



**ELDERSLIE HIGH SCHOOL**

**HSC ASSESSMENT GUIDELINES**

**2019 – 2020**

**TO GUIDE STUDENTS TOWARDS THE REALISATION OF THEIR PERSONAL BEST**

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**Year 12 2019-2020**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Term 4 2018</b>  10 Weeks Beginning	14/10/19	21/10/19	28/10/19	04/11/19	11/11/19	18/11/19	25/11/19	02/12/19	09/12/19	16/12/19		
							T & D Task 1 Due	Year 12 2020 Assessment Period 1 Line 3/4 Maths      Line 2/5 Anc Hist      Line 6/7 Eng Ex1/2 Math Ext 1 Dance Drama			CAFS Task 1 Due	
<b>Term 1 2019</b>  11 Weeks Beginning	27/01/20	03/02/20	10/02/20	17/02/20	24/02/20	02/03/20	09/03/20	16/03/20	23/03/20	30/03/20	06/04/20	
							Year 12 2020 Assessment Period 2 Line 3/4 Maths      Line 1/2/5 Anc Hist      Line 6/7 Eng Ex1/2 Math Ext 1 Hist Ext					
<b>Term 2 2019</b>  10 Weeks Beginning	27/04/20	04/05/20 P/T Night Yr12 Reports issued	11/05/20  T & D Task 3 Due	18/05/20	25/05/20	01/06/20	08/06/20	15/06/20	22/06/20	29/06/20		
										Year 12 2020 Assessment Period 3  1 hour Exams		
<b>Term 3 2019</b>  10 Weeks Beginning	20/07/20 Yr 7-12 P/T Night	27/07/20	03/08/20	10/08/20	17/08/20	24/08/20	31/08/20	07/09/20 Assess marks due to NESA	14/09/20	21/09/20 Yr 12 reports issued		
	Agriculture Task 4 due	Science Extension Task 3 due	Major works & Practical Performances due Society and Culture      Drama      Music      Textiles & Design      Visual Arts Dance      Industrial Technology      Agriculture Ext 2 English      Japanese Oral      History Extension									
					Year 12 2020 Assessment Period 4 Line 3/4 Maths      Line 1/2/5 Anc Hist      Line 6/7 Eng Ex1 Math Ext 2.      Hist Ext      Dance Drama							

## Assessment Guidelines

**1. DEFINITION: Assessments measure students' achievements over a wider range of syllabus outcomes than can be measured by the external examination and are based on multiple measures and observations made throughout the HSC course rather than a single assessment event.**

Assessment tasks are your opportunity to show what you know, understand and can do. School-based assessments also give you the chance to identify and improve any weak areas in your knowledge before you sit your external HSC exams. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

In all courses, assessment tasks will be designed so that you can demonstrate your level of achievement of the course outcomes. There will be a variety of task types that may include formal examinations, practical tests, oral tests, research projects, process diaries, etc, appropriate for the outcomes being assessed.

The maximum number of tasks in any 2-unit course will be **four** including the Trial HSC. The maximum number of tasks in any 1-unit course, including any extension course, will be **three**. In the case of Extension courses, if you fail to meet the assessment requirements for the co-requisite 2-unit course you will not receive a result in either course. All weightings and components are listed according to the relevant syllabus.

Assessments measure performance in the whole course, but do not take into account interests, attitudes or conduct.

### **2. Issuing and Receiving the Assessment Guidelines, Assessment Outline and Assessment Notification**

- All Year 12 students are issued this Assessment Guideline at the commencement of the HSC Course. You will sign that you have received your copy.
- All Year 12 students are then issued with the Assessment Outline for each subject at the commencement of each HSC course. You will be required to sign that you have received a copy. Staff will explain the Assessment Outline when it is issued. Ongoing assistance is available from the class teacher, Head Teacher, and the relevant Deputy Principal.
- HSC Assessment tasks do not commence until the completion of the Preliminary Course.
- **You will be given at least two weeks notice of an assessment task in writing on an Assessment Notification.** The Assessment Notification will include the task number, topic or area of study, date received, the date and time for its completion or submission, rationale, the value or weighting of the task, outcomes to be assessed, task description, details of task format eg essay, oral presentation etc, and assessment criteria. **If you are absent for the issuing of an assessment notification, it is your responsibility to obtain the task information.** There will not be a change to the due date because of your absence.
- Assessment Periods are set out on an Assessment Calendar (Page 3) according to elective lines to ensure that a minimum number of assessment tasks are due at the same time. Assessment tasks will not be set with a due date that is in the week prior to any examination period.

Due to unforeseen circumstances, minor variations of the program may be necessary. These will be negotiated with the students and a **written statement of the changes signed by the class teacher, Head Teacher and all students.**

### **3. Completion of Assessment Tasks At School**

You have a responsibility to be present in class for all assessment tasks. **These tasks take priority over all other school activities.** If you are aware of circumstances that may prevent your attendance in class for a task you must make these circumstances known to your class teacher and the appropriate

Head Teacher **before** the day of the task and must use the Illness/Misadventure Application for Extension/Appeal Process. You must ensure that arrangements have been made to complete the task or a substitute task.

It is important that you attend on days with scheduled assessment tasks for the WHOLE DAY. Taking time off school to prepare assessment tasks on the due date is MALPRACTICE. It is a form of cheating. You will receive a **zero mark** for the task.

If you are late for school on the day of a scheduled assessment task you must report to the office and obtain a late pass before attempting an assessment task. You must go through the Illness/Misadventure Application for Extension/Appeal Process (refer to point 6).

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If it needs to be rescheduled, all students will be appropriately informed and sign that they are aware of the new date and time.

Year 12 Half Yearly and Trial HSC examinations will all involve anonymous marking. (NESA student number will be used.)

#### **4. Assessment of Separate Classes in the Same Course**

Where two or more classes exist in a course, they may be timetabled at different times. Moderation procedures in the form of common assessment tasks and examinations will be used. Consult with the relevant Head Teacher for particular faculty moderation procedures.

Revealing assessment content or assisting other students that have a similar task to complete later is a form of MALPRACTICE.

#### **5. Submission of Assessment Tasks Completed at Home**

You must submit assessment tasks yourself personally to the relevant teacher (or delegate) by the due date and time specified on the Assessment Notification form – tasks are not to be left at staffrooms, in classrooms or anywhere else. You must use the Illness/Misadventure Application for Extension/Appeal Process if there is any variation.

If you are unable to attend school on the day the task is due you must submit the task before school on the next day you are at school. You must then go through the Illness/ Misadventure Application for Extension/Appeal Process (refer to point 6) or a **zero mark** will be awarded.

You may arrange for delivery of the task to the school on the due day. The date and time of receipt of the task should be recorded and signed (by both the individual delivering and receiving) on the task cover sheet and the appropriate Head Teacher notified. You must then go through the Illness/Misadventure Application for Extension/Appeal Process (refer to point 6) or a **zero mark** will be awarded.

#### **6. Illness/Misadventure Application for Extension/Appeal Process**

**If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness/Misadventure Application for Extension/Appeal Process MUST be followed.** If you cannot attend school on the day of an assessment task to submit it or complete the task in person because of a **valid reason** (illness/misadventure) you **must** do the following:

1. **Ring the school on the day** and let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
2. **(a) For Assessment Tasks completed at home - submit the assessment task before school on the next day you attend**  
**(b) For Assessment Tasks completed at school – report to the relevant Head Teacher before school on the next day you attend** and discuss when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. The result of this task will depend on the success of your Application. If it is not successful, a zero mark stands.

3. **Collect an Illness/Misadventure Application form** from the Head Teacher of the subject/course where you missed the task before school on the morning you return to school. Any student in these circumstances receives a ZERO mark until a valid reason has been provided and the Application has been approved. YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPLICATION.
4. **Complete the Illness/Misadventure Application form**, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person eg counsellor or police officer. (In the case of **illness**, health professionals should describe the student's symptoms and describe how these symptoms could prevent the student's attendance at school to complete/submit an assessment task). A parent signature must be on each form before it is processed.
5. **Lodge the completed Illness/ Misadventure Application form to the relevant Head Teacher *within one week of the due date of the task*.**
6. **The Head Teacher** sights a medical certificate, notes it on the form and submits the medical certificate to the Roll Office. **The Head Teacher makes a written recommendation on the Application form and meets with the relevant Deputy Principal** to discuss the Application, liaising with the class teacher where necessary.
7. **Students will be notified of the result of their Application by the Head Teacher/Class Teacher.**
8. If successful, the completed assessment task will be marked as usual and the mark will stand. If successful, Students/Parents then have the right to appeal this decision within 5 school days. The Appeal form is available from the relevant Head Teacher. In the case of an unsuccessful Appeal, the Class Teacher will notify the parents in writing (through an official NESAs letter) of the zero mark.
9. **Medical certificates** - Medical certificates from a qualified medical practitioner with whom the student has engaged in a face-to-face consultation will be accepted as supporting documentation for misadventure/illness appeal. Online medical certificates will not be accepted.
10. **Estimates - Year 12** - If the assessment misadventure/illness application is upheld, students will complete an alternate task to demonstrate outcome achievement and to form the basis of an estimated mark. In Year 12, the estimated assessment task mark will be derived through consideration of all tasks completed and the student ranking in the subject.

## 7. Failure to Complete or Submit an Assessment Task

Where a task is not completed and there is no valid reason, a **zero mark** will be recorded for that task and parents will be notified through an official NESAs 'N' Warning letter. Such tasks cannot be counted to satisfy the course completion criteria. Advice to satisfactorily meet course requirements will be outlined in this 'N' Warning letter.

***All zero tasks need to be submitted regardless of reasons so that performance on relevant outcomes can still be seen.***

If you have a prolonged absence or are physically unable to complete a task (eg. an accident) the Head Teacher will generate a substitute task upon your return, or in exceptional circumstances (and after consultation with the relevant Deputy Principal), an estimate in line with other proven performances may be issued.

If you are suspended, you must still submit tasks on the due dates. The Deputy Principal will negotiate alternative arrangements for in-class tasks and/or formal examinations.

## 8. Assessment Tasks and Other School Sanctioned Commitments

In the event of an assessment task clashing with work placement or any other approved school activity (compulsory course excursions, school camps, representative sports, etc), which you are to attend, it is your responsibility to notify teachers of this commitment well in advance. You may apply for an extension before the event occurs or submit the task prior to the engagement. Otherwise, you may be given approval to complete or submit the task in the first lesson in that subject upon your return or complete a substitute task.

**Approval for late submission/completion of a task must be requested in advance.**

## 9. Extension of Time for an Assessment Task

Through using the Illness/Misadventure Application for Extension Application Process, the Deputy Principal (acting on Head Teacher recommendation) may grant an extension of time. Extension must be **sought at least one week before the due date**. No teacher is to grant an extension as this is unfair to the greater number of students.

## 10. Conduct during Assessment Tasks (Including Examination Periods)

You must follow the examination rules and teachers' instructions at all times during the conduct of an assessment task. You may not have electronic devices, mobile phones and/or notes without the specific approval of the teacher conducting the task. Notes must not be taken from an assessment task room without the approval of the teacher in charge. You must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task. If you engage in misconduct you risk being excluded from an assessment task and/or receiving **a zero mark** for that task, and parents will be notified. The Illness/Misadventure Application for Extension Application Process can be followed by the affected parties.

## 11. Malpractice

**Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating.** Dishonest behaviour includes plagiarism, regardless of the quantity. Proven cases of undertaking or assisting in cheating or dishonest practices will receive **a zero mark** for the entire task and parents will be notified. Students will be issued an N Warning Letter and the incident will be recorded on the NESMA Malpractice Register. If you facilitate cheating (eg. providing your work to be 'looked at' or copied), you are cheating. The Illness/Misadventure Application for Extension Application Process can be followed by the affected parties.

All students are aware of their obligation in relation to matters such as plagiarism as outlined in the HSC "All My Own Work" program.

## 12. Non-Serious Attempts

If your assessment task effort is deemed by the class teacher and Head Teacher to be non-serious you will receive **a zero mark** and parents will be notified. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance, those containing inappropriate comments or a refusal to complete or participate in any part of an assessment task. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as outlined by NESMA. The Illness/Misadventure Application for Extension Application Process can be followed by the affected parties.

## 13. Technology Problems

Computer or USB malfunction (loss of data) is not sufficient grounds for Application on its own. Computer or USB malfunction needs to be safeguarded by you through backing up, print outs, multiple copies or paper drafts. You would attach these as evidence to any genuine case through Illness/Misadventure Application for Extension Application Process. You are responsible for ensuring that any data (including text, images, video, Powerpoint presentations, etc) is functioning prior to the assessment due date. Printer issues are not grounds for application.

## 14. Procedures for Students in Danger of Not Meeting NESMA Requirements of a Course

You must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total HSC mark. NESMA requires that to satisfactorily complete a course, students must also **follow the course developed or endorsed by NESMA; apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieve some or all of the course outcomes.**



Not all class work, course work, practical, field work, tests, etc. are assessable for the HSC. All work, however contributes towards success in the HSC and to the achievement of outcomes specified in the syllabus.

You and your parents will be sent a copy (or over time, copies) of official NESA letters outlining the precise concerns and ways that you can remedy the situation. Absence from school will affect your ability to meet course completion criteria and these letters will indicate this impact. These letters will be presented as evidence to assist the Principal in determining whether you are to be issued an 'N' determination.

If an 'N' Determination is attained in English, or in a course/s that results in less than 10 units being completed you will not be eligible for the HSC.

### **15. Student Assessment Task Feedback**

In Board Developed and Board Endorsed courses, following each assessment task you will be given your score, position in group, level of achievement of specific outcomes and the steps you need to take to improve your result. You are also entitled to know your own (not others') cumulative rank at the end of each assessment task. Cumulative ranks will be based on progress in relation to the published syllabus course assessment components. You will also be notified of your cumulative ranking in each course on a report issued by the school. Final assessment marks WILL NOT be disclosed to students as per NESA policy.

### **16. Disability Adjustments**

NESA sanctioned disability adjustments may be provided to eligible students for formal Trial HSC examinations. Students must apply by the advertised due date and provide all relevant documentation to the Head Teacher Welfare.

### **17. Final Assessment Rank Order Notice**

Actual final HSC Assessment mark totals are not revealed to students. However, you will receive your Final HSC Assessment Rank Order Notice from the school at the graduation dinner/assembly. It is recommended that you check your final rank in each course by using the Students Online service at the NESA website after the final HSC examination and within the time period for Applications.

### **18. School Reviews of Assessment**

If you have any concerns about the marking of an assessment task you must follow this up using the Applications process (refer to point 6) with your Classroom Teacher or the Head Teacher within one week of the return of the task.

If you consider your ranking to be incorrect you can apply to the Head Teacher for a review of your ranking. All marks and their computations (in line with syllabus requirements) are checked. Marks awarded cannot be questioned, however the process and procedures can. If there is any other concern about the administration of an assessment task or the procedures followed, you must lodge an Illness/Misadventure Application for Extension Application form following the normal procedures and time limits so that the appeals panel of the Principal, relevant Deputy Principal and a Head Teacher can preside over the concern, consider it and inform the Principal of the decision. Once this occurs, the result of the concern will be communicated to you and/or your parents.

If you are not satisfied by the school's review of your placement in the rank order for a course, the process of appealing to NESA can be provided through liaising with the relevant Deputy Principal or via the NESA website.

## 19. VET Courses

### Assessment of VET Courses

#### a) Dual Accreditation of VET courses

VET courses are dual accredited. This means they allow you to gain a credential you can use in a vocational pathway beyond school whilst simultaneously contributing to the HSC. Vocational qualifications lead to recognition under the Australian Qualifications Framework (AQF) such as the award of Certificates I, II or III or Statements of Attainment toward one of these credentials.

#### b) Assessment in VET Courses

- AQF Assessment:

As you are assessed, you are judged as **competent** or **not yet competent**.

Assessment in all VET courses is ongoing. This means you will have more than one opportunity to demonstrate your skills in each unit of competency. You will be able to successfully complete competencies until the end of the course.

- HSC Assessment:

If you are seeking an ATAR, you MUST sit for the Higher School Certificate examination in the VET course you have studied. If you are not applying for an ATAR, there is no requirement for you to undertake the HSC examination unless you choose to do so. If you are enrolled in a VET course, you will be automatically entered for the examination until you notify the school that you no longer wish to complete it. In this situation, you will be required to obtain parental permission.

#### c) Formulating Assessments

All faculties in which VET courses are delivered will administer a mandatory program of assessment tasks as determined by the Department of Education. A list of these tasks can be found in the assessment schedule for each VET subject within this handbook. You should also understand that some competencies are assessed in an ongoing manner over time and evidence of competency is also gathered during work placement.

#### d) Reporting Competencies

Your report will contain the units that a student has gained *complete* competency in. If there are any units in which you have attained competence in *some* elements but not others, these will be reported as “not yet competent” pending the full completion of each unit. Reports will also contain information about the number of work placement hours that have been satisfactorily completed.

#### e) Recognition of Prior Learning (RPL)

You can apply for RPL for any unit of competency. The RPL process is an assessment process in which a student’s prior achievements can be acknowledged by their current school. If you wish to apply for RPL, your teachers will still need to conduct an assessment of your skills and knowledge in the units of competency. RPL applications should be submitted at the beginning of the course.

#### f) VET Course Applications

In the event that a student appeals the decision made by their classroom teacher regarding an achievement of a competency, the Head Teacher or Principal may organise for another assessor to re-assess the student. This should be scheduled to occur no later than two weeks after the application has been lodged.

### **g) Work placement**

All VET Industry Curriculum Framework courses have a mandatory work placement requirement. If a student fails to undertake the mandatory work placement component of a VET course, the principal will apply the “N” determination. The minimum number of mandatory hours spent in a workplace setting is 70 hours in a 240 hour course. This is usually arranged so that 35 hours are completed in Year 11 and a further 35 hours are completed during Year 12.

In the event of your scheduled work placement clashing with an assessment task for another subject or any other approved school activity (compulsory course excursions, school camps, representative sports, etc), which you are to attend, it is your responsibility to notify teachers of your commitment to work placement well in advance. You may apply for an extension before the event occurs or submit the task prior to the engagement. Otherwise, you may be given approval to complete or submit the task in the first lesson in that subject upon your return or complete a substitute task.

**PLEASE NOTE:**

**The full version of this document including individual subject Assessment Outlines  
can be viewed on the school website:**

[www.elderslie-h.schools.nsw.edu.au/](http://www.elderslie-h.schools.nsw.edu.au/)

## A Glossary of Key Words

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

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically</b>	Add a degree or level of accuracy depth, knowledge and understanding, (analyse/ logic, questioning, reflection and quality to (analysis/evaluation) evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against

<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole



**ELDERSLIE HIGH SCHOOL**

**ROSA, Preliminary HSC and HSC Illness/Misadventure and Extension Application Form**

<b>Section A Student Details</b>	
Family Name: _____	Given Name: _____
Year/Course: _____	Class Teacher: _____

**Section B Assessment Task Details** use a separate application form for each assessment task

Task Number: \_\_\_\_\_ Topic: \_\_\_\_\_

Weighting: \_\_\_\_\_ Due Date: \_\_\_\_\_

Have you completed/submitted the assessment task? (tick)  Yes  No

**Section C What is the nature of the application – See page 2 (indicate with a tick)**

Misadventure  Illness  Extension

**Section D Evidence Supporting the application**  
Please list evidence you have attached to this application.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Student Signature \_\_\_\_\_ Parent/Guardian Signature

**Section E Head Teacher Recommendation**

Date Received \_\_\_\_\_

**Comments:** Please include circumstances relevant to this application.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Head Teacher Signature \_\_\_\_\_ Date

**Section F Deputy Principal Decision**

Date Received \_\_\_\_\_  Upheld  Declined

**Comments:** Including consultation with the Head Teacher and Class Teacher, where applicable.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Deputy Principal Signature \_\_\_\_\_ Date

Note: If the application is declined you have the right to Appeal the decision.  
Application form handed out by Head Teacher? YES NO



**ELDERSLIE HIGH SCHOOL**  
ROSA, Preliminary HSC and HSC Appeal Form

Student Name: _____	Date _____
Year/Course: _____	Application Submitted: _____
Head Teacher Signature: _____	

If the student wishes to appeal they must:

- Submit this appeal form within 5 school days of an Illness/Misadventure and Extension Application being declined.
- Attach additional supporting evidence to this application.

**Section A Additional Evidence Supporting the application. Please list evidence you have attached to this application.**

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

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

**Section B Completed by the Deputy Principal**

Date Received by Deputy Principal \_\_\_\_\_

**Comments:** Please include circumstances relevant to this application.

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

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

\_\_\_\_\_  
Date

**Section C Completed by the Appeals Panel**

Date Received by Appeals Panel \_\_\_\_\_

Upheld

Declined

**Comments:** Including consultation with Head Teacher and Class Teacher, where applicable.

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

Outcome communicated to Student:

YES

NO

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date Received

\_\_\_\_\_  
Appeals Panel Representative Signature

\_\_\_\_\_  
Date



# ELDERSLIE HIGH SCHOOL

## ROSA, Preliminary HSC and HSC illness, misadventure and extension information.

### **Types of Application**

#### **Illness/Misadventure**

If you cannot attend school on the day of an assessment task to submit or complete the task in person because of a valid reason.

Applications will only be considered when you have complied with the following guidelines:

(a) For Assessment Tasks completed at home – you must submit the assessment task before school on the next day you attend, or

(b) For Assessment Tasks completed at school – you must report to the relevant Head Teacher before school on the next day you attend and discuss when you will do the task missed or a substitute task.

You must attach a Medical Certificate with this application indicating how your Illness/Misadventure would affect you completing the Assessment Task.

#### **Extension**

If you are applying for an extension of time to complete an assessment task. An extension must be sought at least one week before the due date.

#### **Technology Problems**

If you have had a computer or USB malfunction. You must attach back up copies, drafts, print outs, multiple copies or paper drafts as evidence of the work you lost. You are responsible for ensuring that any data (including text, images, video, Powerpoint presentations, etc) is functioning prior to the assessment due date Printer issues are not grounds for application.

#### **Assessment Application**

If you would like to Appeal any aspect of the assessment process including ranking or rulings about malpractice, conduct or non-serious attempt. Marks cannot be Appealed.

### **Assessment Guidelines Document – See Section 6**

#### Illness/Misadventure and Extension Appeal Application Process

**If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness/Misadventure Application for Extension/Application Process MUST be followed.** If you cannot attend school on the day of an assessment task to submit it or complete the task in person because of a **valid reason** (illness/misadventure) you **must** do the following:

1. **Ring the school on the day** and let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
2. **(a) For Assessment Tasks completed at home - submit the assessment task before school on the next day you attend**  
**(b) For Assessment Tasks completed at school – report to the relevant Head Teacher before school on the next day you attend** and discuss when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. The result of this task will depend on the success of your application. If it is not successful, a zero mark stands.
3. **Collect an Illness/Misadventure and Extension Application form** from the Head Teacher of the subject/course where you missed the task before school on the morning you return to school. Any student in these circumstances receives the set penalties (see assessment policy) until a valid reason has been provided and the application has been approved. **YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPLICATION.**
4. **Complete the Illness/Misadventure and Extension Application form**, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person eg counsellor or police officer. (In the case of **illness**, health professionals should describe the student's symptoms and describe how these symptoms could prevent the student's attendance at school to complete/submit an assessment task). A parent signature must be on each form before it is processed. NB: Depending on circumstances, a letter from parents may not be acceptable.
5. **Lodge the completed Illness/ Misadventure and Extension Application form to the relevant Head Teacher within one week of the due date of the task.**
6. **The Head Teacher** sights a medical certificate or appropriate letter, notes it on the form and submits the evidence with the application and **a written recommendation to the relevant Deputy Principal. (refer to point 9 of page 6 – Illness/Misadventure).**
7. **Students will be notified of the result of their application by the Head Teacher/Class Teacher.**
8. In the case of an unsuccessful application, the Head Teacher/Class Teacher will notify the parents, copy the declined application and return it with an Assessment Appeal form if required. The Appeal form must be returned with additional supporting evidence within 5 school days to be considered.



All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed HSC: All My Own Work or its equivalent. This requirement excludes students who are only entered for Life Skills courses or Board Endorsed courses although the program would still be available as an option for these students if this was seen as appropriate by their school.

**What are the objectives and outcomes for HSC: All My Own Work?**

The values and attitudes students will develop through completing the HSC: All My Own Work program are:

- a commitment to principles of good scholarship, academic honesty and ethical practices.
- respect for the fundamental rights, rules and procedures that promote honesty, equity and respect for the integrity of their own work and the work of others.

In addition, the program addresses the following objectives and outcomes:

Objectives	Outcomes
<b>Students will develop:</b>	<b>A student:</b>
1. Knowledge and understanding about scholarship principles, academic honesty and ethical practices in the context of the Higher School Certificate	1.1 demonstrates an understanding of what constitutes good scholarship and ethical practices in the context of the HSC 1.2 demonstrates an understanding of the legal context of ethical practices such as copyright law and intellectual property rights 1.3 analyses the factors that may lead to inappropriate practices 1.4 explains the benefits of respecting the integrity of works created by self and others 1.5 demonstrates an understanding of the consequences of malpractice in the context of the HSC
2. Skills in working appropriately with others in the context of the HSC	2.1 distinguishes between appropriate and inappropriate collaboration in completing school assessment tasks 2.2 evaluates opportunities to access assistance from others in completing school assessment tasks 2.3 identifies appropriate methods of acknowledging the assistance of others in completing school assessment tasks
3. Skills acknowledging the work of others appropriately to avoid plagiarism	3.1 identifies inappropriate practices such as plagiarism 3.2 attributes the work of others appropriately using referencing, bibliographic and citation conventions 3.3 applies knowledge of ethical practices to the context of the internet

# Higher School Certificate Assessment 2019 -2020

Course: Agriculture

Faculty: Technology

Line(s): 6



Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 9 2019	Date Due: Term 1 Week 8 2020	Date Due: Term 2 Weeks 9, 10 2020	Date Due: Term 3 Week 1 2020
		Task Title: Product Study	Task Title: Half Yearly Exam	Task Title: Examination	Task Title: Experimental Design and Analysis
Knowledge and understanding of: The physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems The impact of innovation, ethics and current issues on Australian agricultural systems	40	5	15	20	
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing.	40	10	5	20	
Skills in effective research, experimentation and communication	20				25
<b>Marks</b>	<b>100</b>	<b>15</b>	<b>20</b>	<b>40</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, 2.2, 3.1, 3.4	H1.1, H2.1, 2.2, 3.1, 3.4, 4.1,5.1	H 3.4, H 4.1, H 5.1

# Outcomes:

A student:

- H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production.
- H2.1 describes the inputs, processes and interactions of plant production systems.
- H2.2 describes the inputs, processes and interactions of animal production systems.
- H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products.
- H3.3 critically assesses the marketing of a plant OR animal product.
- H3.4 critically examines the technologies and technological innovations employed in the production and marketing of agricultural systems.
- H3.4 evaluates the management of the processes in agricultural systems.
- H4.1 applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations.
- H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems.

# Higher School Certificate Assessment 2019 -2020



Course: Ancient History

Faculty: HSIE

Line(s): 2 and 3

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Due Date: Term 4 Week 8 2019	Due Date: Term 1 Week 7 2020	Due Date: Term 2 Weeks 9 & 10 2020	Due Date: Term 3 Week 5 2020
		Ancient Society Sparta Research	Core Study – Cities Of Vesuvius Half Yearly Exam	Examination	Personalities In Their Times Agrippina li Research & In Class
Knowledge and understanding of course content	40	5	15	15	5
Source based skills	20		5	10	5
Historical inquiry and research	20	10			10
Communication of historical understanding in appropriate forms	20	10	5		5
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		AH 12.3, AH 12.5	AH 12.6, AH 12.10	AH 12.10, AH 12.1, AH 12.9	AH 12.7, AH 12.8

# Outcomes:

A student:

- AH12-1 accounts for the nature of continuity and change in the world
- AH12-2 proposes arguments about the varying causes and effects of the events and developments
- AH12-3 evaluates the role of historical features, individuals and groups in shaping the past
- AH12-4 analyses the different perspectives of individuals and groups in their historical context
- AH12-5 assesses the significance of the historical features, people, places, events and developments of the ancient world
- AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12-7 discusses and evaluates differing interpretations and representations of the past
- AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

# Higher School Certificate Assessment 2019 -2020



Course: Biology

Faculty: Science

Line(s): 5

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 8 2019	Date Due : Term 1 Week 7 2020	Date Due: Term 2 Weeks 9 & 10 2020	Date Due: Term 3 Week 5 2020
		Task Title: Disease Research Task	Task Title: Depth Study	Task Title: Assessment Task 3	Task Title: Genetics Practical Task
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species</li> <li>natural genetic change and the use of genetic technologies to induce genetic change</li> <li>infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system</li> <li>non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease.</li> </ul>	40	10	10	10	10
<p>Skills in:</p> <ul style="list-style-type: none"> <li>developing and evaluating questions and hypotheses for scientific investigation</li> <li>designing and evaluating investigations in order to obtain primary and secondary data and information</li> <li>conducting investigations to collect valid and reliable primary and secondary data and information</li> <li>selecting and processing appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>analysing and evaluating primary and secondary data and information</li> <li>solving scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>communicates scientific understanding using suitable language and terminology for a specific audience or purpose.</li> </ul>	60	10	15	10	25
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>35</b>
HSC Outcomes Assessed in Tasks		BIO12-2-7, BIO12-14-15	BIO12-1-7, BIO12- 12-13 or 14-15	BIO12-1-7, BIO12-12-15	B12-1-6 BIO12-14-15

# Outcomes:

A student:

- BIO12-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO12-5 analyses and evaluates primary and secondary data and information
- BIO12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

# Higher School Certificate Assessment 2019 -2020



Course: Business Studies

Faculty: HSIE

Line(s): 3

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 9 2019	Date Due: Term 1 Week 8 2020	Date Due: Term 2 Weeks 9 & 10 2020	Date Due: Term 3 Week 6 2020
		Task Title: HR Extended Response Research Task	Task Title: Finance Mathematical Concepts Task	Task Title: Examination	Task Title: Business Report Assessment Task
Knowledge and understanding course content	45	5	10	15	15
Stimulus-Based skills	25	5	10	5	5
Inquiry and Research	10	10			
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		H3, H7, H9	H5, H10	H1, H2, H4, H6	H8, H9



# Outcomes:

A student:

- H1 critically analyses the role of business in Australia and globally.
- H2 evaluates management strategies in response to changes in internal and external influences.
- H3 discusses the social and ethical responsibilities of management.
- H4 analyses business functions and processes in large and global businesses.
- H5 explains management strategies and their impact on businesses.
- H6 evaluates the effectiveness of management in the performance of businesses.
- H7 plans and conducts investigations into contemporary business issues.
- H8 organises and evaluates information for actual and hypothetical business situations.
- H9 communicates business information, issues and concepts in appropriate formats.
- H10 applies mathematical concepts appropriately in business situations.



# Higher School Certificate Assessment 2019 -2020

Course: Chemistry

Faculty: Science

Line(s): 3

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 7 2019	Date Due: Term 1 Week 6 2020	Date Due: Term 2 Weeks 9 & 10 2020	Date Due: Term 3 Week 4 2020
		Task Title: Equilibrium Skills Task	Task Title: Depth Study	Task Title: Assessment Task 3	Task Title: Organic Chemistry
Knowledge and understanding of: <ul style="list-style-type: none"> <li>the characteristics of equilibrium systems, and the factors that affect these systems</li> <li>acids and bases using contemporary models</li> <li>the structure of, and predicts reactions involving, carbon compounds</li> <li>chemical systems used to design and analyse chemical processes.</li> </ul>	40		10	20	10
Skills in: <ul style="list-style-type: none"> <li>developing and evaluating questions and hypotheses for scientific investigation</li> <li>designing and evaluating investigations in order to obtain primary and secondary data and information</li> <li>conducting investigations to collect valid and reliable primary and secondary data and information</li> <li>selecting and processing appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>analysing and evaluating primary and secondary data and information</li> <li>solving scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>communicates scientific understanding using suitable language and terminology for a specific audience or purpose.</li> </ul>	60	15	20	5	20
<b>Marks</b>	<b>100</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>
HSC Outcomes Assessed in Tasks		CH12-6 , CH12-7 CH12-4 ,CH12-5	CH12-12, CH12-13, CH12-14, CH12-15	CH12 1-7, CH12-15	CH12-2, CH12-3, CH12-13

## Outcomes:

- CH12-1 develops and evaluates questions and hypotheses for scientific investigation investigations
- CH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH12-5 analyses and evaluates primary and secondary data and information
- CH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

# Higher School Certificate Assessment 2019 -2020



Course: Community and Family Studies

Faculty: TAS – Home Economics

Line(s): 3

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Due Date: Term 4 Week 10 2019	Due Date: Term 1 Week 8 2020	Due Date: Term 2 Weeks 9 & 10 2020	Due Date: Term 3 Week 6 2020
		Task Title: Independent Research Task	Task Title: Investigation/Information Guide on Parent & Caring	Task Title: Examination	Task Title: In class- Case Study Task on Individuals and work/ Groups in Context
Knowledge and understanding of course content	40	5	10	10	15
Skills n critical thinking, research methodology, analysing and communicating	60	15	15	15	15
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
HSC Outcomes Assessed in Tasks		H4.1, H4.2	H2.1, H3.2, H5.1, H5.2, H6.1	H1.1 to H6.2	H5.2, H2.3, H3.4, H4.2

# Outcomes:

A student:

- H1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within the historical context.
- H2.1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world.
- H3.1 locate, select and organise relevant information from a variety of sources.
- H3.2 discuss relevant problems of sources for reconstructing the past.
- H3.3 analyse and evaluate sources for their usefulness and reliability.
- H3.4 explain and evaluate differing perspectives and interpretations of the past.
- H3.5 analyse issues relating to ownership and custodianship of the past.
- H3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources.
- H4.1 use historical terms and concepts appropriately.
- H4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms.

# Higher School Certificate Assessment 2019 -2020



Course: Dance

Faculty: Creative and Performing Arts

Line(s): Offline 7

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 9 2019	Date Due: Term 1 Week 8 2020	Date Due: Term 2 Week 10 2020	Date Due: Term 3 Week 6 2020
		Core Performance and Interview	Core Composition, Process Diary and Written Rationale	Major Study In Progress	Core Appreciation
Core Performance	20	20			
Core Composition	20		20		
Core Appreciation	20				20
Major Study	40			40	
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>
HSC Outcomes Assessed in Tasks		H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H1.1, H1.2, H1.3, H1.4, H3.1, H 3.2, H3.3, H3.4	H1.1, H1.2, H1.3, H1.4 & outcomes relating to selected major study	H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3, H4.4, H4.5

# Outcomes:

A student develops knowledge and understanding, skills, \*values and attitudes. The student:

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form.
- H1.2 performs, composes and appreciates dance as an art form.
- H1.3 appreciates and values dance as an art form through the interrelated experiences of performing, composing and appreciating dances.
- H1.4 acknowledges and appreciates the relationship of dance and other media.
- H2.1 understands performance quality, interpretation and style relating to dance performance.
- H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices.
- H2.3 values the diversity of dance performance.
- H3.1 identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent.
- H3.2 demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent.
- H3.3 recognises and values the role of dance in achieving individual expression.
- H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent.
- H4.1 understands the concept of differing artistic, social and cultural contexts of dance.
- H4.2 recognises, analyses and evaluates the distinguishing features of major dance works.
- H4.3 utilises the skills of research and analysis to examine dance as an art form.
- H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance.
- H4.5 acknowledges that the art form of dance is enhanced through reflective practice, study and evaluation.

\*Note: While values and attitudes outcomes are included in this syllabus, they are not to be assessed as in the HSC assessment program.

# Higher School Certificate Assessment 2019 -2020



Course: Drama

Faculty: Creative and Performing Arts

Line(s): 7

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Due Date: Term 4 Week 9 2019	Due Date: Term 1 Week 8 2020	Due Date: Term 2 Week 9 2020	Due Date: Term 3 Week 2 2020
		Prepared Essay	Individual Project Process/Log Book	Verbatim Essay Performance Task Individual Project Logbook	Individual Project/Performance and Logbook Progress
Making	40		15	10	15
Performing	30		5	15	10
Critically Studying	30	15		15	
	<b>100</b>	<b>15</b>	<b>20</b>	<b>40</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		H3.1, H3.2, H3.4	H1.1,H1.2,H1.3,H1.7, H2.1,H2.2,H2.4, H3.3	H1.1,H1.2,H1.3,H1.4,H1.5,H 1.6,H1.7, H2.1,H2.2,H2.3, H3.1,H3.2	H1.1,H1.2,H1.3,H1.4,H1.5,H 1.6,H1.7, H2.1,H2.2,H2.3, H3.3



# Outcomes:

Through Drama, students will develop knowledge and understanding about and skills. The student:

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4 collaborates effectively to produce a group-devised performance
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production

Values and attitudes\*. The student

- H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work

Through Drama, students will develop knowledge and understanding about and skills. The student:

- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media

Values and attitudes\*. The student

- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance

Through Drama, students will develop knowledge and understanding about and skills. The student:

- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

Values and attitudes\*. The student

- H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

\*Note: While values and attitudes outcomes are included in this syllabus, they are not to be assessed as in the HSC assessment program.

# Higher School Certificate Assessment 2019 -2020



Course: Engineering Studies

Faculty: TAS – Industrial Arts

Line(s): 6

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 9 2019	Date Due: Term 1 Week 8 2020	Date Due: Term 2 Weeks 9 & 10 2020	Date Due: Term 3 Week 6 2020
		Task Title: Materials and Societal Effect Research	Task Title: Engineering Report	Task Title: Exam	Task Title: Engineering Problem solving
Knowledge and understanding of course content	60	15	10	15	15
Knowledge and skills in research, problem solving and communication related to engineering practice	40	5	15	10	15
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
HSC Outcomes Assessed in Tasks		H1.1, H2.1, H2.2, H3.3, H4.2, H4.3	H1.2, H2.2, H3.2, H4.1, H5.1, H6.2	H1.2, H2.1, H3.1, H3.3, H4.2, H6.2	H1.2, H3.1, H5.1, H5.2, H6.1

# Outcomes:

A student:

- H1.1 describes the scope of engineering and critically analyses current innovations
- H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
- H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering
- H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
- H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
- H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
- H3.3 develops and uses specialised techniques in the application of graphics as a communication tool
- H4.1 investigates the extent of technological change in engineering
- H4.2 applies knowledge of history and technological change to engineering-based problems
- H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
- H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports
- H5.2 selects and uses appropriate management and planning skills related to engineering
- H6.1 demonstrates skills in research and problem-solving related to engineering
- H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

# Higher School Certificate Assessment 2019 -2020



Course: English Advanced

Faculty: English

Line(s): 1

ASSESSMENT COMPONENTS	MODES	Task 1	Task 2	Task 3	Task 4
		Due Date: Term 4 Week 8 2019	Due Date: Term 1 Week 7 2020	Due Date: Term 2 Weeks 9&10 2020	Due Date: Term 3 Week 5 2020
		Task Title: Multimodal Presentation: Common Module	Task Title: Persuasive Response: Module B	Task Title: Task 3	Task Title: Module C
Knowledge and Understanding of Course Content	Reading		10	5	10
	Writing	10	10	5	10
	Speaking	5			
	Listening			5	
Skills in Responding to Texts and Communication of Ideas Appropriate to Audience, Purpose and Context Across All Modes	Viewing			5	5
	Representing	10		5	5
	<b>WEIGHTING %</b>	25	20	25	30
HSC Outcomes Assessed in Tasks		EA12-1, EA12-2, EA12-3, EA12-4 EA12-5, EA12-6, EA12-7, EA 12-8, EA12-9	EA12-1, EA12-3, EA12-5, EA12-7, EA12-8	EA12-2, EA12-3, EA12-4 EA12-5, EA12-7, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4 EA12-5, EA12-6, EA12-7, EA 12-8, EA12-9

## Outcomes:

A student:

- EA12-1: Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2: Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3: Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA12-4: Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5: Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6: Investigates and evaluates the relationship between texts
- EA12-7: Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8: Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9: Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

# Higher School Certificate Assessment 2019 -2020



Course: English Standard

Faculty: English

Line(s): 1

ASSESSMENT COMPONENTS	MODES	Task 1	Task 2	Task 3	Task 4
		Due Date: Term 4 Week 8 2019	Due Date: Term 1 Week 7 2020	Due Date: Term 2 Weeks 9 & 10 2020	Due Date: Term 3 Week 5 2020
		Task Title: Multimodal Presentation: Common Module	Task Title: Persuasive Response: Module B	Task Title: Task 3	Task Title: Imaginative/Reflective: Module C
Knowledge and Understanding of Course Content	Reading		10	5	10
	Writing	10	10	5	10
	Speaking	5			
	Listening			5	
Skills in Responding to Texts and Communication of Ideas Appropriate to Audience, Purpose and Context Across All Modes	Viewing			5	5
	Representing	10		5	5
	<b>WEIGHTING %</b>	25	20	25	30
HSC Outcomes Assessed in Tasks	EN12-1, EN12-2, EN12-3, EN12-4 EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4 EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	

**Outcomes:**

## A student:

- EN12-1: Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN12-2: Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN12-3: Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
- EN12-4: Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN12-5: Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN12-6: Investigates and explains the relationship between texts
- EN12-7: Explains and evaluates the diverse ways texts can represent personal and public worlds
- EN12-8: Explains and assesses cultural assumptions in texts and their effects on meaning
- EN12-9: Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

# Higher School Certificate Assessment 2019 -2020



Course: English Extension One

Faculty: English

Line(s): Offline

ASSESSMENT COMPONENTS	MODES	Task 1	Task 2	Task 3
		Due Date: Term 4 Week 9 2019	Due Date: Term 1 Week 8 2020	Due Date: Term 2 Weeks 9 & 10 2020
		Task Title: Imaginative Response & Reflection Common Module – Lit Words	Task Title: Critical Response & Evaluation Related Text Re-imagined Worlds	Task Title: Task 3
Knowledge and Understanding of Texts and why they are valued.  Skills in complex analysis, composition and investigation	Reading	15	10	15
	Writing	15	10	15
	Speaking		10	
	Listening		10	1
	WEIGHTING %	30	40	30
HSC Outcomes Assessed in Tasks		EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5



# Outcomes:

A student:

- EE12-1 Demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE12-2 Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
- EE12-3 Independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
- EE12-4 Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
- EE12-5 Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

# Higher School Certificate Assessment 2019 -2020



Course: English Extension Two

Faculty: English

Line(s): Offline

ASSESSMENT COMPONENTS	MODES	Task 1	Task 2	Task 3
		Due Date: Term 4 Week 9 2019	Due Date: Term 1 Week 8 2020	Due Date: Term 3 Week 6 2020
		Task Title: Viva Voce	Task Title: Report	Task Title: Draft Version of Major Work
<b>Knowledge and Understanding of Texts and why they are valued.</b>  <b>Skills in complex analysis, composition and investigation</b>	<b>Reading</b>	5	5	10
	<b>Writing</b>		5	15
	<b>Speaking</b>	5		
	<b>Listening</b>		5	
	<b>WEIGHTING %</b>	10	15	25
HSC Outcomes Assessed in Tasks		EEX12-1	EEX12-2	EEX12-3, EEX12-4, EEX12-5

## Outcomes:

A student:

- EEX12-1 Demonstrates a deep understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
- EEX12-2 Strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
- EEX12-3 Applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX12-4 Undertakes extensive independent investigation to articulate a personal perspective that explore, challenges, speculates or evaluates a significant experience, event or idea
- EEX12-5 Reflects on and evaluates the composition process and the effectiveness of their own published composition.

# Higher School Certificate Assessment 2019 -2020



Course: English Studies

Faculty: English

Line(s): 1

ASSESSMENT COMPONENTS	MODES	Task 1	Task 2	Task 3	Task 4
		Due Date: Term 4 Week 8 2019	Due Date: Term 1 Week 7 2020	Due Date: Term 2 Weeks 9 & 10 2020	Due Date: Term 3 Week 5 2020
		Task Title: Multimodal Presentation: Common Module	Task Title: Persuasive Response	Task Title: Task 3	Task Title: Portfolio
Knowledge and Understanding of Course Content	Reading		10	5	10
	Writing	10	10	5	10
	Speaking	5			
	Listening			5	
Skills in Responding to Texts and Communication of Ideas Appropriate to Audience, Purpose and Context Across All Modes	Viewing			5	5
	Representing	10		5	5
	<b>WEIGHTING %</b>	25	20	25	30
HSC Outcomes Assessed in Tasks	EN12-1, EN12-2, EN12-3, EN12-4 EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4 EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	

# Outcomes:

A student:

- ES12-1: Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-2: Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual and multimodal and digital texts that have been composed for different purposes and contexts
- ES12-3: Accesses, comprehends and uses information to communicate in a variety of ways
- ES12-4: Composes proficient texts in different forms
- ES12-5: Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-6: Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-7: Represents own ideas in critical, interpretive and imaginative texts
- ES12-8: Understands and explains the relationships between texts
- ES12-9: Identifies and explore ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES12-10: Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

# Higher School Certificate Assessment 2019 -2020



Course: Exploring Early Childhood

Faculty: TAS

Line(s): 2

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Due Date: Term 4 Week 8 2019	Due Date: Term 1 Week 7 2020	Due Date: Term 4 Weeks 9 & 10 2020
		<b>Food 4 Nutrition</b> Nutrition Report, Design 4 Make	<b>Pregnancy &amp; Childbirth</b> Investigation of a Contemporary Issue/ Visual Presentation	Examination
Knowledge and understanding of course content	50	20	10	20
Skills in critical thinking, research methodology, analysing and communicating	50	15	25	10
<b>Marks</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>
Preliminary ROSA Outcomes Assessed in Tasks		1.3, 1.4, 5.1, 6.1	1.4, 2.1, 2.1	All Outcomes may be assessed

# Outcomes:

A student:

- 1.1 Analyses prenatal issues that have an impact on development
- 1.2 Examines major physical socio-economical, behavioral, cognitive and language development of young children.
- 1.3 Examines the nature of different periods in childhood-infant, toddler, preschool and the early school years.
- 1.4 Analyses the ways in which family, community and culture influence growth and development of young children.
- 1.5 Examines the implications for growth and development when a child has special needs.
- 2.1 Analyses issues relating to the appropriateness of a range of services for different families.
- 2.2 Critically examines factors that influence the social world of young children.
- 2.3 Explains the importance of diversity as a positive issue for children and their families.
- 2.4 Analyses the role of a range of environmental factors that have an impact on the lives of young children.
- 2.5 Examines strategies that promote safe environments.
- 3.1 Evaluates strategies that encourage positive behavior in young children.
- 4.1 Demonstrates appropriate communication skills with children and/or adults.
- 4.2 Interacts appropriately with children and adults from a wide range of cultural backgrounds.
- 4.3 Demonstrates appropriate strategies to resolve group conflict.
- 5.1 Analyses and compares information from a variety of sources to develop an understanding of child growth and development.
- 6.1 Demonstrates an understanding of decision making processes.
- 6.2 Critically examines all issues including beliefs and values that may influence interactions with others.

# Higher School Certificate Assessment 2019 -2020



Course: Food Technology  
 Faculty: TAS - Home Economics  
 Line(s): 5

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Due Date: Term 4 Week 8 2019	Due Date: Term 1 Week 7 2020	Due Date: Term 2 Weeks 9 & 10 2020	Due Date: Term 3 Week 5 2020
		AFI in Depth Study	Product Development Task	Examination	Investigation of Contemporary Nutrition Issues
Knowledge and understanding of course content	40	5		20	15
Knowledge and skills in designing, researching, analysing & evaluating	30	10	10		10
Skills in experimenting with and preparing food by applying theoretical concepts	30	10	20		
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		H1.2, H3.1, H1.4	H4.1, H1.3	H1.1, H1.2, H1.3, H1.4, H3.1, H4.2	H2.1, H3.2, H5.1



# Outcomes:

A student:

- H1.2 examines the nature and extent of the Australian food industry
- H1.4 evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society and environment
- H3.1 investigates operations of one organisation within the Australian food industry.
- H1.1 explains manufacturing processes and technologies used in the production of food products
- H4.2 applies principles of food preservation to extend the life of food and maintain safety.
- H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H4.1 develops, prepares and presents food using product development processes.
- H2.1 evaluates the relationship between food, its production, consumption, promotion and health
- H3.2 independently investigates contemporary nutrition issues
- H5.1 develops, realises and evaluates solutions for a range of food situations.

# Higher School Certificate Assessment 2019 -2020



Course: Geography

Faculty: HSIE

Line(s): 3

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 7 2019	Date Due: Term 1 Week 6 2020	Date Due: Term 2 Weeks 9 & 10 2020	Date Due: Term 3 Week 4 2020
		Task 1: Ecosystems at Risk. Research Task	Task Title: Urban Places and Ecosystems at risk Writing assessment	Task Title: Examination	Task Title: Geographical Skills and people. Economic Activity Research
Knowledge and understanding course content	35	5	10	15	5
Geographical tools and skills	25	5	5	10	5
Geographical Inquiry and Research	20	5	5		10
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	5	5
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		H5,H6	H12,H13	H8, H9, H10,	H7, H11

# Outcomes:

A student:

- H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity.
- H2 explains the factors which place ecosystems at risk and the reasons for their protection.
- H3 analyses contemporary urban dynamics and applies them in specific contexts.
- H4 analyses the changing social and ecological dimensions of an economic activity.
- H5 evaluates environmental management strategies in terms of ecological sustainability.
- H6 evaluates the impacts of, and responses of people to, environmental change.
- H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world.
- H8 plans geographical inquiries to analyse and synthesise information from a variety of sources.
- H9 evaluates geographical information and sources for usefulness, validity and reliability.
- H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts.
- H11 applies mathematical ideas and techniques to analyse geographical data.
- H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrate examples.
- H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.

# Higher School Certificate Assessment 2019 -2020

Course: History Extension

Faculty: HSIE

Line(s): 7



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Date Due: Term 4 Weeks 6-9 2019	Date Due: Term 2 Weeks 9 & 10 2020	Date Due: Term 3 Week 4 2020
		Task Title: Tutorial Presentation	Task Title: Examination	Task Title: Submission of Project
Knowledge and understanding of significant historiographical ideas and processes	10	5	5	
The History Project	40			40
<b>Marks</b>	<b>50</b>	<b>5</b>	<b>5</b>	<b>40</b>
HSC Outcomes Assessed in Tasks		HE 12-1, HE 12-4	HE 12-3	HE 12-1, HE 12-2

## Outcomes:

A student:

- HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- HE12-3 communicates through details, well-structures texts to explain, argue, discuss, analyse and evaluate historical issues
- HE12-4 constructs a historical position about an area of historical inquiry, and discusses and challenges other positions

# Higher School Certificate Assessment 2019 -2020



Course: Industrial Technology Timber

Faculty: TAS – Industrial Arts

Line(s): 4

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 7 2019	Date Due: Term 1 Week 6 2020	Date Due: Term 2 Weeks 9 & 10 2020	Date Due: Term 3 Week 4 2020
		Task Title: Major Project	Task Title: Project	Task Title: Exam	Task Title: Industry
Knowledge and understanding of organisation and management of, and manufacturing processes and techniques used by, the focus area.	40	10	10	10	10
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	10	20	20	10
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>
HSC Outcomes Assessed in Tasks		H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H3.3, H4.1, H4.3, H5.1, H6.1, H6.2, H7.1	H1.1, 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	H1.2, H2.1, H3.3, H4.1, H4.3, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2

# Outcomes:

A student:

- H1.1 investigates industry through the study of business in one focus area.
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry.
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques.
- H3.1 is skilled in sketching, producing and interpreting drawings.
- H3.2 selects and applies appropriate research and problem solving skills.
- H3.3 applies design principles effectively through the production of projects.
- H4.1 demonstrates competency in practical skills appropriate to the major project.
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills.
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components.
- H5.1 selects and uses communication and information processing skills.
- H5.2 selects and applies appropriate documentation techniques to project management.
- H6.1 evaluates the characteristics of quality manufactured products.
- H6.2 applies the principles of quality and quality control.
- H7.1 evaluates the impact of the focus area industry on the social and physical environment.

# Higher School Certificate Assessment 2019 -2020



Course: Japanese Beginners

Faculty: English

Line(s): Offline 7

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Date Due: Term 4 Week 9 2019	Date Due: Term 1 Week 8 2020	Date Due: Term 2 Weeks 9 & 10 2020
		Task Title: Speaking & Reading Task	Task Title: Listening & Writing Task	Task Title: Trial HSC Examination
Speaking	20	20		
Listening	30		20	10
Reading	30	10		20
Writing	20		10	10
<b>Marks</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
HSC Outcomes Assessed in Tasks		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4



# Outcomes:

A student:

- 1.1 establishes and maintains communication in Japanese.
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese.
- 1.3 sequences ideas and information.
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately.
- 2.1 understands and interprets information in texts using a range of strategies.
- 2.2 conveys the gist of and identifies specific information in texts.
- 2.3 summarises the main points of a text.
- 2.4 draws conclusions from or justifies an opinion about a text.
- 2.5 identifies the purpose, context and audience of a text.
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts.
- 3.1 produces texts appropriate to audience, purpose and context.
- 2.3 structures and sequences ideas and information.
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese.
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

# Higher School Certificate Assessment 2019 -2020



Course: Japanese Continuers

Faculty: English

Line(s): Offline 7

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Date Due: Term 4 Week 9 2019	Date Due: Term 1 Week 8 2020	Date Due: Term 2 Weeks 9 & 10 2020
		Task Title: Speaking & Reading Task	Task Title: Listening & Writing Task	Task Title: Trial HSC Examination
Speaking	20	20		
Listening	30		20	10
Reading	30	10		20
Writing	20		10	10
<b>Marks</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
HSC Outcomes Assessed in Tasks		1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3

# Outcomes:

A student:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.3 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

# Higher School Certificate Assessment 2019 -2020



Course: Legal Studies

Faculty: HSIE

Line(s): 5

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 8 2019	Date Due: Term 1 Week 7 2020	Date Due: Term 2 Week 9 & 10 2020	Date Due: Term 3 Week 5 2020
		Task Title: Human Rights Essay	Task Title: Family Law Task	Task Title: Examination	Task Title: Research Task & In Class Task Crime
Knowledge and understanding course content	60	10	20	20	10
Research	20	10			10
Communication	20		5	10	5
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		H2, H3, H5, H10	H4, H6, H7, H8, H9	H1, H3, H4, H5, H9	H7, H8, H9

# Outcomes:

A student:

- H1 identifies and applies legal concepts and terminology.
- H2 describes and explains key features of and the relationship between Australian and international law.
- H3 analyses the operation of domestic and international legal systems.
- H4 evaluates the effectiveness of the legal system in addressing issues.
- H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.
- H6 assesses the nature of the interrelationship between the legal system and society.
- H7 evaluates the effectiveness of the law in achieving justice.
- H8 locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents.
- H9 communicates legal information using well-structured and logical arguments.
- H10 analyses differing perspectives and interpretations of legal information and issues.

# Higher School Certificate Assessment 2019 -2020



Course: Mathematics

Faculty: Mathematics

Line(s): 4

Assessment Components	Weighting %	Task 1 Term 4 Week 7 2019	Task 2 Term 1 Week 6 2020	Task 3 Term 2 Weeks 9 & 10 2020	Task 4 Term 3 Week 4 2020
		Task Title: Class Test	Task Title: Half Yearly Examination	Task Title: In Class Topic Test	Task Title: Assignment and in class Test
Concepts, Skills and Techniques	50	10	15	10	15
Reasoning and Communication	50	10	10	15	15
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
HSC Outcomes Assessed in Tasks		MA 12-2, MA 12-4, MA 12-9, MA 12-10	MA 12-1, MA 12-2, MA 12-4, MA 12-5, MA 12-9, MA 12-10	MA 12-1, MA 12-2, MA 12-3, MA 12-4, MA 12-5, MA 12-6, MA 12-7, MA 12-8, MA 12-9, MA 12-10	MA 12-1, MA 12-2, MA 12-3, MA 12-4, MA 12-5, MA 12-6, MA 12-7, MA 12-8, MA 12-9, MA 12-10

**Outcomes:**

A student:

- MA 12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA 12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA 12-3 applies calculus techniques to model and solve problems
- MA 12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA 12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA 12-6 applies appropriate differentiation methods to solve problems
- MA 12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA 12-8 solves problems using appropriate statistical processes

# Higher School Certificate Assessment 2019 -2020



Course: Mathematics Extension 1

Faculty: Mathematics

Line(s): Offline 8

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2019	Term 1 Weeks 8 2020	Term 2 Week 9 2020	Term 3 Week 6 2020
		Task Title: Assignment and in-class test	Task Title: Half Yearly Examination	Task Title: Trial HSC Examination	Task Title: Assignment and in-class test
Concepts, Skills and Techniques	50	10	10	15	15
Reasoning and Communication	50	10	15	15	10
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		ME 12-1, ME 12-6, ME 12-7	ME 12-1, ME 12-5, ME 12-6, ME 12-7	ME 12-1, ME 12-2, ME 12-3, ME 12-4, ME 12-5, ME 12-6, ME 12-7	



# Outcomes:

A Student:

- ME 12-1 applies techniques involving proof or calculus to model and solve problems
- ME 12-2 applies concepts and techniques involving vectors and projectiles to solve problems
- ME 12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
- ME 12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
- ME 12-5 applies appropriate statistical processes to present, analyse and interpret data
- ME 12-6 chooses and uses appropriate technology to solve problems in a range of contexts
- ME 12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

# Higher School Certificate Assessment 2019 -2020



Course: Mathematics Extension 2

Faculty: Mathematics

Line(s): Offline 7

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 6 2020	Term 2 Weeks 9 & 10 2020	Term 3 Week 4 2020
		Task Title: Half Yearly Examination	Task Title: Trial HSC Examination	Task Title: Assignment and in-class test
Concepts, Skills and Techniques	50	15	25	10
Reasoning and Communication	50	15	15	20
<b>Marks</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
HSC Outcomes Assessed in Tasks		MEX 12-1, MEX 12-4, MEX 12-7, MEX 12-8	MEX 12-1, MEX 12-2, MEX 12-3, MEX 12-4, MEX 12-5, MEX 12-6, MEX 12-7, MEX 12-8	MEX 12-1, MEX 12-2, MEX 12-3, MEX 12-4, MEX 12-5, MEX 12-6, MEX 12-7, MEX 12-8

## Outcomes:

A student:

- MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
- MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
- MEX12-3 uses vectors to model and solve problems in two and three dimensions
- MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
- MEX12-5 applies techniques of integration to structured and unstructured problems
- MEX12-6 uses mechanics to model and solve practical problems
- MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
- MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

# Higher School Certificate Assessment 2019 -2020



Course: Standard Mathematics – Pathway 1

Faculty: Mathematics

Line(s): 4 and 2

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2019	Term 1 Week 6 2020	Term 2 Week 9 2020	Term 3 Week 4 2020
		Task Title: Assignment/Investigation	Task Title: Half Yearly Examination/In class test	Task Title: Trial HSC Examination	Task Title: Assignment/In class test
Knowledge and understanding	50	10	15	15	10
Skills	50	10	10	15	15
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		MS1-12-5	MS1-12-3, MS1-12-4, MS1-12-8	MS1-12-1 to 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

## Outcomes:

A student:

- MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2 analyses representations of data in order to make predictions and draw conclusions
- MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7 solves problems requiring statistical processes
- MS1-12-8 applies network techniques to solve network problems
- MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

# Higher School Certificate Assessment 2019 -2020



Course: Standard Mathematics – Pathway 2

Faculty: Mathematics

Line(s): 4 and 2

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2019	Term 1 Week 6 2020	Term 2 Week 9 2020	Term 3 Week 4 2020
		Task Title: Assignment/Investigation	Task Title: Half Yearly Examination/In class test	Task Title: In Class Topic Test	Task Title: Assignment/In class test
Concepts, skills and techniques	50	10	15	10	15
Reasoning and communication	50	10	10	15	15
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
HSC Outcomes Assessed in Tasks		MS2-12-5	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1 to MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10

# Outcomes:

A student:

- MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions
- MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
- MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MS2-12-8 solves problems using networks to model decision-making in practical problems
- MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
- MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

# Higher School Certificate Assessment 2019 -2020



Course: Modern History

Faculty: HSIE

Line(s): 4

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 7 2019	Date Due: Term 1 Week 6 2020	Date Due: Term 2 Weeks 9 & 10 2020	Date Due: Term 3 Week 4 2020
		Task Title: Power and Authority	Task Title: 20 <sup>th</sup> National Study	Task Title: Examination	Task Title: Change in the Modern World
Knowledge and understanding of course content	40	5	10	15	10
Source based skills	20	10		5	5
Historical inquiry and research	20		10		10
Communication of historical understanding in appropriate forms	20	5	5	10	
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		MI12-3, MI-7	MI12-2, MI12-8	MI-1, MI12-5, MI12-6	MI12-4, MI12-9



# Outcomes

A student:

- MH12-1 accounts for the nature of continuity and change in the modern world
- MH12-2 proposes arguments about the varying causes and effects of events and developments
- MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4 analyses the different perspectives of individuals and groups in their historical context
- MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world.
- MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7 discusses and evaluates differing interpretations and representations of the past.
- MH12-8 plan and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structures forms.

# Higher School Certificate Assessment 2019 -2020



Course: Music

Faculty: Creative and Performing Arts

Line(s): 6

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 9 2019	Date Due: Term 1 Week 8 2020	Date Due: Term 2 Week 10 2020	Date Due: Term 3 Week 2 2020
		Research Task Composition	Aural Task Performance	Aural Examination	Core and Elective Presentations
Core Performance	10				Core Performance 10%
Core Composition	10	Composition 10%			
Core Musicology	10	Research 10%			
Core Aural	25		Written Responses 15%	Written Responses 10%	
Elective 1	15		Elective 1 10%	Elective 1 5%	
Elective 2	15		Elective 2 5%		Elective 2 10%
Elective 3	15			Elective 3 10%	Elective 3 5%
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		H3, H5, H7, H8, H10, H11	H4, H6, H9, H10, H11	H2, H4, H6, H10, H11 Outcomes Relating to Electives	H1, H2, H7, H9, H10, H11

# Outcomes:

Students develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts. Through activities in performance, composition, musicology and aural.

A student:

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.

Students develop the skills to evaluate music critically. Through activities in performance, composition, musicology and aural.

A student:

- H5 critically evaluates and discusses performances and compositions.
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.

Students develop an understanding of the impact of technology on music. Through activities in performance, composition, musicology and aural.

A student:

- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
- H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music.

Students develop personal values about music. Through activities in performance, composition, musicology and aural.

A student:

- H9 performs as a means of self-expression and communication.
- H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities.
- H11 demonstrates a willingness to accept and use constructive criticism.

\*Note: While personal values outcomes are included in this syllabus, they are not to be assessed as in the HSC assessment program.

# Higher School Certificate Assessment 2019 -2020



Course: PDHPE

Faculty: PDHPE

Line(s): 4

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2019	Term 1 Week 6 2020	Term 2 Week 10 2020	Term 3 Week 4 2020
		Task Title: Case Study Core 1 and Core 2	Task Title: Research Task In Class Core 1	Task Title: Research Task Core 1, Core 2 and Option 4 – Improving Performance	Task Title: Written Report Option 3 – Sports Medicine Option 4 – Improving Performance
Knowledge and understanding of course content	40	5	10	10	15
Skills in critical thinking, research, analysis and communicating	60	10	15	15	20
<b>Marks</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>20</b>
HSC Outcomes Assessed in Tasks		H1, H2, H3, H5, H15, H16	H4, H5, H7, H8, H9, H11, H14, H 15, H16, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H16, H17	H7, H8, H10, H13, H16, H17

# Outcomes:

A student:

- H1 describes the nature and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

# Higher School Certificate Assessment 2019 -2020



Course: Physics

Faculty: Science

Line(s): 5

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date Due: Week 7 Term 4 2019	Date Due: Week 9 Term 1 2020	Date Due: Week 9-10 Term 2 2020	Date Due: Week 3 Term 3 2020
		Task Title: Practical Task Advanced Mechanics	Task Title: Processing/Modelling Task (Electromagnetism)	Task Title: Assessment Task 3	Task Title: Depth Study (Universe to the Atom)
Knowledge and understanding	40	5	5	15	15
Skills in Working Scientifically	60	15	15	10	20
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>35</b>
HSC Outcomes Assessed in Tasks		PH 12-12,PH 12-2, PH 12-3, PH 12-5,PH12-6	PH 12-1,PH12-5, PH12- 7, PH 12-13	PH 12-4-7	PH12-1-5, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15

## Outcomes:

A student:

- PH12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH12-5 analyses and evaluates primary and secondary data and information
- PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

# Higher School Certificate Assessment 2019 -2020



Course: Science Extension

Faculty: Science

Line(s): 7

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Date Due: Term 4 Week 9 2019	Date Due : Term 2 Week 5 2020	Date Due: Term 3 Week 3 2020
		Task Title: Research task	Task Title: Case Study analysis	Task Title: Depth Study
Communicating scientifically	30	30		
Gathering, recording, analysing and evaluating data	30		30	
Application of scientific research skills	40			40
<b>Marks</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
HSC Outcomes Assessed in Tasks		SE-1-3	SE-4-6	SE-1-7



## Outcomes:

A student:

- SE-1 refines and applies the Working Scientifically processes in relation to scientific research
- SE-2 analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
- SE-3 interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
- SE-4 uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
- SE-5 analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
- SE-6 analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
- SE-7 communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

# Higher School Certificate Assessment 2019 -2020



Course: Society and Culture

Faculty: HSIE

Line(s): 5

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 8 2019	Date Due: Term 1 Week 7 2020	Date Due: Term 2 Weeks 9 & 10 2020	Date Due: Term 3 Week 5 2020
		Task Title: CORE continuity and Change	Task Title: Depth Study ONE Popular Culture	Task Title: Examination	Task Title: Depth Study TWO Belief Systems and Ideologies
Knowledge and understanding of course	50	10	10	20	10
Application and evaluation of social and cultural research methodologies	20	10	5	5	0
Communication of information, ideas and issues in appropriate forms	30	5	10	5	10
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		H4, H5, H7	H1, H2, H3	H1, H5, H9, H10	H2, H3, H8

# Outcomes:

A student:

- H1 evaluates and effectively applies social and cultural concepts
- H2 explains the development of personal, social and cultural identity
- H3 analyses relationships and interactions within and between social and cultural groups
- H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5 analyses continuity and change and their influence on personal and social futures
- H6 evaluates social and cultural research methods for appropriateness to specific research tasks
- H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex.
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

# Higher School Certificate Assessment 2019 -2020



Course: Textiles and Design

Faculty: TAS - Home Economics

Line(s): 3

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2019	Term 1 Week 6 2020	Term 2 Week 5 2020	Term 2 Weeks 9 & 10 2020
		Project Proposal	Design case study & exam responses	Properties and Performance (FYF)	Examination
Knowledge and understanding of course content	50		25	10	15
Skills and knowledge in the design, manufacture and management of a major textiles project	50	20		20	10
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
HSC Outcomes Assessed in Tasks		H1.1, H1.2, H2.1, H2.3	H1.3, H6.1	H3.1, H4.1, H4.2	H1.3, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1

# Outcomes:

A student:

## Task 1

- H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
- H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
- H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences
- H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

## Task 2

- H1.3 identifies the principles of colouration for specific end-uses
- H6.1 analyses the influence of historical, cultural and contemporary developments on textiles.

## Task 3

- H3.1 explains the interrelationship between fabric, yarn and fibre properties
- H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use.
- H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses

## Task 4

- H1.3 identifies the principles of colouration for specific end-uses
- H3.1 explains the interrelationship between fabric, yarn and fibre properties
- H3.2 develops knowledge and awareness of emerging textile technologies
- H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
- H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use.
- H5.1 investigates and describes aspects of marketing in the textile industry
- H5.2 analyses and discusses the impact of current issues on the Australian textiles industry
- H6.1 analyses the influence of historical, cultural and contemporary developments on textiles.

# Higher School Certificate Assessment 2019 -2020



Course: Visual Arts

Faculty: Creative and Performing Arts

Line(s): 5

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Due Date: Term 4 Week 8 2019	Due Date: Term 1 Week 7 2020	Due Date: Term 2 Week 9 2020	Due Date: Term 3 Week 6 2020
		Research Essay V.A.P.D Body of Work Progress	Art Historical Critical Evaluation & Essay Body of Work to date V.A.P.D.	Final V.A.P.D/ Body of Work Written Exam	Essay Body of Work
Art Making	50	10	10	15	15
Art Criticism & History	50	20	15	5	10
Marks	100	30	25	20	25
HSC Outcomes Assessed in Tasks		H7, H8, H9, H10	H1, H3, H5, H6, H7, H8, H.9, H.10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

# Outcomes:

A student:

- H1: initiates and organizes artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3: demonstrates an understanding of the frames when working independently in the making of art
- H4: selects and develops subject matter and forms in particular ways as representations in artmaking
- H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

Art Criticism and Art History Objective. A student:

Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

Art Criticism and Art History Outcomes. A student:

- H7: applies their understanding of practice in art criticism and art history
- H8: applies their understanding of the relationships among the artist, artwork, world and audience
- H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

# Higher School Certificate Assessment 2019 -2020



Course: Work Studies

Faculty: English

Line(s): 5

Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 4 Week 8 2019	Term 1 Week 7 2020	Term 3 Week 5 2020
		ICT Research Project	Work Skills Practical	Topic Test
Knowledge and understanding.	30	10	10	10
Skills.	70	25	25	20
<b>Marks</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>
Preliminary ROSA Outcomes Assessed in Tasks		H1, H2, H4, H5	H2, H3, H7	H6, H7, H8, H9



# Outcomes:

A student:

- H1. Investigates a range of work environments
- H2. Examines different types of work and skills for employment
- H3. Analyses employment options and strategies for career management
- H4. Assesses pathways for further education, training and life planning
- H5. Communicates and uses technology effectively
- H6. Applies self -management and teamwork skills
- H7. Utilises strategies to plan, organise and solve problems
- H8. Assesses influences on people's working lives
- H9. Evaluates personal and social influences on individuals and groups

## VET COURSE ASSESSMENT SCHEDULES

Preliminary 2019 – HSC 2020



### 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.

# Preliminary HSC Assessment 2019 -2020 (VET)



Course: Agriculture  
 Faculty: VET  
 Lines: 7

NSW GOVERNMENT Education		ULTIMO 90072 PRIMARY INDUSTRIES ASSESSMENT SCHEDULE Preliminary Year 2019 - HSC 2020 QUALIFICATION: AHC20116 Certificate II in Agriculture Training Package: AHC Agriculture, Horticulture and Conservation and Land Management (version 2)				NESA course code 2 U X 2 YR - 26811 LMBR UI Code: 11AHC20116126811B		
TERM	Unit Code	Units Of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%	
		<b>7 PRELIMINARY UOCs</b>						240 HSC Indicative Hours over 2 years
Term 1-2	AHCWHS201	Participate in work health and safety processes	C	M	15	<b>Cluster A: Livestock</b> Written, Observation, Teacher Questioning	40% Preliminary Exam	
	AHCLSK205	Handle livestock using basic techniques	E	E	15			
	AHCLSK204	Carry out regular livestock observation	E	E	10			
Terms 2-3	AHCLSK202	Care for health and welfare of livestock	E	S	20	<b>Cluster B: Care for Livestock</b> Research, Written, Presentation, Observation	35 hrs Work placement	
	AHCLSK211	Provide feed for livestock	E	E	10			
	AHCLSK209	Monitor water supplies	E	E	10			
	AHCLSK206	Identify and mark livestock	E	E	10			
		<b>11 HSC UOCs</b>						
Term 4	AHCCHM201	Apply chemicals under supervision	E	M	20	<b>Cluster C: Chemicals</b> Research, Written, Observation	60% Assessment Exam	
	AHCPMG201	Treat weeds	E	E	10			
	AHCPCM201	Recognise plants	E	E	20			
Term 5	AHCWRK201	Observe and report on weather	E	M	15	<b>Cluster D: The Environment</b> Research, Written, Observation	35 hrs Work placement	
	AHCWRK209	Participate in environmentally sustainable work practices	C	M	15			
	AHC BIO201	Inspect and clean machinery for plant, animal and soil materials	E	E	10			
Term 6	AHCNSY203	Undertake propagation activities	E	E	20	<b>Cluster E: Machinery</b> Research, Written, Observation	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.	
	AHCMOM202	Operate tractors	E	E	20			
	AHCSOL202	Assist with soil or growing media sampling and testing	E	E	15			
Term 7	AHCWRK204	Work effectively in the industry	C	M	20	<b>Cluster F: Fencing</b> Research, Written, Observation Third Party Evidence		
	AHCINF202	Install, maintain and repair farm fencing	E	E	15			
			E	E	10			
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 265 or 270		Units of competency from the HSC focus areas will be included in the optional HSC examination.			

# Preliminary HSC Assessment 2019 -2020 (VET)

Course: Business Services  
 Faculty: VET  
 Lines: 4




NSW GOVERNMENT Education		ULTIMO 90072 BUSINESS SERVICES ASSESSMENT SCHEDULE Preliminary Year 2019 - HSC 2020 QUALIFICATION: BSB20115 Certificate II in Business Training Package: BSB Business Services (version 3)					NESA Course Code: 2 U X 2 YR - 26101 LMBR UI Code: 11BSB20115226101B	
TERM	UOC CODE	Unit of Competency	AOE Core/EI ective	HSC STATU S	HSC INDICA TIVE	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%	
		<b>7 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 yrs  35 hrs Work placement  40% Preliminary Exam
Term 1	BSBWHS201 BSBWOR204	Contribute to health and safety of self and others Use business technology	C E	M E	15 15	<b>Cluster A: At the Office</b> Written task, scenario, observation of practical work, risk assessment		
Term 2	BSBCUS201 BSBCMM201	Deliver a service to customers Communicate in the workplace	E E	M E	15 15	<b>Cluster B: Service with a Smile</b> Scenario, written task, presentation, role play		
Term 3	BSBSUS201 BSBINM202 BSBWOR202	Participate in environmentally sustainable work practices Handle mail Organise and complete daily work activities	E E E	M E E	15 10 15	<b>Cluster C: It's in the Post</b> Scenario, written task, case studies, self-assessment		
	BSBSUS201 BSBITU213 BSBITU312	Participate in environmentally sustainable work practices Use digital technologies to communicate remotely Create electronic presentations	E E E	M E E	15 10 15	<b>Cluster C: Quality presentations</b> Scenario, written task, case studies, self-assessment		
		<b>7 HSC UOCs</b>						
Term 3-4	BSBITU307 BSBITU211	Develop keyboarding speed and accuracy Produce digital text documents	E E	E E	25 20	<b>Cluster D: Fast and On Task</b> Written task, teacher observation, portfolio of evidence, product assessment		
Term 5-6	BSBITU212 BSBINM201 TLIP2029	Create and use spread sheets Process and maintain workplace information Prepare and process financial documents	E E	E M	15 20	<b>Cluster E: Minding Your Own Business</b> Written task, scenario, observation of practical work, portfolio of evidence		
			E E	M M	20 25			
Term 7	BSBINN201 BSBIND201	Contribute to workplace innovation Work effectively in a business environment	E E	M M	15 25	<b>Cluster F: Back to the Future</b> Written task, case study, scenario		
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.			

# Preliminary HSC Assessment 2019 -2020 (VET)

Course: Construction  
 Faculty: VET  
 Lines: 7



 <b>ULTIMO 90072</b> <b>CONSTRUCTION ASSESSMENT SCHEDULE</b> Preliminary Year 2019 - HSC 2020 QUALIFICATION: CPC20211 Certificate II in Construction Pathways Training Package: CPC08 Construction and Property Services (version 9.4)							<b>NESA course code</b> 2 U X 2 YR - 26201 <b>LMBR UI Code:</b> 11CPC20211426201B
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIV E Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>5 PRELIMINARY UOCs</b>							240 Indicative Hours over 2 years
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	<b>Cluster A – SafeWork NSW WHS Induction</b> Written Test	
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	<b>Cluster B - Small project, Oil Stone Case or Concrete Float Practical</b> , Teacher observations and written test.	40% Preliminary Exam  35 hrs. Work placement
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	<b>Cluster C - Tool box, Saw Horse or BBQ table Practical</b> , Teacher observations and written test.	
<b>9 HSC UOCs</b>							35 hrs. Work placement
Terms 4/5	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	<b>Cluster D - School Project – Concreting</b> Practical, Teacher observations and written test.	
	CPCCCM2006B	Apply basic levelling procedures	E	E	15		
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
	CPCCCM2001A	Read and interpret plans and specifications	C	M	20		
Terms 6/7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	<b>Cluster E – Wall and Floor Tiling</b> Practical, Teacher observations and written test	60% Term 3 Exam
<b>Work placement</b>	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	<b>Cluster F - WPL Journal</b> Teacher observations and Written test, Third party evidence	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. It should be derived from a minimum of two exams.
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>				Total Hours	245	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

# Preliminary HSC Assessment 2019 -2020 (VET)

Course: Hospitality  
 Faculty: VET  
 Lines: 5



NSW GOVERNMENT Education		ULTIMO 90072 HOSPITALITY- FOOD AND BEVERAGE ASSESSMENT SCHEDULE Preliminary Year 2019 - HSC 2020 QUALIFICATION: SIT20316 Certificate II in Hospitality Training Package: SIT Tourism, Travel and Hospitality (version 1.2)				NESA Course Code 2 U X 2 YR - 26511 LMBR UI Code 11SIT20316126511B	
Term	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b> Scenario, written task, case study, observation of practical work	35 hrs Work placement  50% Prelim Yearly Exam
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	<b>Cluster B: Introduction to Food Preparation</b> Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	<b>Cluster C: Non-alcoholic beverages</b> Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
<b>6 HSC UOCs</b>							35 hrs Work placement
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	<b>Cluster D: Café Culture</b> Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment.	50% Term 3 Exam 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.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245		Units of competency from the HSC focus areas will be included in the optional HSC examination.		


# Preliminary HSC Assessment 2019 -2020 (VET)

Course: Sport Coaching

Faculty: VET

Lines: 6



 <b>ULTIMO 90072</b> <b>SPORT COACHING ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2019 - HSC 2020</b> QUALIFICATION : SIS20513 Certificate II Sport Coaching R2 Training Package: SIS10 Sport, Fitness and Recreation (version 3.1)							<b>NESA Course:</b> 2 U X 2 YR - 50402 <b>LMBR UI Code:</b> 11SIS20513450 402B
TERM	Unit Code	Units Of Competency	AOE CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements
	<b>6 - 9 Preliminary UOC's</b>						
Term 1	SISXWHS101	Follow work health and safety policies	C	C	15	<b>Cluster A: Organise Daily Work</b> WHS Quiz, Written Questioning, Incident Report, WHS Action Plan and Portfolio, Maintenance Report and Evaluation	240 Indicative Hours over 2 yrs
	BSBWOR202A	Organise and complete daily work activities	C	C	15		
Term 2-3	SISXCA102A	Assist in preparing and conducting sport and recreation sessions	C	C	15	<b>Cluster B: Introduction to Coaching</b> Online Assessment, Group Planning, Practical Teaching, Evaluation and Student Questioning	35 hrs Work placement
	SISSCO202	Coach beginner or novice participants to develop fundamental motor skills	C	C	20		
	SISSCO101	Develop and update knowledge of coaching practices	C	C	20		
	SISSDE201	Communicate effectively with others in a sport environment	C	C	15		
	<b>5 – 8 HSC UOC's</b>						
Term 3-4	SISSSPT201A	Implement sports injury prevention	E	E	15	<b>Cluster C: Sports Injury and (chosen sport)</b> Sports Injury Quiz and Health Professional Consultation, Sports Specific Quiz, Group Planning, Observation Sheet and Evaluation	
	SISSNTB204A	Teach foundation netball skills <b>OR</b>	E	E	25		
	SISSRGL204A	Teach the skills of rugby league for modified games <b>OR</b>	E	E	25		
	SISSUR201A	Teach the basic skills of surf life saving					
Term 5	SISXIND211	Develop and update sport, fitness and recreation industry knowledge	C	C	20	<b>Cluster D: Athletics</b> Written Questioning, Structured Activity – Case Study, Portfolio of Evidence / Direct observation of the Coaching Session	
	SISSATH201A	Teach the fundamental skills of athletics	E	E	25		
Term 6-7	SISSBSB201A	Teach fundamental basketball skills	E	E	25	<b>Cluster E: Basketball</b> Online Coaching Course, Written Basketball Quiz, Written Planning, Practical Demonstration and Written Evaluation	
	SISSOF202	Officiate games or competitions	E	E	20		
	SISSOF101	Develop and update officiating knowledge	E	E	10		
<b>Stand alone Unit</b>	<b>HLTAID003</b>	<b>Provide First Aid (to be delivered by an external RTO)</b> Please ensure school retains the Statement of Attainment from the external RTO for each student	<b>C</b>	<b>C</b>	<b>20</b>	Credit transfer when this unit is delivered by another RTO	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 260		This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.		



## Preliminary and Higher School Certificate Assessment 2019-2020

### **Macarthur Trade Training Centre**

Hospitality Kitchen Operations is being taught at Camden High School through the Macarthur Trade Training Centre. Please contact your teachers for assessment information.