

# **MACKILLOP COLLEGE**



**2022**

**HSC  
ASSESSMENT  
HANDBOOK**



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# MESSAGE FROM THE PRINCIPAL

This booklet has been prepared by the staff of MacKillop College to inform parents and students of the assessment scheme applicable to the Higher School Certificate (HSC) course. It is a reflection of the current Assessment Policy and procedure throughout New South Wales in general, and MacKillop College in particular. The booklet also details, course by course, the means by which each Key Learning Area will arrive at its final student assessment mark.

"The Assessment Scheme for HSC courses is intended to provide an indication of a student's attainment of a wider range of syllabus outcomes other than is measured by the single HSC examination, though it must cover all the outcomes measured by the examination. The Assessment allows due weight to be given during a course to student achievement which although evident to the class teacher, may not be adequately assessed in a single external examination" (NSW Education Standards Authority – NESAs).

Each course assessment grid will identify the:

- components to be assessed in the course;
- weightings for each component in the course;
- type of assessment task (e.g. exam, essay, fieldwork); and
- mark value of each task in relation to the total number of tasks for the course.

In other words, students should make it their business to know:

- what is to be assessed;
- how it will be assessed;
- when it will be assessed; and
- the relative value of each task.

Assessment is an ongoing process at MacKillop College. HSC assessments will commence when the HSC course begins, which will normally be in Term 4 of Year 11. Students are reminded of the importance of all work set during Year 12, not only HSC assessment tasks, in order to perform adequately in their course of study. Other class-based assessment tasks provide excellent preparation for HSC assessment tasks and external examinations. They are subsequently regarded as important learning strategies.

As indicated to students previously, their assessment mark submitted to NESAs will be moderated on the basis of the performance of the cohort in the external examination, so poor HSC examination marks will lower the assessment mark.

This booklet also clearly states the separate responsibilities of the College and the student. These responsibilities should be read carefully and understood because of the significant implications they have for each student's HSC results.

Any questions regarding specific aspects of this Assessment Policy should be directed, in the first instance, to the class teacher or Leader of Learning concerned, and then to the Assistant Principal, Learning and Teaching if necessary.

I hope you make positive use of your time, and wish you every success in senior studies at MacKillop College.

**Mrs Cath Eichmann**  
Principal

# SUMMARY OF NESA POLICIES / REQUIREMENTS / PROCEDURES

## THE HSC

- will be awarded at the completion of Year 12; and
- indicates that a student has satisfactorily completed Senior Secondary Education according to NESA requirements.

At the end of Year 12, students will receive a portfolio designed to contain the HSC, Certificate of Achievement, school reports, references and other awards.

## ELIGIBILITY

The HSC will be awarded to Year 12 students who have satisfactorily studied the required pattern of courses. This includes at least two units of a NESA-determined course in English, and at least eight other units including a minimum of one unit of Studies of Religion. Students must also have met assessment requirements and have presented for the HSC examinations.

## REQUIREMENTS

- The required 10 units must include:
  - at least 6 units of NESA-developed courses (courses for which NESA itself sets the syllabuses and the examination);
  - at least 2 units of a NESA-developed course in English;
  - at least three courses of 2 units value or greater;
  - at least four subjects; and
  - at least one unit of Studies of Religion.

## Measuring Achievements

This is done by:

- school assessments throughout each course, based on set tasks which may include assignments, projects and tests; and
- the HSC examination itself, which measures performance under examination conditions.

For each NESA-developed HSC course the Record of Achievement in Year 12 will show:

- the course name;
- the year in which it was successfully completed;
- a scaled examination mark;
- an assessment mark for each course (which is moderated for NESA-developed courses);
- HSC mark (the average of the exam mark and assessment mark); and
- a performance band – determined by the HSC mark.

Course reports are issued to students for every NESA-developed HSC course (except for Life Skills courses and VET courses) they present for in a year.

The single page Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptions and the minimum standard expected for the course) and the distribution of HSC marks for the state-wide candidature of that course. The student's HSC mark for the course is shown on the performance scale.

## **THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

This is a ranking based on a scaled aggregate of at least 2 units of English and the next best 8 units of NESA-determined courses as calculated by the University of Sydney and recorded as a mark out of 100. This calculation is based on a composite of both the examination and assessment marks and will not be included on the HSC or Record of Achievement itself but will be available to students on a separate document. Please note that a maximum of 2 units of Category B subjects may count towards an ATAR, and at least 2 units of English will be included in the calculation.

The ATAR is used by most of the tertiary institutions for their entry requirements.

## **HSC RESULTS**

The HSC and Year 12 Record of Achievement Certificate will be sent to students late in December. Students will receive the ATAR separately.

## **ASSESSMENT**

### **PURPOSE**

The provision of a separate school assessment in reporting HSC results has a twofold purpose. It is intended to provide an indication of a student's attainment which is based on:

- a wider range of syllabus objectives than is measured by the external examination; and
- measures and observations throughout the course rather than at a single external examination.

Such assessment allows due weight to be given to indications of student achievement which, although evident to the classroom teacher, cannot be adequately assessed by a single external examination.

1. The assessments submitted by schools for a particular course will measure their students' achievements of the course outcomes by the end of the course in Year 12. They will be based on achievements measured throughout the HSC course.
2. The use of achievement measures throughout a course will serve several purposes:
  - a) It enables consideration to be given to aspects of the course, the attainment of which can best be demonstrated over time, for example practical skills; and
  - b) It caters for "self-contained" elements such as fieldwork which occur as an isolated part of some courses.
3. The assessment is to encompass a wider range of syllabus outcomes that can be measured by a single external examination, but will not assess interests and attitudes.
4. The assessment will also include that content and those outcomes currently measured by the external examination.
5. The school assessments for each course will be moderated on a common scale by NESA so that they can be compared with those of other schools.

### **IMPLEMENTATION**

The cumulative results gained by each student contribute to the final assessment mark gained by each student in each course. In most courses, formal assessment will commence at the start of Term 4 in Year 11 (i.e. the commencement of the HSC course) and continue throughout Year 12.

Faculty policies / procedures that follow at the end of this document show different measuring instruments used for making the assessment in the various courses.

## **MODERATION OF ASSESSMENT MARKS**

To ensure that students are not disadvantaged by the pattern of marks used by their school for assessments, NESAs uses moderation procedures. These procedures will be based on each school's performance in the external exam in the appropriate course and will retain the school's judgement of order of merit and relative difference between students. The procedures will adjust the assessment to a common scale for all schools to ensure state-wide comparability.

## **STANDARDISATION OF MARKS**

The subject policies outlined in this handbook state component weightings which are prescribed by NESAs and are compulsory for all schools. The weight of a component is a measure of the influence of that component on the final assessment. The specified weightings ensure that schools place similar emphasis on the various objectives of a syllabus when determining the composition of the HSC assessment mark.

To ensure that these requirements are satisfied, standardisation of marks will generally be applied. Standardisation helps to ensure that marks allocated in the assessment tasks contribute to the correct weighting of the final mark.

Should any task fail to discriminate between students, the school reserves the right to omit that task from the assessment process or add additional tasks. Such a situation may occur if task results are of a uniformly high or low standard. It will not be possible for students to calculate their final assessment mark. School assessment marks will be moderated by NESAs.

## **CONDUCT AND ATTENDANCE**

The Principal will be required to acknowledge that a student's conduct and attendance have been satisfactory throughout Stage 6 as a requirement for the award of a HSC. It is highly recommended that students aim for 95% or higher in Years 11 and 12.

## **FAILURE TO COMPLETE A COURSE**

Where a candidate fails to complete assessment tasks to the best of their ability it may be considered a non-serious attempt and the student will be required to re-sit the task. Failure to complete 50% or more of the total course assessment satisfactorily will result in the Principal being unable to certify that the course has been completed satisfactorily.

## **'N' DETERMINATIONS**

In order for a student to be considered as having satisfactorily completed a Preliminary or HSC course, they must have:

- a) followed the course developed or endorsed by NESAs;
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

Any student failing to satisfy one or more of the above criteria may be awarded an 'N' determination by the school, in which case NESAs will not recognise enrolment in the particular course. An 'N' determination will be given when two warning letters have been issued to the student and parents, no attempt to rectify the warning and extensive consultation has taken place in an attempt to rectify the situation.

### **CHANGES OF COURSES OR SCHOOL:**

If a student transfers to another school, the new school will prepare the final assessments on those tasks completed at the new school. Information received from the former school may be considered. If the transfer occurs just prior to the HSC examination, (after the final date on which all students have completed final entry procedures for the HSC in the latter part of Year 12), the former school will provide the assessment.

### **NESA DOCUMENTATION**

In keeping with recommendations from NESA, documentation relevant to courses taught at MacKillop College is available for student reference on the NESA website. Such documentation includes Syllabuses, Course Support Documents and HSC Examiners comments. Past HSC exam papers, sample responses and markers' comments are also available for some subjects. Students may need to consult course teachers if these are not available through the library.

Students are encouraged to make themselves familiar with this material in order to gain a greater appreciation of the content and methodology of courses studied, of assessment requirements and examination formats. The Assistant Principal, Learning and Teaching or delegate should be consulted for assistance in this area.



# MACKILLOP COLLEGE ASSESSMENT POLICY

## STUDENT INFORMATION

### RATIONALE

*Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.*

*Assessment:*

- *provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes*
- *enables students to demonstrate what they know and can do*
- *clarifies student understanding of concepts and promotes deeper understanding*
- *provides evidence that current understanding and skills is a suitable basis for future learning.*

*(NESA 2021)*

### TYPES OF ASSESSMENT

“Assessment for learning”, often referred to as “formative assessment”, or evidence of learning, usually occurs throughout the teaching and learning cycle. Teachers gather evidence about students’ knowledge, understanding and skills.

“Assessment of learning”, often referred to as “summative assessment”, usually occurs at defined points during a unit, term or semester. The assessment tasks referred to throughout this document are usually assessment of learning tasks. Teachers gather evidence of student learning to assess achievement against outcomes and standards.

In Stage 6 (Years 11-12), only assessment of learning tasks is used to determine a course mark for each student. This course mark, together with the student’s HSC exam result, combine to produce the final HSC mark.

Course assessment tasks should give students opportunities for achievement which are not necessarily presented by a formal examination. Also, our assessment should not attempt to be an estimate of future HSC exam performance or results, rather a measure of actual achievement in a variety of tasks.

### THE MACKILLOP COLLEGE 7-12 ASSESSMENT POLICY:

- ensures accurate and fair marks and grades for assessment tasks, College reports, Record of School Achievement (ROSA) and the HSC;
- ensures NESA rules and guidelines are adhered to; and
- provides teachers, students and parents with feedback.

## PROCEDURES:

### ASSESSMENT PROGRAMS

Each KLA designs an Assessment Program for each course which will help create a profile of the student according to published NESAC Course Performance Descriptors.

In establishing an Assessment Program, it is important that:

- i. the nature of assessment tasks used are appropriate to the outcomes being assessed and enables teachers to make accurate judgements; and
- ii. it will generally be necessary to use a number of different assessment tasks in order to ensure that student achievement in all the knowledge and skills outcomes are assessed.

### ASSESSMENT CALENDARS

Assessment task calendars are placed on the College website and are then emailed to each student and parent, published in the newsletter and uploaded to Moodle at the beginning of each term. These dates should be adhered to strictly, and align to the assessment notification to allow students the ability to plan their time accurately. Please note that the calendars are 'live' documents subject to change.

### ASSESSMENT TASKS

There are two types of assessment tasks:

- Type 1 – 'In-Class Assessment Task' e.g. tests, exams, in-class essays, practical tasks, administered on a given date.
- Type 2 – 'Hand-In Assessment Task' e.g. tasks prepared predominantly out of class and submitted on a due date e.g. essays, research projects, reports. These can include tasks that are uploaded electronically to either Stile, Google classroom or Moodle. Email is not accepted as a form of Hand In.

### NUMBER OF TASKS

Stage 6 – Year 11 courses have a maximum of three tasks and Year 12 courses have a maximum of four tasks. Formal written examination tasks that mimic the HSC examination are capped at one per course, with a maximum weighting of 30% for the Year 11 and Year 12 courses.

Each assessment task should:

- be based on syllabus outcomes;
- be a valid instrument for what they are designed to assess;
- include criteria to clarify for students what aspects of learning are being assessed;
- enable students to demonstrate their learning in a range of task types;
- be reliable, measure what the task intends to assess and provide accurate information on each student's achievement;
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills;
- enable students and teachers to use feedback effectively and reflect on the learning process;
- be inclusive of and accessible for all students;
- be part of an ongoing process where progress is monitored over time;
- allow for a good performance to maintain or improve a student's ranking in the group, while not allocating such importance to one task that recovery from a poor performance is not possible; and
- allow for realistic estimation of performance (i.e. a Z score) in a missed task, based on performance in other tasks attempted, including summative and formative tasks. Estimates (Z scores) should only be used in exceptional circumstances.

## **ASSESSMENT TASK NOTIFICATIONS**

Students are notified, in writing, a minimum of two weeks prior to the task about the nature, due date, time of task, the weighting of the task and the outcomes to be assessed.

## **ACKNOWLEDGEMENT OF RECEIPT OF AN ASSESSMENT TASK: STAGE 6 ONLY**

All students MUST sign for their assessment task notification when issued to avoid any dispute. Each notification document should be kept in a safe place to prove receipt of the task if required. In the case of large cohorts some task notifications may also be emailed to students, in addition to the hard copy distribution.

## **SUBMISSION OF ASSESSMENT TASKS**

- All tasks MUST be submitted or completed on the DUE DATE and in the format as outlined on the assessment task notification;
- Stage 6 hand-in tasks are due **no later than the commencement of the school day (ie before the bell for PC)** on the DUE DATE;
- Stage 6 students MUST be issued with an ASSESSMENT TASK RECEIPT for hand-in tasks. Make sure you put your receipt in a safe place;
- Stage 6 students are to use their NESA student number NOT their names on all tasks;
- If there are exceptional circumstances to the task not being submitted or completed on the due date, a student must complete the appropriate forms to avoid penalties.

The following circumstances and scenarios WILL NOT BE CONSIDERED exceptional circumstances:

### **Absence or failure to submit due to family holidays**

STAGE 6 students will be penalised and are strongly discouraged from taking holidays during the school term. Students will not be granted extensions or substitute tasks due to absences related to 'Explained Unjustified Leave' for holidays. (See MacKillop College Attendance Policy).

### **Absence or failure to submit a task due to non-school events**

Stage 6 students WILL NOT be granted extensions or substitute tasks due to absences related to non-school events such as attending a concert of any type.

### **Late submission due to transport or traffic – Stage 6**

Students may be penalised for failing to submit a task on time, arriving late or missing an in-class task or exam due to transport issues. Students are encouraged to allow extra time for travel on the day a task is due and the two days prior. For exceptional circumstances the 'Missed task due to misadventure or illness' procedure must be followed (see below). Late school buses are an exception to this rule.

### **Technical errors**

Failure of electronic equipment, for example devices and printers, will NOT be accepted as a reason for failure to submit an assessment task. Students are strongly advised to print material on a progressive basis, and retain all rough work relating to a task, so these may be submitted if a failure of equipment occurs. Students are responsible for uploading tasks accurately and prior to the due time. It is the student's responsibility to check that the task has been uploaded correctly. Teachers are not responsible for contacting students if the task has not been uploaded correctly. Teachers will mark what has been submitted. Students should also keep back-up copies of all work in progress in different storage locations/devices which can be produced as evidence of work in the event of a technical failure. Students are also strongly advised to aim to complete and print/upload tasks well before the due date, so any problems which may occur can be overcome on time.

### **Printing and uploading guidelines**

Students are not permitted to email or ask any staff member of MacKillop College to print an assessment task. Printing facilities are available in the College library or JMC.

The expectation is if students need help uploading a task this should occur at least one day prior to the due date. Teachers may not be able to assist students the morning the task is due.

### **Other non-school related activities**

Stage 6 students are strongly discouraged from applying for leave from school, or extensions or misadventure from assessment tasks of any nature for activities which are not considered school business or a school pathway.

### **REQUEST FOR EXTENSION OF DUE DATE (PLANNED ABSENCE NOTIFICATION)**

Where a student feels they will be unable to submit a HAND-IN task on time due to extenuating circumstances, or they are aware of a clash of events which will prevent them completing an in-class task, they may request an extension of due date.

This application must be made on the Planned Absence Notification: Request for Extension form which can be found in this handbook, on the College Moodle page or Stage 6 students may collect the form from the office. Forms must be submitted at least two weeks prior to the due date (except in the case of funerals etc). Students will then be required to meet with the Leader of Curriculum.

Once a decision has been determined the student, parents, class teacher and Leader of Learning will be emailed a copy of the request outcome and a hard copy filed. Failure to follow the 'Request for Extension of Due Date' procedure may result in a zero being given. (Ensure you have read the Submission of Tasks section above for further information on "Extension of Due Dates").

### **ABSENCE – DUE TO UNPLANNED ILLNESS OR MISADVENTURE ON THE DUE DATE**

Where a task is missed due to illness, accident and/or misadventure:

- the school must be notified by 8.45am on the morning of the task by filling in the Unplanned Absence or Misadventure Notification form found in this handbook, on Moodle or a phone call to the relevant office;
- immediately upon returning to school students are to follow the procedure below by NO later than the commencement of the school day (ie before the bell for PC).
- STAGE 6 students – provide the Leader of Curriculum (or delegate) with a doctor's certificate immediately upon their return and expect to submit or complete the task immediately. If the Leader of Curriculum (or delegate) is not available, you must hand it in to the office;

Notes:

1. A chemist certificate will not be accepted in lieu of a doctor's certificate.
2. Applications for Planned Absence Request for Extensions should NOT be made verbally, nor should they be made directly to the class teacher. Class teachers will advise students of the procedure for requesting a change of date.
3. Failure to follow the above procedure may result in loss of marks.
4. If a student in Years 7-12 is absent in the days leading up to a task and returns on the day of the task they are required to sit, or submit, the task. If a student feels that due to their absence they were unable to perform to the best of their ability they may submit an Unplanned Absence or Misadventure Notification form. It is a student's responsibility to contact the teacher to catch up any work missed. Moodle or Google Classroom can be used to access published class notes, activities or work which may have been missed.

5. Where a task is missed for valid reasons and the correct procedure has been followed, then the following provisions may apply:
- an extension of time may be granted;
  - a new time and date and/or substitute task endorsed by the Leader of Learning and class teacher may be given; and
  - a "Z" score based on marks gained in previous assessment tasks may be calculated by the Leader of Learning. A "Z" score would only be used under exceptional circumstances. As a general rule, every effort will be made to have a student complete the original, or a substitute, assessment task.

The final decision as to which of the above alternatives will be applied will be made by the Assistant Principal, Learning and Teaching or the Leader of Curriculum in consultation with the Leader of Learning and the class teacher.

#### **ABSENCES ONE DAY PRIOR TO ASSESSMENT TASKS – STAGE 6 ONLY**

For Stage 6 students, absence from the College, including partial absence from lessons in the ONE DAY prior (this includes Period 0 and after school classes) to an assessment task and including the morning of an assessment task (Period 0 class), must be explained by a Doctor's Certificate, unless the absence is due to attendance at a school organised or approved activity. The Doctor's Certificate MUST be presented to the Leader of Curriculum (or delegate) immediately on return to the College after the absence.

Failure to follow this procedure will result in the student incurring a penalty. The same penalties will be incurred for partial absence, or late arrival, on the DAY prior (note – this includes lateness to school). If a student is unable to attend classes prior to an assessment task, then it will be presumed that the student would not be well enough to perform to the best of their ability in the assessment task if attempted that day. The student should, therefore, obtain a doctor's certificate on that day, and present it to the Leader of Curriculum (or delegate) as soon as possible.

#### **PENALTIES FOR UNEXPLAINED ABSENCES OR FAILURE TO SUBMIT A TASK**

<b>Stages 4-6 deductions:</b>
1 day late – 20% of total possible mark*
2 days late – 40%
3 days late – 60%
4 days late – 80%
5 days late – 100%

\*Example – if a task is out of /100 = 20 marks lost

These penalties include weekend days. For example, if a task is due on a Friday and submitted Monday 60% of the total possible mark will be lost. In the event of a late e-submission, for example the task is submitted on a Saturday the penalty will be 20% if the task was due Friday.

After five days the student will receive zero and parents will be notified.

As a course requirement, students will still be expected to complete the task regardless of the penalty incurred.

Failure to submit a task in Stage 6 without reasonable grounds will result in an N-Award Warning Letter being sent home.

## **MALPRACTICE (INCLUDING CHEATING AND PLAGIARISM)**

Students deemed to have cheated in an assessment task will receive a penalty depending on the extent of the malpractice. Parents or guardians will be contacted and an interview with the Leader of Learning and the Assistant Principal, Learning and Teaching or Leader of Curriculum may be arranged.

It is a requirement of NESAs for incidents of malpractice in any HSC assessment task to be reported to NESAs on the "Register of Malpractice in HSC Assessment Tasks". The Assistant Principal, Learning and Teaching will be responsible for reporting any such incidents.

If a student's attempt at a particular task scores zero, it is a matter for the class teacher's professional judgement, in consultation with the Leader of Learning or Leader of Curriculum whether the attempt is a genuine one or if it is to be considered a non-completion, or non-serious attempt.

## **WHAT DOES MACKILLOP DO TO ASSIST STUDENTS AVOID MALPRACTICE?**

(See plagiarism section in the Preliminary and HSC Assessment Handbooks – Page 18)

All students are enrolled in the AMOW course (All My Own Work) which is developed by NESAs. The course is designed to cover such topic areas as 'Correct referencing procedures, acknowledging sources and more. This course is compulsory for all students wishing to be awarded the HSC at the end of Year 12, and MUST be completed prior to students commencing the Preliminary course. The course will assist in giving students the necessary skills required to avoid the potential of malpractice in tasks. This course will be completed throughout Year 10 at times to be advised.

## **FEEDBACK**

Assessment tasks are returned to students within a suitable timeframe. Two weeks is the general rule. Students must be given written and verbal feedback on their achievement in assessment tasks. The feedback may take the form of marks, grades, comments, interviews or a combination of these.

## **MARKING AND RECORDING OF MARKS**

All assessment tasks are marked according to clear marking criteria, as outlined on the assessment task notification, in a fair and impartial manner. All marks for assessment tasks are recorded on the ACCELERUS program.

## **YEARS 10-12 UNSATISFACTORY COMPLETION OF A COURSE – RESULTING IN AN N-AWARD (NON-COMPLETION OF COURSE REQUIREMENTS) ON THE ROSA**

NESAs has delegated the Principal the authority to determine if students seeking the award of ROSA at the College have satisfactorily completed each NESAs Developed and/or NESAs Endorsed Course in which they are enrolled in accordance with the requirements issued by NESAs.

If at any time it appears that a student is at risk of receiving an N-Award (non-completion of course requirements) in any course, the Assistant Principal, Learning and Teaching, in consultation with the Leader of Learning and class teacher, will warn the student as soon as possible and advise the parent/guardian in writing. The written notification will be given in time for the problem to be corrected and will provide advice as to the possible consequences of an 'N' determination in a course on the ROSA.

The Assistant Principal, Learning and Teaching, or Leader of Curriculum, will:

- advise the student in writing of the task(s) or actions, and the due dates, to be undertaken in time for the problem to be corrected;
- advise the parent or guardian in writing;
- request from the parent a written acknowledgement of the warning;
- issue at least one follow-up letter if the problem has not been corrected;
- conduct an interview with the student, parent and teacher; and
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirements for the satisfactory completion of a course at the time of finalising assessments, cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination and advise NESAs.

Where a student is issued with an 'N' determination in a mandatory course, that student will become ineligible to be awarded the ROSA in that year.

Students cannot commence HSC courses until a Preliminary course is satisfactorily completed.

## **REVIEW AND APPEALS IN RELATION TO ASSESSMENT MARKS, PENALTIES, RANKS OR N-AWARD**

### **Appeals Against 'N' Determinations**

Where the Principal has determined that a student is to receive an 'N' determination, a Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to any student issued with an 'N' determination in any course, or sent to the student's home address. The Principal must also advise the student's parents or guardians (if the student is under 18 years of age) in writing of their right to appeal against the Principal's determination.

If a student wishes to appeal this decision, the appeal should be made in writing to the Assistant Principal, Learning and Teaching.

The Assistant Principal, Learning and Teaching will:

- convene an appeal committee made up of the Assistant Principal, Pastoral Care, the Leader of Curriculum and a Leader of Learning, all of whom cannot have been involved in the issuing of the N-Award;
- instruct the Appeals Committee to hear and review all evidence in relation to the appeal, including interviews with the student, parent and teacher(s) involved;
- instruct the appeal committee to follow guidelines as set down by NESAs for the conduct and completion of a College Review;
- form a recommendation from the panel based on the evidence provided;
- inform the student and parent in writing of the decision of the panel; and
- keep copies of all appeal forms and other documentation at the school.

If the appeal is upheld, the Assistant Principal, Learning and Teaching (or delegate) will send notification of the new grades to NESAs. If the appeal is declined, the 'N' determination will stand and may result in a student being unable to continue onto the HSC. If the student is not satisfied with the Appeals Committee decision they may request a NESAs review.

Since the appeal is related to the progressive and/or overall reporting and assessment by the College, NESAs will not revise individual tasks or test marks.

## **Review or Appeal of Assessment Task Marks, Grades, Penalties or Ranks**

If at any time a student believes they have been unfairly treated with respect to the awarding of marks or penalties in a course of study, they have the right to appeal that mark. The appeal must be made in writing to the Assistant Principal, Learning and Teaching or Leader of Curriculum (or delegate), within five school days from when the student received the mark, grade, penalty or rank. The letter should outline the following:

- the name of the student;
- the course of study being undertaken;
- the original grade or mark awarded for the task; and
- a clear explanation of the grounds for appeal with attached evidence (the assessment item if possible).

When an appeal against the award of an assessment mark or penalty has been received the Assistant Principal, Learning and Teaching will:

- inform the class teacher and the Leader of Learning that an appeal has been received;
- refer the appeal to the Assessment Appeals Committee which includes an Assistant Principal, Pastoral Care, the Leader of Curriculum/Assistant Principal, Learning and Teaching and a Leader of Learning not involved in the marking or implementation of the penalty;
- instruct the committee to review all evidence in relation to the appeal, which may include interviews with the student, parent and teacher(s) involved;
- advise the committee to follow guidelines as set down by NESA for the conduct and completion of a School Review;
- form a recommendation from the committee based on the evidence provided;
- endeavour to inform the student and parent of the decision in writing, within 10 school days of receiving the appeal; and
- keep copies of all appeal forms, and other documentation at the school.

The appeal will be examined by the Assessment Appeals Committee. This committee's decision will be final except in the case of the final HSC rank which, after determination by the school's appeals committee, an appeal may be lodged with NESA. For further information please refer to <https://ace.nesa.nsw.edu.au/ace-11013>.

## **NON-DISCRIMINATORY TASKS**

Where a task is deemed not to have discriminated effectively or fairly across a cohort, then the task shall be deemed invalid. In this case the Assistant Principal, Learning and Teaching, in consultation with the Leader of Curriculum and the Leader of Learning, will:

- advise students and parents immediately;
- design a new task that effectively discriminates the student group keeping in mind the original outcomes notified in the original task; and
- record the new marks in place of the old task on the official digital markbook.

## **CHANGES TO COLLEGE POLICY**

College policy and procedures, as detailed in this book, may be changed in the light of experience gained, and/or as unforeseen problems arise, or to improve the efficiency of the assessment system. If this occurs:

- a) students will be notified in advance; and
- b) no student will be penalised/disadvantaged as a result of changes made, in regard to assessment marks/rank gained, up to the time of change.



## **DISABILITY (SPECIAL) PROVISIONS FOR EXAMINATIONS**

The school follows the NESAs policy for students who require special assistance in completing examinations.

In some cases students may be unable to demonstrate their learning or competency in a given examination due to a medical condition or a learning difficulty. In such cases disability provisions may include a reader/writer, a computer, additional time, rest breaks, small group, separate supervision and/or other adjustments determined by the school for the examination.

Applications for disability (special) provisions in the HSC must be submitted to NESAs during Term 4 of the year prior to the examinations.

Stage 6 students are asked to contact the Leader of Diversity and Inclusion, or the Leader of Curriculum, directly and early in the year, to request special provisions for their child.

# MALPRACTICE AND PLAGIARISM IN TASKS

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

- copying someone else's work in part or in whole, and presenting it as their own;
- using material directly from books, journals, websites, online articles, essays, 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 their own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date; and
- assisting another student to engage in malpractice.

The Leader of Learning and class teacher should determine the extent of malpractice and then consult with the Assistant Principal, Learning and Teaching and the Leader of Curriculum for guidance on each suspected case. If malpractice is proven, a zero mark should be considered for that task. In some circumstances, a substitute task may be administered with significantly different supervision. In the case of plagiarism, non-plagiarised material should be marked. Where the majority of the submitted work is plagiarised then the complete task will be awarded zero marks.

Whichever approach is taken, the penalty should be appropriate to the seriousness of the offence.

In Stage 6 all cases of malpractice must be registered with NESAs.

## CHEATING

Students deemed to have cheated during an exam will receive zero marks for that exam. Parents or guardians will be contacted and an interview with the Leader of Learning and the Assistant Principal, Learning and Teaching may be arranged.

## WHAT IS PLAGIARISM?

Plagiarism is the use of another person's work without acknowledgement. Examples include:

- direct duplication, by copying (or allowing to be copied) another's work. This includes copying from a book article, website, or another student's assignment;
- paraphrasing another person's work with minor changes, but keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new document;
- submitting an assignment that has already been submitted for assessment in another subject;
- presenting an assignment as independent work when it has been produced in whole or part in collusion with other people, e.g. another student's work;
- the action or practice of plagiarising, the taking and using as one's own, the thoughts, writings or inventions of another; and
- a stolen idea, design, passage or work.

## HOW CAN YOU AVOID PLAGIARISM?

To avoid plagiarism, you must give credit whenever you:

- quote from someone's actual spoken or written words;
- use another person's ideas, opinions or theories in an assignment or essay;
- make use of pieces of information, such as statistics, graphs or drawings that are not common knowledge; and
- paraphrase another person's spoken or written words.

## HOW CAN YOU AVOID UNINTENTIONAL PLAGIARISM?

- Use quotation marks around everything that comes directly from a text or article.
- Try to summarise ideas and arguments in your own words – don't just rearrange a few words here and there.
- Check that you have correctly paraphrased and acknowledged the original ideas.
- Check your summary against the original text.
- Consult your teacher.

## PLAN YOUR WORK

- Plan ahead and begin writing your assignments well before they are due. Leaving work until the last minute doesn't give you enough time to read, digest, form your own ideas and write information in your own words. When students rush to meet a tight deadline, they are more likely to plagiarise unintentionally or succumb to the temptation to 'cut and paste' information directly from electronic resources.
- Learn how to acknowledge your sources of information.
- The golden rule – make sure your assignments are referenced correctly.

## WHY REFERENCE?

- Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.
- Inaccurate references or, worse still, no references at all, can be regarded as plagiarism. All assignments must contain references; an unreferenced assignment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research. Referencing is also a way to give credit to the writers from whom you have borrowed words and ideas.
- References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment.

## REFERENCES IN THE TEXT OF YOUR ESSAY

Correct referencing of your work reduces the possibility of accidental plagiarism. Use the bibliography guide to correctly reference your work.

In the author-date (Harvard) system, a textual citation generally requires only the name of the author(s) and the year of publication (and specific page(s) if necessary). There is a citation tool students may use in Word.

This may appear at the end of a sentence, before the full stop.

Alternatively, the author's surname may be integrated into the text, followed by the year of publication in parentheses.

The full reference must be listed at the end of your essay in your bibliography.

#### **EXAMPLES**

- It is futile to maintain that the sexes are interchangeable (Moir and Jessel 1991, p.94).
- Moir and Jessel (1991, pp.93-4) have shown that it is futile to maintain that the sexes are interchangeable.

## KEY WORDS FOR THE HSC

To help develop a consistent understanding of some key words in the HSC, the following glossary provides the meaning of these words as they generally apply across subject areas.

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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

# EXAMINATION PREPARATION AND RULES

Know your timetable - no provision is made for extra time if you are late, or miss an exam. Exam timetables will be posted around the College, will be emailed to students and will be published in the newsletter and on the College website.

All students should be assembled outside the exam room at least 10 MINUTES before the scheduled starting time of each exam.

Absence from the College including partial absences from Period 0 or lessons in the day prior to the exam must be explained by a doctor's certificate unless the absence is due to attendance at a school or approved activity. Documentation must be presented to the Leader of Curriculum immediately upon return to school after the absence. Failure to comply with this procedure will result in penalties applying.

Make sure you have all you require before you enter the exam room. Pencil cases, bags and books are not to be brought into the exam room. A clear water bottle with no labels is permitted.

All writing paper will be provided.

You will not be allowed to borrow any equipment during the exam.

If you need an explanation for any part of the exam paper, raise your hand and wait for the supervisor.

You will not be allowed to leave the room or move about within the room once the exam has commenced.

Student ID cards are to be placed at the top right corner of the examination table.

You must remain in the exam room for the duration of the exam.

You must keep total silence for the duration of the exam. When you have finished your exam, place it face down on the desk and wait for instructions from your teacher or supervisor.

Hand up exam sections according to instructions.

Mobile phones and other electronic devices including smart watches are not permitted in examination rooms apart from approved calculators.

If you cheat during the exam, you will receive no marks for that particular exam. Your parents will be notified immediately and asked to attend the College for discussions regarding any possible further disciplinary action.

If you are unable to attend an exam for any reason, you must notify the school as soon as possible. Documentary evidence is required to explain absence from an exam. This evidence must be a doctor's certificate.

If you feel that you were unable to do your best in the exam due to unforeseen circumstances, you need to inform the supervisor and Leader of Curriculum immediately on completion of the exam. The Leader of Curriculum will give you an Illness and Misadventure form to complete.

# PLANNED ABSENCE NOTIFICATION: REQUEST FOR EXTENSION OF DUE DATE

Please fill in a separate form for each task.

This form should be used if you know you are going to be away on the day a Hand-In (HI) task is due or an In-Class (IC) task is to be completed. This includes absence for school-related activities.

Year 11 & 12 students this includes planned absences on the day prior.

**Note:** In most circumstances a Hand-In (HI) task will be required to be submitted prior to the absence.

Today's date: \_\_\_\_\_

Name: \_\_\_\_\_ Year: \_\_\_\_\_ PC: \_\_\_\_\_

Subject: \_\_\_\_\_ Task due date: \_\_\_\_\_

Nature of assessment task (please circle): Hand-In (HI) or In-Class (IC)

Brief outline of the task: \_\_\_\_\_

Class teacher: \_\_\_\_\_

Date(s) of Absence: \_\_\_\_\_ (first day of absence from school) until \_\_\_\_\_ (last day of absence from school)

Reason(s) for absence: (attach any notes of explanation from parents, doctor's certificate, etc):

\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ (Student) Signed: \_\_\_\_\_ (Parent/Carer)

\_\_\_\_\_

*Return to Leader of Curriculum*

## RECOMMENDATION / APPROVAL

Leader of Learning recommendation:

(include proposed date for submission or completion of task after consultation with class teacher)

\_\_\_\_\_

Signed: \_\_\_\_\_ (Leader of Learning)

Assistant Principal / Leader of Curriculum:

**Outcome:** \_\_\_\_\_

Signed: \_\_\_\_\_ (Assistant Principal /Leader of Curriculum)

# UNPLANNED ABSENCE OR MISADVENTURE NOTIFICATION

Please fill in a separate form for each task.

Today's date: \_\_\_\_\_

Name: \_\_\_\_\_ Year: \_\_\_\_\_ PC: \_\_\_\_\_

Date(s) of absence: \_\_\_\_\_ Task date: \_\_\_\_\_

(Year 11 & 12 only) Were you absent or late to school on the day prior? Yes / No

Subject: \_\_\_\_\_ Class teacher: \_\_\_\_\_

Nature of Assessment Task (please circle): Hand-In (HI) or In-Class (IC)

Brief outline of task:

\_\_\_\_\_

Reason(s) for being absent or nature of misadventure: (state details to support your case for consideration)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Medical certificate from: \_\_\_\_\_ (name of doctor)  
(Note: the medical certificate must be attached to this form and submitted immediately upon return)

Signed: \_\_\_\_\_ (student) Signed: \_\_\_\_\_ (Parent/Carer)

\_\_\_\_\_

*Return to Leader of Curriculum*

## RECOMMENDATION / APPROVAL

Leader of Learning recommendation:

\_\_\_\_\_

Signed: \_\_\_\_\_ (Leader of Learning)

Assistant Principal / Leader of Curriculum:

Outcome: \_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_ (Assistant Principal/Leader of Curriculum)



# HSC COURSE ASSESSMENT GRID

2022

## ANCIENT HISTORY

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4, Week 9	Date Due Term 1, Week 8	Date Due Term 2, Week 9	Date Due Term 3, Weeks 3-5	
			Core Study: Cities of Vesuvius – Pompeii and Herculaneum <b>Source Portfolio</b> (HI)	Society Study <b>Research Task</b> (HI)	Historical Periods - <b>Historical Analysis Essay</b> (IC )	Trial Exam (IC)	
Knowledge and Understanding AH12-1, AH12-2, AH12-3, AH12-4, AH12-5  Skills AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	Knowledge and understanding of course content	40	10	5	10	15	40
	Historical skills in the analysis and evaluation of sources and interpretations	20	5	5		10	20
	Historical inquiry and research	20		5	15		20
	Communication of historical understanding in appropriate forms	20	5	5	5	5	20
<b>Task Value 100 %</b>			20	20	30	30	100
<b>Syllabus Outcomes assessed by the Task</b>			AH12-2, AH12-4 AH12-6, AH12-10	AH12-1, AH12-2, AH12-3, AH12-4,	AH12-3, AH12-5, AH12-6, AH12-7	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	

# HSC COURSE ASSESSMENT GRID

2022

## BIOLOGY

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 1 Week 2	Date Due Term 1 Week 10	Date Due Term 2 Week 10	Date Due Term 3 Weeks 3-5	
			Research Task (IC)	Depth Study Investigation (HI)	Skills Task (IC)	Trial Exam (Module 5, 6, 7, 8) (IC)	
BIO11/12 1-7	Skills in working scientifically	60	10	25	15	10	60
BIO12 12-15	Knowledge and understanding of course content	40	5	5	5	25	40
<b>Task Value %</b>			15	30	20	35	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			BIO11/12-4,5,6,7 BIO12-12	BIO11/12-1, 2, 3, 4, 5, 6, 7 At least one relevant outcome related to topic: BIO12-12,13,14,15	BIO11/12-1, 2, 3, 4, 5, 6, 7 BIO12-14	BIO11/12-1,4,5,6 BIO12-12,13,14,15	

# HSC COURSE ASSESSMENT GRID

2022

## BUSINESS STUDIES

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task	Task	Task	Total %
			Date Due Term 4 Week 10	Date Due Term 1 Week 9	Date Due Term 2 Week 10	Date Due Term 3 Weeks 3-5	
			Operations Case Study Response HI	Finance Analysis IC	HR and Marketing Business Report IC	Trial Exam IC	
H1-H10	Knowledge and understanding of course content	40	5	15	5	15	40
	Stimulus based skills	20		5	5	10	20
	Inquiry and research	20	10		10		20
	Communication of business information, ideas and issue in appropriate forms	20	5	5	5	5	20
<b>Task Value %</b>			20	25	25	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H4, H5, H7, H8, H9	H4, H5, H7, H10	H1, H2, H3, H6	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	

# HSC COURSE ASSESSMENT GRID

2022

## CHEMISTRY

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Week 10	Date Due Term 1 Week 10	Date Due Term 2 Week 9	Date Due Term 3 Weeks 3-5	
			Topic Test (Module 5) (IC)	Practical/Skills (Module 6) (IC)	Depth Study Investigation (Module 7) (HI)	Trial Exam (Module 5, 6, 7, 8) (IC)	
CH11/12 1-7	Skills in working scientifically	60	10	15	25	10	60
CH12 12-15	Knowledge and understanding of course content	40	10	5	5	20	40
<b>Task Value %</b>			20	20	30	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			CH 11/12-4 CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 12-12	CH11/12-1 CH 11/12-2 CH 11/12-3 CH 11/12-5 CH 12-13	CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 12-14	CH 11/12-1-7 CH 12 12-15	

# HSC COURSE ASSESSMENT GRID

2022

## COMMUNITY AND FAMILY STUDIES

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Core 1 - Research Methodology	Core 2 – Groups in Context	Core 3 - Parenting and Caring	HSC Trial All Modules	
			Date Due	Date Due	Date Due	Date Due	
			Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 3-4	
			IRP (HI)	Groups in Context (IC)	Parenting and Caring (research) (IC)	Trial Exam (IC)	
H1-H7	Knowledge, understanding course content	40	5	10	10	15	40
	Skills in critical thinking, research methodology, analysing and communication	60	15	15	15	15	60
<b>Task Value %</b>			20	25	25	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H 4.1, 4.2	H1.1, 2.2, 2.3, 3.1 3.3, 4.1, 4.2, 5.1, 6.2	H1.1, 2.1, 2.2, 2.3, 3.2, 3.4, 5.1, 5.2, 6.1	All Outcomes H1.1-H7.4	

# HSC COURSE ASSESSMENT GRID

2022

## DANCE

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4, Week 9 2hrs	Date Due Term 1, Week 9 2hrs	Date Due Term 2, Week 9 (whole day - practical trials)	Date Due Term 3, Week 7 1hr 5min	
			Presentation of <i>Core Performance</i> under development with interview (IC)  Submission of process diary (HI)	Submission/ Performance of <i>Major Study</i> 'work' under development supported by an interview / elaboration (IC)	Presentation of <i>Core Composition</i> performed by dancer supported by an elaboration and 300 word rationale (IC)  Submission / Performance of <i>Major Study</i> 'work' supported by an interview / elaboration (IC)	<i>Written Trial</i> Examination (IC)  TWO extended response questions, prescribed artists and their works  <b>1 hour with 5 mins reading time</b>	
H1.1, H1.2, H1.3*, H1.4, H2.1, H2.2, H2.3*, H3.1, H3.2, H3.3*, H3.4, H4.1, H4.2, H4.3, H4.4, H4.5	Core Performance	20	Core Performance 20%				20
	Core Composition	20			Core Composition 20%		20
	Core Appreciation	20				Written 20%	20
	Major Study	40		Major Study 20%	Major Study 20%		40
<b>Task Value %</b>			20	20	40	20	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1.1, H2.1, H2.2, H4.4	**	H1.1, H2.1, H2.2, H3.1, H3.2**	H4.1, H4.2, H4.3, H4.4	

\* Values and Attitudes

\*\* Teachers will select the appropriate outcomes based on the Major Study option selected by the student.

# HSC COURSE ASSESSMENT GRID

2022

## DESIGN AND TECHNOLOGY

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Week 8	Date Due Term 1 Week 2	Date Due Term 2 Week 2	Date Due Term 3 Weeks 3-4	
			MDP Proposal (HI)	Innovation Case Study (HI)	Research Testing & Experimentation (HI)	Trial Exam (IC)	
H1.1-H6.2	Knowledge and understanding of course content	40		20		20	40
	Knowledge and skills in designing, managing, producing and evaluating a major design project.	60	30		30		60
<b>Task Value %</b>			30	20	30	20	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H2.2, H3.1 H5.2, H6.2	H1.1, H4.1, H4.3, H5.1, H5.2	H1.1, H1.2, H3.2, H4.2, H5.2	H1.1, H1.2, H2.1, H2.2, H3.1, H6.1, H6.2	

# HSC COURSE ASSESSMENT GRID

2022

## DRAMA

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Total %
			Australian Drama and Theatre	Studies in Drama and Theatre	HSC Trial Practical	
			<b>Date Due</b> Term 4 Week 10 All Day	<b>Date Due</b> Term 1 Week 9 All Day	<b>Date Due</b> Term 3 Week 1 All Day	
			Part A: Workshop Part B: Essay IC	Part A: Workshop Part B: Essay IC	Part A: Group Performance Part B: Individual Project IC	
H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8*, H1.9*, H2.1, H2.2, H2.3, H2.4*, H2.5*, H3.1, H3.2, H3.3, H3.4*, H3.5*	Making	40	15	10	15	40
	Performing	30	5	10	15	30
	Critically Studying	30	15	15		30
<b>Task Value %</b>			35	35	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1.5, H1.7, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.6, H2.1, H2.2, H3.1, H3.2, H3.3	H1.1, H1.3, H1.4, H2.1, H2.2 (IP**)	

\*Values and attitudes (which are not assessed)

\*\*Appropriate outcomes will be based on the Individual Project option selected by each student



# HSC COURSE ASSESSMENT GRID

2022

## EARTH AND ENVIRONMENTAL SCIENCE

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Week 8	Date Due Term 1 Week 10	Date Due Term 2 Week 9	Date Due Term 3 Weeks 3-5	
			Research Task (Earth's Processes) (HI)	Data Analysis (Hazards) (IC)	Depth Study (Scientific Investigation) (HI)	Trial Exam (Module 5, 6, 7, 8) (IC)	
EES11/12-1 to EES11/12-7	Skills in working scientifically	60	15	15	20	10	60
EES12-12 to EES12-15	Knowledge and understanding of course content	40	5	5	10	20	40
<b>Task Value %</b>			20	20	30	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			EES11/12-4,5,7 EES12-12	EES11/12-2,5 EES12-13	EES11/12-1,2,3,7 EES12-15	EES11/12-1-7 EES12-12-15	

# HSC COURSE ASSESSMENT GRID

2022

## ECONOMICS

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due	Date Due	Date Due	Date Due	
			Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 3-5	
			Australia's Place in the Global Economy and Economic Issues <b>Investigation Skills</b> IC	The Global Economy <b>Research Response Questions</b> IC	Economic Policies, Management and Issues <b>Stimulus Essay</b> IC	Trial Exam (IC)	
H1-H12	Knowledge and understanding of course content	40	10	5	5	20	40
	Stimulus-based skills	20	10		5	5	20
	Inquiry and research	20		10	10		20
	Communication of economic information, ideas and issues in appropriate forms	20	5	5	5	5	20
<b>Task Value %</b>			25	20	25	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1, H3, H6, H7, H8, H11	H2, H4, H5, H8, H9, H10, H12	H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	

# HSC COURSE ASSESSMENT GRID

2022

## ENGINEERING STUDIES

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 1 Week 2	Date Due Term 1 Week 10	Date Due Term 2 Week 8	Date Due Term 3 Weeks 3-4	
			Civil Structures Engineering Report (HI)	Topic Test (IC)	Topic Test (IC)	Trial Exam (IC)	
H1-H6	Knowledge and understanding of course content	60	10	15	15	20	60
	Knowledge and skills in research, problem solving and communication related to engineering practice	40	15	10	5	10	40
<b>Task Value %</b>			25	25	20	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H3.1, H3.2, H3.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2 H2.1, H3.1, H4.1, H4.2, H4.3	H1.1, H1.2 H2.1, H3.1, H4.1, H4.2, H4.3	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3	

# HSC COURSE ASSESSMENT GRID

2022

## ENGLISH ADVANCED

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1 Multimodal (HI)	Task 2 Critical Response (IC)	Task 3 Imaginative (IC)	Task 4 HSC Trial (Exam)	Total %
			Date Due Term 4 Week 9	Date Due Term 1 Week 9	Date Due Term 2 Week 4	Date Due Term 3 Weeks 3-4	
			Common Module: <b>Texts &amp; Human Experiences</b> Texts: 1984 by George Orwell and other related texts	Module A: <b>Textual Conversations</b> Texts: Richard III by William Shakespeare and Looking for Richard directed by Al Pacino	Module C: <b>The Craft of Writing</b> Texts: Selected short texts and text types	Paper 1: 1.5 hours Common Module: (Comprehension & Critical Response)  Paper 2: 2 hours Modules A, B & C	
EA12-1 to EA12-9	Knowledge and understanding of course content	50	10	15	10	15	50
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	10	15	50
<b>Task Value %</b>			25	25	20	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</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, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	

# HSC COURSE ASSESSMENT GRID

2022

## ENGLISH EXTENSION 1

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Total %
			Date Due Term 1 Week 9	Date Due Term 2 Week 8	Date Due Term 3 Weeks 3-4	
			Imaginative Response and Reflection (HI)	Critical Response with Related Text (IC)	Trial Exam (IC)	
EE12.1 to EE12.5	Knowledge and understanding of texts and why they are valued	50	15	20	15	50
	Skills in complex analysis composition and investigation	50	20	15	15	50
<b>Task Value %</b>			35	35	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			EE12.2, EE12.3, EE12.5	EE12.1, EE12.2, EE12.3, EE12.4	EE12.2, EE12.3, EE12.4	

# HSC COURSE ASSESSMENT GRID

2022

## ENGLISH EXTENSION 2

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Total %
			Date Due Term 4 Week 9	Date Due Term 1 Week 10	Date Due Term 2 Week 8	
			Viva Voce including written proposal (IC & HI)	Literature Review (HI)	Critique of the Creative Process (HI)	
EEX12.1 to EEX12.5	Skills in extensive independent research	50	15	20	15	50
	Skills in sustained composition	50	15	20	15	50
<b>Task Value %</b>			30	40	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	

# HSC COURSE ASSESSMENT GRID

2022

## ENGLISH STANDARD

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1 Multimodal (HI)	Task 2 Critical Response (IC)	Task 3 Imaginative (IC)	Task 4 Trial Exam	Total %
			Date Due Term 4 Week 9	Date Due Term 1 Week 9	Date Due Term 2 Week 4	Date Due Term 3 Weeks 3-4	
			Common Module: Texts & Human Experiences Texts: Past the Shallows by Favel Parrett and other related texts	Module A: Language, Identity & Culture Texts: The Castle directed by Rob Sitch	Module C: The Craft of Writing Texts: Selected short texts and text types	Paper 1: 1.5 hours Common Module: (Comprehension & Critical Response)  Paper 2: 2 hours Modules A, B, & C	
EN12.1 to EN12.9	Knowledge and understanding of course content	50	10	15	10	15	50
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	10	15	50
<b>Task Value %</b>			25	25	20	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</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	

# HSC COURSE ASSESSMENT GRID

2022

## FRENCH CONTINUERS

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Week 10	Date Due Term 1 Week 9-10	Date Due Term 2 Week 8-9	Date Due Term 3 Weeks 3-4	
			Listening	Reading Part A & B	Speaking, Writing	Trial Exam Listening, Reading, Writing	
1.1-4.3	Reading	30		20		10	30
	Listening	30	20			10	30
	Speaking	20			20		20
	Writing	20			10	10	20
<b>Task Value %</b>			20	20	30	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	



# HSC COURSE ASSESSMENT GRID

2022

## GEOGRAPHY

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			People & Economic Activity	Urban Places	Ecosystems at Risk	HSC Trial Exam	
			Date Due	Date Due	Date Due	Date Due	
			Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 3-5	
			Geographical Research Essay IC	Stimulus Questions IC	Geographical Skills and Inquiry IC	Trial Exam IC	
H1-H13	Knowledge/ understanding of course content	40	5	10	10	15	40
	Geographical tools/skills	20	10		5	5	20
	Geographical inquiry and research, including field work	20	5	5	5	5	20
	Communication of geographical information, ideas and issues in appropriate forms	20	5	5	5	5	20
<b>Task Value %</b>			25	20	25	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1, H4, H7, H8, H9, H10, H11, H12, H13	H1, H3, H5, H9, H12, H13	H1, H2, H5, H6, H9, H12, H13	H1-H13	

**HSC COURSE ASSESSMENT GRID  
2022**

**HISTORY EXTENSION**

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Total %
			Date Due Term 1 Week 10	Date Due Term 2 Week 9	Date Due Term 3 Weeks 3-5	
			History Project Historical Process (The Logbook) HI	History Project Essay HI	Trial Exam IC	
HE12-1	Knowledge and understanding of significant historical ideas and processes	40	10	20	10	40
HE12-2, 12-3, HE12-4	Skills in designing, undertaking and communicating historical inquiry and analysis	60	20	20	20	60
<b>Task Value %</b>			30	40	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	

**HSC COURSE ASSESSMENT GRID  
2022**

**CERTIFICATE II IN KITCHEN OPERATIONS SIT20416 (HOSPITALITY)**

HSC Syllabus Unit	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
		Date Due Term 4 Week 9	Date Due Term 1 Week 9	Date Due Term 2 Week 8	Date Due Term 3 Weeks 3-4	
		Test (IC)	Test (IC)	Test (IC)	Trial Exam (IC)	
KITCH – 5 SITHCCC001 – Use food preparation equipment SITHCCC002 – Prepare simple dishes	10	10				10
KITCH – 6 SITHIND001 – Source and use information on the hospitality industry BSBWOR203 – Work effectively with others	20		20			20
KITCH – 7 SITHCCC001 – Produce dishes using methods of cookery	20			20		20
Compulsory Core Units	50				50	50
<b>Task Value %</b>		10	20	20	50	<b>100</b>

**Competency-based Assessment** – students in this course work to develop competencies, skills and knowledge described by each unit. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

**Work Placement** – minimum mandatory work placement is 70 hours.

## HSC COURSE ASSESSMENT GRID

2022

### INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS AND FURNITURE INDUSTRIES

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Week 9	Date Due Term 1 Week 10	Date Due Term 2 Week 9	Date Due Term 3 Weeks 3-4	
			Management Folio (HI)	Industry Study (HI)	Folio & Practical (HI)	Trial Exam (IC)	
H 1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	40		20	10	10	40
	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	60	20		30	10	60
<b>Task Value %</b>			20	20	40	20	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H3.1, H3.2, H3.3, H4.3, H5.1, H5.2,	H1.1, H1.2, H1.3, H5.1, H6.1, H7.1	H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2,	H1.1, H1.2, H1.3, H3.1, H4.3, H5.1, H6.1, H7.1	

# HSC COURSE ASSESSMENT GRID

2022

## LEGAL STUDIES

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Week 10	Date Due Term 1 Week 10	Date Due Term 2 Week 5	Date Due Term 3 Weeks 3-5	
			Crime Skills (IC)	Option Essay (HI)	HR Skills (IC)	Trial Exam (IC)	
H1-10	Knowledge & understanding	40	15	5	5	15	40
	Analysis & Evaluation	20	5	5	5	5	20
	Inquiry & Research	20		10	5	5	20
	Communication	20	5	5	5	5	20
<b>Task Value %</b>			25	25	20	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1, H3, H4, H6, H7, H8, H9	H1, H3, H5, H7, H8, H9, H10	H1, H2, H3, H4, H8, H9, H10	H1-H10	

# HSC COURSE ASSESSMENT GRID

2022

## MATHEMATICS STANDARD

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Component Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Week 10	Date Due Term 1 Week 10	Date Due Term 2 Week 8	Date Due Term 3 Week 3-4	
			Test: <ul style="list-style-type: none"> <li>• Simultaneous Linear Equations</li> <li>• Networks</li> <li>• Rates and Ratio (IC)</li> </ul>	Investigation / Ass't / Skills: <ul style="list-style-type: none"> <li>• Non Right Angled Trigonometry</li> <li>• Investments, Depreciation and Loans</li> <li>• BiVariate Data Analysis (HI)</li> </ul>	Test: <ul style="list-style-type: none"> <li>• Non Linear Relationships</li> <li>• Annuities</li> <li>• Critical Path Analysis (IC)</li> </ul>	Trial Exam: <ul style="list-style-type: none"> <li>• All topics (IC)</li> </ul>	
MS2-12-1 – MS2-12-10	Understanding, fluency and communication	50	10	10	15	15	50
	Problem solving, reasoning and justification	50	10	10	15	15	50
<b>Task Value %</b>			20	20	30	30	100
<b>Syllabus Outcomes assessed by the Task</b>			MS2-12-1, MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-5, MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1 – MS2-12-10	

# HSC COURSE ASSESSMENT GRID

2022

## MATHEMATICS ADVANCED

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Week 10	Date Due Term 2 Week 1	Date Due Term 2 Week 8	Date Due Term 3 Week 3-4	
			Test: <ul style="list-style-type: none"> <li>• Further Differentiation</li> <li>• Geometrical Applications of Differentiation</li> <li>• Further Trigonometric Equations (IC)</li> </ul>	Investigation / Ass't / Skills: <ul style="list-style-type: none"> <li>• Series and Sequences</li> <li>• Investment, Annuities and Loans (HI)</li> </ul>	Test: <ul style="list-style-type: none"> <li>• Transformations of Functions</li> <li>• Integration</li> <li>• Statistical Analysis (IC)</li> </ul>	Trial Exam: <ul style="list-style-type: none"> <li>• All Topics (IC)</li> </ul>	
MA12-1 – MA12-10	Understanding, fluency and communication	50	10	5	15	20	50
	Problem solving, reasoning and justification	50	15	10	15	10	50
<b>Task Value %</b>			25	15	30	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			MA12-3, MA12-6, MA12-10	MA12-2, MA12-4, MA12-5, MA12-8	MA12-1, MA12-7, MA12-9	MA12-1 – MA12-10	

# HSC COURSE ASSESSMENT GRID

2022

## MATHEMATICS EXTENSION 1

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Component Weightings / 50	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Week 10	Date Due Term 1 Week 10	Date Due Term 2 Week 8	Date Due Term 3 Week 3-4	
			Test: <ul style="list-style-type: none"> <li>• Differential Equations</li> <li>• Harder Advanced Differentiation</li> <li>• Trigonometry (IC)</li> </ul>	Investigation / Ass't / Skills: <ul style="list-style-type: none"> <li>• Binomial Distributions</li> <li>• Mathematical Induction (HI)</li> </ul>	Test: <ul style="list-style-type: none"> <li>• Further Integration</li> <li>• Vectors (IC)</li> </ul>	Trial Exam: <ul style="list-style-type: none"> <li>• All topics (IC)</li> </ul>	
ME12-1 – ME12-7	Understanding, fluency and communication	50	10	5	15	20	50
	Problem solving, reasoning and justification	50	15	10	15	10	50
<b>Task Value %</b>			25	15	30	30	100%
<b>Syllabus Outcomes assessed by the Task</b>			ME12-1, ME12-3, ME12-4	ME12-5, ME12-6	ME12-2, ME12-4	ME12-1 – ME12-7	



# HSC COURSE ASSESSMENT GRID

2022

## MATHEMATICS EXTENSION 2

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Component Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Week 10	Date Due Term 1 Week 10	Date Due Term 2 Week 10	Date Due Term 3 Week 3-4	
			Test: <ul style="list-style-type: none"> <li>• Complex Numbers</li> <li>• Application of Complex Numbers (IC)</li> </ul>	Topic Test: <ul style="list-style-type: none"> <li>• Proof and Further Induction</li> <li>• Mechanics (IC)</li> </ul>	Investigation / Ass't / Skills: <ul style="list-style-type: none"> <li>• Integration</li> <li>• Vectors (HI)</li> </ul>	Trial Exam: <ul style="list-style-type: none"> <li>• All Topics (IC)</li> </ul>	
MEX12-1 – MEX12-8	Understanding, fluency and communication	50	15	10	5	20	50
	Problem solving, reasoning and justification	50	10	15	15	10	50
<b>Task Value %</b>			25	25	20	30	100
<b>Syllabus Outcomes assessed by the Task</b>			MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-6, MEX12-7	MEX12-3, MEX12-5, MEX12-7, MEX12-8	MEX12-1 – MEX12-8	

# HSC COURSE ASSESSMENT GRID

2022

## MODERN HISTORY

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Assessment Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Week 9	Date Due Term 1 Week 8	Date Due Term 2 Week 7	Date Due Term 3 Weeks 3-4	
			Core Study: <i>Power and Authority in the Modern World – Source Analysis</i> HI	National Study <b>Research/Essay</b> HI	Peace and Conflict: <i>Conflict in Europe 1935-1945</i> <b>Essay</b> IC	Trial Exam IC	
Knowledge and Understanding:  MH12-1 - MH12-5  Skills:  MH12-6 - MH12-9	Knowledge and Understanding of course content	40	5	10	10	15	40
	Historical skills in the analysis and evaluation of sources and interpretations	20	10			10	20
	Historical inquiry and research	20		5	15		20
	Communication of historical understanding in appropriate forms	20	5	5	5	5	20
<b>Task Value 100%</b>			20	20	30	30	100
<b>Syllabus Outcomes assessed by the Task</b>			MH12-4, MH12-6, MH12-8, 12-9	MH12-2, MH12-3, MH12-4, MH12-7, 12-9	MH12-1, MH12-2, MH12-3, 12-4, 12-6, 12-7, 12-9	MH12-1, MH12-2, MH12-3, MH12-5, MH12-7, MH12-9	

# HSC COURSE ASSESSMENT GRID

2022

## MUSIC 1

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Weeks 9 (In Class & Hand In)	Date Due Term 1 Week 9 (In Class & Hand In)	Date Due Term 2 Week 9 (In Class & Hand In)	Date Due Term 3 Weeks 3-4 (Written Aural Skills Exam)	
			Elective 1 & CORE Musicology	CORE Composition, CORE Aural & Elective 2	CORE Performance, CORE Musicology & Elective 3	Trial Exam CORE Aural	
H1, H5, H7, H9, H10, H11	Performance Core	10			10		10
H3, H5, H7, H8	Composition Core	10		10			10
H2, H4, H5, H6, H8	Musicology Core	10	5		5		10
H4, H6, H8, H10	Aural Core	25		5		20	25
H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	Elective 1	15	15				15
H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	Elective 2	15		15			15
H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	Elective 3	15			15		15
<b>Task Value %</b>			20	30	30	20	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11 (Depending on elective)	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11 (Depending on elective)	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11 (Depending on elective)	H4, H6, H8, H10	

## HSC COURSE ASSESSMENT GRID

2022

### PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1 Core 2	Task 2 Core 1	Task 3 Option Sports Med	Task 4 HSC Trial All Modules	Total %
			Date Due Term 4 Week 10	Date Due Term 1 Week 10	Date Due Term 2 Week 7	Date Due Term 3 Weeks 3-5	
			Research & Application (HI)	Research Task (IC)	Case Study / Stimulus (IC)	Trial Exam (IC)	
H1-H17	Knowledge and understanding of course content	40	10	5	10	15	40
	Skills in critical thinking, research, analysis and communicating	60	15	20	10	15	60
<b>Task Value %</b>			25	25	20	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H8, H13, H16, H17	H1-H17	

# HSC COURSE ASSESSMENT GRID

2022

## PHYSICS

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Week 8	Date Due Term 1 Week 8	Date Due Term 2 Week 9	Date Due Term 3 Weeks 3-5	
			Practical Task Advance Mechanics (IC)	Depth Study Report (HI)	Practical Task The Nature of Light (IC)	Trial Exam (Module 5, 6, 7, 8) (IC)	
PH11/12-1 to PH11/12-7	Skills in working scientifically	60	20	25	10	5	60
PH12-12 to PH12-15	Knowledge and understanding of course content	40		5	10	25	40
<b>Task Value %</b>			20	30	20	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			PH11/12-3 to 7, PH12-12	PH11/12-1 to 7, PH12-12 or PH12-13	PH11/12-4 to 7, PH12-14	PH11/12-1 to 7, PH12-12 to 15	

# HSC COURSE ASSESSMENT GRID

2022

## SCIENCE EXTENSION

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Total %
			Date Due Term 1 Week 2	Date Due Term 2 Week 5	Date Due Term 3 Week 8	
			Oral Presentation of Research Proposal (HI)	Statistical Case Study (IC)	Scientific Research Report (HI)	
ES 1-7	Communicating scientifically	30	15	5	10	30
ES 1-7	Gathering, recording, analysing and evaluating data	30	5	15	10	30
ES 1-7	Application of scientific research skills	40	10	10	20	40
<b>Task Value %</b>			30	30	40	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			ES1, ES3, ES7	ES4-7	ES1-7	

# HSC COURSE ASSESSMENT GRID

2022

## SOFTWARE DESIGN AND DEVELOPMENT

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Week 8	Date Due Term 1 Week 8	Date Due Term 3 Week 1	Date Due Term 3 Weeks 3-4	
			Social and Ethical Case study presentation (HI)	Topic Test – Interrelationship between software and hardware (IC)	Major Software Design Project (HI)	Trial Exam (IC)	
H1-H6	Knowledge and understanding of course content	50	10	10	10	20	50
	Knowledge and skills in the design and development of software solutions	50	5	15	20	10	50
<b>Task Value %</b>			15	25	30	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1.1, H2.2, H5.1, H5.2	H2.1, H4.1, H4.2, H5.2, H6.2, H6.4	H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.3	H1.2, H1.3, H3.1, H5.2, H6.1, H6.4	

# HSC COURSE ASSESSMENT GRID

2022

## STUDIES OF RELIGION 1 UNIT

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Total %
			Depth Study Islam	Depth Study Christianity	Trial HSC Examination	
			Date Due	Date Due	Date Due	
			Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 3-5	
			Essay (IC)	Short Responses (IC)	Trial Exam (IC)	
H1-H9	Knowledge and understanding of course content	40	10	10	20	40
	Source-based skills	20	10	5	5	20
	Investigation and research	20	10	10		20
	Communication of information, ideas and issues in appropriate forms	20	5	10	5	20
<b>Task Value %</b>			35	35	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1, H2, H4, H5, H6, H7, H9	H1, H2, H4, H5, H6, H7	H1-H9	



# HSC COURSE ASSESSMENT GRID

2022

## STUDIES OF RELIGION 2 UNIT

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Depth Study Judaism	Depth Study Islam	Religion and Peace	Trial HSC Examination	
			Date Due	Date Due	Date Due	Date Due	
			Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3-5	
			Short Responses (IC)	Essay (IC)	Source Based Response (IC)	Trial Exam (IC)	
H1-H9	Knowledge and understanding of course content	40	5	10	5	20	40
	Source-based skills	20	5	5	5	5	20
	Investigation and research	20	5	5	10		20
	Communication of information, ideas and issues in appropriate forms	20	5	5	5	5	20
<b>Task Value %</b>			20	25	25	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1, H2, H4, H5, H6, H7, H9	H1, H2, H5, H6, H7, H8, H9	H1, H2, H5, H6, H7, H9	H1-H9	

# HSC COURSE ASSESSMENT GRID

2022

## TEXTILES AND DESIGN

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Week 10	Date Due Term 2 Week 2	Date Due Term 2 Week 7	Date Due Term 3 Weeks 3-4	
			Task 1: MTP Designing and Planning - Oral Presentation (IC)	Task 2: MTP Project Development and Management – Report (HI)	Task 3: Innovative Fabric Finishing Techniques - Research Task (HI)	Task 4: Trial Exam (IC)	
H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	Knowledge and understanding of textiles and the Textile industry	50			20	30	50
	Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	50	25	25			50
<b>Task Value %</b>			25	25	20	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1.2, H2.1, H2.3, H6.1	H1.1, H2.2, H 2.3, H4.2	H3.1, H3.2, H4.1	H1.3, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	

# HSC COURSE ASSESSMENT GRID

2022

## VISUAL ARTS

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 4 Week 7	Date Due Term 1 Week 9	Date Due Term 3 Week 1	Date Due Term 3 Weeks 3-5	
			VAPD documenting art making investigations, experimentations in relation to the development of their Body of Work linked to the Frames. Contains a comparative analysis between the students own practice and that of a selected artist HI	Case study 3 In class essay based on the Conceptual Framework IC	Body of Work development includes written reflections based on Practice HI	Trial Exam (IC)	
H1-H10	Art Making	50	20		30		50
	Art Criticism and Art History	50		20		30	50
<b>Task Value %</b>			20	20	30	30	<b>100</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1, H3, H4	H7, H8, H10	H1, H2, H4, H5, H6	H7, H8, H9, H10	