings and arrive at the HSC assessment mark. This is because the confidential marks the school submits to NESA are moderated. The school will send the final assessment marks to NESA in September 2021. The Board will send the school a printed record for each student detailing the student's rank in each subject. If students wish to receive this record, it is the individual student's responsibility to collect it from the year advisor from late November (approximately).

Students will be able to request an **assessment review** based on the rank order placement and feedback on performance during the course. Students may also seek a **review of an 'N' determination**. Students must apply in writing to the principal by the prescribed date.

The review will be conducted by an Appeal Panel at the school consisting of the principal, year advisor and deputy principal.

This assessment review will focus on the school's **procedures for determining** the final assessment mark or N determination. The panel will review the process to ensure the board's guidelines have been followed and that no computation or clerical errors have been made, and then make a decision. Students are not entitled to seek a review on teachers' judgments of the worth of individual performance in assessment tasks, therefore marks and grades awarded will not be subject to review as part of the process. The student will be advised of the outcome of the review and the provision of the appeal process to NESA.

If the student is not satisfied with the outcome of that review, a further appeal may be made directly to NESA. Appeals to NESA will focus on whether the school review properly and correctly considered the matters before it. Students studying VET courses may appeal to the RTO.

ANSWERS TO SOME IMPORTANT QUESTIONS

When will assessment begin?

The school's HSC Assessment Program will commence at the beginning of Term 4 - 2020, and will conclude in Term 3 - 2021.

How much notice will be given of each task?

The Calendar of HSC assessment tasks (this booklet) provides students with an outline of the schedule of assessment tasks. Teachers in each subject will provide additional notice where applicable at least two weeks prior to the assessment task using the Peel High School Standardised Assessment pro-forma. Where there is sufficient reason for the school to change the assessment date, students will be given adequate notice of the revised date.

When and where do you hand a task in?

Students are to hand assessment tasks in to the Front Office on the due day before 9am. The student must sign the confirmation that the task has been submitted.

What happens if you are ill or unable to complete a task for some reason?

Students are expected to perform all the tasks, which are part of their assessment program. The HSC assessment will not compensate for factors such as extended illness, misadventure or domestic problems that might affect the preparation or performance of a student throughout the course. If a student is absent or unable to complete an assessment task for some valid reason it is the student's responsibility to approach the class teacher immediately after the absence to make appropriate arrangements to do the task in the shortest possible time frame and complete the relevant paperwork. A medical certificate must be provided in the case of illness.

If the head teacher and the class teacher consider that the student had sufficient reason (supported by a medical certificate) for not attempting or completing the task, a substitute assessment task will be arranged. Where a student does not complete the substitute task, a zero mark will be recorded for this task. Where students take the day of the assessment task away from school or arrive late because they are finishing the task, they have deliberately advantaged themselves over the other students and will be awarded a zero. In exceptional circumstances, where giving a substitute task may be unreasonable, difficult to arrange or not feasible, the principal may authorise that an estimate is given for this task.

What if you know in advance that you will be absent?

If a student knows that they will be absent with sufficient reason (e.g. a funeral or an operation), then the student should explain the circumstances in writing before the absence to their class teacher. In this situation a substitute assessment task may be arranged (see applications for special consideration or extension for an assessment task).

What if you have been absent from school when a task is notified?

Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit to the Head Teacher an Appendix A form.

How many assessment tasks must you do?

Students must complete all their HSC assessment tasks. If students fail to complete assessment tasks that make up 50% or more of the total assessment marks in a course, they will be deemed to not have completed the course.

What happens if you hand work in late?

Unless a student provides a doctor's certificate for late submission of an assessment task, supported by a written statement or contact from a parent or guardian, a zero will be recorded. Each case will be individually looked at by the assessment panel. However, the teacher will assess the work.

What if my computer crashes or the email doesn't send?

Any technical difficulties are your responsibility and cannot be used for an extension of time or resubmission of the assessment task. It is really important that you keep multiple back ups of your work. The rule of three backups: USB, home computer and cloud storage (school server, Google Drive, One Drive, iCloud, etc...) is strongly recommended.

It is strongly advised that if you wish to submit an assessment task by email, that you do so the night before it is due. This allows you time to address any technical difficulties if they arise. When submitting by email forward a copy to the school's email address peel-h.school@det.nsw.edu.au, as well as the class teacher and request a *Read Receipt* on the email.

What about students who get outside help or copy other people's work?

A zero penalty will be imposed for copying, plagiarism, cheating or disturbance in an examination.

What if you do not make a serious attempt?

If you do not make a serious attempt in an assessment task, or you produce irrelevant or offensive material, you will be awarded a zero mark. Each case will be considered by the teacher in consultation with the head teacher.

What do I need to do to be considered for a Principal Recommendation?

This includes recommendations for the following:

- Principal Recommendations for university entry
- Apprenticeships/ Traineeships
- School references
- Scholarships
- And any other university or employment pathways

To be eligible to be considered for a recommendation in Year 12 a student at Peel High School must demonstrate that they possess the attributes suitable for university/ employment success and as such will be required to meet the following expectations during Year 11 and 12:

1. A minimum of 85% explained attendance for Years 11 and 12.
2. Represent Peel High School with pride including wearing the approved school uniform daily.
3. Satisfactory completion of the Assessment Tasks and Examinations in accordance with the Peel High School Assessment Guidelines.
4. Treat all members of the Peel High School community with dignity and respect.

Greater consideration will be given to students who also actively participate in the different aspects of school life including sport, volunteering, leadership, cultural and community pursuits.

Remember

It isn't a case of good luck with assessment. Your HSC assessment mark and your rank will be determined by the amount of effort that you apply to your studies in each subject. The subject assessment guidelines provide general information about HSC assessment in each subject. Each subject will provide more specific information to students.

Aboriginal Studies		TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 9	TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	H1.2, H3.1, H3.2, H3.3, H4.1, H4.3	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1	H4.1, H4.2	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3,	TOTAL
	WEIGHTINGS (SYLLABUS)	Media Presentation	In-class Essay	Major Project	Trial HSC Examination	
Knowledge and understanding of core content.	40%	10%	10%		20%	40%
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives.	25%	5%	5%	15%		25%
Research and inquiry methods including aspects of the major project.	20%	5%		10%	5%	20%
Communication of information, ideas and issues in appropriate forms.	15%		5%	10%		15%
MARKS	100%	20%	20%	35%	25%	100%

Agriculture		TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 9	TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	TOTAL
	WEIGHTINGS (SYLLABUS)	Farm Product Study Report	Half Yearly Exam	Technology Report	Trial HSC	
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%	10%	5%	15%	10%	40%
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner. Knowledge of and skills in evaluation of technology and management techniques used in sustainable production and marketing.	40%	10%	10%	5%	15%	40%
Skills in effective research, experimentation and communication	20%	5%	5%	5%	5%	20%
MARKS	100%	25%	20%	25%	30%	100%

Ancient History		TASK 1	TASK 2	TASK 3	TASK 4	
		Term 4 Week 8	Term 1 Week 8	Term 2 Week 4	Term 3 Weeks 4 & 5	
COMPONENT		Source Analysis Core: Cities of Vesuvius: Pompeii & Herculareum	Research Task Historical Period	Historical Analysis Personality	Trial HSC Examination	Weighting %
		Outcomes assessed: AH12-2 AH12-4 AH12-6 AH12-7 AH12-9	Outcomes assessed: AH12-2 AH12-3 AH12-5 AH12-8 AH12-9	Outcomes assessed: AH12-3 AH12-4 AH12-5 AH12-9	Outcomes assessed: AH12-1 AH12-3 AH12-4 AH12-6 AH12-7 AH12-9 AH12-10	
	Knowledge and understanding of course content	5%	10%	5%	20%	40%
	Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	5%	5%	20%
	Historical Inquiry and research	10%	5%	5%		20%
	Communication of historical understanding in appropriate forms	5%	5%	5%	5%	20%
Total %		25%	25%	20%	30%	100%

Biology		TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 8	TERM 1 WEEK 10	TERM 2 WEEK 6	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-1, BIO11/12-3, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-15	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO12-14	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	TOTAL
	WEIGHTINGS (SYLLABUS)	POLYPEPTIDE SYNTHESIS MODEL	GENETIC DISEASE DEPTH STUDY	MICROBES PRACTICAL REPORT	HSC TRIAL EXAMINATION	
Skills in Working Scientifically	60%	10%	15%	15%	20%	60%
Knowledge and Understanding	40%	10%	10%	10%	10%	40%
		20%	25%	25%	30%	100%

Business Studies		TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 9	TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	H5, H7, H8, H9, H10	H3, H6, H7, H*, H9	H1, H2, H4, H5, H7, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	TOTAL
		Financial statement analysis	Marketing- business report	Operations- global business case study	Entire course Trial HSC	
Knowledge and understanding		10	10	5	15	40
Stimulus based skills		10			10	20
Inquiry and Research			10	10		20
Communication		5	5	5	5	20
MARKS	100%	25	25	20	30	100%

Chemistry		TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
		TERM 4 WEEK 9	TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	CH 12-2, CH12-4, CH 12-5, CH12-6, CH 12-7, CH 12-12	CH 12-1, CH 12-2, CH 12-3, CH 12-4, CH 12-5, CH 12-6, CH 12-7, CH 12-12, CH 12-13	CH 12-1, CH 12-2, CH 12-3, CH 12-4, CH 12-5, CH 12-6, CH 12-7, CH 12-14, CH 12-15	CH 12-4, CH 12-7, CH12-12, CH12-13, CH 12-14, CH 12-15,	
	WEIGHTINGS (SYLLABUS)	Second Hand Data Task	Practical Task	Depth Study	Trial Examination	
Skills in Working Scientifically	60	10	20	20	10	60
Knowledge and understanding of course content	40	10	5	5	20	40
		20	25	25	30	100

Community and Family Studies		TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 10	TERM 2 WEEK 5	TERM 3 WEEK 2	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	H4.1, H4.2, H1.1	H1.1, H2.1, H2.2, H2.3, H3.2, H5.2,	H2.3, H3.4, H4.1, H4.2, H6.1	H1.1, H2.2, H2.3, H3.4, H5.2, H6.2.	TOTAL
	WEIGHTINGS (SYLLABUS)	Independent Research Project	Video Analysis Parenting	Case Study: Impact of Technology	Trial Exam	
Knowledge and understanding of how the following impact on wellbeing: - Resource management - Positive relationships - Range of societal factors - Nature of groups, families and communities	40%	10%	10%	5%	15%	40%
Skills in: - Applying management processes to meet the needs of individuals, groups, families and communities - Planning to take responsible action to promote wellbeing	25%	5%	10%	5%	5%	25%
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	35%	15%	5%	10%	5%	35%
MARKS	100%	30%	25%	20%	25%	100%

Computing Applications		TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
		TERM 4 WEEK 8	TERM 1 WEEK 9	TERM 2 WEEK 9	TERM 3 WEEK 7	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	4,5,6,8,9	2,3,5,6	1,6,7,9	1,3,5,7	
	WEIGHTINGS (SYLLABUS)	Research and Graphics task	Advanced Spreadsheets Task	Desktop Publishing	Yearly Trial Exam	
Skills in demonstrating the methods, processes and application of project management techniques to solve problems in a range of contexts	15%	15%				15%
Knowledge and understanding of computer based systems, their operations and functions through project development	25%		25%			25%
Skills in critical evaluation of the appropriateness of computer software in a variety of contexts	25%			25%		25%
Apply a range of project management techniques in the development of a solution	35%				35%	35%
MARKS	100%	15%	25%	25%	35%	100%

CPC20211 Certificate II in Construction Pathways			Event 3A	Event 4	Event 3D
			TERM 4 2020 WEEK 8-10	TERM 1 2021 WEEK 9	TERM 3 2021 WEEK 5
EVENT	Unit of Competency	Code	Levelling		
4 - Levelling	Apply basic levelling procedures	CPCCCM2006	X		
5 - Formwork	Erect and dismantle formwork for foots and slabs on ground	CPCCCA2003		X	
6 - Major Project	Use construction tools and equipment	CPCCCN2005B			X
	Work effectively and sustainably in the construction industry	CPCCCM1012			X
	Plan and organise work	CPCCCM1013			X
	Carry our measurements and calculations	CPCCCM1015			X
	Read and interpret plans and specifications	CPCCCM2001			X
	Apply WHS requirements, policies and procedures in the construction industry	CPCCWHS2001			X

Competency-based Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

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Competency-based assessment determines the vocational qualification that a student will receive.

Work Placement

Students must successfully complete 35 hours of work placement over the two year period to meet the requirements of this course. Students who are not work ready can be N Determined from the course. It is mandatory that work placement is completed to pass the course.

Design and Technology		TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 7	TERM 1 WEEK 4	TERM 1 WEEK 10	TERM 3 WEEK 2	
COMPONENTS	OUTCOMES ASSESSMENTS	H2.1,H4.1,H4.2	H2.2, H3.1, H3.2, H6.2	H4.3,H5.1,H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1,H6.2	TOTAL
	WEIGHTING	Project Proposal Presentation	Innovation and Emerging Technology Case Study*	Half Yearly Exam	Project Realisation	
Knowledge and understanding of course content	40%		20%		20%	40%
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	20%		30%	10%	60%
MARKS		20%	20%	30%	30%	100%

English Advanced		TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 8	TERM 1 WEEK 8	TERM 2 WEEK 5	TERM 3 WEEK 4/5	
	Nature of task	Extended Response including Related Material Common Module – Texts and Human Experiences	Multimodal Presentation Module A: Textual Conversations	Writing Portfolio Module C: Craft of Writing	Trial HSC Examination Common Module Module A: Textual Conversations Module B: Critical Study Module C: Craft of Writing (5%)	TOTAL
Components	Outcomes assessed	EN12-1, EN12-3, EN12-7,	,EN12-4, EN12-6, EN12-8,	EN12-2, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-7	
Knowledge and understanding of course content		15%	10%	10%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		15%	10%	10%	15%	50%
TOTAL %		30%	20%	20%	30%	100%

English Extension 1		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 1 WEEK 4	TERM 2 WEEK 4	TERM 3 WEEK 4/5	
COMPONENTS		Extended Response	Extended Response	Trial HSC Examination	TOTAL
	SYLLABUS OUTCOMES	EE12-2, EE12-4, EE12-5	EE12-1, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and understanding of complex texts and of how and why they are valued		15%	20%	15%	50%
Skills in: <ul style="list-style-type: none"> • complex analysis • composition • investigation 		15%	20%	15%	50%
TOTAL		30%	40%	30%	100%

English Extension 2		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 4 WEEK 8	TERM 1 WEEK 9	TERM 2 WEEK 8	
COMPONENTS		Viva Voce (including written proposal	Literature review	Critique of the creative process	TOTAL
	SYLLABUS OUTCOMES	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Knowledge and understanding of complex texts and of how and why they are valued		15%	20%	15%	50%
Skills in: <ul style="list-style-type: none"> • complex analysis • composition • investigation 		15%	20%	15%	50%
TOTAL		30%	40%	30%	100%

English Standard		TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
		TERM 4 WEEK 8	TERM 1 WEEK 7	TERM 2 WEEK 5	TERM 3 WEEK 4/5	
	Nature of task	Essay including Related Material Common Module – Texts and Human Experiences	Multimodal Task Language, Identity and Culture	Writing Portfolio Craft of Writing	Trial HSC Examination Common Module Module A Module B Craft of Writing (5%)	
COMPONENTS	Outcomes assessed	EN12-1, EN12-6, EN12-7	EN12-2, EN12-3, EN12-8,	EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5	
Knowledge and understanding of course content		15%	10%	10%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		15%	10%	10%	15%	50%
TOTAL %		30%	20%	20%	30%	100%

English Studies		TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 9	TERM 1 WEEK 8	TERM 2 WEEK 8	TERM 3 WEEK 4/5	
	NATURE OF TASK	Multimodal presentation with related material Mandatory module: Texts and Human Experiences	Research task Elective module: Local Heroes	Portfolio-Collection of classwork All modules	Trial HSC Examination All modules	TOTAL
	COMPONENTS	OUTCOMES ASSESSED	ES12-1, ES12-6, ES12-8	ES12-3, ES12-7,	ES12-5, ES12-7, ES12-10	
Knowledge and understanding of course content		15%	10%	15%	10%	50%
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively		10%	15%	15%	10%	50%
TOTAL %		25%	25%	30%	20%	100%

Exploring Early Childhood		TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
		TERM 4 WEEK 8	TERM 1 WEEK 6	TERM 2 WEEK 6	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	1.4,2.1,2,2.2, 2.4,6.1	1.2,1.3,1.4,1.5 2.2,2.3,2.4, 4.1, 4.2,5.1	1.3, 2.4, 2.5, 6.1	1.1, 1.4, 2.1, 5.1, 6.1, 6.2	TOTAL
	WEIGHTINGS (SYLLABUS)	Oral report and presentation	Research Project	Portfolio/Practical Demonstration	Trial HSC Exam	
Knowledge and Understanding	50%		25%		25%	50%
Skills	50%	20%		25%	5%	50%
MARKS	100%	20%	25%	25%	30%	100%

SIS30318 Certificate III in Fitness		Event 4	Event 5	Event 6
		TERM 1 2021 WEEK 8-11	TERM 1 2021 WEEK 4	TERM 3 2021 WEEK 7-10
Unit of Competency	Code	Client training session, Quizzes	Work placement 30hours	Maintain Sport and Fitness facilities, quizzes
Incorporate anatomy and physiology principles into fitness programming	SISFFIT004	X		
Facilitate groups	SISXCAI006	X		
Provide quality service	SISXCCS001		X	
Work effectively in sport, fitness and recreation environments	SISXIND001		X	
Maintain sport, fitness and recreation facilities	SISXFAC002			X

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Work Placement

Students must successfully complete 30 hours of work placement over the two year period to meet the requirements of this course. Students who are not work ready can be N Determined from the course. It is mandatory that work placement is completed to pass the course.

Food Technology		TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 8	TERM 1 WEEK 6	TERM 2 WEEK 6	TERM 3 WEEK 4-5	
COMPONENT	Outcomes Assessed	H1.2,H1.4,H3.1	H1.1, H4.2	H2.1, H3.2, H4.1, H5.1	H1.1, H1.3, H1.4, H5.1	TOTAL
	Weighting	Food Industry Report	Food Manufacture Experiment and Preparation	Food Product Development	Trial HSC Examination	
Knowledge and understanding of course content		10%			30%	40%
Knowledge and skills in designing, researching, analyzing and evaluating		15%	10%	5%		30%
Skills in experimenting with and preparing food by applying theoretical concepts			15%	15%		30%
TOTAL		25%	25%	20%	30%	100%

History Extension		TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
		TERM 4 WEEK 9	TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	Outcomes assessed HE12-1 HE12-2 HE12-4	Outcomes assessed HE12-1 HE12-2 HE12-4	Outcomes assessed HE12-1 HE12-2 HE12-3 HE12-4	Outcomes assessed HE12-1 HE12-3 HE12-4	
	WEIGHTINGS (SYLLABUS)	Task 1: Project Proposal	Task 2: Project Report	Task 3: History Project	Task 4: Trial exam	
Knowledge and understanding about significant historiographical ideas and processes	30%	5%	5%	15%	5%	30%
Skills in designing, undertaking and communicating historical inquiry and analysis	20%			15%	5%	20%
	50%	5%	5%	30%	10%	50%

Hospitality Food and Bev. SIT20316 Certificate II in Hospitality		Event 2 Working in Industry	Event 3 Light Bites	Event 4 Source & use information	Event 5 E-Portfolio Final	Trial HSC Exams
		TERM 4 2020 WEEK 6	TERM 1 2021 WEEK 8	TERM 2 2021 WEEK 2	Term 3 2021 WEEK 8	Term 3 2021 WEEK 4-5
Unit of Competency	Code	Assessment, practical, quizzes, work placement	Practical, quizzes	Assessment, practical, quizzes	Portfolio	Exam
Serve Food and Beverage	SITHFAB007	X	X		X	X
Prepare non-alcoholic beverages	SITHFAB004		X		X	X
Work effectively with others	BSBWOR203	X	X		X	X
Interact with customers	SITXCCS003	X	X	X	X	X
Source and use information on the hospitality industry	SITHIND002	X		X	X	X
Show social and cultural sensitivity	SITXCOM002	X	X	X	X	X
Use Hospitality Skills effectively	SITHIND003	X	X	X	X	X
Prepare Appetisers and salads	SITHCCC006		X		X	X

Assessment

Competency-based Assessment:

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Work Placement

Students must successfully complete 70 hours of work placement over the two year period to meet the requirements of this course. Students who are not work ready can be N Determined from the course. It is mandatory that work placement is completed to pass the course.

Industrial Technology		TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 3	TERM 1 WEEK 7	TERM 2 WEEK 5	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	H1.1, H1.2, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H5.3	H1.2, H2.1, H4.3, H6.1, H6.2	H1.1, H3.2, H5.1, H7.1, H7.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H6.2	TOTAL
	WEIGHTINGS (SYLLABUS)	Research Plan	Processes, Technologies and Materials	Industry Study	Trial HSC	
Knowledge and understanding of the organization and management of, and manufacturing processes and techniques used by, the focus area industry	40%		10%	10%	20%	40%
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	60%	20%	25%		15%	60%
MARKS	100%	20%	35%	10%	35%	100%

Legal Studies		TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
		TERM 4 WEEK 10	TERM 1 WEEK 10	TERM 2 WEEK 10	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	H1, H3,H4, H5, H6,H7, H8, H9, H10	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H7, H9	H1, H2, H3, H4, H5, H6, H7, H9, H10	
	WEIGHTINGS (SYLLABUS)	Crime Media File (Core Topic)	Human Rights Contemporary Issue Report (Core Topic)	In class Task (Option Topic)	Trial HSC	
Knowledge & Understanding of course content	60%	10%	10%	15%	25%	60%
Research	20%	10%	10%			20%
Communication	20%	5%		5%	10%	20%
MARKS	100%	25%	20%	20%	35%	100%

Mathematics Standard 1		TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 9	TERM 1 WEEK 7	TERM 2 WEEK 7	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	MS1-12-3 MS1-12-9 MS1-12-10 MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-5 MS1-12-9 NS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-6 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10	TOTAL
	WEIGHTINGS (SYLLABUS)	Class Task	Investigation	Test	Trial HSC	
Concepts, skills and techniques	50%	15%	5%	15%	15%	50%
Reasoning and communication	50%	10%	15%	10%	15%	50%
MARKS	100%	25%	20%	25%	30%	100%

Mathematics Standard 2		TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 9	TERM 1 WEEK 7	TERM 2 WEEK 7	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	MS2-12-1, MS2-12-3, MS2-12-4 MS2-12-6 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-5 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10	TOTAL
	WEIGHTINGS (SYLLABUS)	Class Task	Investigation	In Class Test	Trial HSC	
Concepts, skills and techniques	50%	15%	5%	15%	15%	50%
Reasoning and communication	50%	10%	15%	10%	15%	50%
MARKS	100%	25%	20%	25%	30%	100%

Mathematics Advanced		TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 7	TERM 1 WEEK 6	TERM 2 WEEK 4	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	MA12-1, MA12-2, MA12-3, MA12-5, MA12-6, MA12-10	MA12-1, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-4, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10	TOTAL
	WEIGHTINGS (SYLLABUS)	Class Test	Investigative Task	Class Test	Trial HSC	
Concepts, skills and techniques	50%	10%	10%	15%	15%	50%
Reasoning and communication	50%	5%	15%	15%	15%	50%
MARKS	100%	15%	25%	30%	30%	100%

Mathematics Extension 1		TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 8	TERM 1 WEEK 7	TERM 2 WEEK 7	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	ME12-1, ME12-2, ME12-4, ME12-7	ME12-2, ME12-6, ME12-7	ME12-1, ME12-3, ME12-4, ME12-5, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-7	TOTAL
	WEIGHTINGS (SYLLABUS)	Class Test	Investigative task	Class Test	Trial HSC	
Concepts, skills and techniques	50%	10%	10%	15%	15%	50%
Reasoning and communication	50%	5%	15%	15%	15%	50%
MARKS	100%	15%	25%	30%	30%	100%

Mathematics Extension 2		TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
		TERM 4 WEEK 8	TERM 1 WEEK 10	TERM 2 WEEK 10	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-7, MEX12-8	MEX12-6, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	
	WEIGHTINGS (SYLLABUS)	Class Test	Class Test	Investigative Task	Trial HSC	
Concepts, skills and techniques	50%	10%	15%	10%	15%	50%
Reasoning and communication	50%	5%	15%	15%	15%	50%
MARKS	100%	15%	30%	25%	30%	100%

Modern History		TASK 1	TASK 2	TASK 3	TASK 4	
		Term 4, Week 8 Research and presentation Power and Authority in the Modern World 1919–1946	Term 1 Week 9 Historical analysis National Studies	Term 2 Week 8 Oral presentation Peace and Conflict	Term 3 WEEK 4/5 Trial HSC Examination	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	Outcomes assessed MH12-3MH12-4 MH12-6MH12-7 MH12-9	Outcomes assessed MH12-2MH12-3 MH12-4MH12-5 MH12-8MH12-9	Outcomes assessed MH12-2MH12-5 MH12-7MH12-8	Outcomes assessed MH12-3MH12-4 MH12-5MH12-7 MH12-9	TOTAL
	WEIGHTINGS (SYLLABUS)					
Knowledge and understanding of course content	40	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	20		5	5	10	20
Historical inquiry and research	20	10	5	5		20
Communication of historical understanding in appropriate forms	20	5	5	5	5	20
MARKS	100%	20%	25%	25%	30%	100%

Personal Development, Health and Physical Education		TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
		TERM 1 WEEK 4	TERM 2 WEEK 5	TERM 3 WEEK 2	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	H1, H2, H3, H5, H15, H16	H7, H8, H10, H16, H17	H8, H10, H16, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	TOTAL
	WEIGHTINGS (SYLLABUS)	Core 1 Research task on a health priority area	CORE 2 Laboratory Analysis	OPTION 4 Designing a training Program	Trial HSC	
Knowledge and understanding of:- <ul style="list-style-type: none"> Factors that affect health The way the body moves 	40%	10%	10%	10%	10%	40%
Skills in:- <ul style="list-style-type: none"> Influencing personal and community health. Taking action to improve participation and performance in physical activity 	30%	10%	5%	5%	10%	30%
Skills in critical thinking, research and analysis	30%	5%	10%	5%	10%	30%
MARKS	100%	25%	25%	20%	30%	100%

Physics		TASK 1	TASK 2	TASK 3	TASK 4	
		TERM 4 WEEK 9	TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	PH 12-2, PH 12-4, PH 12-5, PH 12-6, PH 12-7, PH 12-12,	PH 12-1, PH 12-2, PH 12-3, PH 12-4, PH 12-5, PH 12-6, PH 12-7, PH 12-12, PH 12-13	PH 12-1, PH 12-2, PH 12-3, PH 12-4, PH 12-5, PH 12-6, PH 12-7, PH 12-14, PH 12-15	PH 12-4, PH 12-7, PH12-12, PH12-13, PH 12-14, PH 12-15,	TOTAL
	WEIGHTINGS (SYLLABUS)	Research Task	Depth Study	Practical Task	Trial Examination	
Skills in working scientifically	60%	10%	20%	20%	10%	60%
Knowledge and understanding of course content	40%	10%	5%	5%	20%	40%
MARKS	100%	20%	25%	25%	30%	100%

Science Extension		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 1 WEEK 6	TERM 2 WEEK 8	TERM 3 WEEK 6	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	SE-1, SE-3, SE-6, SE-7	SE-4, SE-5, SE-7	SE-1, SE-2, SE-3, SE-4, SE5, SE-6, SE-7	
	WEIGHTINGS (SYLLABUS)	Poster and oral presentation of research proposal	Statistical Case Study	Scientific Research Report	
Communicating Scientifically	30%	15	5	10	30%
Gathering, recording, analysing and evaluating data	30%	5	15	10	30%
Application of scientific research skills	40%	10	10	20	40%
MARKS	100%	30%	30%	40%	100%

Society and Culture		TASK 1	TASK 2	TASK 3	TASK 5	
		TERM 4 WEEK 7	TERM 1 WEEK 5	TERM 2 WEEK 6	TERM 3 WEEK 4/5	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	H6, H7, H9, H10, H11	H1, H2, H5, H9, H10	H3, H4, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H10	TOTAL
	WEIGHTINGS (SYLLABUS)	Research and Report Social and Cultural Continuity and Change	Oral Task and Written Submission Pop Culture	Research and Related In-Class Response Social Inclusion and Exclusion	Trial HSC	
Knowledge and understanding of course content	50%	5%	10%	10%	25%	50%
Application and evaluation of social and cultural research methods	30%	5%	10%	10%	5%	30%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%	20%
MARKS	100%	15%	25%	25%	35%	100%

Sports, Lifestyle and Recreation Studies		TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
		TERM 4 WEEK 7	TERM 1 WEEK 6	TERM 2 WEEK 6	TERM 2 WEEK 9/10	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	1.3, 4.1, 3.6, 4.2	1.2, 1.3, 2.5, 3.2, 4.4.	1.1, 1.3, 1.6, 3.2, 4.2, 4.5, 4.6	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	TOTAL
	WEIGHTINGS (SYLLABUS)	Performance Analysis Outdoor Education	Performance Analysis Resistance Training	Performance Analysis Sports Admin	Individual Games and sports applications	
Knowledge and Understanding	50%	5%	15%	15%	15%	50%
Skills	50%	20%	10%	10%	10%	50%
MARKS	100%	25%	25%	25%	25%	100%

Visual Arts HSC		TASK 1	TASK 2	TASK 3	TASK 4	
		Term 4, Week 9	Term 1, Week 9	Term 3, Week 1	Term 3 Week 4/5	
	Nature of task	Development of the Body of Work Submission of works in progress, VAPD with annotated research	In class essay Based on Case Studies	Development of Body of Work Submission of works in progress, VAPD with annotated research including written account of artmaking practice artist statement	Trial HSC Examination	TOTAL
COMPONENTS	Outcomes assessed	H1, H2, H3, H4, H5	H8, H9, H10	H1, H2, H3, H4, H5, H6	H8, H9, H10	
Artmaking		20%		30%		50%
Art Criticism and Art History			20%		30%	50%
MARKS	100%	20%	20%	30%	20%	100%

Visual Design		TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
		TERM 4 WEEK 9	TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 6	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	DM1-M6 CH1-H4	DM1-M6 CH1-H4	DM1-M6 CH1-H4	DM1-M6 CH1-H4	TOTAL
	WEIGHTINGS (SYLLABUS)	Graphic Design	Wearable Design	Product Design	General	
Art making	70%	10%	15%	20%	25%	70%
Art Criticism/Art History	30%	5%	5%	10%	10%	30%
MARKS	100%	15%	20%	30%	35%	100%

Work Studies		TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
		TERM 4 WEEK 5	TERM 1 WEEK 5	TERM 2 WEEK 5	TERM 3 WEEK 6	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	4,5,6,8,9	2,3,5,6	1,6,7,9	1,3,5,7	
	WEIGHTINGS (SYLLABUS)	25%	25%	25%	25%	
Managing Work and Life Commitments	25%	25%				25%
Personal Finance	25%		25%			25%
Teamwork and Enterprise Skills	25%			25%		25%
In the Workplace	25%				25%	25%
MARKS	100%	25%	25%	25%	25%	100%

PEEL HIGH SCHOOL

School Assessment

Application for Special Consideration/Illness/Misadventure Appendix A

LATE SUBMISSION OR ABSENCE ON DUE DATE OF AN ASSESSMENT TASK

Student name		Task	
Subject		Task Weight	
Teacher			
Date of Task			
Reason:			
Supporting Evidence Attached			
In applying for this special consideration I assure the Principal that I am not seeking unfair advantage over other students in this course.			
Student's signature:		Date:	
Recommendation of Head Teacher			
Head teacher signature:		Date:	
I have noted the above request and have taken the following action			
Signature of Deputy Principal:		Date:	

PEEL HIGH SCHOOL

HSC ASSESSMENT TASK NOTICE

COURSE:	
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TASK NUMBER:		WEIGHTING:	
DUE DATE:		DATE ISSUED:	

NAME:	
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TOPIC AREA:

OUTCOMES TO BE ASSESSED:

TASK DESCRIPTION:

MARKING GUIDELINES

CRITERIA	MARKS

PEEL HIGH SCHOOL

HSC VARIATION OF ASSESSMENT TASK NOTICE

Subject			
Task Number/ Weighting		Original Task Date	
Nature of Task		Original Task Outcomes	
		<i>New Task Date</i>	
		<i>New Task Outcomes</i>	
Reason for variation			DP Approval
			Date
Date of issue of this notice			
Name		Signature	
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A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for state reasons for, report on. Give an account of, narrate a series of events or transactions
Analyse	Identify components and the relationship between them, draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain /determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/ categories
Compare	Show how things are similar or different
Construct	Make, build, put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from, to note differences between
Evaluate	Make a judgement based on criteria, determine the value of
Examine	Inquire into
Explain	Relate cause and effect, make the relationships between things evident; provide reasons why
Extract	Choose relevant and/or appropriate details
Identify	Recognise and name

Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms, indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

ASSESSMENT TASK CALENDAR

This is an overall assessment calendar for all courses offered at Peel High for the HSC 2021. You will need to check that you do not have any clashes or too many due in the same week. Hopefully this will help you map your assessment tasks and assist in time management.

Assessment Task Calendar				
	Term 4 - 2020	Term 1 - 2021	Term 2 - 2021	Term 3 – 2021
Week 1				Visual Arts
Week 2				CAFS, Design & Technology, PDHPE
Week 3	Industrial Technology			
Week 4		English Ext 1, Design & Tech, PDHPE	Ancient History, English Ext 1, Mathematics Advanced	Trial HSC
Week 5	Work Studies	Society and Culture, Work Studies	CAFS, English Advanced, English Standard, Industrial Technology, PDHPE, Work Studies	
Week 6	Science Ext	Exploring Early Childhood, Food Technology, Mathematics Advanced, SLR	Biology, Exploring Early Childhood, Food Technology, SLR, Society & Culture	Science Ext, Visual Design, Work Studies
Week 7	Advanced Maths, Sports Lifestyle and Recreation Studies, Society and Culture, Design & Technology	English Standard, Industrial Technology, Maths Standard 1, Mathematics Standard 2, Mathematics Ext 1,	Mathematics Ext 1, Mathematics Standard 1, Mathematics Standard 2	
Week 8	Ancient History, Biology, Computing, Construction, English Ext 2, English Advanced, English Standard, Exploring Early Childhood, Food Technology, Modern History, Mathematics Ext 1, Mathematics Ext 2	Ancient History, English Advanced, English Studies	Aboriginal Studies, Agriculture, Business Studies, Chemistry, English Ext 2, English Studies, History Ext, Physics, Modern History, Science Ext, Visual Design	
Week 9	Aboriginal Studies, Agriculture, Business Studies, Chemistry, English Studies, History Ext, Mathematics Standard 1, Mathematics Standard 2, Physics, Visual Arts, Visual Design	Aboriginal Studies, Agriculture, Business Studies, Chemistry, Computing, Construction, English Ext 2, History Ext, Modern History, Physics, Visual Arts, Visual Design	Computing, SLR	
Week 10	Community and Family Studies, Legal Studies	Biology, Design & Technology, Legal Studies, Mathematics Ext 2	Legal Studies, Mathematics Ext 2	