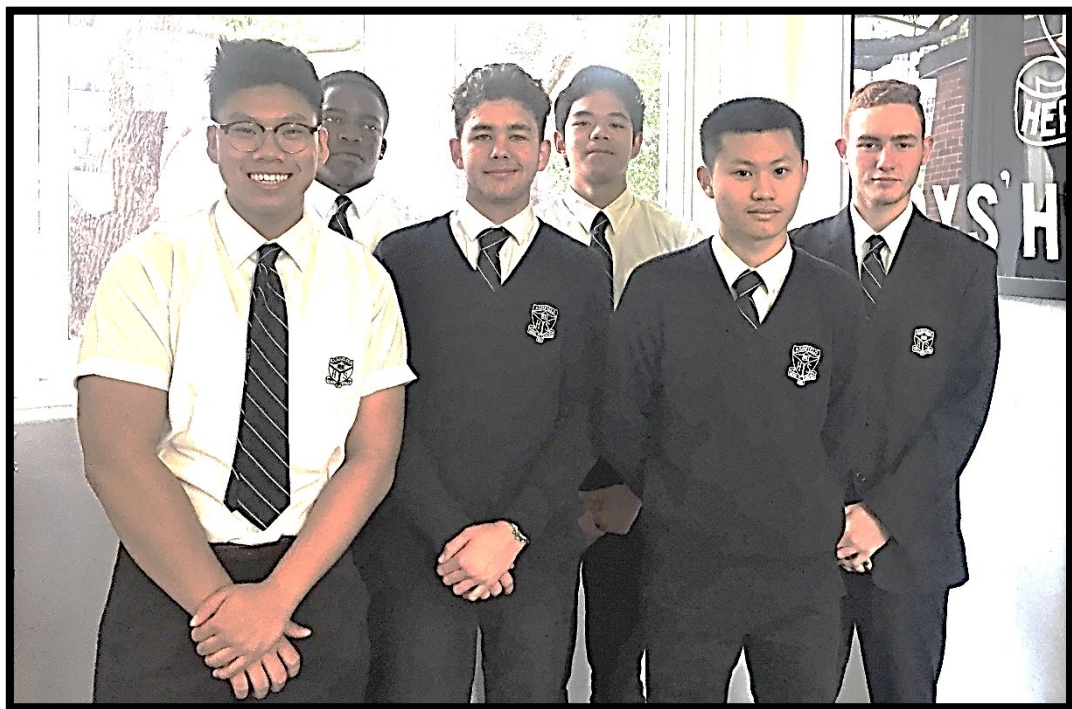




# ASHFIELD BOYS HIGH SCHOOL

Year 12 Assessment Policy &  
Course Schedules

2020 Higher School Certificate





## Contents:

<b>Assessment Policy</b>	
Contents	3
HSC Assessment Overview	4/5
VET	5
Illness & Misadventure	6
Appeals Surrounding Assessment Procedure	7
Academic Integrity	7 - 8
Course Requirements: N Award Process	9
Disability Provisions	10
Accelerants & Accumulants	10
Senior Learning Centre	11
NESA	11
HSC Key Words	12
Faculty Course Responsibilities	13
<b>Assessment Scope &amp; Sequence &amp; Assessment Grids</b>	
Ancient History	14
Biology	15
Business Studies	16
Chemistry	17
Chinese & Literature	18
Economics	19
Engineering Studies	20
English Advanced	21
English Extension 1	22
English Extension 2	23
English EAL/D	24
English Standard	25
English Studies	26
Food Technology	27
Hospitality Kitchen Operations	28
Industrial Technology – Furniture & Timber Products	29
Legal Studies	30
Mathematics Advanced	31
Mathematics Extension 1	32
Mathematics Extension 2	33
Mathematics Standard 1	34
Mathematics Standard 2	35
Modern History	36
Music	37
PD/H/PE	38
Physics	39
Software Design & Development	40
Visual Arts	41
<b>Appendices</b>	
Appendix A - Illness / Misadventure Sample Form	42
Appendix A - Illness / Misadventure Form	43
Appendix B - Overseas or Interstate Trips	44
Appendix C - HSC Assessment Appeals Committee Form	45
Appendix D- HSC Rank Appeal Flowchart	46
Appendix E- NESA N Determination Flowchart	47
<b>Year 12 Assessment – Schedule Summary</b>	48 - 49

## 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 NESAs. 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 NESAs;
- 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 NESAs 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 NESAs for each Board Determined Course studied at HSC level by each student. Assessments for Board Developed Courses are moderated by NESAs 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.**

If a student is absent on the day an Assessment Task Notification is handed out, it is the student's responsibility to find their teacher or Head Teacher of the faculty to receive and sign for the Notification on the student's first day of return to school.

## 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. Hospitality- Kitchen Operations (240 hours)
2. Mathematics Standard 1.

## Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW

Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid passport for the creation of the USI.

Board Developed VET courses are classified as Category B subjects and **ONLY ONE** may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the

competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements

## 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 the students full name and state that (students name) 'was unfit to attend the assessment task ..... on (date) .....

*(e.g. – John Brown was unfit to attend the assessment task – English Standard Multimodal Task on 24/04/20.)*

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.

### 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 and electronic watches) 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 Administration 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, e.g. 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 e.g. 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.syllabus.nesa.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>			
<b>Word</b>	<b>Definition</b>	<b>Word</b>	<b>Definition</b>
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><b>Ms L Finigan Head Teacher</b> <b>English Faculty</b></p> <ul style="list-style-type: none"> <li>• English Advanced</li> <li>• English EAL/D</li> <li>• English Ext 1</li> <li>• English Ext 2</li> <li>• English Standard</li> <li>• English Studies</li> </ul>	<p><b>Ms D Scandurra Head Teacher</b> <b>Science Faculty</b></p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> </ul>
<p><b>Mr M Radojevic Head Teacher</b> <b>History / PD.H.PE Faculty</b></p> <ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Modern History</li> <li>• PD/Health/PE</li> </ul>	<p><b>Ms T Small Head Teacher</b> <b>Creative &amp; Performing Arts Faculty</b></p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Visual Arts</li> </ul>
<p><b>Mr C Zaczek Head Teacher</b> <b>Social Sciences Faculty</b></p> <ul style="list-style-type: none"> <li>• Business Studies</li> <li>• Economics</li> <li>• Legal Studies</li> </ul>	<p><b>Mr L Alevizos Head Teacher</b> <b>TAS Faculty</b></p> <ul style="list-style-type: none"> <li>• Engineering Studies</li> <li>• Food Technology</li> <li>• Industrial Technology – Furniture &amp; Timber Products</li> </ul> <p><b>VET</b></p> <ul style="list-style-type: none"> <li>• Hospitality (Kitchen Operations)</li> </ul>
<p><b>Ms M Thomas Head Teacher</b> <b>Mathematics/Computing Faculty</b></p> <ul style="list-style-type: none"> <li>• Mathematics Advanced</li> <li>• Mathematics Extension 1</li> <li>• Mathematics Extension 2</li> <li>• Mathematics Standard 1</li> <li>• Mathematics Standard 2</li> <li>• Software Design &amp; Development</li> </ul>	<p><b>Ms Arya Relieving Head Teacher</b> <b>Admin/Languages Faculty</b></p> <ul style="list-style-type: none"> <li>• Chinese &amp; Literature</li> </ul>

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

## Ancient History

**Year 12 2020**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4 2019 Week 9	Term 1 2020 Week 7	Term 2 2020 Week 8	Term 3 2020 Weeks 5/6	
	<b>Test</b> Core Topic: Cities of Vesuvius – Pompeii and Herculaneum	<b>Test</b> Ancient Societies: Spartan Society to the Battle of Leuctra 371 BCs	<b>Historical Analysis</b> Historical Period Rome: The Julio Claudians AD14- 69	<b>Trial HSC</b> All topic areas	
<b>Outcomes</b>	AH12-6, AH12-8 AH12-9, AH12-10	AH12-3, AH12-4 AH12-5, AH12-6 AH12-7, AH12-9	AH12-1, AH12-2 AH12-3, AH12-5 AH12-7, AH12-8 AH12-9	AH12-1, AH12-2 AH12-3, AH12-5 AH12-7, AH12-8 AH12-9	
• Knowledge and understanding of course content	5	10	5	20	40
• Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	20
• Historical inquiry and research	5	5	10		20
• Communication of historical understanding in appropriate forms		5	10	5	20
Total %	20	25	25	30	100

<b>Biology</b>					<b>Year 12 2020</b>
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 4 2019 Week 10	Term 1 2020 Week 8	Term 2 2020 Week 9	Term 3 2020 Weeks 3/4	
	<b>Depth Study</b>  Building a model	<b>Data Analysis</b>  Epidemiology	<b>Practical Investigation</b>  Inheritance Problem Solving	<b>Trial HSC Examination</b>	
<b>Outcomes</b>	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-15	BIO11/12-4 BIO11/12-5 BIO12-14 BIO12-15	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO12-12	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
• Knowledge and understanding	10	5	10	15	40
• Skills in Working Scientifically	20	15	15	10	60
Total %	30	20	25	25	100

<b>Business Studies</b>					<b>Year 12 2020</b>
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 4 2019 Week 9	Term 1 2020 Week 8	Term 2 2020 Week 7	Term 3 2020 Weeks 5/6 TBC	
	Operations: Case Study	Marketing: Business Report	Finance: Stimulus based skills test and interpretation of data	Trial HSC Examination	
<b>Outcomes</b>	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	5	10	20
• Inquiry and Research	10	5	5		20
• Communication	5	5	5	5	20
Total %	20	25	20	35	100



<b>Chemistry</b>					<b>Year 12 2020</b>
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 4 2019 Week 4	Term 1 2020 Week 7	Term 2 2020 Week 8	Term 3 2020 Weeks 5/6	
	<b>Depth Study</b>  Equilibrium and Acid Reactions	<b>Titration Practical</b>  Acid/Base Reactions	<b>Skills</b>  Organic Chemistry	<b>Trial HSC Examination</b>	
<b>Outcomes</b>	CH11/12-1 CH11/12-5 CH12-12	CH11/12-2 CH11/12-3 CH12-13	CH11/12-6 CH11/12-7 CH12-14	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	
• Knowledge and understanding	10	10	10	10	40
• Skills in Working Scientifically	20	15	10	15	60
Total %	30	25	20	25	100

<b>Chinese &amp; Literature</b>					<b>Year 12 2020</b>
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 4 2019 Week 6	Term 1 2020 Week 6	Term 2 2020 Week 6	Term 3 2020 Weeks 3/4	
	Spoken & Written Exchanges	Listening & Responding Writing	Listening & responding Reading & responding	Reading & responding Writing	
<b>Outcomes</b>	H1.1, 1.2, 1.3, 4.2	H 3.1, 3.2, 3.3, 3.4, 2.1, 2.2, 2.3, 2.4	H 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.3	H 3.1, 3.2, 3.4, 3.6, 3.7, 2.1, 2.2, 2.3, 2.4	
• Spoken exchanges	10				10
• Written exchanges	10				10
• Listening & Responding		10		10	20
• Reading & Responding		10	20	10	40
• Writing		10		10	20
Total %	20	30	20	30	100

<b>Economics</b>					<b>Year 12 2020</b>
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 4 2019 Week 8	Term 1 2020 Week 9	Term 2 2020 Week 9	Term 3 2020 Weeks 5/6	
	The Global Economy	ICT Task  Australia's Place in the Global Economy	Economic Issues	Trial HSC Examination	
<b>Outcomes</b>	H1, H2, H3, H4, H5	H6, H7, H8, H9, H10	H7, H9, H10, H11, H12	H1, H2, H5, H6, H7	
• Knowledge and understanding of course content	5	10	10	15	40
• Stimulus-based skills	10		5	5	20
• Inquiry and Research	5	5	10		20
• Communication of economic information, ideas and issues in appropriate forms		5	5	10	20
Total %	20	20	30	30	100

## Engineering Studies

**Year 12 2020**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4 2019 Week 8	Term 1 2020 Week 8	Term 2 2020 Week 9	Term 3 2020 Weeks 5/6	
	Engineering Report & Test – Civil Structures	Research task / Engineering Report – Personal and Public Transport	Engineering Report Aeronautical Engineering	Trial HSC Examination	
<b>Outcomes</b>	H1.2, H2.1, H3.1, H4.3, H6.2	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	
<ul style="list-style-type: none"> <li>• Knowledge and understanding of engineering principles and developments in technology</li> </ul>	10	10	10	10	40
<ul style="list-style-type: none"> <li>• Skills in research, problem solving and communication related to engineering</li> </ul>	10	10	10	10	40
<ul style="list-style-type: none"> <li>• Understanding the scope and role of engineering including management and problem solving</li> </ul>	5	5	5	5	20
Total %	25	25	25	25	100

English Advanced					Year 12 2020
Component	Task 1	Task 2	Task 3	Task 4	Weighting
		Term 4 2019 Week 8	Term 1 2020 Week 6	Term 2 2020 Week 9	
	<b>Multimodal text using prescribed text and related material</b>  Texts and Human Experiences	<b>Comparative essay</b>  Textual Conversations	<b>Imaginative task</b>  Craft of Writing	<b>Trial HSC Examination</b>  Common Module Module A Module B	
<b>Outcomes</b>	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
• Knowledge and understanding of course content	10	15	10	15	50
• Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	25	30	100

	English Extension 1			Year 12 2020
Component	Task 1	Task 2	Task 3	Weighting
		Term 4 2019 Week 10	Term 1 2020 Week 9	
	<b>Imaginative response and reflection</b>	<b>Critical response with related text</b>	<b>Trial HSC Examination</b>	
<b>Outcomes</b>	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
<ul style="list-style-type: none"> <li>Knowledge and Understanding of texts and why they are valued</li> </ul>	15	20	15	50
<ul style="list-style-type: none"> <li>Skills in complex analysis composition and investigation</li> </ul>	15	20	15	50
Total %	30	40	30	100

<b>English Extension 2</b>				<b>Year 12 2020</b>
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	Term 1 2020 Week 1	Term 2 2020 Week 2	Term 2 2020 Week 10	
	<b>Viva Voce and written proposal</b>	<b>Literature review</b>	<b>Critique of the creative process</b>	
<b>Outcomes</b>	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
<ul style="list-style-type: none"> <li>Knowledge and Understanding of texts and why they are valued</li> </ul>	15	20	15	50
<ul style="list-style-type: none"> <li>Skills in complex analysis composition and investigation</li> </ul>	15	20	15	50
Total %	30	40	30	50

<b>English EAL/D</b>					<b>Year 12 2020</b>
<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 4 2019 Week 8	Term 1 2020 Week 8	Term 2 2020 Week 8	Term 3 2020 Week 5/6	
	<b>Reading and writing task using prescribed text and unseen material</b> Module A: Texts and Human Experiences	<b>Analytical response using prescribed text</b> Module C: Close study of Text	<b>Analytical Response</b> Module B: Language, Identity and Culture	<b>Trial HSC examination</b> Module D: Focus on Writing and Module A, B and C.	
<b>Outcomes</b>	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7	EAL1A, EAL12-3, EAL12-4, EAL12-5, EAL12-7	EAL12-1A, EAL12-1B, EAL12-2, EAL12-3, EAL12-4, EAL12-8	EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9	
• Knowledge and understanding of course content	10	15	10	15	50
• Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	25	30	100



## English Standard

## Year 12 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4 2019 Week 8	Term 1 2020 Week 5	Term 2 2020 Week 4	Term 3 2020 Weeks 3/4	
<b>Texts and Human Experiences</b>  Multimodal presentation with related material	<b>Language, Culture and Identity</b>  Analytical response	<b>Craft of Writing</b>  Imaginative text	<b>Trial HSC Examination</b>  Common Module  Modules A & B		
<b>Outcomes</b>	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	
• Knowledge and understanding of course content	10	15	10	15	50
• Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	5	15	15	50
Total %	25	20	25	30	100

## Food Technology

**Year 12 2020**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4 2019 Week 8	Term 1 2020 Week 6	Term 2 2020 Week 8	Term 3 2020 Weeks 5/6	
	<b>Food Industry Report</b>	<b>Food Manufacture Experiment and Preparation</b>	<b>Contemporary Nutrition Issues Investigation</b>	<b>Trial HSC Examination</b>	
<b>Outcomes</b>	H1.2, H1.4, H3.1	H1.1, H4.2	H2.1, H3.2, H4.1, H5.1	H1.1, H1.3, H1.4, H5.1	
<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> </ul>			10	30	40
<ul style="list-style-type: none"> <li>• Knowledge and skills in designing, researching, analysing and evaluating</li> </ul>	15	10	5		30
<ul style="list-style-type: none"> <li>• Skills in experimenting with and preparing food by applying theoretical concepts</li> </ul>		15	15		30
Total %	15	25	30	30	100



Education

**ULTIMO 90072**  
**HOSPITALITY- KITCHEN OPERATIONS ASSESSMENT SCHEDULE**  
**Preliminary Year 2019 - HSC 2020**  
 QUALIFICATION: SIT20416 Certificate II in Kitchen Operations  
 Training Package: SIT Tourism, Travel and Hospitality V1.1

**NESA course code**  
 2 U X 2 YR  
 26511  
**LMBR code**  
 11SIT20416126511B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>9 PRELIMINARY UOCs</b>					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>	
	SITXFSA001	Use hygienic practices for food safety	C	M	10	<b>Cluster A: Getting Ready for Work</b> Written task/scenario, case study & observation of practical work	240 Indicative Hours over 2 years
	SITXWHS001	Participate in safe work practices	C	M	15		
SITHCCC003	Prepare and present sandwiches	E	E	10			
Term 2 & 3	SITXFSA002	Participate in safe food handling practices	E	S	15	<b>Cluster B: Introduction to the Commercial Kitchen</b> Scenario, Written task, Observation of practical work	35hrs Work placement
	SITHCCC002	Prepare and present simple dishes	E	E	20		
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15		
Term 3	SITHKOP001	Clean kitchen premises and equipment	C	S	10	<b>Cluster C: Prepare and Cook Food Safely</b> Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	35hrs Work placement
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
Terms 4 - 6	<b>5 HSC UOCs</b>						
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40	<b>Cluster D: Quality Meals</b> Written task & observation of practical work Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
	SITHCCC006	Prepare appetisers and salads	E	E	25		
	SITHCCC011	Use cookery skills effectively	C	E	20		
Terms 6 & 7	BSBWOR203	Work effectively with others	C	M	15	<b>Cluster E: Written task</b> Written task and reflection	
	SITHIND002	Source and use information on the hospitality industry	E	M	20		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

## Industrial Technology – Furniture & Timber Products

Year 12 2020

Component	Task 1	*Task 2	*Task 3	Task 4	Weighting
	Term 1 2020 Week 5	Term 3 2020 Week 2	Term 3 2020 Week 2	Term 3 2020 Weeks 5/6	
	Assessment Task: Theory & Knowledge	<b>Major Design Project</b>  Checkpoint 1 (5%) Term 4 2019 Week 10 Checkpoint 2 (5%) Term 1 2020 Week 7 Checkpoint 3 (10%) Term 2 2020 Week 8 Checkpoint 4: Final (10%) Term 3 2020 Week 2	<b>Portfolio</b>  Checkpoint 1 (5%) Term 4 2019 Week 4 Checkpoint 2 (5%) Term 4 2019 Week 8 Checkpoint 3 (5%) Term 1 2020 Week 2 Checkpoint 4 (5%) Term 2 2020 Week 7 Checkpoint 5: Final (10%) Term 3 2020 Week 2	Trial HSC Exam	
<b>Outcomes</b>	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	
<ul style="list-style-type: none"> <li>Knowledge and understanding of processes and techniques of focus area</li> </ul>	20			20	40
<ul style="list-style-type: none"> <li>Design and Production of Major Project</li> </ul>		30	30		60
Total %	20	30	30	20	100

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

<b>Legal Studies</b>					<b>Year 12 2020</b>
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 4 2019 Week 8	Term 1 2020 Week 8	Term 2 2020 Week 8	Term 3 2020 Weeks 5/6 TBC	
	Crime: Case Study	Human Rights: Presentation of a contemporary issue	Focus Studies: Research & in-class task	Trial Examination	
<b>Outcomes</b>	H1,H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H9	H1, H4, H5, H8, H9, H10	all	
• Knowledge and understanding of course content	10	10	10	10	40
• Analysis & Evaluation	5	5	5	5	20
• Research	10	5	5		20
• Communication	5	5	5	5	20
Total %	30	25	25	20	100

<b>Mathematics Advanced</b>				<b>Year 12 2020</b>	
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 4 2019 Week 6	Term 1 2020 Week 7	Term 2 2020 Week 5	Term 3 2020 Weeks 5/6	
	<b>Assignment / Investigation</b> Topics: F2, T3	<b>Class test</b> Topics: S2, C2	<b>Class test</b> Topics: S3, C3	<b>Trial HSC Examination</b> Topics: F2, T3, C2, C3, C4, M1, S2, S3	
<b>Outcomes</b>	MA12-1 MA12-5 MA12-9 MA12-10	MA12-3 MA12-6 MA12-8 MA12-9 MA12-10	MA12-3 MA12-6 MA12-8 MA12-9 MA12-10	MA12-1, MA12-2 MA12-3, MA12-4 MA12-5, MA12-6 MA12-7, MA12-8 MA12-9, MA12-10	
• Understanding, Fluency and Communicating	10	12	13	15	50
• Problem Solving, Reasoning and Justification	15	8	12	15	50
Total %	25	20	25	30	100

<b>Mathematics Extension 1</b>					<b>Year 12 2020</b>	
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>	
	Term 4 2019 Week 8	Term 2 2020 Week 1	Term 2 2020 Week 9	Term 3 2020 Weeks 5/6		
	<b>Class test</b> Topics: V1.1, V1.2	<b>Assignment / Investigation</b> Topic: S1	<b>Extended modelling and problem solving task</b> Topic: C3	<b>Trial HSC Examination</b> Topics: P1, V1, T3, C2, C3, S1		
<b>Outcomes</b>	ME12-2 ME12-6 ME12-7	ME12-5 ME12-6 ME12-7	ME12-1 ME12-4 ME12-6 ME12-7	ME12-1, ME12-2 ME12-3, ME12-4 ME12-5, ME12-6 ME12-7		
• Understanding, Fluency and Communicating	10	13	12	15	50	
• Problem Solving, Reasoning and Justification	10	12	13	15	50	
Total %	20	25	25	30	100	

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

<b>Mathematics Extension 2</b>					<b>Year 12 2020</b>	
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>	
	Term 4 2019 Week 9	Term 1 2020 Week 7	Term 2 2020 Week 10	Term 3 2020 Weeks 5/6		
	<b>Class test</b> Topics: N1	<b>Class test</b> Topic: P1, P2	<b>Assignment / Investigation</b> Topics: M1.1, M1.2	<b>Trial HSC Examination</b> Topics: P1, P2, V1, N1, N2, C1, M1		
<b>Outcomes</b>	MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-7 MEX12-8	MEX12-6 MEX12-7 MEX12-8	MEX12-1, MEX12-2 MEX12-3, MEX12-4 MEX12-5, MEX12-6 MEX12-7, MEX12-8		
• Understanding, Fluency and Communicating	10	10	15	15	50	
• Problem Solving, Reasoning and Justification	10	10	15	15	50	
Total %	20	20	30	30	100	



<b>Mathematics Standard 1</b>					<b>Year 12 2020</b>
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 4 2019 Week 7	Term 1 2020 Week 8	Term 2 2020 Week 7	Term 3 2020 Weeks 5/6	
	<b>In-class project or stimulus activity</b> Topics: F1.3, M5	<b>Assignment / Investigation</b> Topics: F2, F3, S3.1	<b>In-class open- book test</b> Topics: A3.1, M3, S3.2	<b>Trial HSC Examination</b> Topics: A3.1, M3, M4, M5, F2, F3, S3, N1	
<b>Outcomes</b>	MS11-2 MS11-5 MS11-6 MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-5 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-6 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 to MS1-12-10	
• Understanding, Fluency and Communicating	10	15	10	15	50
• Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	20	30	20	30	100

<b>Mathematics Standard 2</b>					<b>Year 12 2020</b>
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 4 2019 Week 7	Term 1 2020 Week 7	Term 2 2020 Week 6	Term 3 2020 Weeks 5/6	
	<b>Assignment / Investigation</b> Topics: N2.1, N2.2	<b>In-class test</b> Topics: F4, M6	<b>In-class open book test</b> Topics: A4.1, S4, F5	<b>Trial HSC Examination</b> Topics: A4, M6, M7, F4, F5, S4, S5, N2	
<b>Outcomes</b>	MS2 – 12-8 MS2 – 12-9 MS2 - 12-10	MS2 – 12-3 MS2 – 12-4 MS2 - 12-5 MS2 – 12-9 MS2 – 12-10	MS2 – 12-1 MS2 – 12-2 MS2 – 12-5 MS2 – 12-6 MS2 – 12-7 MS2 – 12-9 MS2 – 12-10	MS2 – 12-1 MS2 – 12-2 MS2 – 12-3 MS2 – 12-4 MS2 – 12-5 MS2 – 12-6 MS2 – 12-7 MS2 – 12-8 MS2 – 12-9 MS2 – 12-10	
• Understanding, Fluency and Communicating	10	15	10	15	50
• Problem Solving, Reasoning and Justification	15	10	10	15	50
Total %	25	25	20	30	100

<b>Modern History</b>					<b>Year 12 2020</b>
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 4 2019 Week 7	Term 1 2020 Weeks 7/8	Term 2 2020 Week 4	Term 3 2020 Weeks 5/6	
	<b>National Study</b>	<b>Power and Authority in the Modern World 1919-1946</b>	<b>Peace and Conflict</b> Historical Analysis	<b>Trial HSC Examination</b>	
<b>Outcomes</b>	MH12-1, MH12-2 MH12-3, MH12-4 MH12-5, MH12-9	MH12-2, MH12-3 MH12-4, MH12-6 MH12-9	MH12-2, MH12-3 MH12-4, MH12-5 MH12-8, MH12-9	MH12-1, MH12-2 MH12-3, MH12-4 MH12-5, MH12-6 MH12-7, MH12-9	
• Knowledge and understanding of course content	5	10	10	15	40
• Historical skills in the analysis and evaluation of sources and interpretations		10		10	20
• Historical inquiry and research	10		10		20
• Communication of historical understanding in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

<b>Music</b>					<b>Year 12 2020</b>
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 4 2019 Week 8	Term 1 2020 Week 6	Term 2 2020 Week 8	Term 3 2020 Weeks 5/6	
	<b>Presentation of Performance and Viva Voce</b> Topic 1 (Core) Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic	<b>Composition Portfolio and Aural Analysis</b> Topic 2 (Student's Choice) Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic	<b>Presentation or Submission: Elective Option for Topics 1 and 2 (Student's Choice)</b> Presentation of performance and/or composition portfolio and/or musicology outline and viva voce	<b>Trial HSC Examination</b> Aural Skills Examination Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3	
<b>Outcomes</b>	H1, H2, H4, H5, H6	H2,H4, H5, H6, H7, H8	H1-8	H1-8	
• Performance	10				10
• Composition		10			10
• Musicology	10				10
• Aural		10		15	25
• Electives			Elective 1 = 15 Elective 2 = 15	Elective = 15	45
Total %	20	20	30	30	100

<b>Personal Development / Health / Physical Education</b>					<b>Year 12 2020</b>
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 4 2019 Week 9	Term 1 2020 Week 8	Term 2 2020 Week 7	Term 3 2020 Week 5/6	
	Core 2: Factors Affecting Performance	Core 2 plus Improving Performance Presentation	Option 1: Improving Performance plus Option 2: Sports Medicine Research Task	Trial HSC Examination	
<b>Outcomes</b>	H7, H8, H9, H10, H11, H16, H17	H7, H8, H9, H10, H11, H16, H17	H7, H8, H9, H10, H11, H13, H16, H17	H7, H8, H9, H10, H11, H13, H16, H17	
<ul style="list-style-type: none"> <li>Knowledge and understanding of the factors that affect health and the way the body moves</li> </ul>	10	10	5	15	40
<ul style="list-style-type: none"> <li>Skills in influencing personal and community health and taking action to improve participation and performance in physical activity</li> </ul>	5	5	10	10	30
<ul style="list-style-type: none"> <li>Skills in critical thinking, research and analysis</li> </ul>	5	5	15	5	30
Total%	20	20	30	30	100

<b>Physics</b>					<b>Year 12 2020</b>
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 4 2019 Week 8	Term 1 2020 Week 4	Term 2 2020 Week 3	Term 3 2020 Week 5/6	
	<b>Practical Task</b>  Electromagnetism	<b>Processing/ Modelling Task</b>  Advanced Mechanics	<b>Depth Study Literature Review and Investigation</b>  Nature of Light	<b>Trial HSC Examination</b>	
<b>Outcomes</b>	PH11/12-3 PH11/12-5 PH11/12-6 PH11/12-7 PH12-13	PH11/12-4 PH12-12	PH11/12-3 PH11/12-4 PH11/12-7 PH12-14	PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15	
• Knowledge and Understanding	5	5	10	20	40
• Skills in Working Scientifically	20	15	15	10	60
Total %	25	20	25	30	100

<b>Software Design and Development</b>					<b>Year 12 2020</b>
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 4 2019 Week 8	Term 1 2020 Week 8	Term 2 2020 Week 10	Term 3 2020 Weeks 5/6	
	<b>Software Solution Case Study</b>	<b>Topic Test</b>	<b>Project</b>	<b>Trial HSC Examination</b>	
<b>Outcomes</b>	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 - H6	
<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> </ul>	10	10	10	20	50
<ul style="list-style-type: none"> <li>• Knowledge and skills in the design and development of software solutions</li> </ul>	10	10	20	10	50
Total %	20	20	30	30	100

<b>Visual Arts</b>					<b>Year 12 2020</b>
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Term 1 2020 Week 1	Term 2 2020 Week 4	Term 3 2020 Week 4	Term 3 2020 Week 5/6	
	<b>VAPD Progress and Case Study: Artist Practice</b>  Critical and Historical interpretation of a selected artist's practice and exploring the Body of Work	<b>Development of the Body of Work and Case Study</b>  Submission of artworks under development and VAPD with annotated evaluation of a sustained exploration of materials and ideas. Critical and Historical investigations of Art	<b>Resolving the Body of Work</b>  Submission of Body of Work, VAPD, written analysis of intention and art making practice through the conceptual framework	<b>Trial HSC</b>  Art Criticism and Art History Written Examination	
<b>Outcomes</b>	H7 – H10	H1 – H4	H1 – H6	H7 – H10	
• Art making	10	10	30		50
• Art Criticism and Art History	10	10		30	50
Total %	20	20	30	30	100





**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*

APPENDIX A

Name of Candidate: William Li

Today's Date: 19/03/2020

Subject: English

Course: Standard

TASK: Task 2: Case Study of a text

WEIGHTING 10% DUE DATE: 18/03/2020

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

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 18/03/2020**

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 administration office)

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

.....  
.....

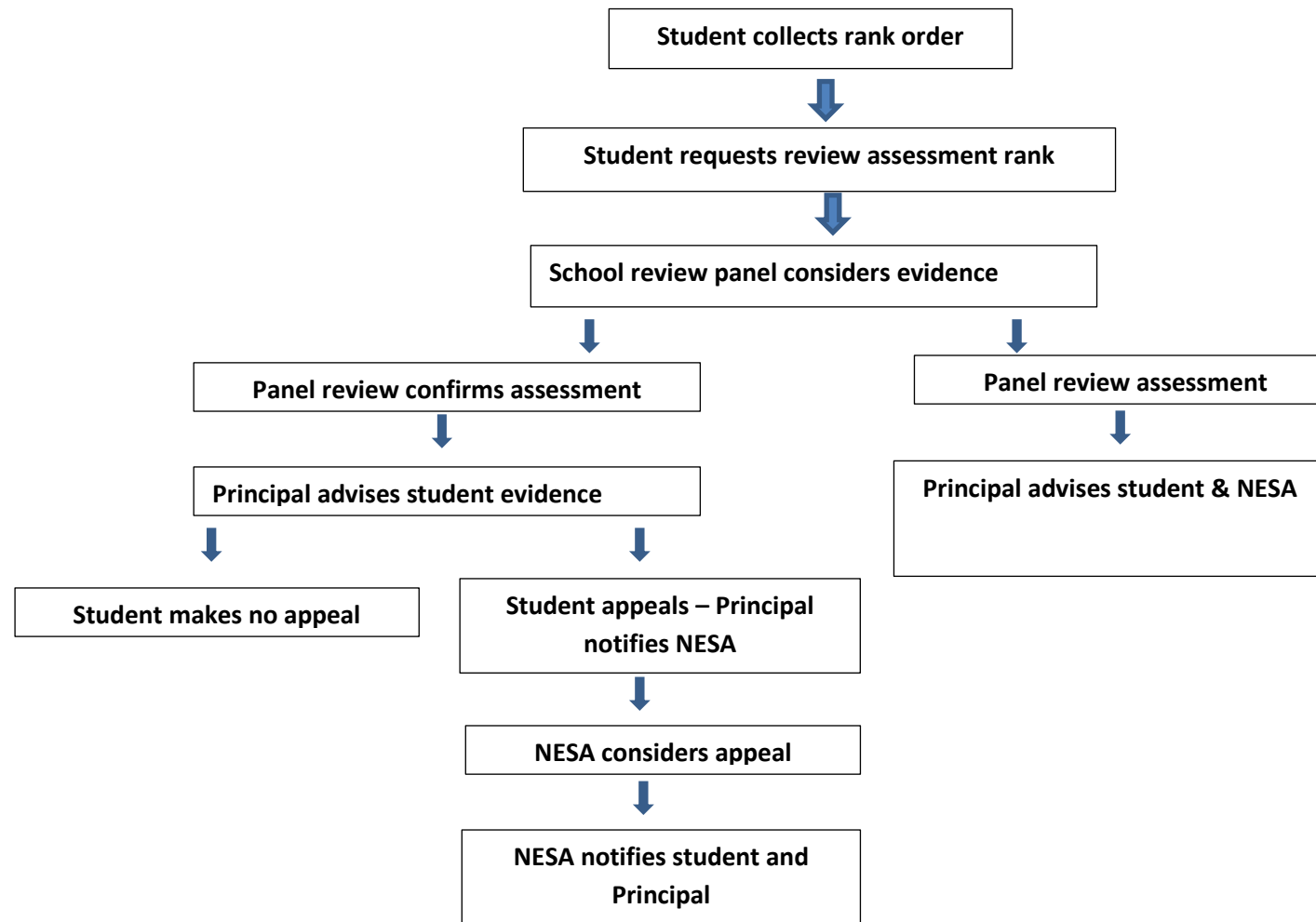
Signatures: HSC Appeals Committee

.....

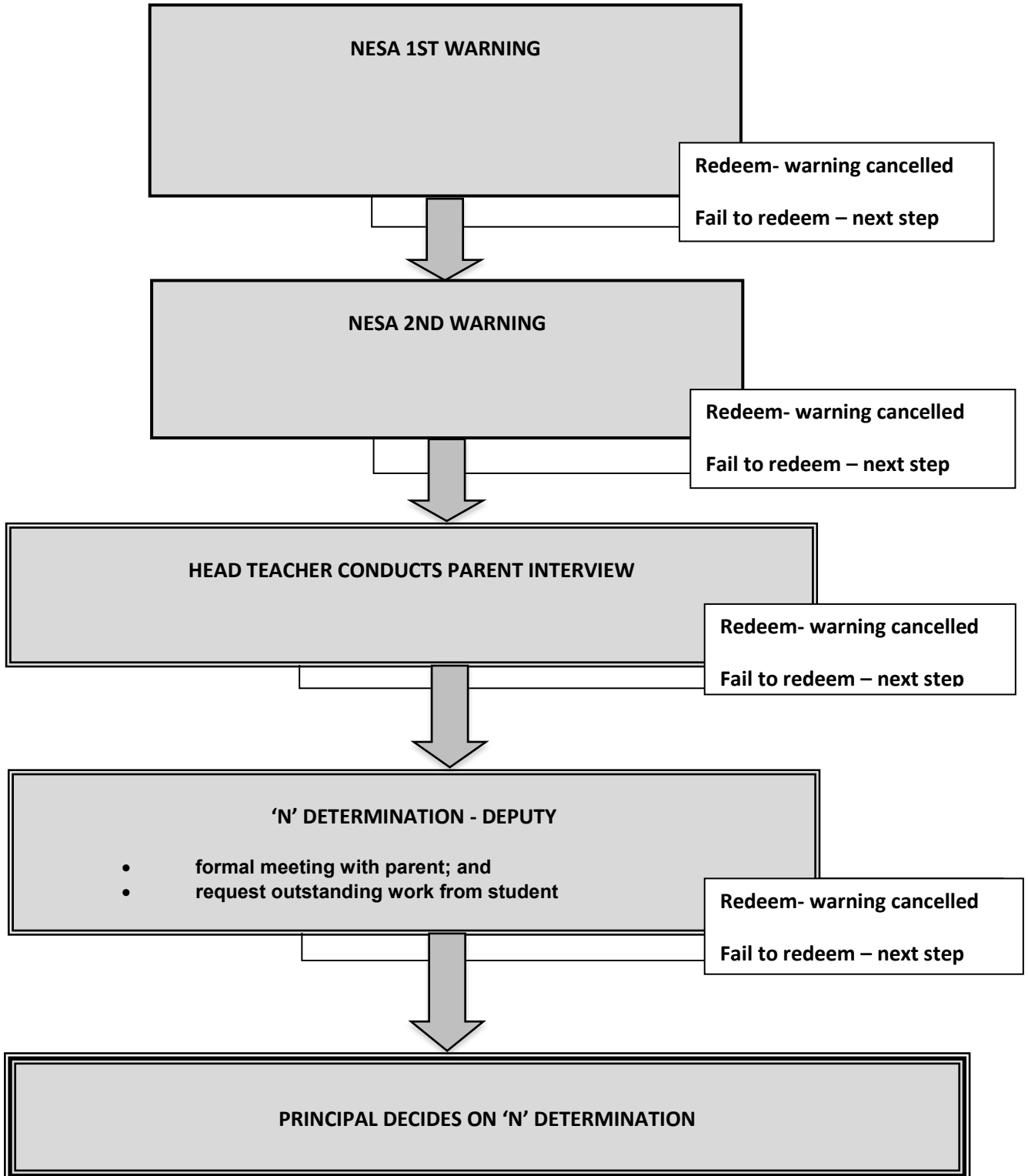
Date:.....

## APPEALS FLOWCHART

APPENDIX D



# YEAR 10/11/12 NESAs 'N' DETERMINATION



## YEAR 12 ASSESSMENT SCHEDULE SUMMARY 2019 - 2020

Week	TERM 4 2019	TERM 1 2020	TERM 2 2020	TERM 3 2020
1		<ul style="list-style-type: none"> <li>• English Extension 2</li> <li>• Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics Extension 1</li> </ul>	
2			<ul style="list-style-type: none"> <li>• English Extension 2</li> </ul>	<ul style="list-style-type: none"> <li>• Industrial Technology Furniture &amp; Timber Products</li> </ul>
3			<ul style="list-style-type: none"> <li>• Modern History</li> <li>• Physics</li> </ul>	<ul style="list-style-type: none"> <li>• Trial HSC</li> </ul>
4	<ul style="list-style-type: none"> <li>• Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>• Physics</li> </ul>	<ul style="list-style-type: none"> <li>• English Standard</li> <li>• Legal Studies</li> <li>• Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Trial HSC</li> </ul>
5		<ul style="list-style-type: none"> <li>• English Standard</li> <li>• Industrial Technology Furniture &amp; Timber Products</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics Advanced</li> <li>• PDHPE</li> </ul>	
6	<ul style="list-style-type: none"> <li>• Chinese &amp; Literature</li> <li>• Mathematics Advanced</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese &amp; Literature</li> <li>• English Advanced</li> <li>• Food Technology</li> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese &amp; Literature</li> <li>• Food Technology</li> <li>• Mathematics Standard 2</li> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Arts</li> </ul>

Week	TERM 4 2019	TERM 1 2020	TERM 2 2020	TERM 3 2020
7	<ul style="list-style-type: none"> <li>• Mathematics Standard 1</li> <li>• Mathematics Standard 2</li> <li>• Modern History</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Chemistry</li> <li>• English Studies</li> <li>• Mathematics Advanced</li> <li>• Mathematics Extension 2</li> <li>• Mathematics Standard 2</li> <li>• Modern History</li> </ul>	<ul style="list-style-type: none"> <li>• Business Studies</li> <li>• Mathematics Standard 1</li> </ul>	
8	<ul style="list-style-type: none"> <li>• Economics</li> <li>• Engineering Studies</li> <li>• English Advanced</li> <li>• English EAL/D</li> <li>• English Standard</li> <li>• Food Technology</li> <li>• Legal Studies</li> <li>• Mathematics Extension 1</li> <li>• Music</li> <li>• Physics</li> <li>• Software Design &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Business Studies</li> <li>• Engineering Studies</li> <li>• English EAL/D</li> <li>• Legal Studies</li> <li>• Mathematics Standard 1</li> <li>• Modern History</li> <li>• PDHPE</li> <li>• Software Design &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Chemistry</li> <li>• Engineering Studies</li> <li>• English EAL/D</li> <li>• English Studies</li> <li>• Mathematics Extension 1</li> <li>• Software Design &amp; Development</li> </ul>	
9	<ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Business Studies</li> <li>• English Studies</li> <li>• Mathematics Extension 2</li> <li>• PDHPE</li> </ul>	<ul style="list-style-type: none"> <li>• Economics</li> <li>• English Extension 1</li> </ul>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Economics</li> <li>• English Advanced</li> </ul>	
10	<ul style="list-style-type: none"> <li>• Biology</li> <li>• English Extension 1</li> </ul>		<ul style="list-style-type: none"> <li>• English Extension 2</li> <li>• Mathematics Extension 2</li> </ul>	

- 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)



