



ASHFIELD BOYS HIGH SCHOOL

HSC Assessment Policy & Course Schedules for the 2018 Higher School Certificate



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HSC Assessment Overview

In order to progress to your Year 12 Higher School Certificate year, you must have completed your Preliminary course in any individual subject satisfactorily. The Principal will be asked to confirm that you have satisfactorily completed Preliminary course requirements before your entry for the HSC can be declared valid. Most School Preliminary courses will be completed by Term 3, and you will then begin work on your HSC course work which will be included in your HSC examination.

School Assessment

There are some aspects of your courses that cannot be adequately assessed through examinations, such as practical work in Science, Drama, Music and oral work in English. Your school assessments are designed to measure these achievements as well as your achievements in examinations. Your school assessments will measure your actual performance in the whole course. In Year 12, your HSC subject assessment marks are submitted to NESA. Your school assessment marks are worth **50%** of your HSC.

Satisfactory Completion of a Course

To get your HSC in a subject, you have satisfactorily met course requirements. "Satisfactory completion" means that, in the Principal's view, there is sufficient evidence that you have:

- **followed the course** developed or endorsed by NESA;
- applied yourself with **diligence** and **sustained** effort to the set tasks and experiences provided in the Preliminary or HSC course by the school;
- **achieved some** or **all** of the course outcomes;
- attended school regularly so that course completion requirements can be met. As a general rule, an attendance rate of **at least 85%** would be expected.

Pattern of study to qualify for the HSC

To qualify for the HSC, you must study a pattern of Preliminary and HSC courses. You must check that your Preliminary pattern of study included:

- at least **12 units** of which **6 units** must be from Board-developed courses;
- at least **2 units** of English

Your HSC pattern of study must include at least **10 units**, including two units of English.

Credentials

The **Higher School Certificate** is awarded to students who have completed all eligibility requirements.

The **Higher School Certificate Record of Achievement** is awarded when you leave school. If you leave school before completing the HSC your Record of Achievement will list any Preliminary courses which you have completed satisfactorily, but no marks will appear.

Your Higher School Certificate Record of Achievement will list each subject that you have studied satisfactorily in Year 11, as well as your Year 12 HSC courses. It will show two marks for each Board Determined Course. One mark is the **scaled mark** gained in the HSC examination. The other is the moderated **school assessment** mark.

A certificate and a statement of attainment are issued for each VET course studied.

Assessment Requirements for Board Developed Courses and Board Endorsed Courses

The assessment marks submitted to NESA are devised from assessment tasks and, may include reference to performance across the year, set in accordance with the school assessment program for each course. Marks must be calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks **provide the rank order of students** and the relative differences between students based on their performances in the assessment tasks.

School Assessment Tasks

School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

At the end of each major examination in Year 12 you will be provided with your ranking within the course at that time.

Reports will be available on a regular basis. Each report will indicate your ranking for each course at that time.

The HSC Assessment Marks

Ashfield Boys High assessments are provided to the NESA for each Board Determined Course studied at HSC level by each student. Assessments for Board Developed Courses are moderated by NESA against the marks gained in the HSC examination. This process ensures comparability between the assessment marks submitted by each school. The mark submitted by

the school is not the mark which will appear on your HSC, but the rank order remains the same.

The school is not permitted to tell you your final assessment mark in Year 12. You will be told your rank within your course group.

Course Assessment Schedule

It is your responsibility to check with the relevant Head Teacher if any areas of the course schedule need clarification, or if you do not have a course assessment schedule for a subject which you are studying.

The course assessment schedule is mandatory and is **not negotiable**. It contains information about the set tasks in each component of your course. The course assessment schedule also informs you of approximately when the various assessment tasks will take place, and tells you the weighting of each task.

The date of each assessment task will be provided by the classroom teacher, **in writing**, at **least two weeks prior to the task**. **Students must sign for their task notification**.

University Entry

The Australian Tertiary Admission Rank (**ATAR**) is calculated from the best 10 units in Board Developed Courses subject to the following restrictions.

- at least 2 units of English must be included
- at least 3 Board Developed Courses of 2 units value or greater must be included
- courses from at least 4 subjects must be included
- at most, 2 units of Category B courses may be included

The List of Category B Courses

1. Construction (240 hours)
2. Hospitality- Kitchen Operations (240 hours)
3. Metal and Engineering (240 hours)

Vocational Education and Training (VET) Courses

Work Placement

The courses in VET industry curriculum frameworks have been designed to deliver specified units of competency. The units of competency have been drawn from industry training packages.

Work Placement is a **mandatory** HSC requirement of each course by NESA within this framework. 2U VET Courses comprise 70-hour work placement. (35 hours Preliminary, 35 hours HSC Courses).

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practice skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including the key competencies

Assessment of the units of competency will be undertaken by a qualified assessor in classroom delivery.

Part-time Work

Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, see your VET class teacher to discuss RPL (Recognition for prior Learning)

The Purposes of VET Assessment

For VET courses, assessment is to judge competence on the basis of performance against the criteria set out in the learning incomes for each module, for the purpose of achieving AQF Qualifications, Statements of Attainment and NESA requirements.

Competency Based Assessment

The courses within the VET Curriculum Frameworks are competency based courses. NESA and the Vocational Education and Training Accreditation Board (VETAB) require that a competency based approach to assessment be used for the competencies achieved.

The performance of students is based against a prescribed standard, not against the performance of other participants.

A student is judged either **competent** or **not yet competent**. This judgement is made on the basis of evidence, which may be in a variety of forms.

Students may take a maximum of three attempts at achieving an element of competency. Competency based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

When students are assessed on tasks, a number of elements of competency or even several units of competency are assessed together. Competence is the integration of a wide range of skills, knowledge and attitudes.

Qualified Assessors

Students will be assessed by their teachers, who are qualified assessors, or in some cases by their work placements supervisors if they are qualified workplace assessors.

Competency Records

Achievement of elements of competency and units of competency will be progressively recorded by the teacher.

- all performance criteria need to be met to demonstrate the achievement on an element of competency
- all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency.
- Competency records are available for students to view when required.

Higher School Certificate Examination – VET Courses

The Higher School Certificate examination in VET courses is **optional**. It will consist of a written examination. Students will nominate during the HSC year to undertake to **withdraw** from the optional examination.

The examination is independent of the competency based assessment undertaken during VET courses and has no impact on student eligibility for AQF qualifications.

A written exam component will be included in both the Half Yearly and Yearly school assessments.

Assessment whilst on Work Placement

If a student is required to complete an assessment whilst they have work placement, it is the responsibility of the **student to notify the Head Teacher** of this once they have received their Work placement student records. Student should use the form Appendix F to complete this process.

Failure to do so will result in the student receiving zero mark for the scheduled assessment.

Illness and Misadventure

Student attendance before an assessment task

Students must be **present for the whole school day** and **attend all timetabled lessons**. Failure to do so will result in a zero mark.

Student is absent from an assessment task due to illness

If a student is sick and cannot attend on the day of the task or date a task is due, the student is to:

- **complete an illness/misadventure form** (Appendix A), with an attached doctor's certificate, and present it to the Head Teacher on the **first day of return** to school.
- The doctor's certificate should state: "**(Student name) was not fit to attend the assessment task on...**" This must be from a Registered Medical Practitioner with a Medicare Provider Number. Post-dated doctor's certificates will not be accepted. The task **must be submitted at this time** if it is a hand in task or an appropriate

time is **negotiated** to complete the task with the Head Teacher for examinations and oral presentations.

The Head Teacher may award an extension of time or an estimated mark may be given based on other available information.

Student is absent due to a misadventure

Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date a task was due.

Following failure to complete an assessment task at the due time, the student is to:

- **notify the school by phone** on 9798 6620 on the day of the task or as soon as possible following this date.
- **submit an illness / misadventure form** (Appendix A), with appropriate supporting documentation, to the head teacher on the **first day of return to school** to negotiate alternative arrangements. The task must be **submitted at this time if it is a hand in** task or an appropriate time is negotiated to complete the task with the Head Teacher for examinations and oral presentations.

An extension of time may be provided or a mark may be awarded based on a substitute task. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task.

Students who complete the assessment task and suffer illness/misadventure

Students may lodge an illness / misadventure appeal in writing if they believe that circumstances **immediately prior to or during the assessment task**, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to **complete the Illness/ Misadventure appeal form (Appendix A) and provide documentary evidence** such as doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.

Students should submit this appeal to the Head Teacher on the next day they return to school.

Hand-In tasks

Hand-in tasks should be submitted to the classroom teacher **or if class teacher is absent the Head Teacher** as specified on the notification of the assessment task on the due date and during the

allocated lesson time and sign off that they have handed in, or completed the task.

Alternatively, if a student is absent due to illness or misadventure then an illness/misadventure form accompanied by appropriate supporting documentation i.e. medical certificate and the assessment task should be submitted to the teacher/Head teacher on the **first day that the student returns to school**.

If an assessment task is submitted late, and there is no successful illness / misadventure appeal, students will receive a zero for that task. Students should still submit the task to gain necessary feedback.

Oral Presentations

Oral presentations should be submitted to the teacher/faculty as specified on the notification of assessment. A copy of the oral presentation must be submitted on the due date, generally being the first day that the speeches begin, during the lesson time.

A zero mark will be awarded if the task is submitted after the allocated lesson time unless an illness and misadventure form is submitted with the appropriate supporting documentation such as a medical certificate.

Technology and assessment tasks

Technology and / or computer equipment failure are not valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by either email, USB, CD.
- Email the task to yourself

Appeals Surrounding the Assessment Procedure

Grounds for an appeal

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

Appeals Process

When a student feels that a decision applied to his work is not consistent with the school's assessment policy and procedures he may appeal. The **first appeal MUST be to the Head Teacher**.

Where a student feels that the appeal to the Head Teacher has not been heard appropriately, he may appeal to the Deputy Principal/ Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with the Board's requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.
- A written appeal must be lodged to the Deputy Principal within 7 calendar days of the previous appeal to Head Teacher.
- The Appeals Committee will comprise of the Deputy Principal, and two Head Teachers from a different faculty.
- If the student feels that the Appeals Committee has not given procedural fairness, then the student can lodge an appeal with the Principal.
- At all times, when lodging an appeal, the student is entitled to have a support person present.
- While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher is not grounds for an appeal.
- If the student is concerned about their rank for any or each subject, then they follow the procedures listed in the flow chart. (Appendix D)

If not satisfied with the school's decision, a student may make a subsequent appeal to NESA. NESA will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.

Academic Integrity

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

Defining Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- presenting it as one's own
- using material directly from books, journals, CDs 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 person's work and presenting it as one's own
- submitting work to which another person, such as a parent, coach or subject expert has contributed substantially
- copying someone else's work in part or in whole, and
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- Students are advised that they should acknowledge input from another student or teacher or tutor within their bibliography and that copies of previous tasks by other students are kept as records for future years.

Strategies to ensure the authenticity of student responses to tasks.

All students entering stage 6 studies will have completed The HSC: All My Own Work program designed to help students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

Strategies that teachers can use:

- thoroughly briefing all students in relation to the requirements of each task
- allocating class time to the planning of a response to a task
- requiring that students maintain a process diary or journal to show how their response or project or work was developed
- asking students to submit a task at critical points in its development
- having students submit their original drafts in addition to their final work
- incorporating student oral presentations on the progress of their work
- communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

Misconduct in formal examinations and other assessment tasks

Misconduct during any task or formal examination may be regarded as malpractice. **Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment tasks.** Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with

school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. **Non-serious attempts** or offensive language in answers will be referred to the Head Teacher and/or the Principal / Deputy Principal and may be awarded a zero mark for that task.

Managing Issues of Malpractice

Issues of malpractice need to be investigated by the Head teacher and in more serious cases reported to the Principal / Deputy Principal.

Where the malpractice is serious and where penalty or zero mark is to be awarded, the student will be advised of the issue and the school's intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this decision.

Students are made aware that sharing / showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.

NESA Register of Malpractice in HSC Assessment Tasks

Types of malpractice in HSC assessment tasks may include, but are not limited to:

- Being in possession of unauthorised notes or electronic devices during a test or examination.
- Using the words, ideas, designs or workmanship of others without acknowledgement.
- Copying from another student.
- Paying someone to write or prepare an assessment task.

All incidents of malpractice will be registered at the school and entered onto the NESA malpractice register.

Equipment at Examinations/Tasks:

- No electronic devices (excluding NESA approved calculators) are permitted in assessments and the examination room.
- Students are advised not to bring phones or electronic devices to the exams. If they do bring them, they are to leave them in their bags – turned off – not on silent before they enter the exam room. Under no circumstances are electronic devices (phones) be brought into the exam room.
- Students must ensure they have the necessary equipment for assessments. Students are not permitted to borrow equipment during examinations.

- Pencil cases and study notes must not be in possession of students in the exam room.
- All papers, questions, booklets and answers must be handed in at the end of each exam.
- Students must not take into the examination room any books, notes, this guide, the examination timetable, any paper or any equipment other than the equipment listed in the examination timetable
- No responsibility will be taken for the safe-keeping of any unauthorised material or equipment in bags including mobile phones and other electronic devices.

Course Requirements: N Award Process

Satisfactorily completing the 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:

- followed the course developed or endorsed by NESA,
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided the course by the school; and,
- achieved some or all of the course outcomes.

Student Attendance

It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal / Principal.

For all absences greater than three days, students are to complete an **Exemption from school form**. These forms are available from the side office.

Absences for **overseas or interstate travel** are strongly discouraged and can impact on the student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, eg. practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- Explain to their family the impact the travel will have on the HSC;
- complete the *Exemption from school* form and attached a copy of the airline ticket;
- **Appendix B Overseas or interstate trips** for each subject studied. This form is to be signed by the head teacher of each subject, parent and year advisor.

- Both forms are to then be submitted to the Principal for approval at least three weeks in advance.

Failure to complete or submit assessment tasks

If a student does not have a valid reason for failing to complete or submit an assessment task a zero mark may be recorded for that task. The student and his parents will be advised, in writing, of this.

Non-serious attempts

Students studying an HSC course must make a **genuine attempt to complete course requirements**. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

Communicating course requirement concerns

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though should they not be reported or graded against these bands. The feedback given for tasks that do not contribute to the final HSC assessment mark should assist students in preparation for tasks that are part of the HSC Assessment program.

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment marks for that course.

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written warning letter must be given to the student and their parents notifying of a potential for an 'N determination' in the course.

The letter will

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and
- request from the student and his parent a written acknowledgement of the warning;

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

On the first warning letter, a student will be interviewed by the Head Teacher. On the second warning letter, the Head Teacher interviews the student and contacts the parents by phone or interview.

An N determination in a course may place the award of the Higher School Certificate in jeopardy and the individual course will not appear on the students' Record of Achievement.

See N determination flowchart (Appendix E)

Disability Provisions for Examinations

NESA may provide disability provisions for students in the School Certificate and Higher School Certificate examinations.

NESA may approve disability provisions if a student has a special need which would, in a normal examination situation, prevent him from:

- reading and interpreting the examination questions and/or
- communicating his responses.

Principals have the authority to decide on and to implement special provisions for school-based assessments including tests. *ACE Manual 13.1*

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation. *ACE Manual 13.2*

Disability Provisions at Ashfield Boys High School

Ashfield Boys High will support students seeking disability provisions for their Higher School Certificate examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident which affects his/her examination performance and requires Disability Provisions eg a physical injury, the Principal may elect to grant Disability Provisions for an individual task. These provisions will be issued using NESA general guidelines, however, there is no guarantee that NESA will allocate the same provisions.

Ashfield Boys High School will endeavour to provide students with access to Disability Provisions to ensure a fair process for all students. The implementation of Disability Provisions is

however restricted by the resources available and remains the decision of the school.

Student responsibilities

Students must make an appointment with the Learning and Support Teacher (LAST) or school counsellor to formalise an application for disability examination provisions. Application forms are available from the LAST team.

Students who have been awarded disability provisions are to check with their class teacher, the arrangements for these provisions for the upcoming task.

Accelerants and Accumulants

Accumulants

In cases of demonstrated need, students may accumulate HSC courses towards the Higher School Certificate over up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course.

In the case of an accumulant who is repeating a subject where a major work or project is required, the major work or project submitted and marked in a previous year cannot be resubmitted without the special permission of NESA.

Accelerant Students

In exceptional circumstances, students may accelerate into Preliminary and/or HSC board developed courses in advance of their usual cohort or in less than the NESA stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made by the Principal in accordance with the principles contained in the NESA Guidelines for Accelerated Progression.

Accelerants should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.

Assessment tasks for accelerants, where possible, should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

Students transferring to the school

For students who commence study at Ashfield Boys High between the commencement of the assessment period and the final date of Higher School Certificate entry, the Principal may request information from the previous school. However, this information will only be used as a guide and will not form part of the assessment mark. This means that the student's Rank Order for each course will be determined on the basis of tasks which have

been completed from the time of arrival of the student at the school. Performance in assessment tasks following arrival at the school and teacher professional judgement will be used to determine the final mark for the course.

Senior Study Centre

Ashfield Boys High School values the importance of good study habits in the achievement of potential. The Senior Study Centre is fully staffed Monday to Friday and is open Recess and Lunch. The many resources available to senior students include computers, past examination papers, numerous study guides with student samples of HSC answers and examiners' comments.

Syllabus Requirements:

Students may access the NESA Webpage:
<http://www.boardofstudies.nsw.edu.au/>

The Higher School Certificate – Some Key Words

NESA has published a glossary of words that will make the demands of questions explicit. Students will be expected to have a clear understanding of what they are required to do in each question in an assessment task or examination.

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

SPECIFIC COURSE ASSESSMENT SCHEDULES

The HSC individual assessment programs for each subject which outline:

- The syllabus outcomes
- The components to be assessed
- The weightings of each component
- The types of tasks
- The weighting of individual tasks
- The timing of tasks

<p>Ms L Finigan Head Teacher English Faculty</p> <ul style="list-style-type: none"> • English Advanced • English ESL • English Ext 1 • English Ext 2 • English Standard • English Studies 	<p>Ms D Scandurra Head Teacher Science Faculty</p> <ul style="list-style-type: none"> • Biology • Chemistry • Physics • Senior Science
<p>Mr M Radojevic Head Teacher History / PD.H.PE Faculty</p> <ul style="list-style-type: none"> • Ancient History • Modern History • PD/Health/PE • Studies of Religion II • Sport Lifestyle and Recreation 	<p>Ms T Small Head Teacher Creative & Performing Arts Faculty</p> <ul style="list-style-type: none"> • Drama • Music • Visual Arts
<p>Mr C Zaczek Head Teacher Social Sciences Faculty</p> <ul style="list-style-type: none"> • Business Studies • Economics • Legal Studies 	<p>Mr L Alevizos Head Teacher TAS Faculty</p> <ul style="list-style-type: none"> • Engineering Studies • Industrial Technology – Furniture & Timber Productss <p>VET</p> <ul style="list-style-type: none"> • Construction • Hospitality (Kitchen Operations)
<p>Ms M Thomas Head Teacher Mathematics/Computing Faculty</p> <ul style="list-style-type: none"> • Mathematics • Mathematics Extension 1 • Mathematics Extension 2 • Mathematics General Pathway 1 (CEC) • Mathematics General Pathway 2 (BDC) • Information Processes & Technology • Software Design & Development 	<p>Ms Arya Relieving Head Teacher Admin/Languages Faculty</p> <ul style="list-style-type: none"> • Chinese Background Speakers

**Students should address any questions or concerns
Regarding a subject to the relevant Head teacher**

Ancient History					HSC 2018	
Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Term 4, 2017 Week 9	Term 1, 2018 Week 8	Term 2, 2018 Week 6	Term 2, 2018 Week 9	Term 3, 2018 Weeks 3/4	
	Core Study: Pompeii and Herculaneum	Society: Sparta	Historical Period: Rome: Julio Claudians	Personality: Agrippina the Younger	Trial HSC Exam	
	H1.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	H1.1, 2.1, 3.1, 3.4, 3.6, 4.1, 4.2	H2.1, 3.1, 3.3, 3.6, 4.1,4.2	H1.1, 2.1, 3.1, 3.6, 4.1,4.2	H1.1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2	
• Knowledge and understanding of course content		20			20	40
• Source – Based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20					20
• Historical inquiry and research				20		20
• Communication of historical understanding in appropriate forms			20			20
Total %	20	20	20	20	20	100

Biology						HSC 2018
Component	Task 1	Task 2	Task 3	Task 4	Task 5	
Task Schedule	Term 4, 2017 to Term 3, 2018	Term 1 2018 Week 3/4,	Term 1 2018 Week 8,	Term 2 2018 Week 5,	Term 3 2018 Week 3/4	
Assessment Categories	Monitoring of Mandatory Experiences	Secondary Sources Investigation	Mid-Course Examination	Performing and Reporting a First-hand Investigation	Trial HSC Examination	
Syllabus Outcomes	H11, H12, H13, H14	H1, H5, H12, H13, H14	H1, H2, H3, H6, H7, H14, H15	H2, H4, H6, H7, H8, H9, H11, H12, H13, H14	H1-H16	Weighting
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of Biology, and how it presents a particular way of thinking about the world. It encourages use inference, deductive reasoning and creativity. Interactions within organisms, between organisms, and between organisms and their environments. Understanding of cell theory, evolution, classification of organisms and the Watson-Crick model of DNA. The functioning of systems and structures in living organisms as well as the interrelationships between living things. 			15	5	20	40
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources. 	5	10		10	5	30
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	5	5	5	10	5	30
Total %	10	15	20	25	30	100

Business Studies				HSC 2018	
Component	Task 1	Task 2	Task3	Task 4	Weighting
	Term 4 2017 Week 9	Term 1 2018 Week 6	Term 2 2018 Week 5	Term 3 2018 TBC	
	Operations: Case Study	Marketing: Business Report	Finance: Stimulus based skills test and interpretation of data	Trial HSC Examination	
	H1, H2, H4, H5, H9	H1, H2, H4, H7, H9	H6, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
• Knowledge and understanding of course content	5	10	5	20	40
• Stimulus-based skills		5	10	5	20
• Inquiry and Research	10	5	5		20
• Communication	5	5	5	5	20
Total %	20	25	25	30	100

Chemistry						HSC 2018
Component	Task 1	Task 2	Task 3	Task 4	Task 5	
Task Schedule	Term 4 2017 to Term 3 2018	Term 4 2017 Week 7	Term 1 2018 Week 8	Term 2 2018 Week 7	Term 3 2018 Weeks 3/4	
Assessment Categories	Monitoring of Mandatory Experiences	Secondary Sources Investigation	Mid Course Examination	Performing and Reporting a First-hand Investigation	Trial HSC Examination	
Syllabus Outcomes	H11, H12, H13, H14, H15, H16	H1, H3, H4, H5, H12, H13, H14	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H14	H2, H6, H7, H8, H9, H10, H11, H12, H13, H14	H1- H16	Weighting
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and development in chemistry Atomic structure, the periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry 			15	5	20	40
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources. 	5	10		10	5	30
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	5	5	5	10	5	30
Total %	10	15	20	25	30	100

Chinese Background Speakers

HSC 2018

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Term 4 2017 Week 7	Term1 2018 Week 3	Term 1 2018 Week 7	Term2 2018 Week 7	Term 3 2018 Weeks 3/4	
	Spoken & Written Exchanges in Chinese	Listening & Responding Reading & Responding	Half Yearly Exam	Spoken & Written Exchanges in Chinese	Trial HSC Exam	
	H1.1,1.2,1.3,2.3, 4.2	H3.1,3.2,3.3,3.4, 3.5,3.6, 3.7,3.8,4.1,4.3	H2.1,2.2,2.3,2.4, 3.1,3.2,3.3,3.5,3. 6,3.7,4.1,4.3	H1.2,1.3,4.1,4.2, 4.3	H2.1,2.3,2.4,3.1, 3.2, 3.3,3.4,3.6,3.7,3. 8,4.1,4.2,4.3	
• Spoken exchanges in Chinese	5			5		10
• Written exchanges in Chinese	5			5		10
• Listening & Responding		5	5		10	20
• Reading & Responding		10	10		20	40
• Writing			10		10	20
Total: %	10	15	25	10	40	100

ULTIMO 90072
CONSTRUCTION ASSESSMENT SCHEDULE
 Preliminary Year 2017 – HSC 2018
QUALIFICATION: CPC20211 Certificate II in Construction Pathways
Training Package: CPC08v9 Construction and Property Services

NESA course code
 240 X 2 YR:26201
 240 X 1 YR: 26202

TERM	Unit Code	Units Of Competency	AQF CORE/ELECTIVE	NESA STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	Prelim and HSC Exam weightings to total 100%**
	5 PRELIMINARY UOCs						
Term 1	CPCCOHS1001A	Work safely in the construction industry	C Cert I	M	10	Cluster A: Work Cover WHS Induction Written Test	240 Indicative Hours over 2 years
Term 1-2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	Cluster B: Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and Written test.	20% Prelim Yearly Exam 35 hrs. Work placement
Term 2-3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	10 20	Cluster C: 1. Tool box or Saw Horse 2. BBQ Table Practical, Teacher observations and Written test.	35 hrs. Work placement
	12 HSC UOCs						
Terms 4-5	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster D: School Project – Concreting Practical, Teacher observations and Written test.	30% HSC Half Yearly 50% Trial HSC Exam The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.
	CPCCCM2006B	Apply basic leveling procedures	E	E	15		
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
	CPCCCM2001A	Read and interpret plans and specifications	C	M	20		
Terms 6-7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	Cluster E: Wall and Floor Tiling Practical, Teacher observations and Written test	
	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster F: Work Placement Journal Teacher observations and Written test, Third party evidence	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 245			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

Drama							HSC 2018	
Component	Task 1	Task 2	Task 3	Task 4a	Task 4b	Task 5		
		Australian Drama & Theatre Performance Log	Studies in Drama & Theatre: Performance & Written	Mid-Course Exam	Individual Project Assessment: (Development of Project, including presentation, log & Rationale)	Group Performance Assessment: (Development stage of group performance & Log)	Trial HSC Exam including Group Performance, Written Exam and IP/ log book and rationale	
	Term 4 2017 Week 9	Term 1 2018 Week 6	Term 1 2018 Week 7/8	Term 2 2018 Week 5	Term 2 2018 Week 8	Term 3 2018 Week 3/4	Weighting	
OUTCOMES:	H1.1 – H1.3, H1.5, H1.7 H2.1, H2.2	H1.1 – H1.3	H3.1 – H3.3	H1.3, H1.5, H1.7	H1.1 – H1.7 H2.1 – H2.3	H1.1 - H1.7 H2.1 – H2.3 H3.1 – H3.3		
• Making Drama	5	10		10	5	10	40	
• Performing Drama	10				10	10	30	
• Critically Studying Drama			10			20	30	
Total Weighting %	15	10	10	10	15	40	100	

Economics				HSC 2018	
Component	Task 1	Task 2	Task 3	Task 4	
	2017 Term 4 Week 8	2018 Term 1 Week 8	2018 Term 2 Week 10	2018 Term 3 TBC	
	The Global Economy Prepared Research, Investigation and Communication Essay	Economics Stimulus Task	Economic Issues and Economics Policies and Management Research, interpretation, application and communication	Trial HSC Examination	
	H1, H3, H4, H7, H10, H11, H12	H1, H2, H3, H4, H7, H10, H11	H1, H2, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	Weighting
• Knowledge and understanding of course content	10	5	10	15	40
• Stimulus-based skills		10		10	20
• Inquiry and Research	10		10		20
• Communication	5	5	5	5	20
Total %	25	20	25	30	100

Engineering Studies					HSC 2018	
Course Components	Task 1	Task 2	Task 3	Task 4	Task 5	Syllabus Weightings %
Due Date	Term 4 2017 Week 8	Term 1 2018 Week 7	Term 1 2018 Week 10	Term 2 2018 Week 9	Term 3 2018 Week 5/6	
Type of Task	Engineering Report & Test – Civil Structures	Half Yearly Examination	Research task / Engineering Report – Personal and Public Transport	Engineering Report Aeronautical Engineering / Telecommunications	Trial HSC Examination	
Course Outcomes (HSC)	H1.2, H2.1, H3.1, H4.3, H6.2	H1.2, H2.1, H3.1, H3.3, H4.1, H4.3	H2.1, H3.2, H3.3, H4.1, H5.1, H5.2, H6.1, H6.2	H1.1, H2.2, H3.2, H3.3, H4.1, H4.2, H6.1	H1.1, H1.2, H2.1, H3.1, H3.2, H4.2, H4.3	
Knowledge and understanding of engineering principles and developments in technology	10	5	5	10	20	50
Skills in research, problem solving and communication related to engineering	5	5	10	5	5	30
Understanding the scope and role of engineering including management and problem solving	5	5	5	5	0	20
Total %	20	15	20	20	25	100

English Advanced

HSC 2018

Component		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting
		Term 4 2017 Week 9	Term 1 2018 Week 5	Term 1 2018 Weeks 7/8	Term 2 2018 Week 6	Term 2 2018 Week 10	Term 3 2018 Weeks 3/4	
		Area of Study	Module A	Area of Study	Module B	Module C		
		Area of Study: Speaking	Critical Response	Mid-Course Exam	Listening & Responding	Viewing & Representing	Trial HSC	
Outcomes		2, 3, 4, 8, 9, 10	1, 2a, 6, 8, 11	1, 2, 4, 7, 10	2a, 6, 7, 8, 10, 13	1, 3, 6, 10	1, 2, 2a, 4, 5, 8, 10, 11, 12a	
Syllabus Components	Area of Study: Discovery	15		15			10	40
	Module A		15				5	20
	Module B				15		5	20
	Module C					15	5	20
Total %:		15	15	15	15	15	25	100

Language Modes	Listening				15			15
	Speaking	15						15
	Reading		5	5			15	25
	Writing		10	10			10	30
	Viewing & representing					15		15
Total %:		15	15	15	15	15	25	100

	English Extension 1			HSC 2018	
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Student presentation	Mid-course examination	In-class essay: critical response	Trial HSC examination	
Timing	Term 4 2017 Week 9	Term 1 2018 Week 7/8	Term 2 2018 Week 8	Term 3 2018 Weeks 3/4	
Outcomes	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3	
Knowledge and understanding of complex texts and of how and why they are valued	5	5	5	10	25
Skills in: <ul style="list-style-type: none"> • Complex analysis • Sustained composition • Independent investigation 	5	5	10	5	25
Total %:	10	10	15	15	50

English Extension 2				HSC 2018
Component	Task 1	Task 2	Task 3	
	Viva Voce	Report	Draft version of the Major Work	
Timing	Term 1 2018 Week 2	Term 2 2018 Week 2	Term 2 2018 Week 9	
Outcomes	1.1, 1.2, 2.1, 2.2, 2.3	1.1, 2, 2.1, 2.2	1, 1.1, 1.2, 2, 2.1, 2.2, 2.3	Weighting
Objective 1 Skills in extensive independent investigation	5	10	10	25
Objective 2 Skills in sustained composition	5	5	15	25
Total %:	10	15	25	50

English ESL						HSC 2018
	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 2017 Week 6	Term 1 2018 Weeks 7/8	Term 2 2018 Week 4	Term 2 2018 Week 9	Term 3 2018 Weeks 3/4	
	Speaking	Mid-Course Exam	Writing Task AOS	Viewing & Representing	Trial HSC Exam	
Outcomes	1, 4, 5, 6, 8	1, 2, 3, 4, 5, 11, 12	1, 2, 9, 4, 3	8, 7, 5, 9, 3	1, 2, 3, 4, 9, 6	Weighting
• Area of Study: Discovery		25	10		15	50
• Elective 1 – Australian Visions				15	10	25
• Elective 2 – Living and working in the community	20				5	25
Total%	20	25	10	15	30	100

Language Modes	Listening		10			10	20
	Speaking	20					20
	Reading		10			10	20
	Writing		5	10		10	25
	Viewing & Representing				15		15
Total %:		20	25	10	15	30	100

English Standard				HSC 2018			
Syllabus Outcomes	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting
	Term 4 2017 Weeks 9/10	Term 1 2018 Week 4	Term 1 2018 Weeks 7/8	Term 2 2018 Week 4	Term 2 2018 Week 9	Term 3 2018 Weeks 3/4	
	Speaking	Viewing and Representing	Mid-Course Examination	Written Response to Text	Listening	Trial HSC Examination	
	1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13	2, 4, 5, 6, 7, 9, 10	1, 3, 4, 6, 10	1, 2, 3, 4, 6, 8, 12	1, 2, 3, 4, 6, 7	1, 2, 3, 4, 5, 7, 8, 10, 11	
Area of Study: Discovery	15		15			10	40
• Module A: Experience through Language – Distinctively Visual		15				5	20
• Module B: Close Study of Text				15		5	20
• Module C: Texts and society - Exploring Transitions					15	5	20
Total %:	15	15	15	15	15	25	100

Language Modes	• Listening					15	15
	• Speaking	15					15
	• Reading			5	5		25
	• Writing			10	10		30
	• Viewing & Representing		15				15
Total %:	15	15	15	15	15	25	100

English Studies				HSC 2018	
Timing	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4 2017 Week 9	Term 1 2018 Week 6	Term 2 2018 Week 8	Term 3 2018 Week 3/4	
Task	Writing Portfolio	Review	Multi-Media Presentation	Reading & Response Exam Task	
Outcomes	H1.1, 1.2, 2.1, 2.2	H1.3, 1.4, 3.1, 3.2, 4.1	H1.2, 2.3, 3.1, 3.2, 4.1	H1.1, 2.2, 2.3, 4.1, 4.2	
Module 1: (Mandatory) We Are Australians - English, Citizenship, Community & Cultural Identity	25				25
Module 2: The Big Screen – English in Filmmaking		20			20
Module 3: Discovery & Investigation - English and the Sciences			30		30
Module 4: Part of the Family – English and Family Life				25	25
Total %:	25	20	30	25	100

Component:	1.	10		5	15	30
	2.	5	10	10	5	30
	3.	10		10	5	25
	4.		10	5		15
Total %:	25	20	30	25	100	



ULTIMO 90072
HOSPITALITY- KITCHEN OPERATIONS ASSESSMENT SCHEDULE

Preliminary Year 2017 - HSC 2018
QUALIFICATION: SIT20416 Certificate II in Kitchen Operations
Training Package: SIT Tourism, Travel and Hospitality V1.1

NESA course
code
240 X 2 YR
26511

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	Prelim and HSC Exam weightings to total 100%**
Term 1	6 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency SITHCCC011 Use cookery skills effectively	240 Indicative Hours over 2 yrs
	SITXFSA001 SITXWHS001	Use hygienic practices for food safety Participate in safe work practices	C C	M* M*	10 15	Cluster A: Getting Ready for Work Written task, observation of practical work, Internet research, case study	30 % Prelim Yearly Exam
Term 2	SITHKOP001 SITHCCC001	Clean kitchen premises and equipment Use food preparation equipment	C C	S* S*	10 20	Cluster B: Introduction to the Commercial Kitchen Observation of practical work, written task Preliminary course: Portfolio of evidence	35 hrs Work placement
Term 3	SITXFSA002 SITHCCC005	Participate in safe food handling practices Prepare dishes using basic methods of cookery	E C	S* S*	15 40	Cluster C: Prepare and Cook Food Safely Observation of practical work, case study, written questioning Preliminary course: Portfolio of evidence	30 % HSC Half Yearly
Term 4	7 HSC UOCs						40 % Trial HSC Exam
	SITHCCC006 SITXINV002	Prepare appetisers and salads Maintain the quality of perishable items	E C	E E	25 5	Cluster D: Quality Meals Observation of practical work, scenario/role play (for testing temperatures), written task HSC course: Portfolio of evidence	35 hrs Work placement
Term 5&6	SITHCCC008 SITHCCC002 SITHCCC003 SITHCCC011	Prepare vegetable, fruit, eggs and farinaceous dishes OR Prepare and present simple dishes Prepare and present sandwiches Use cookery skills effectively	E E E C	E E E E	35 OR 20 10 20	Cluster E: Cookery Skills in Action t.b.a. HSC course: Portfolio of evidence	The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.
Term 7	BSBSUS201 BSBWOR203 SITHIND002	Participate in environmentally sustainable work practices Work effectively with others* Source and use information on the hospitality industry	E C E	E M* M*	15 15 20	Cluster F: The Hospitality Industry t.b.a.	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240 or 245		* Units of competency from the HSC focus areas will be included in the optional HSC examination. Yellow highlight indicates assessment requires industry experience		

Industrial Technology – Furniture & Timber Products				HSC 2018	
Component	Task 1	*Task 2	*Task 3	Task 4	
		Term 1 2018 Week 5	Term 3 2018 Week 2	Term 3 2018 Week 2	Term 3 2018 Week 3
OUTCOMES:	H1.1, H1.2, H1.3, H3.1, H4.1, H2.1, H3.2, H4.3, H3.3, H5.1, H5.2	H2.1, H3.3, H4.1, H6.1	H3.1, H3.2, H3.3, H4.2, H5.1, H5.2, H7.1, H7.2	H1.1, H1.2, H1.3, H4.3, H5.2	
				Weighting	
	Half Yearly exam	Major Design Project <u>Checkpoint 1 (5%)</u> Term 4 2017 Week 10 <u>Checkpoint 2 (5%)</u> Term 1 2018 Week 7 <u>Checkpoint 3 (10%)</u> Term 2 2018 Week 8 <u>Checkpoint 4: Final (10%)</u> Term 3 2018 Week 2	Portfolio <u>Checkpoint 1 (5%)</u> Term 4 2017 Week 4 <u>Checkpoint 2 (5%)</u> Term 4 2017 Week 8 <u>Checkpoint 3 (5%)</u> Term 1 2018 Week 2 <u>Checkpoint 4 (5%)</u> Term 2 2018 Week 7 <u>Checkpoint 5: Final (10%)</u> Term 3 2018 Week 2	Trial HSC Exam	
• Knowledge and understanding of processes and techniques of focus area	20			20	40
• Design and Production of Major Project		30	30		60
Weight %	20	30	30	20	100

* Task 2 and Task 3 are assessed accumulatively at scheduled checkpoints throughout year 12.

Information Processes and Technology

HSC 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	2017 Term 4 Week 8	2018 Term 1 Weeks 7/8	2018 Term 2 Week 8	2018 Term 3 Weeks 3/4	
	Group Project	Mid-Course Examination	Individual Project	Trial HSC Examination	
	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H5.2	H1 – H7	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2, H6	H1 – H7	
• Project Management	5	10		5	20
• Information Systems and Databases	5	10		5	20
• Communication Systems			15	5	20
• Transaction Processing Systems			10	10	20
• Decision Support Systems			10	10	20
Total %	10	20	35	35	100

Legal Studies						HSC 2018
Component	Task 1	Task 2	Task 3	Task 4	Task 5	
	2017 Term 4 Week 8	2018 Term 1 Week 8	2018 Term 2 Week 4	2018 Term 2 Week 9	2018 Term 3 TBC	
	Focus Study 1: Consumers Media file and related written task	Crime: Case Study and Mid-year exam	Human Rights: Presentation of a contemporary issue	Focus Study 2: Family Research task and in-class test	Trial HSC Examination	
	H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Weighting
• Knowledge and understanding of course content	10	5	5	10	30	60
• Research	5	5	5	5		20
• Communication	5	5	5	5		20
Total %	20	15	15	20	30	100

Mathematics					HSC 2018
Component	Task 1	Task 2	Task 3	Task 4	
	2017 Term 4 Week 9	2018 Term 1 Weeks 7/8	2018 Term 2 Week 7	2018 Term 3 Weeks 3/4	
	Pen & paper test Geometrical Applications of Calculus Series and Applications	Mid-Course Examination	Pen & Paper test Logarithmic and Exponential Functions and Applications of Calculus to the Physical World	Trial HSC Examination	
	P6, P7, P8, H4, H5, H6, H7, H9	P2 – P8 H2, H4 – H9	H3, H4, H5, H8, H9	P2 – P8 H2 – H9	Weighting
• Concepts, skills and techniques	5	15	10	20	50
• Reasoning and communication	5	15	10	20	50
Total %	10	30	20	40	100

Note: Up to 20% of the assessment mark may be based on the Preliminary Course

Mathematics Extension 1					HSC 2018
Component	Task 1	Task 2	Task 3	Task 4	
	2017 Term 4 Week 6	2018 Term 1 Week 7/8	2018 Term 2 Week 8	2018 Term 3 Week 3/4	
	Pen and paper test Mathematical Induction, Series Applications and Iterative Methods for numerical estimation of the roots of a polynomial equation	Mid-Course Examination	Pen and Paper test Further Application of Calculus to the Physical World	Trial HSC Examination	
	PE3, PE4, HE2, HE7	PE2 – PE6 HE2, HE4, HE6, HE7	HE3, HE5, HE7	PE2 – PE6 HE2 – HE7	Weighting
• Concepts, skills and techniques	10	10	10	20	50
• Reasoning and communication	10	10	10	20	50
Total %	20	20	20	40	100

NOTE: Mathematics Extension 1 students are also required to sit for the Mathematics assessments.

Mathematics Extension 2

HSC 2018

Component	Task 1	Task 2	Task 3	Task 4	
	2017 Term 4 Week 10	2018 Term 1 Weeks 7/8	2018 Term 2 Week 9	2018 Term 3 Weeks 3/4	
	Pen & Paper Test Complex numbers and Polynomials	Mid-Course Examination	Pen & Paper Task: Volumes and Integration	Trial HSC Examination	
	E2, E3, E4	E2, E3, E4, E8, E9	E6, E7, E9	E2 – E9	
• Concepts, skills and techniques	5	15	10	20	50
• Reasoning and communication	5	15	10	20	50
Total %	10	30	20	40	100

Note: Mathematics Extension 2 students are also required to sit the Mathematics Extension 1 assessments.

Mathematics General Pathway 1 (CEC)					HSC 2018
	Task 1	Task 2	Task 3	Task 4	
Component	2017 Term 4 Week 6	2018 Term 1 Week 9	2018 Term 2 Week 7	2018 Term 3 Weeks 3/4	
	Measurement assignment	Data assignment	Mathematics and Personal Resource Usage classwork / observation report	Pen and paper Formal Examination (during Trial HSC exam period)	
	MG1H-4, MG1H-5, MG1H-10	MG1H-1, 2, 3, 7, 9, 10	MG1H-1, 2, 3, 4, 5, 7, 9, 10	MG1H1-10	Weighting
• Knowledge and understanding	15	15	10	10	50
• Skills	15	10	15	10	50
Total %	30	25	25	20	100

Mathematics General Pathway 2 (BDC)

HSC 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	2017 Term 4 Week 6	2018 Term 1 Week 7/8	2018 Term 2 Week 7	2018 Term 3 Week 3/4	
	Pen & Paper Test Further Application of Area and Volume, Credit and Borrowing	Mid-Course Examination	Pen & Paper Test Application of Trigonometry, Mathematics and Resources. Modelling Non-Linear Relationships	Trial HSC Examination	
	MG2H – 1, 2, 4, 5, 8, 9, 10	MGP1-10, MG2H1-5, MG2H7-10	MG2H 1-5, MG2H 7, 9, 10	MGP1-10, MG2H1-10	
• Concepts, skills and techniques	10	15	10	15	50
• Reasoning and communication	10	15	10	15	50
Total %	20	30	20	30	100

NOTE: Up to 30% of the assessment mark may be based on the Preliminary Course

Modern History						HSC 2018
	Task 1	Task 2	Task 3	Task 4	Task 5	
Component	Term 4, 2017 Week 7	Term 1, 2018 Mid-Course Exam	Term 2, 2018 Week 4	Term 2, 2018 Week 9	Term 3, 2018 Weeks 3/4	
	World War One: Source Study	National Study	Personality In the 20 th Century	International Study in Peace and Conflict	Trial HSC Exam	
	H1.1, 1.2, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2	H1.1, 1.2, 2.1, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2	H1.1, 1.2, 2.1,3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2	H1.1, 1.2, 2.1, 3.4, 3.5, 4.1, 4.2	H1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2	Weighting
• Knowledge and understanding of course content		5	5	10	20	40
• Source – Based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20					20
• Historical inquiry and research		5	15			20
• Communication of historical understanding in appropriate forms		10		10		20
Total %	20	20	20	20	20	100

Music					HSC 2018	
	Task 1	Task 2	Task 3	Task 4	Task 5	
Component	Term 4 2017 Week 8	Term 1 2018 Week 8 Mid-course exam	Term 2 2018 Week 5	Term 2 2018 Week 8	Term 3 2018 Weeks 3-4	
	H1, H7, H9, H10	H4, H5, H6, H8	H3, H5, H7, H8	H2, H4, H5, H6, H10	H4, H5, H6, H8	Weighting
• Performance Core	Performance Piece 10					10
• Composition Core			Composition and Portfolio 10			10
• Musicology Core				Individual Research Task 10		10
• Aural Core		Aural Skills 10			Aural Skills 15	25
• Elective 1		Performance, Composition or Musicology 15				15
• Elective 2					Performance, Composition Or Musicology 15	15
• Elective 3					Performance, Composition Or Musicology 15	15
Total %	10	25	10	10	45	100

Personal Development / Health / Physical Education						HSC 2018
Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	2017 Term 4 Week 9	2018 Term 1 Week 8	2018 Term 2 Week 2	2018 Term 2 Week 5	2018 Term 3 Week 3	
	H7, H8, H9, H10, H11, H16, H17	H7, H8, H9, H10, H11, H16, H17	H7, H8, H9, H10, H11, H16, H17	H8, H13, H17	H7, H8, H9, H10, H11, H13, H16, H17	
	Core 2: Factors Affecting Performance	Core 2 plus Improving Performance Mid-Year Examination	Option 1: Improving Performance	Option 2: Sports Medicine	Core 1; 2, and Options 1; 2: Trial HSC Examination	
<ul style="list-style-type: none"> Knowledge and understanding of the factors that affect health and the way the body move 	10	10	5	5	10	40
<ul style="list-style-type: none"> Skills in influencing personal and community health and taking action to improve participation and performance in physical activity 	5	5	5	5	10	30
<ul style="list-style-type: none"> Skills in critical thinking, research and analysis 	5	5	5	10	5	30
Total%	20	20	15	20	25	100

Physics						HSC 2018	
Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting	
Task Schedule	Term 4, 2017 to Term 3, 2018	2018 Term 1 Week 3	2018 Term 1 Week 8	2018 Term 2 Week 8	2018 Term 3 Week 3-4		
Assessment Categories	Monitoring of Mandatory Experiences	Performing and Reporting a First-hand Investigation	Mid-Course Examination	Secondary Sources Investigation	Trial HSC Examination		
Syllabus Outcomes	H11, H12, H13, H14	H2,H4, H6-H14	H1, H2, H3, H6, H7, H14, H15	H1, H2, H4, H5, H13, H16	H1-H15		
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in physics Kinematics and dynamics, energy, waves, fields and matter 		5	15	5	20		45
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources. 	5	10		10	5	30	
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	5	5	5	5	5	25	
Total %	10	20	20	20	30	100	

Senior Science					HSC 2018	
Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
Task Schedule	Term 4, 2017 to Term 3, 2018	Term 4 2018 Week 7	Term 1 2018 Week 8	Term 2 2018 Week 7	Term 3 2018 Week 3-4	
Assessment Categories	Monitoring of Mandatory Experiences	Secondary Sources Investigation	Mid-Course Examination	Performing and Reporting a First-hand Investigation	Trial HSC Examination	
Syllabus Outcomes	H11, H12, H13, H14	H1, H3, H4, H5, H7, H13, H14, H16	H1, H2, H3, H4, H5, H6, H7, H9, H10, H14, H15	H2, H8, H11, H12, H13, H14	H1-H16	
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and development in science The resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy 			15	5	20	40
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources. 	5	10		10	5	30
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	5	5	5	10	5	30
Total %	10	15	20	25	30	100

Software Design and Development

HSC 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	2017 Term 4 Week 8	2018 Term 1 Week 7/8	2018 Term 2 Week 8	2018 Term 3 Week 3/4	
	Class Test	Mid-Course Examination	Group Project	Trial HSC Examination	
	H2.1, H2.2, H3.1, H4.1	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H4.2	H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H4.2, H4.3	
<ul style="list-style-type: none"> Knowledge and understanding about the Development and Impact of Software Solutions and the Software Development Cycle 	5	5		10	20
<ul style="list-style-type: none"> Design and Development of Software solutions 		10	15	10	35
<ul style="list-style-type: none"> Project Management Techniques, including Documentation, Teamwork and Communication 	5	5	5	5	20
<ul style="list-style-type: none"> Project(s) 	10		15		25
Total %	20	20	35	25	100

Sport, Lifestyle & Recreation					HSC 2018
Component	Task 1	Task 2	Task3	Task 4	Weighting
	2017 Term 4 Weeks 6/7	2018 Term 1 Week 5	2018 Term 2 Weeks 7/8	2018 Term 3 Week 5	
Form of Assessment	H1.1, H2.1, H3.1, H3.2, H4.1	H1.1, H3.2, H3.6, H4.4	H1.3, H2.5, H5.3, H3.6, H4.2, H4.4, H4.5	Final Examination	
	Practical skills and knowledge test Module: 1, 12	Practical test and problem solving research Module: 15	Practical skills and knowledge test Module: 6, 7	Skills and knowledge test Module: 1, 6, 7, 9, 12, 15	
• Knowledge and understanding	15	10	10	15	50
• Skills	15	10	15	10	50
Total %	30	20	25	25	100

Studies of Religion II					HSC 2018	
Component	Task 1	Task 2	Task3	Task 4	Task 5	Weighting
		2017 Term 4 Week 5	2018 Term 1 Week 5	2018 Term 1 Week 7/8	2018 Term 2 Week 10	
Outcomes	Religion and belief systems in Australia post-1945	Depth Study I: Christianity	Mid-Course Exam Depth Study II: Islam	Depth Study III and Religion and Peace	Trial HSC examination	
	H1, H2, H3, H4, H6, H7, H9	H1, H2, H7, H9	H1, H2, H3, H4, H5, H7, H8, H9	H2, H5, H6, H8	H1, H2, H3, H4, H5, H6, H8, H9	
• Knowledge and understanding of course content		10	10	10	10	40
• Source-based skills			10		10	20
• Investigation and research	10			10		20
• Communication of information, ideas and issues in appropriate forms	5	5		5	5	20
Total %	15	15	20	25	25	100

Visual Arts				HSC 2018			
Assessment Component	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting
<ul style="list-style-type: none"> Art making H1 – 6 50% Art criticism / Art History both including H7 – H10 50% 	Term 4 2017 Week 9	Term 1 2018 Weeks 7/8	Term 1 2018 Week 10	Term 2 2018 Week 8	Term 3 2018 Weeks 3/4	Term 3 2018 Week 6	
Component	H7 – H10	H7 – H10	H1 – H6	H7 – H10	H7 – H10	H1 – H6	
• Case study Number 1	10						10
• Mid-Course Examination		10					10
• Body of work/V.A.P.D./PowerPoint presentation marking Number 1 plus Artist Case Study Research			20				20
• B.O.W Progress Mark (2)				20			20
• Trial HSC Examination					20		20
• B.O.W. / V.A.P.D. marking Number 3						20	20
Total %:	10	10	20	20	20	20	100



Ashfield Boys High School

APPENDIX A

STAGE 6 ASSESSMENT TASK ILLNESS / MISADVENTURE FORM

Submit this proforma to the HEAD TEACHER on the DAY YOU RETURN TO SCHOOL

Name of Candidate: William Li

Today's Date: 19/03/2016

Subject: English

Course: Standard

TASK: Task 2: Case Study of a text

WEIGHTING 10% DUE DATE: 18/03/2016

Reasons for missing the task: Illness - broke wrist and had to go to hospital for treatment

(Give details which support your case to present the task at a later date or sit for a substitute task)

Medical Certificate **MUST** be attached to the back of this form if your reason is **ILLNESS** Medical Certificate is attached: **YES** / NO

A STATEMENT from a parent/Guardian or witness may be attached if you feel it will support your application

If you were sick DURING an exam, was the teacher aware before the exam began? YES / NO

Candidate Signature: _____ Parent/Guardian Signature _____

Classroom Teacher /Exam Supervisor comment: _____

Work Submitted 18/03/2016

SAMPLE

Signature: _____ Date: 18/03/2016

A new form is required for each missed task

Head Teacher comment and decision: (indicate if this application needs to go to the School Appeals Committee: YES / NO

Student to hand in assessment task - handed in 18/03/2016

Signature: _____ Date: _____

APPEALS COMMITTEE: DECISION _____

Deputy Principal in Charge of Year 11/12:

Principal:



Ashfield Boys High School STAGE 6 ASSESSMENT TASK ILLNESS / MISADVENTURE FORM

Submit this proforma to the HEAD TEACHER on the DAY YOU RETURN TO SCHOOL

Name of Candidate: _____

Today's Date: _____

Subject: _____

Course: _____

TASK: _____

WEIGHTING _____ DUE DATE: _____

Reasons for missing the task: _____

(Give details which support your case to present the task at a later date or sit for a substitute task)

Medical Certificate **MUST** be attached to the back of this form if your reason is **ILLNESS** Medical Certificate is attached: **YES / NO**

A new form is required for each missed task

A STATEMENT from a parent/Guardian or witness may be attached if you feel it will support your application

If you were sick DURING an exam, was the teacher aware before the exam began? YES / NO

Candidate Signature: _____ Parent/Guardian Signature _____

Classroom Teacher /Exam Supervisor comment: _____

Signature: _____ Date: _____

Head Teacher comment and decision: (indicate if this application needs to go to the School Appeals Committee: YES / NO

Signature: _____ Date: _____

APPEALS COMMITTEE: DECISION _____

Deputy Principal in Charge of Year 11/12: _____

Principal: _____



Ashfield Boys High School OVERSEAS OR INTERSTATE TRIPS

APPENDIX B

In addition to this form,
students are to complete an
application for exemption
from school form
(see front office)

VARIATION TO STUDIES

NAME:

YEAR:

DESTINATION:

APPROVED: YES / NO

DATE OF DEPARTURE:

DATE OF RETURN:

Subject	Course	Work/Assessment Tasks that will be missed

HEAD TEACHER'S COMMENT: The consequences of missing the above work will be: _____

Signature of Parent/Guardian: _____

Date: _____

Year Adviser's Signature: _____

Date: _____

Deputy/Principal's Signature: _____

Date: _____



**ASHFIELD BOYS HIGH SCHOOL
HSC ASSESSMENT APPEALS COMMITTEE**

APPENDIX C

Date:

Name of Student:

Course:

Task:

Weighting:

Reason for Appeal:

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

Decision by Appeals Committee

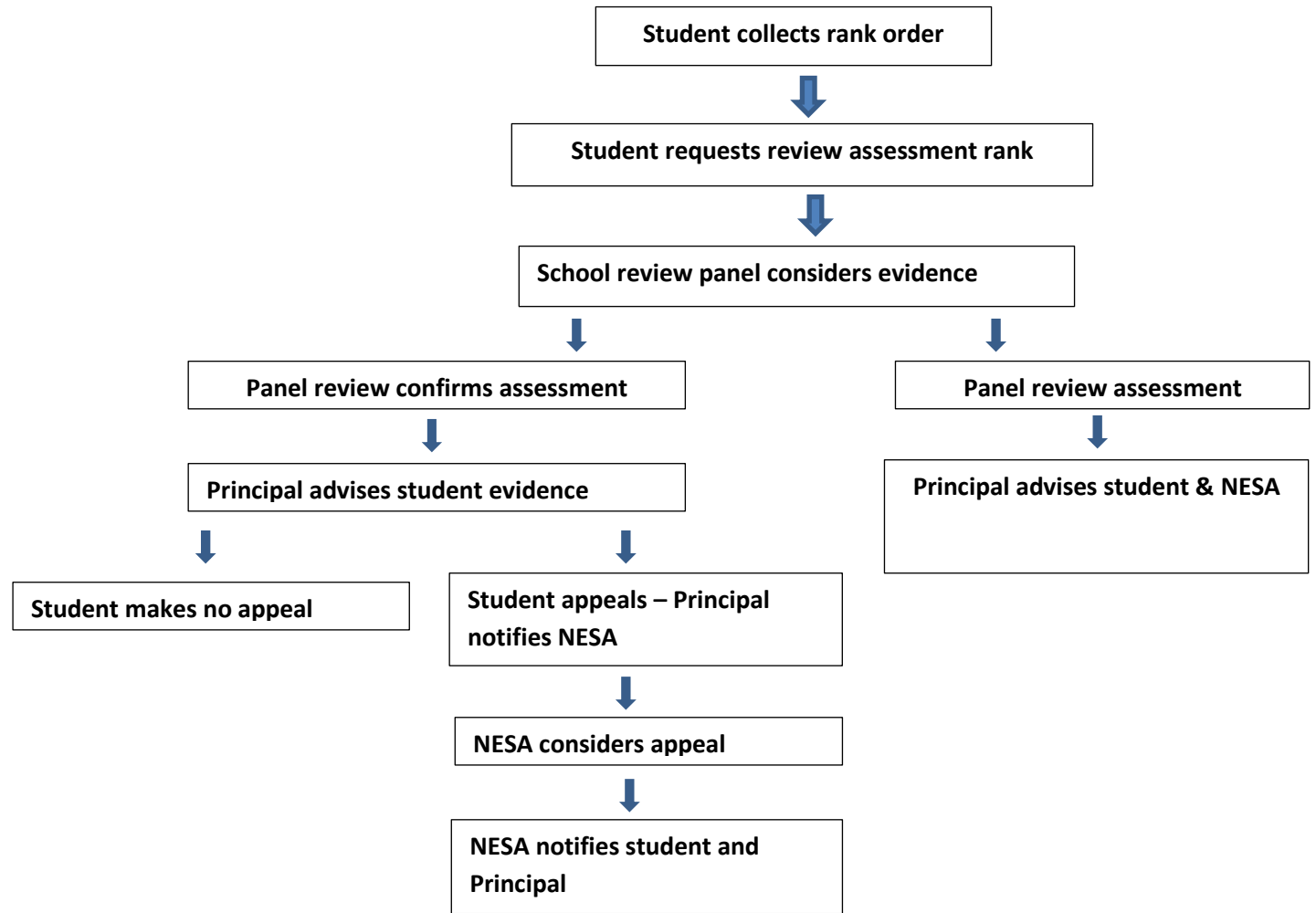
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Signatures: HSC Appeals Committee

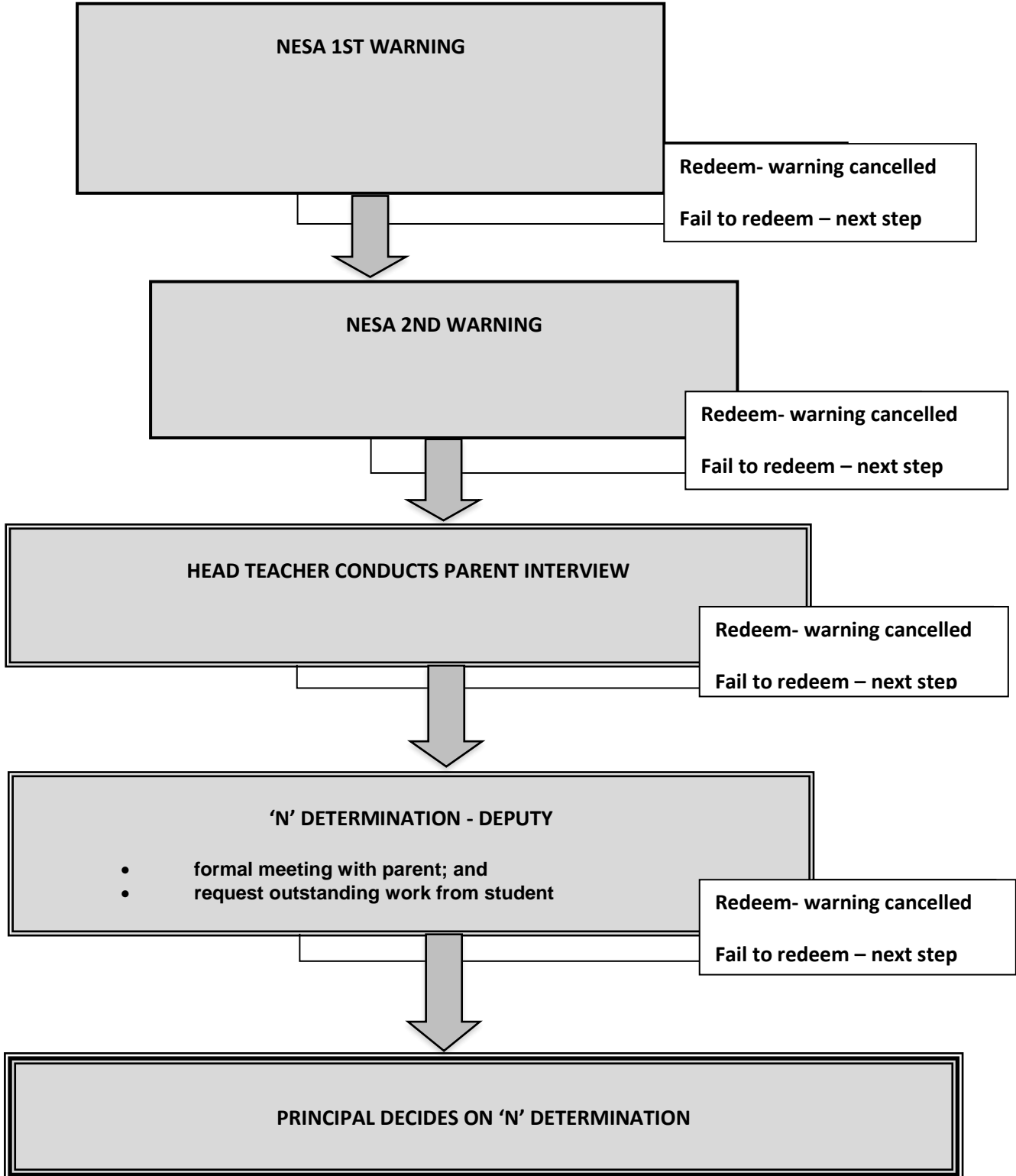
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Date:.....

APPEALS FLOWCHART



YEAR 10/11/12 NESAs 'N' DETERMINATION



YEAR 12 ASSESSMENT SCHEDULE SUMMARY 2017 – 2018

Week	TERM 4 2017	TERM 1 2018	TERM 2 2018	TERM 3 2018
1				
2		English Extension 2	English Extension 2 PDHPE	Ind. Technology - Timber
3		Biology Chinese Physics		Trial HSC
4		English Standard	Modern History English ESL English Standard Legal Studies	Trial HSC
5	Studies of Religion	Studies of Religion SLR English Advanced Ind. Technology - Timber	Biology Drama Music Business Studies PDHPE	SLR
6	SLR English – ESL Mathematics Ext 1 Mathematics General 1 Mathematics General 2	Drama Business Studies English Studies	Ancient History English Advanced	Visual Arts
7	Chemistry Chinese Modern History Senior Science	Mid-Course Exams	Chemistry Chinese Mathematics Mathematics General 1 Mathematics General 2 Senior Science SLR	

Week	TERM 4 2017	TERM 1 2018	TERM 2 2018	TERM 3 2018
8	Economics Engineering Studies IPT Legal Studies Music Software Design	Mid-Course Exams	Drama English Extension 1 English Studies IPT Mathematics Extension 1 Music Software Design Physics Visual Arts	
9	Ancient History Business Studies Drama English Advanced English Extension 1 English Standard English Studies Mathematics PDHPE Visual Arts	Mathematics General 1	Ancient History Engineering Studies English ESL English Extension 2 English Standard Legal Studies Mathematics Extension 2 Modern History	
10	Mathematics Extension 2	Visual Arts Engineering Studies	Studies of Religion Economics English Advanced	
11				

- Students should check individual Course Assessment Schedules for details and nature of tasks
- This is subject to change – students will be issued with a notification of assessment prior to assessment tasks.
- Ongoing tasks, including major projects are not listed in this schedule (this includes externally assessed tasks)