

# **Erina High School**

*Service Crowns Success*

## **HIGHER SCHOOL CERTIFICATE ASSESSMENT DIRECTORY 2021-2022**



Education &  
Communities

*Public Schools NSW*



**This booklet was revised in October 2021 and is subject to change. Students and parents are advised to refer to the school's website for the latest version.**



# ERINA HIGH SCHOOL-

## HIGHER SCHOOL CERTIFICATE

### ASSESSMENTS GUIDE 2021-2022

## INTRODUCTION

There are two types of HSC courses offered at Erina High School: **Board Developed Courses** - which require students to sit for an external HSC examination and **Board Endorsed Courses** - which do not have an external examination. This includes T-VET (TAFE) Courses, some two unit courses and 1 Unit Courses.

Erina High School is required, by the NSW Education Standards Authority (NESA), to provide an assessment score for each student's achievements in the courses they have chosen for the HSC. These tasks are important because they allow the school to measure a number of skills which cannot be measured in the HSC examination. The assessment tasks also provide students and teachers with opportunities to assess and discuss progress throughout the HSC courses.

Following the HSC examinations, each student's HSC examination mark and assessment mark is then moderated by NESA to bring assessment marks from different school/colleges to a common scale. Students receive a result notice containing their examination mark and their assessment mark from the NSW Education Standards Authority. Because the school assessment mark has been moderated, the assessment mark on the HSC result notice is not the same as the mark provided by Erina High School, but the rank and relative difference between each student within the course remains the same.

Students enrolled in a **Board Endorsed Course** must also complete HSC assessment tasks. The school submits an assessment mark for each student enrolled in the course. This mark is not moderated by the NESA and is reported on the "Record of Achievement".

## SCHOOL RESPONSIBILITIES

1. The school has the responsibility to ensure that all students enrolled in HSC courses are informed of the rules and requirements for HSC assessments tasks. This publication serves that purpose. Further information regarding the rules and regulations for the HSC can be obtained from the NSW Education Standards Authority website.
2. Each faculty will develop an assessment program for each HSC course it offers. This assessment program will be issued to all students enrolled in the course and will:
  - Inform each student of the requirements for each course,
  - Indicate the type of task which will be used to measure performance in each component of the course,
  - Specify values for each of these tasks and the component weightings,
  - Provide a calendar with tasks listed showing the term and week that tasks are due,
  - A written copy of all course assessment programs to be lodged with the Head Teacher (Teaching and Learning).
3. Each faculty will keep records of each student's performance in each task and will provide students with information regarding their progress. Students will be informed of individual ranks in each subject at the completion of the assessment task.
4. Each term student progress will be reviewed and warnings given to students at risk in regards to satisfactory course completion.
5. The school will distribute information regarding the HSC produced by the NSW Education Standards Authority in a timely fashion.

## TEACHER RESPONSIBILITIES

Teaching staff are responsible for ensuring information concerning tasks is conveyed clearly to students.

1. Teachers will regularly check on the progress of all students. Course work, Major Projects and ongoing work will be checked at regular intervals. Subjects with major projects and ongoing work leading to the completion of major projects are:

- Design & Technology
- Industrial Technology
- Community & Family Studies (IRP)
- English (Extension 2)
- Visual Arts
- Drama

Teachers will grade students as satisfactory (S), of concern (C) or unsatisfactory (U). All work including assessment tasks will be used to formulate this grade. Students who receive a U for any subject will be interviewed by the Principal. Parents/carers may be invited to attend this meeting.

Students whose ongoing work or major projects fall seriously behind the expected progress rate are to receive an official NSW Education Standards Authority warning. Students who receive a number of these warnings and who do not attempt to “catch-up” may be N-Determined for the HSC in that subject.

2. While students have been issued with assessment guidelines for each course, teachers will still need to notify students in writing, at least **two weeks** in advance of a task being due. This notification must state the:
  - actual date of assessment,
  - specific nature and requirements of the assessment,
  - weighting of the assessment task.
3. The date for an assessment task can only be changed under **extenuating circumstances**. Teachers are to:
  - Discuss the circumstances with their Head Teacher,
  - Negotiate a new date with students referring to the calendar of assessment tasks,
  - Ensure all students in the course are informed of the change in writing,
  - Inform the Deputy Principal.
4. Higher School Certificate assessment tasks will not be set during the **two weeks prior** to the Mid- Course or Trial Higher School Certificate Examinations. Except in the case of elements of major projects contributing to the examination mark.
5. Under NSW Education Standards Authority policy, **NO discounting** of marks is allowed for work handed in late.
6. If a student fails to submit a task on the due date, the procedure outlined in the following pages under Student Appeal Process should be followed or a non-attempt recorded and a letter sent to the student and the student’s Parent/Carer, if the student is under 18 years of age.
7. If a teacher receives a written request from a student regarding discrepancies or mistake in a grade or mark, the teacher must:
  - Check all marks and calculations relevant to the assessment task.
  - Report the student request to their Head Teacher.

- If there has been an error, the whole class must be re-issued with a copy of their grade or mark showing the alteration **OR**
- If the teacher can find **NO** error and the student is still not satisfied, then the matter must be referred to the Senior School Review Panel via the Faculty Head Teacher, accompanied by written documentation, for their consideration.

**NOTE:** This is **NOT** classified as an Accident/Misadventure/Illness/Special Circumstances, but will be considered by a Special Meeting of the **full** Senior School Review Panel.

## STUDENT RESPONSIBILITIES

1. It is a requirement that each student satisfactorily complete each course in which they are enrolled. In order to do this students are required to demonstrate that they have:
  - Followed the course which has been developed or endorsed by the NSW Education Standards Authority,
  - Applied themselves with diligence and sustained effort to set tasks and experiences provided in the course and,
  - Achieved some or all of the course outcomes.
2. Each student is required to make a serious attempt of all the tasks which are set out in the assessment program of each course. This includes all oral assessment tasks.
3. Students must present their own work at all times and submit all tasks by the due date. See Appendix A for information in regards to plagiarism.
4. A HSC Assessment Cover Sheet must be attached to all hand-in assessment tasks. Students should collect a signed receipt from their teacher at the time of submission. These cover sheets are available from the library.
5. Assessment tasks must be completed or submitted by the due date. Students who are absent from scheduled lessons on the day that the task is due may be given zero for the task as may gain an unfair advantage. The student will require medical documentation to support their absence.
6. Assessment tasks must be completed or submitted by the due date. Students who truant scheduled lessons on the day that the task is due may be given zero for the task as may gain an unfair advantage. In the event that the absence related to an illness, then the student will require medical documentation to support their absence.
7. Being late to class when the task is being undertaken may be considered as fractional truancy, if it is deemed that an advantage may have been gained by being late, again the student may be given zero for the task.
8. In courses where students are required to submit a major project for assessment they must:
  - Show consistent progress over a period of time.
  - Provide all supporting evidence of where they obtained their information or carried out their work.
  - Maintain a log or process diary detailing the progress of the project

Major projects that have not gone through the process of supervision and are only produced on the due date will not be validated for submission by the school.
9. In the event of a student failing to complete a set task on the due date, they must complete the Erina High School Application for Accident /Misadventure /Illness/ Special Circumstances following the procedures set out on page 5 if they wish to have the task considered for assessment purposes. (Appendix B sets out a summary of the procedure to be followed.) The Senior School Review Panel will consider the request and

determine whether:

- An estimate based on all other assessment tasks be given,
- A substitute task be set and completed,
- An extension of time be granted,
- A mark of zero be given,
- A 'non-attempt' awarded and an 'N-Determination Warning' be issued.

Regardless of the outcome of the Senior Review Panel the student must still complete the task to a satisfactory standard to be deemed to have fulfilled course requirements.

10. Students will receive a ZERO mark for tasks:

- Which are not their own work,
- Which have not been submitted on the due date,
- Which have not been exempted by following the procedure in Point 6,
- Where malpractice in examinations has been detected.

11. Students must make a genuine attempt at completing assessment tasks which contribute at least 51% of the available marks for that course. Students who do not meet this requirement will be deemed to have not completed the course.
  12. If a student decides to question the grading or mark awarded on a HSC assessment task, a request must be made to the course teacher, in writing, within **two days** of the task being returned.
  13. Students are also required to complete non-assessable tasks as determined by their teachers. Non-compliance with this requirement may result in the student not having satisfactorily completed the relevant course.
  14. Erina High School will inform students and their Parents/Carers in writing concerning non-completion of courses. Students who have been given an 'N' determination for the non-completion of any course will have the right to appeal to the NSW Education Standards Authority.
  15. Unless specifically requested by the teacher, assessment should be presented in 'hard copy' – that is on paper.
  16. If the task requires electronic submission or by its nature must be submitted in digital format (e.g. a PowerPoint presentation, webpage etc); students are responsible for keeping a backup copy of the entire task.
  17. Students who hand in their task using an electronic/digital storage device must demonstrate to the teacher **AT THE TIME** the task is submitted, that the file can be opened and read by the computer to be used by the teacher.
  18. Students must make a serious attempt of in all examinations. The School may award zero for an examination if a student is found to have engaged in malpractice or made a non-serious attempt at the examination.
  19. Students must follow the procedures set out in the "Examination Rules" (Appendix C) in relation to their conduct during examinations. Failure to follow these rules will, in the case of a serious or repeated breaches, lead to students being removed from the examination and awarded zero.
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## NON SERIOUS ATTEMPTS

HSC students who do not make a serious attempt at the examination may not receive an award in the course concerned. This may render some students ineligible for the award of the Higher School Certificate. A Non Serious attempt is one in which the student fails to demonstrate a reasonable amount of diligence towards their tasks. This is determined at the discretion of the teacher and the Senior School Review Panel. A Non serious attempt will result in a mark of zero and the student will need to resubmit the assessment. Examples of Non serious attempts include;

- Unreasonable amount work submitted for the time that was allocated.
  - Frivolous or objectionable material.
  - Answers to examination questions in a language other than English (unless specifically instructed to do so).
  - Assessments in which less than 50% of the task is attempted.
  - Examinations in which only multiple-choice questions are attempted.
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# STUDENT APPEAL PROCESS

## 1. Accident, Illness and Misadventure

1. If a student believes that their performance in a HSC assessment task has been affected by illness or an unforeseen accident or misadventure they may appeal to the Senior School Review Panel.
2. Students may also appeal if an accident/illness and/or misadventure prevents them from attending an examination. Failure to attend an examination is serious. **The School must be informed at once if a student is unable to sit for an examination.** Students/carers should ring the front office and ask for the message to be passed on to their teacher.
3. Misadventure appeals include incidents which are outside the student's control but which allegedly affect performance in an examination or the ability to submit an assessment task. For example, the death of a family member or disruption at the examination centre etc.

## 2. Special Circumstances

If a student knows that an assessment task is due when they will be absent from school due to "Special Circumstances", (eg. representative sporting commitments/performing arts festivals, etc) then the student must lodge an appeal at least **two days prior** to their departure, via their teacher or Faculty Head Teacher to the Senior School Review Panel for deliberation. Family holidays should be scheduled outside of assessment periods and will only be considered as cause for special consideration in exceptional circumstances.

## 3. The Appeals Process Does Not Cover

- a) Matters relating to long term loss of preparation time.
- b) Matters that could have been avoided eg. Misreading a timetable, missing a bus, misreading the due date, etc.
- c) Long-term illnesses such as glandular fever, anxiety attacks or similar unless there is a documented "flare up" during the time of the task or exam.
- d) Technology failure such as computer malfunction, printer malfunction, internet failure, etc.

## 4. Evidence

Students must be able to provide evidence that clearly identifies the disadvantage experienced. Supporting evidence must include:

- a) A detailed statement by the student explaining how she/he has been affected,
- b) A detailed medical certificate with dates as well as a statement as to how performance has been affected. In the case of misadventure a statutory declaration should be provided with dates and times,
- c) Any other evidence the student believes to be appropriate.

**NOTE:** Submission of a Medical Certificate does NOT mean that an Appeal will be automatically upheld.



## 5. Time Frame for Lodging an Appeal

Appeals relating to:

Assessment Tasks	<b>Your teacher must be notified before or on the due date.</b> The misadventure form and written evidence must be supplied <b>within one week</b> of the due date.
Written Examinations	<b>Your teacher must be notified before or on the day of the examination.</b> The misadventure form and written evidence must be supplied <b>within one week</b> of the examination.

**NOTE:** Appeals lodged outside these times will only be considered by the Senior School Review Panel in **EXCEPTIONAL** cases. Appeals lodged **AFTER** the marks or grades are issued will **NOT** be considered in **ANY CIRCUMSTANCES**.

## RESPONSIBILITIES OF THE SENIOR SCHOOL REVIEW PANEL

1. The Senior School Review Panel will oversee:
  - a) The implementation of Erina High School's HSC Assessment Policy,
  - b) Monitor student progress in Higher School Certificate courses,
  - c) Make determinations on appeals relating to Student Assessment.
2. The Panel will comprise of the Head Teacher -Teaching and Learning and one or both of the following:
  - Deputy Principal in charge of year 12,
  - Year 12 Adviser.
3. The convener of the Senior School Review Panel will communicate decisions relating to student appeals to the Faculty Head Teacher and the Class Teacher.
  - a) It will be the Head Teacher's responsibility to communicate this decision to their staff and ensure any recommendations are implemented.
  - b) It will be the Class Teacher's responsibility to communicate this decision to the student and to liaise with the Faculty Head Teacher to ensure the student understands the decision and complies with any subsequent tasks.
  - c) A written notification will be sent to the student's parents/carers in cases where the student is under 18.
4. If a student or Parent/Carer continues to dispute the decision of the Senior School Review Panel, or continues to question the appeals process, then a **SPECIAL MEETING** will be convened to resolve the issue. This meeting must be convened within **one week** of the original decision.

This meeting will:

- be chaired by the Principal or nominee,
- receive and consider only written documentation and evidence relevant to the appeal in dispute,
- hear only relevant verbal and/or written representations from the student or their Parent/Carer pertaining to the dispute or complaint,
- give fair deliberation to the evidence presented by all parties concerned and make a decision based on the guidelines provided by the NSW Education Standards Authority.

**NOTE: The decision of this special meeting will be binding and a full report on the procedures and all relevant documentation will be forwarded to the:**

- a) Faculty head teacher and the subject teacher,
- b) Student, Parent/Carer,
- c) School Education Director.

## **REVIEW OF OVERALL RANKING IN HSC COURSES**

1. Students may seek a review of their position in the order of merit if, at the end of the HSC assessment process, where their class rank varies significantly from their expectation. This would be based on information given to the student by the teacher during the assessment period.
2. The review will be in relation to the order of merit only. A review of assessment task marks will not be undertaken.

## **NON-COMPLETION OF HSC COURSES**

The Principal can determine, as a result of absence from class and/or lack of sustained effort, that a student be awarded a Non-Completion of Course or "N-Determination", for a particular course. Should a student be awarded an N-Determination, the course will not appear on their Higher School Certificate results notice. This may result in the students having their HSC withheld until they can meet HSC requirements.

The school is required to warn students and their Parents/Carers in writing, and allow sufficient time for the student to correct the problem which has placed them at risk. In general, a student will receive three warnings before the Principal will recommend to the NSW Education Standards Authority that an N-Determination be awarded.

### **First Warning Letter:**

This warning will be recommended by the class teacher and issued by the Head Teacher and Principal. The student will be interviewed by the Head Teacher and class teacher who will explain the reasons for the warning and indicate what has to be done to correct the situation. Parents/Carers will be informed in writing.

### **Second Warning Letter:**

This warning indicates that the student must speak immediately with his/her class teacher and make every effort to correct the problem. The student will be interviewed by the Head Teacher and Principal or Deputy Principal. Parents/Carers may be asked to attend the interview.

### **Third Warning Letter:**

This is the final warning. A student who receives a third warning will be required to explain to the Principal and Senior School Review Panel, as to why she/he should not receive an N-Determination and be excluded from the course. The Principal will explain what actions, if any, the student can take to meet requirements. Parents/Carers will be asked to attend an interview.

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## HEAD TEACHER RESPONSIBILITIES

1. Faculty Head Teachers are responsible for ensuring that all assessment tasks issued to students by their staff are in accordance with the NSW Education Standards Authority guidelines.
2. Where students fail to present assessment tasks on the due date, a ZERO mark is to be awarded, warning letters issued and interviews with student and Parents/Carers organised, where applicable.
3. Appeals from students relating to assessment tasks are to be dealt with promptly, appropriate documentation be completed, copied and forwarded to the Head Teacher (Teaching and Learning) for deliberation by the Senior School Review Panel.
4. Decisions of the Senior School Review Panel to be communicated to their staff and follow up action monitored.

## YEAR ADVISER RESPONSIBILITIES

1. Assist in the monitoring of student progress in HSC courses.
2. Identify any student experiencing difficulties and refer these to the Deputy Principal (Year 12) and the Head Teacher – Teaching and Learning or Faculty Head Teacher.

## SPECIAL PROVISIONS THROUGH THE HSC

Disability provisions assist students to read examination questions and 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.

To apply for provisions, the school submits an online application to the NSW Education Standards Authority. 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 to us **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 we have decided 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 think that you or your child may require support in completing the Higher School Certificate examinations, please discuss the matter with the Year Adviser, School Counsellor or teacher.

## ASSESSMENT SCHEDULES

The following pages outline the assessment schedules for each subject. They are listed in alphabetical order. The schedule should be considered a guide – your teacher will issue you with an updated and detailed assessment notification at least two weeks before each task with the exception of examinations falling within the gazetted exam period.

It is the school's intention to ensure that the dates listed in this schedule will be maintained where possible; however, it is sometimes necessary to change the dates due to circumstances beyond the control of your teacher.

To assist with your planning you should fill in the summary calendar on the back page.

**Although great effort was made to ensure this document is error free at the time of publication, there may be some typographical errors. Where there is variation between this booklet and the final notification given to you by your teacher – the final notification will stand.**

## HSC COURSES IN 2022

- Ancient History
  - Biology
  - Business Studies
  - Community and Family Studies
  - Earth and Environment Studies
  - English Advanced
  - English Standard
  - English Studies
  - Food Technology
  - Investigating Science
  - Industrial Technology - Timber
  - Information Processes and Technology
  - Japanese Beginners
  - Legal Studies
  - Mathematics Advanced
  - Mathematics Extension 1
  - Mathematics Standard 1
  - Mathematics Standard 2
  - Modern History
  - Music
  - Personal Development / Health / Physical Education
  - Physics
  - Sport / Lifestyle / Recreation
  - Society and Culture
  - Visual Arts
  - Work Studies
- VET FRAMEWORKS
- VET Construction
  - VET Hospitality

## Appendix A: Erina High School Academic Integrity Policy

### Responsibilities of School

- Provide students with assessment guidelines.
- Provide advice for students on avoiding plagiarism, collusion and collaboration.
- Provide guidance on referencing required.
- Ensure that students are instructed on the academic skills required in all courses.
- Ensure that all HSC students have an understanding of the Academic Integrity Policy.
- Ensure that pertinent school publications (printed and electronic) have statements that:
  - State clearly that plagiarism and collusion are not acceptable;
  - Provide comprehensive rules on what constitutes collaboration;
  - Provide rules and guidelines on group work and assessment.
- Implement suitable procedures on penalties.
- Provide an appeals process.
- Maintain records of academic misconduct.

### Responsibilities of Students

- Must read, understand and respect the Academic Integrity Policy and rules concerning academic integrity.
- Ensure understanding of the referencing requirements for courses.
- Ensure that original work is submitted, without plagiarising or cheating.
- Understand all aspects of Assessment guidelines.
- Avoid all undertakings that could be considered instances of academic dishonesty.

### Procedures and Penalties for suspected Plagiarism and Collusion

‘Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.  
(NESA, HSC Assessments and Submitted Works, Advice to Students, 2006)

‘Collusion occurs when two or more people work secretly for the purpose of deliberately misleading others’  
(NESA, HSC: All My Own Work, 2006)

- When a staff member detects alleged plagiarism by a student, it must be reported to the Head Teacher.
- The Head Teacher and member of staff must make an assessment of whether the alleged plagiarism is either *Intended* or *Unintended* plagiarism.

### Actions to be followed when:

Unintended Plagiarism is detected:

- Counsel the student by explaining the appropriate referencing guidelines and going through this policy with them;
- Issue a Written Warning which refers to the consequences of any further actions of this nature.
- Review whether the student has received a previous Written Warning;

- The Head Teacher may also take the following action:
  - student must re-submit the work;
  - student must re-submit another form of assessment;
  - give the student a fail mark;

## Actions to be followed when:

Intended Plagiarism is detected:

- Review whether the student has received a previous Written Warning.
- Compare the extent of the plagiarism with the student's original work.
- Review how it will adversely affect other students.
- Counsel the student by explaining the appropriate referencing guidelines and going through this policy with them.
- Where the nature of the plagiarism is *not* considered very serious:
  - Issue a Written Warning which refers to the consequences of any further actions of this nature;
  - The Head Teacher may also take the following action:
    - ✓ student must re-submit the work;
    - ✓ student must re-submit another form of assessment;
    - ✓ give the student a fail mark.
- Where the nature of the Plagiarism *is* considered very serious:
  - Refer the matter to the Principal, who may:
    - ✓ Issue a Written Warning which refers to the consequences of any further actions of this nature;
    - ✓ Ask the student to re-submit the work;
    - ✓ Ask the student to re-submit another form of assessment.
    - ✓ Give the student zero marks for the work;
    - ✓ The student may lose that course from their HSC award (see NESA, HSC Assessments and Submitted Works, Advice to Students, 2006);

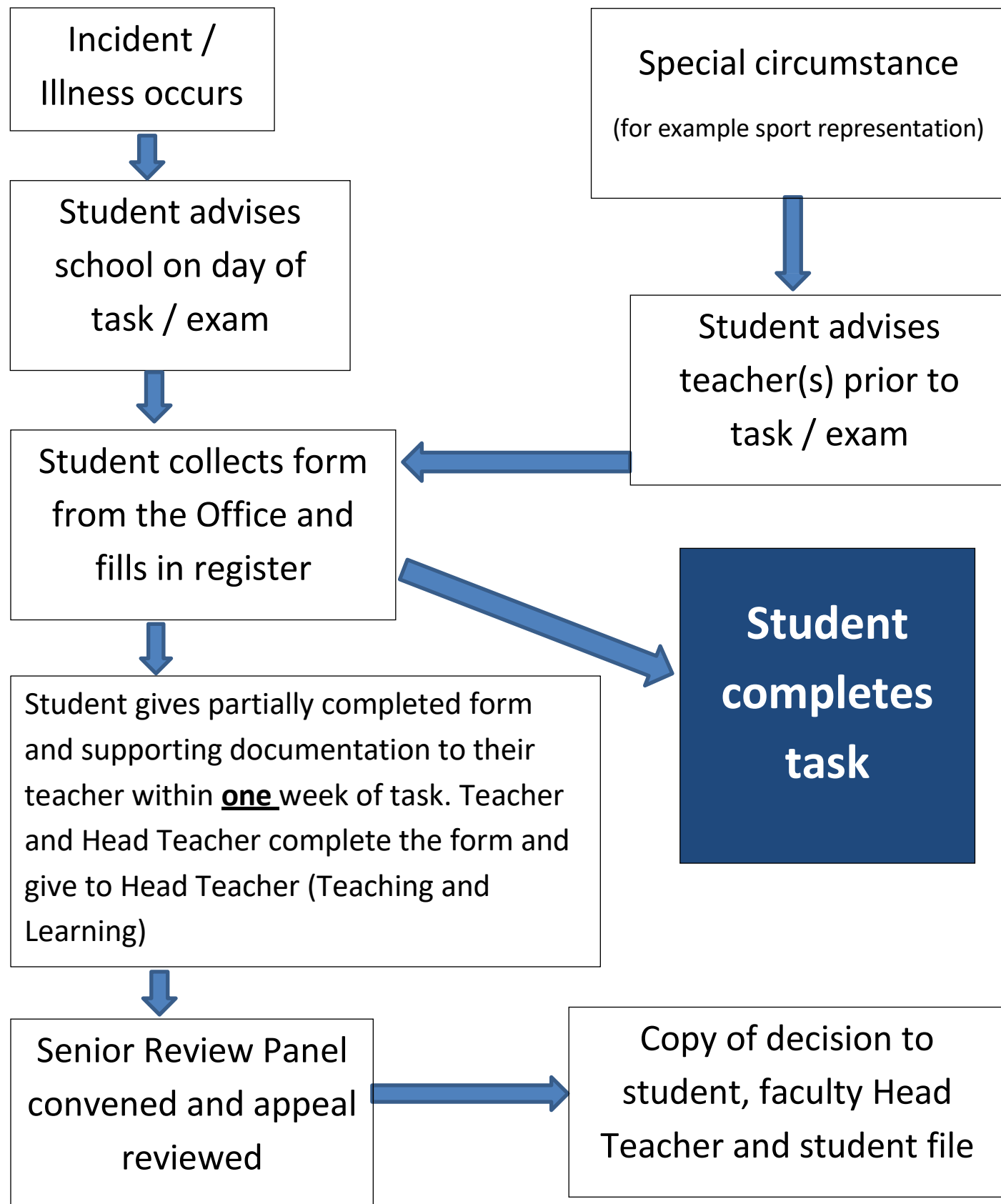
## Appeals Process

- A student may appeal against the Assessment and/or actions taken in cases of Plagiarism or Collusion.
- The Appeals Committee will consist of: at least two of the Principal, Deputy Principal, Head Teacher - Teaching and Learning, and Year 12 Adviser
- The student must apply in writing to the Principal.
- The Appeals Committee will confirm or vary any recommendations that were originally made.
- The student will be notified in writing of the Committee's decision and their reasons for their decision.

## References:

- Academic Honesty Policy (*Australian Catholic University*). Retrieved March 29, 2007, from [http://my.acu.edu.au/handbook/2006/Ac\\_Honesty.htm](http://my.acu.edu.au/handbook/2006/Ac_Honesty.htm)
- Policy: Academic Integrity (*University of Canberra*). Retrieved March 29, 2007, from [https://guard.canberra.edu.au/policy/policy.php?pol\\_id=3003](https://guard.canberra.edu.au/policy/policy.php?pol_id=3003)
- Academic Honesty Policy (*University of Sydney*). Retrieved March 29, 2007, from [http://www.it.usyd.edu.au/current\\_students/undergrad/policies/academic\\_honesty.shtml](http://www.it.usyd.edu.au/current_students/undergrad/policies/academic_honesty.shtml)
- Code of Practice: Students (*University of Wollongong*). Retrieved March 29, 2007, from [http://www.uow.edu.au/handbook/codesofprac/cop\\_students.html](http://www.uow.edu.au/handbook/codesofprac/cop_students.html)
- HSC: All My Own Work (*NESA*).  
<https://www.nesa.nsw.edu.au>
- Holmes-Walker, A. (2007) Outline of an Academic Integrity Policy, *Muirfield High School*

## Appendix B: Procedure for Submission of Misadventure/Illness Special Circumstance Appeals





## Appendix C: Erina High School Examination Procedures

Formal examinations held in the school hall or other locations are an important part of the school's assessment policy.

Students are expected to conduct themselves in an appropriate manner. It is assumed that students will not cheat or disrupt others during the progress of an examination.

Students who breach the code of conduct by displaying disruptive, unco-operative or inappropriate behaviour will be warned. If the behaviour continues they will be issued with a red card and will be isolated from the examination. The student may receive zero for the examination.

Students found to be cheating will receive zero for their examination.

### Before the examination:

1. Check your timetable carefully. Misreading the timetable is not a reason for a misadventure appeal.
2. Ensure that you allow sufficient time for travelling to the examination centre. Late arrival due to travel difficulties is not a reason for a misadventure appeal except under extreme circumstances.
3. Ensure you have the appropriate equipment before your examination. You will not be permitted to borrow equipment during the examination.
4. Carry your equipment in a clear plastic bag. You will not be permitted to use a pencil case.
5. Do not bring mobile phones into the examination room. Using mobile phones during an examination (even if you have finished and even if you are just playing games) will result in a zero mark being awarded for that exam.
6. Do not take paper or other written material into the examination.
7. Bags for personal items must be left at the back of the room.

### During the examination

1. Enter the examination hall only after instructions from the supervisor.
  2. Sit in your allocated seat quickly.
  3. Do not touch/open the examination paper until instructed.
  4. Complete the attendance slip and place in the top right hand corner of your desk.
  5. Reading time is provided for all examinations. You must not write in this time.
  6. Write your student number on all examination papers. Do not write your name.
  7. Once the examination has commenced you will not talk or communicate with other students in the room/hall.
  8. If you need to go to the toilet, raise your hand and wait for the permission of the supervising teacher.
  9. You will not be allowed to leave any examination before the end of the allocated time for that examination. If you finish early, sit quietly, check your paper and wait.
  10. At the end of the examination, check you have written your student number at the top of each page used; bundle your papers together neatly.
  11. Wait quietly until you are instructed to leave.
  12. Do not remove any papers from the examination room.
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## Appendix D: Honesty in Assessment

The NSW Education Standards Authority have issued a statement in relation to Honesty in the HSC which includes the All My Own Work program and special rules relating to submitted works such as major works.

The statement is reproduced below but you should also go to the website and read the attached documents.

NESA and the School treat honesty very seriously – don't ignore their warnings!

*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 the Board'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. The Board of Studies NSW treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. 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, the Board of Studies NSW will report matters to the Independent Commission Against Corruption.*

These requirements should be read in conjunction with Board syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- [Rules and Procedures for Higher School Certificate Candidates](#)
- [Assessment Certification and Examination Manual](#)
- [HSC Assessments and Submitted Works-Advice to Students](#)
- [HSC Assessments and Submitted Works-Advice to Parents](#)
- [HSC Assessments and Submitted Works-Advice to Teachers](#)
- [HSC: All My Own Work](#)
- [HSC assessment in a standards-referenced framework - A Guide to Best Practice](#).

## Appendix E: Misadventure Form / Assessment Cover Sheet

### ERINA HIGH SCHOOL- SENIOR SCHOOL ASSESSMENT 10-12 APPLICATION FOR AN ACCIDENT/MISADVENTURE/ILLNESS/SPECIAL CIRCUMSTANCES

If illness, accident, misadventure or special circumstances prevent you from completing an Assessment Task on or before the due date. On the day of returning to the school this form must be completed and handed to the Head Teacher of the particular course.

#### ***Part A: To be completed by the STUDENT and handed to the class teacher.***

Student Name:	Course:
Class Teacher:	Date Due:
Nature of Assessment Task (Eg: Essay)	
Reason for Application: Please circle <b>ILLNESS/APPROVED LEAVE/OTHER SCHOOL COMMITMENT/MISADVENTURE/FAILURE MEET THE SUBMISSION TIME/OTHER</b>	
Explanation: _____ _____ _____ _____ _____ _____	
Attach supporting documents (Eg: Medical Certificate) including letter from a Parent/Carergiver	
Student Signature: _____ Date: _____	

#### ***Part B: To be completed by the CLASS TEACHER before the application is submitted to the Deputy for consideration.***

<b><i>Recommendation by Class Teacher/Head Teacher</i></b>	
Teachers are requested to write a recommendation concerning this application. Alternatively, the teacher could refer this application to the Head Teacher or discuss this application directly with the Deputy Principal or Principal.	
_____ _____ _____ _____ _____	
Signature: _____ Date: _____	

**Part C: To be completed by the HEAD TEACHER.**

Recommendation:

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

NB: If there is agreement with the staff member's recommendation there may not be a need for you to attend a meeting of the School Assessment Panel.

**Part D: Decision at Senior School Assessment Panel (please tick or cross).**

- |  |   |
|--|---|
| <input type="checkbox"/> Estimate based on all other Assessment Tasks              | <input type="checkbox"/> Consideration to be given    |
| <input type="checkbox"/> Extension of time granted until _____                     | <input type="checkbox"/> No consideration to be given |
| <input type="checkbox"/> Estimate based on substitute Task being set and completed | <input type="checkbox"/> Other _____                  |
| <input type="checkbox"/> Show as non-attempt: "U" Award Warning to be issued       |   |

Signature of Panel Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_

**Part E:**

- |                                  |             |
|----------------------------------|-------------|
| 1. Faculty informed of decision. | Date: _____ |
| 2. Student informed of decision. | Date: _____ |
| 3. Entered on data base.         | Date: _____ |

# ERINA HIGH SCHOOL

## ASSESSMENT TASK COVER SHEET

Student Name:	Roll Class:
Assessment Task Title	Date submitted
Course	Teacher

### Academic Integrity Statement

I \_\_\_\_\_ declare that this work is my own and  
(Your name in block letters)

that any quotes, information or works have been properly acknowledged and cited in the bibliography.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

### WARNING

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

✂.....✂.....✂.....✂.....✂.....✂.....✂.....

### Assessment Receipt (Student Copy)

Name of student: \_\_\_\_\_ Year: \_\_\_\_\_ Course: \_\_\_\_\_

Task Title: \_\_\_\_\_ Teacher: \_\_\_\_\_ Due Date: \_\_\_\_\_

The task was submitted to \_\_\_\_\_ at \_\_\_\_\_ on \_\_\_\_\_  
(Teacher) (time) (date)

Student signature \_\_\_\_\_ Teacher signature \_\_\_\_\_

- You need to complete and attach this cover sheet to every assessment task that you submit
- Keep the assessment receipt in a safe place as it is your record of submission. Eg staple to your diary page

## STUDENT/TEACHER SUBMISSION OF ASSESSMENT AGREEMENT

This document is an official agreement that you will submit any course work or assessments on the due date if the assessment due date falls during your work placement period.

You will arrange a brief interview time with your teacher before work placement to discuss the time management involved in completing and submitting assessments during your work placement period.

You will record your subject, teacher, name of assessment task and due date.

This document is to be submitted when your work placement establishment is allocated.

Student Name: \_\_\_\_\_ Year \_\_\_\_\_

Work Placement Dates from \_\_\_\_\_ to \_\_\_\_\_

Subject	Teacher's Name	Assessment Name and No.	Due Date	Student Signature	Teacher Signature

\_\_\_\_\_  
VET Coordinator

Date: \_\_\_\_\_

\_\_\_\_\_  
Deputy Principal

Date: \_\_\_\_\_

\_\_\_\_\_  
Principal

Date: \_\_\_\_\_

## Appendix F: Fill in your assessment summary here:

	Term 4 - 2021	Term 1 - 2022	Term 2 - 2022	Term 3 - 2022
WEEK 1				
WEEK 2				
WEEK 3				
WEEK 4				
WEEK 5				
WEEK 6				
WEEK 7				
WEEK 8				
WEEK 9				
WEEK 10				
WEEK 11				



## ANCIENT HISTORY-2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Bronze Age Minoan Crete	Core- Cities of Vesuvius: Pompeii and Herculaneum	Historical Periods New Kingdom Egypt to the Death of Thutmose IV	Trial Examination  All topics
		Course Outcomes AH12-2, AH12-3,AH12-4, AH12-9	Course Outcomes AH12-5, AH12-6 AH12-7, AH12-10	Course Outcomes AH12-3, AH12-6 AH12-7, AH12-8, AH12-9	Course Outcomes AH12-1 - AH12-9
Task Type	Task Type	Task Type	Task Type		
Source Study	Research and Presentation	Essay	Trial HSC Examination		
Knowledge and Understanding	40%	5	5	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20%	5	5	5	5
Historical inquiry and research	20%	5	10	5	
Communication of historical information, ideas and issues	20%	5	5	5	5
Assessment Weighting:		20%	25%	25%	30%
Date Due:		Term 4 2021 Week 10	Term 1 2022 Week 8	Term 2 2022 Week 7	Term 3 2022 Week 5-6





## BIOLOGY -2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Module 5 - Heredity	Module 6 – Genetic Change	Module 7 – Infectious Disease	All 4 Modules
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		12-1, 12-4, 12-5, 12-6, 12-7, 12-12	12-2, 12-6, 12-7, 12-13	12-1, 12-4, 12-5, 12-7, 12-14	All Outcomes
		Task Type	Task Type	Task Type	Task Type
		HSC Extended Response Practice	Oral Presentation	Depth Studies	Trial Exams
Skills in Working Scientifically	60%	5%	15%	25%	15%
Knowledge and understanding of Course Content	40%	15%	5%	5%	15%
Assessment Weighting:		20%	20%	30%	30%
Date Due:		Term 4 Week 7	Term 1 Week 4	Term 3 Week 2	Term 3 Week 5/6



## BUSINESS STUDIES-2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Operations	Marketing	Finance	Operations, Finance, HR, Marketing
		Course Outcomes H2, H5, H6, H7, H8, H9	Course Outcomes H4, H5, H6, H8, H9,	Course Outcomes H1, H2, H3, H4 H5, H6, H8, H9, H10	Course Outcomes H1, H2, H3, H4, H5, H6, H8, H9, H10
		Task Type	Task Type	Task Type	Task Type
		Case Study Research Task	Research and In Class Task	Topic Test	Trial HSC Examination
Knowledge and Understanding	40%	5	10	10	15
Inquiry and research	20%	15		5	
Stimulus based skills	20%		5	5	10
Communication of business information, ideas and issues	20%	5	5	5	5
Assessment Weighting:		20%	20%	20%	40%
Date Due:		Term 4 Week 8	Term 1 Week 10	Term 2 Week 6	Term 3 Week 5-6



## CAFS 2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		RESEARCH METHODOLOGY.	PARENTING AND CARING	GROUPS IN CONTEXT	RESEARCH METHODOLOGY, PARENTING AND CARING, GROUPS IN CONTEXT.
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		H4.1, H4.2	H2.1, H 2.3, H2.2, H3.2, H4.2, H5.1	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2
		Task Type	Task Type	Task Type	Task Type
		Individual Research Project	Resource development	Research investigation	HSC Trial examination
Knowledge and understanding of course content	40%		10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60%	20	15	15	10
Assessment Weighting:		20%	25%	25%	30%
Date Due:		Week 9 Term 4	Week 9 Term 1	Week 8 Term 2	Week 5- 6 Term 3



# EARTH & ENVIRONMENTAL SCIENCE -2022

## HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Module 5 – Earth's Processes	Module 8 – Resource management	Module 7 – Climate Science	All 4 Modules
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		12-4, 12-5, 12-6, 12-7, 12-12	12-1, 12-3, 12-4, 12-5, 12-6, 12-7, 12-15	12-1, 12-3, 12-4, 12-5, 12-6, 12-7, 12-14	All Outcomes
		Task Type	Task Type	Task Type	Task Type
		Research presentation	Depth study	First hand investigation and Skills Task	Trial Exam
Skills in Working Scientifically	60%	10%	20%	15%	15%
Knowledge and Understanding of Course Content	40%	10%	10%	5%	15%
Assessment Weighting:		20%	30%	20%	30%
Date Due:		Term 4 Week 7	Term 1 Week 9	Term 2 Week 6	Term 3 Week 5-6





## ENGLISH ADVANCED-2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Texts and Human Experiences	Module A Textual Conversations	Craft of Writing	Trial Examination All Topics
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		EA12-1, EA12-2 EA12-3, EA12-5 EA12-6, EA12-7	EA12-3, EA12-5 EA12-7, EA12-8	EA12-2, EA12-3 EA12-4, EA12-5 EA12-7, EA12-9	EA12-3, EA12-4 EA12-5, EA12-6 EA12-8
Task Type	Task Type	Task Type	Task Type		
	Multimodal Speech Presentation	Comparative Essay	Imaginative Text with Reflection	Trial Examination All Modules	
Knowledge and understanding of course content	50%	15	10	10	15
Skills in responding to texts	50%	10	15	10	15
Assessment Weighting:		25%	25%	20%	30%
Date Due:		Term 4 Week 9	Term 1 Week 9	Term 2 Week 6	Term 3 Week 5-6



## HSC STANDARD ENGLISH-2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Texts and Human Experiences	Language, Identity & Culture	Craft of Writing	Common Module, Module A, Module B
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		EN12-EN12-2 EN12-3 EN12-4 EN12-5 EN12-6 EN12,EN12-8 EN12-9	EN12-EN12-2 EN12-3 EN12-4 EN12-5 EN12-6 EN12-EN12-8	EN12-EN12-2 EN12-3 EN12-4 EN12-5,EN12-7 EN12-9	EN12-EN12-2 EN12-5,EN12-6
Task Type	Task Type	Task Type	Task Type		
Multimodal Presentation with speech	Extended Response	Imaginative Text with reflection	Trial Examination		
Knowledge and understanding of course content	50%	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10	15	10	15
Assessment Weighting:		25%	25%	20%	30%
Date Due:		Term 4 Week 9	Term 1 Week 9	Term 2 Week 6	Term 3 Week 5-6



## HSC ENGLISH STUDIES-2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Texts and Human Experiences	We are Australian	On the Road	On the Big Screen
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		ES12-1,ES12-5 ES12-6, ES12-10	ES12-1,ES12-5 ES12-9	ES12-1,ES12-3' ES12-4,ES12-6 ES12-7,ES12-8, ES12-10	ES12- ES12-3,ES12-4, ES12-8,ES12-9
Task Type	Task Type	Task Type	Task Type		
Multimodal Presentation & Speech	Narrative and Persuasive	Portfolio of Texts (All Modules)	Trial Examination (All Modules)		
Knowledge and understanding of course content	50%	15	10	10	15
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	50%	10	10	15	15
Assessment Weighting:		25%	20%	25%	30%
Date Due:		Term 4 2021 Week 9	Term 1 2022 Week 9	Term 2 Week 10	Term 3 Week 5-6



# FOOD TECHNOLOGY -2022

## HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Australian Food Industry	Australian Food Industry, Food Manufacture	Food Product Development	AFI, Food Manufacture, Food Product Development, Contemporary Nutrition Issues
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		H1.2, H1.4, H3.1, H5.1	H1.1, H1.2, H1.4, H3.1, H4.2	H4.1, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1
		Task Type	Task Type	Task Type	Task Type
		Industry Case Study	Class test	Design Project and Portfolio	Trial HSC Examination
Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition Issues	20%		5	5	10
Research, analysis and communication	30%	10	5	5	10
Experimentation and preparation	30%	10		10	10
Design, implementation and evaluation	20%			10	10
<b>Assessment Weighting:</b>		<b>20%</b>	<b>10%</b>	<b>30%</b>	<b>40%</b>
<b>Date Due:</b>		<b>Term 4, Week 8</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 6</b>	<b>Term 3, Week 5- 6</b>





## INVESTIGATING SCIENCE -2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		All	Module 5/6	Module 8	All
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		12-1, 12-7, 3 other outcomes of the students choice	12-5, 12-7, 12-12, 12-3	12-3, 12-5, 12-6, 12-15	All
		Task Type	Task Type	Task Type	Task Type
		Depth Studies	HSC Homework	Research Task	Trial Exam
Skills in Working Scientifically	60%	25	5	15	15
Knowledge and understanding of Course Content	40%	5	15	5	15
Assessment Weighting:		30%	20%	20%	30%
Date Due:		Term 4 Week 7	Term 1 Week 4	Term 3 Week 2	Term 3 Week 5/6





# INFORMATION PROCESSES AND TECHNOLOGY - 2022

## HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		TPS and Automated Manufacturing	Communication Systems	Information Systems and Databases	Trial Examination
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		H2.1, H3.1, H4.1, H6.1 and H7.1	H1.1, H2.2, H5.1, H6.2, H7.1 and H7.2	H1.1, H1.2, H4.1 and H5.2	All Outcomes
		Task Type	Task Type	Task Type	Task Type
		Case Study	Topic Test	Project Report and Solution	Examination
Knowledge and understanding of course content	60%	10%	15%	15%	20%
Knowledge and skills in the design and development of information systems	40%	5%	10%	15%	10%
Assessment Weighting:		15%	25%	30%	30%
Date Due:		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 5 - 6



# JAPANESE BEGINNERS-2022

## HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content Friends, Recreation and Pastimes	Topic / Content People, Places and Communities	Topic / Content Education and Work	Topic / Content All Stage 6 topics
		Course Outcomes  2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Course Outcomes  1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	Course Outcomes  1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	Course Outcomes  1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
		Task Type  Stimulus-based responses	Task Type  Role-play	Task Type  Project-based research	Task Type  Trial HSC Examination
Speaking	20		10	5	5
Listening	30	10	10		10
Reading	30	10		10	10
Writing	20		10	5	5
Assessment Weighting:		20	30	20	30
Date Due:		Term 4 2021 Week 8	Term 1 2022 Week 9	Term 2 2022 Week 7	Term 3 2022 Week 5/6



## LEGAL STUDIES - 2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Crime	Crime/Human Rights	Focus Study I and II	All Units
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		H1, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
		Task Type	Task Type	Task Type	Task Type
		Research and In Class Task	Research and Open Book Examination	In Class Task	Trial Examination
Knowledge and Understanding	40%	5	10	5	20
Analysis and Evaluation	20%	5	5	5	5
Inquiry and Research	20%	5	10	5	
Communication	20%	5	5	5	5
Assessment Weighting:		20%	30%	20%	30%
Date Due:		Term 4 Week 9	Term 1 Week 6	Term 2 Week 10	Term 3 Week 5-6



## MATHEMATICS ADVANCED -2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Graphing Techniques, Differentiation of Trigonometry, Exponentials and Logs	The First and Second Derivative, Applications of Derivatives, Areas and the Definite Integral	Data and Summary Statistics, Bivariate Data Analysis, Continuous Random Variable	All Topics
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		M12-1, M12-3, M12-6, M12-9, M12-10	M12-3, M12-6, M12-7, M12-9, M12-10	M12-8, M12-9, M12-10	M12-1 to ME12-10
Syllabus Components	Syllabus Weightings	Task Type	Task Type	Task Type	Task Type
		Class Test	Extended Modelling Task	Assignment	Trial HSC Examination
Understanding, Fluency and Communication	50%	12%	10%	13%	15%
Problem Solving, Reasoning and Justification	50%	13%	10%	12%	15%
Assessment Weighting:		25%	20%	25%	30%
Date Due:		Term 1 Week 9	Term 2 Week 9	Term 3 Week 7	Term 4 Week 5-6



# MATHEMATICS EXTENSION 1 -2022

## HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content Mathematical Induction, Trigonometric Equations	Topic / Content Vectors, Further Calculus	Topic / Content Differential Equations, Projectile Motion	Topic / Content All Topics
		Course Outcomes ME12-1, ME12-3, ME12-6, ME12-7	Course Outcomes ME12-2, ME12-6, ME12-7	Course Outcomes ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	Course Outcomes ME12-1 to ME12-7
		Task Type Class Test	Task Type Extended Modelling Task	Task Type Assignment	Task Type Trial HSC Examination
Understanding, Fluency and Communication	50%	12%	10%	13%	15%
Problem Solving, Reasoning and Justification	50%	13%	10%	12%	15%
Assessment Weighting:		25%	20%	25%	30%
Date Due:		Term 1 Week 10	Term 2 Week 10	Term 3 Week 8	Term 4 Week 5-6



# MATHEMATICS STANDARD 1 -2022

## HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Simultaneous Linear and Physical Graphs	Right Angled Triangles, Rates and Scale	Investments and Loans and Depreciation	All Topics
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-1 to MS1-12-10
Task Type	Task Type	Task Type	Task Type		
Class Test	Class Assessment	Assignment	Trial HSC Examination		
Understanding, Fluency and Communication	50%	10%	13%	12%	15%
Problem Solving, Reasoning and Justification	50%	10%	12%	13%	15%
Assessment Weighting:		20%	25%	25%	30%
Date Due:		Term 1 Week 9	Term 2 Week 7	Term 3 Week 10	Term 4 Week 5-6





## MATHEMATICS STANDARD 2 -2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Simultaneous Linear Relationships, Non-Linear Relationships	Non-Right Angled Trigonometry, Rates and Ratios, Investments	Networks, Shortest Path, Critical Path Analysis	All topics
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		MS2-12-1, MS2-12-6, MS2-12-10	MS2-12-3, MS2-12-4, Ms12-2-5, MS2-12-10	MS2-12-4, MS2-12-6, MS2-12-8, MS2-12-9	MS2-12-1 to MS2-12-10
		Task Type	Task Type	Task Type	Task Type
		Class Test	Class Assessment	Research Assignment	Trial HSC Examination
Understanding, Fluency and Communication	50%	10%	13%	12%	15%
Problem Solving, Reasoning and Justification	50%	10%	12%	13%	15%
Assessment Weighting:		20%	25%	25%	30%
Date Due:		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	Term 4 Week 5-6





## MODERN HISTORY -2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content  Power and Authority in the Modern World	Topic / Content  Peace and Conflict	Topic / Content  Change in the Modern World	Topic / Content  All Topics
		Course Outcomes  MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	Course Outcomes  MH12-1, MH12-2, MH12-3, MH12-8, MH12-9	Course Outcomes  MH12-2, MH12-3, MH12-5, MH12-6, MH12-9	Course Outcomes  MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9
		Task Type  Source Analysis	Task Type  Essay	Task Type  Historical Analysis	Task Type  Trial HSC Examination
Knowledge and Understanding	40%	5	10	10	15
Source Analysis	20%	10		5	5
Research	20%		5	10	5
Communication	20%	5	5	5	5
Assessment Weighting:		20%	20%	30%	30%
Date Due:		Term 4 Week 8	Term 1 Week 10	Term 2 Week 10	Term 3 Week 5/6



**HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE**

<b>Syllabus Components</b>	<b>Syllabus Weightings</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Topic / Content  20th and 21st Century Music	Topic / Content  An Instrument and Its Repertoire	Topic / Content  Own Choice: Suggested: Small Ensembles	Topic / Content  Own Choice
		Course Outcomes H2, H4, H5, H6, H7, H8	Course Outcomes H1, H2, H4, H5, H6	Course Outcomes H1-8 *Dependant on Elective Choices	Course Outcomes H1-8 *Dependant on Elective Choices
		Task Type  Composition Portfolio and Musicology: Submission of arrangement, aural analysis of arrangement – with reference to the Concepts of Music relevant to the chosen topic	Task Type  Presentation of Performance: Solo or ensemble performance and in-class Viva Voce based on performance repertoire and compositional techniques/ features of the topic	Task Type  Elective option for topics 1 & 2: Presentation of performance and/or composition portfolio and/or musicology outline and Viva Voce for elective options 1 & 2	Task Type  Trial HSC Examination: Aural skills examination + presentation of elective performance/ composition portfolio or elective musicology outline and Viva Voce based on topic 3
Performance	<b>10%</b>		10		
Composition	<b>10%</b>	10			
Musicology	<b>10%</b>		10		
Aural	<b>25%</b>	10			15
Electives	<b>45%</b>			30	15
<b>Assessment Weighting:</b>		<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
<b>Date Due:</b>		<b>Term 4 Week 10 2021</b>	<b>Term 1 Week 10 2022</b>	<b>Term 2 Week 10 2022</b>	<b>Term 3 Week 2 2022</b>



## PDHPE-2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Factors Affecting Performance	Factors Affecting Performance Sports Medicine and Improving Performance	Health Priorities in Australia	ALL Areas
		Course Outcomes H7, H8, H10, H11, H16, H17	Course Outcomes H7, H8, H9, H13, H12, H16, H17	Course Outcomes H1 - H6 H14 - H16	Course Outcomes H1-H6, H7-H11, H13-H17
		Task Type	Task Type	Task Type	Task Type
		Research and Extended Response	Class Test	Case Study Presentation	Trial HSC Examination
Health Priorities in Australia	30%			20	10
Factors Affecting Performance	30%	20	10		5
Sports Medicine	20%		10		10
Improving Performance	20%		10		5
Assessment Weighting:		20%	30%	20%	30%
Date Due:		Term 4 Week 11	Term 1 Week 11	Term 2 Week 8	Term 3 Week 5-6



## PHYSICS -2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Module 6 - Electromagnetism	Module 7 – Nature of Light	Any Module	All 4 Modules
		Course Outcomes 12-1, 12-4, 12-5, 12-6, 12-13	Course Outcomes 12-5, 12-7, 12-14	Course Outcomes 12-1, 12-7, 3 other outcomes of the students choice	Course Outcomes All Outcomes
		Task Type Prac Test	Task Type HSC Extended Response Practice	Task Type Depth Studies	Task Type Trial Exams
Skills in Working Scientifically	60%	15	5	25	15
Knowledge and understanding of Course Content	40%	5	15	5	15
Assessment Weighting:		20%	20%	30%	30%
Date Due:		Term 4 Week 7	Term 1 Week 4	Term 3 Week 2	Term 3 Week 5-6



# SOCIETY AND CULTURE-2022

## HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Social and Cultural Continuity and Change	Depth Study One	Depth Study Two	Trial Examination
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		H1, H2, H3, H4, H5, H6, H7, H9, H10	H1, H2, H3, H5, H7, H9, H10	H1, H2, H3, H5, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10
		Task Type	Task Type	Task Type	Task Type
		Research Task	Research and In Class Task	Research and In Class Task	Trial HSC Examination
Knowledge and Understanding	50%	5	10	10	25
Research	30%	10	10	10	
Communication	20%	5	5	5	5
Assessment Weighting:		20%	25%	25%	30%
Date Due:		Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 5-6



## SLR - 2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Resistance Training	Games and Sports Application	First Aid	Healthy Lifestyle
		Course Outcomes 1.2, 1.3, 2.1, 2.2, 3.2	Course Outcomes 1.1, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 4.4, 5.1, 5.5	Course Outcomes 2.5, 3.6, 4.2, 4.5	Course Outcomes 1.5, 2.3, 3.5, 4.3
		Task Type	Task Type	Task Type	Task Type
		In Class Written Assessment Task	Yearly Practical Application and Aptitude	In Class Written Assessment Task (10%) and Practical Based Task (20%)	Written Assessment Research Task
Knowledge and understanding	50%	20		10	20
Practical Investigation	50%		30	20	
Assessment Weighting:		25%	25%	20%	30%
Date Due:		Term 1 Week 9	Term 1 Week 11 Term 3 Week 10	Term 2 Week 7	Term 3 Week 4



# Industrial Technology Timber - 2022

## HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		MDP Elements Assessment	Industry Study Research Task	MDP Elements Assessment II	All Topics
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		H3.1, H3.2, H3.3, H5.1, H5.2	H1.1, H1.2, H4.2, H5.1, H5.2, H6.1, H7.1, H7.2	H2.1, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.2, H4.3, H5.1, H5.2, H6.1, H7.1, H7.2
		Task Type	Task Type	Task Type	Task Type
		Folio Elements	Research and Report	Folio and MDP Elements	Trial HSC Examination
Industry Study	15%		10		5
Design, Management, Communication and Production	60%	20		30	10
Industry Related Manufacturing Technology	25%	5	10		10
Assessment Weighting:		25%	20%	30%	25%
Date Due:		Term 4 Week 8	Term 1 Week 5	Term 2 Week 8	Term 3 Week 5 -6

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

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster C Reading Plans and Calculating	Cluster D Formwork	Cluster E Level a simple slab	Cluster F Assemble for off- site manufacture
Assessment due		Week: 5 Term: 4 - 2021	Week: 6 Term: 1 - 2022	Week: 8 Term: 2 - 2022	Week: 10 Term: 3 - 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: 5 & 6 Term: 3 - 2022
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.**

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:**

**COURSE: HSC Hospitality - Kitchen Operations Stream**

**Macquarie Park RTO 90222**

**Student Competency Assessment Schedule**

**2022**

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D	Cluster E	Cluster F	Trial HSC Exam
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen	
		Week: 10 Term: 4 - 2021	Week: 4 Term: 2 - 2022	Week: 4 Term: 3 - 2022	Week: 5 & 6 Term: 3 - 2022
Code	Unit of Competency				HSC Examinable Units of Competency
SITHCCC003	Prepare and present sandwiches	X			
SITHCCC006	Prepare appetisers and salads	X			
BSBWOR203	Work effectively with others		X		
SITHIND002	Source and use information on the hospitality industry		X		
BSBSUS201	Participate in environmentally sustainable work practices		X		
SITHCCC005	Prepare dishes using basic methods of cookery			X	
SITHCCC011	Use cookery skills effectively			X	

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

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

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



## VISUAL ARTS - 2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content Developing Contemporary Artmaking Practice	Topic / Content Conceptual Framework, Frames and Practice	Topic / Content Resolving the Body of Work	Topic / Content Historical and Critical Studies
		Course Outcomes H1, H2, H3, H4, H5	Course Outcomes H7, H8, H9, H10	Course Outcomes H1, H2, H3, H4, H5, H6	Course Outcomes H7, H8, H9, H10
		Task Type Conceptual Development and VAPD	Task Type Essay	Task Type Submission of artworks under development, including VAPD	Task Type Trial Examination
Artmaking	50%	20		30	
Art Criticism and Art History	50%		20		30
Assessment Weighting:		20%	20%	30%	30%
Date Due:		Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 5-6



## HSC WORK STUDIES - 2022

### HSC COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content Work Place Issues	Topic / Content Personal Finance	Topic / Content Managing Work and Commitments	Topic / Content Teamwork and Enterprising Skills
		Course Outcomes WS1, WS3, WS4, WS5, WS6, WS7, WS8, WS9	Course Outcomes WS4, WS5, WS7, WS8, WS9	Course Outcomes WS2, WS3, WS5, WS6, WS7, WS8, WS9	Course Outcomes WS2, WS5, WS6, WS7, WS8, WS9
		Task Type In Class Written Task	Task Type In Class Research Task	Task Type In Class Written Assessment Task (10%) and Presentation (20%)	Task Type In Class Written Assessment Research Task
Knowledge and understanding of course content	50%	20%	0%	10%	20%
Practical Workplace (Logbook Hours)	50%	0%	30%	20%	0%
Assessment Weighting:		20%	30%	30%	30%
Date Due:		Term 4 Week 10	Term 1 Week 11	Term 2 Week 7	Term 4 Week 3