



HSC ASSESSMENT HANDBOOK

2020-2021



CREATING OUR FUTURE

HSC ASSESSMENT HANDBOOK

This following material is provided for the information of senior students at Toormina High School and their parents / caregivers regarding the Higher School Certificate Course Assessment Guidelines and course schedules. It is not definitive and reference should be made to NSW Education Standards Authority (NESA) policy documents. **Read it thoroughly** and keep it handy for reference.

What is the HSC Assessment Program 2020-2021?

HSC courses will commence at the beginning of Term 4 2020 and conclude at the end of Term 3, 2021. All students must have satisfactorily completed 12 units of Preliminary courses. All HSC coursework must be satisfactorily completed in a subject to be eligible for the award of the HSC. The NSW Education Standards Authority (NESA) requires the school Principal to certify satisfactory completion. The assessment of HSC courses commences in Term 4 after Week 4. Changes to the HSC study program should not occur after this date.

Assessment is the measurement of actual student performance in various tasks. It is not a measure of potential performance or an estimate of general ability. A school assessment is a mark calculated by the school that compares your performance on assessment tasks with all other students in your school doing the same course. Assessment tasks will be spread through the course.

Why assessments?

It is not possible to test everything you do in a course in an examination. For example, oral work in English, practical works in Visual Arts. A school assessment will allow you to be given credit for your performance in these areas.

How will the assessment task be determined?

NESA has provided guidelines for every course and these have been distributed to every school and college in NSW. Teachers at Toormina High School have used these guidelines to draw up an assessment program for each course offered at this school. Each school throughout NSW must follow the components and weightings contained in the guidelines, although schools will differ in how they assess the components.

What do I need to know about assessments?

The school will give you the following information:

- What aspects of the course will be assessed.
- How they will be assessed, e.g. what essays, tests, practical work etc, will be used.
- The relative value of the tasks.
- The components and their weightings for each course as specified by the Board.
- When they are going to be assessed.
- The school will also let you know how you are progressing in your assessment tasks.

Do I have to complete the assessment tasks?

Yes. If you have received zero marks because of failure to make a genuine attempt at assessment tasks totaling 50% or more of the mark value of the course, the Principal **must** certify that the course has **not** been studied satisfactorily and neither the examination mark nor the

assessment mark will be recorded on the HSC. This could also mean that you become ineligible for the award of an HSC if it causes you to have less than 10 units.

When will assessments begin?

Assessment tasks will begin from Week 5, Term 4.

How much notice will I get for my assessment tasks?

You will be issued with an Assessment Calendar at the beginning of each assessment period. This will show when you will be expected to complete individual assessment tasks. Teachers will advise you, at least two weeks in advance of the topics to be covered in any particular task.

Your teacher will ask you to sign for and date your assessment task when you receive it. It is good practice for you to note the date you received your assessment task in your diary.

Can teachers change the assessment dates set out in the schedule?

Teachers should follow the dates set in the handbook for tasks. However, in circumstances where it is deemed necessary to alter the assessment task date, teachers will provide written notice of a change in the schedule outlining the task, and the change in dates. A sample letter is included in this handbook for reference.

Which tasks count towards my assessment?

Only some of the work you are given throughout the HSC course will count towards your assessment. You will be told clearly which ones count. It does not follow that the others are unimportant. All work set is important in the general learning process, and failure to complete any tasks is likely to adversely affect your examination performance.

Therefore, your parents may be informed if you fail to complete set work, even if it does not count towards your assessment.

Are some assessment tasks weighted more heavily than others?

In all courses, it is usual for tasks near the end of the course to count for more when determining your final assessment. However, the relative weightings differ from course to course. See course guides.

What if I am absent when assessment task information is given out?

As all senior students receive an assessment task calendar, then all students know well in advance the dates of assessment tasks

If you are absent when individual task information is given out in class, it is **YOUR RESPONSIBILITY** to in the specific information relating to that assessment task.

What if I am absent from an assessment task?

Students must make **a genuine attempt** at assessment tasks. Completion of tasks that carry a weight of exactly 50% is not sufficient. All assessment tasks must be completed. If an attempt at a particular task scores a zero, it is the teacher's professional judgment if it is a genuine attempt.

If you are absent from school on the day of your assessment task, you will need to fill in an application form headed "HSC/Preliminary Assessment Application for Special Consideration - Accident, Misadventure, Illness, Special Circumstance". You will need to make this request within **TWO days** following your absence, and you will have to show that you were away for a legitimate reason. This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a Doctor's certificate. The completed form needs to be given to your class teacher.

If you are aware in advance that you will be absent for an assessment task, then you are required to submit the HSC/Preliminary Assessment Request for Extension of Time / Substitute Task form **PRIOR** to that assessment task taking place.

If the reason for the absence is considered legitimate then the school may give you the same task at a later date, give you a substitute task, or (in exceptional cases **ONLY**) give you an estimate for the task based on other information. **It is clearly most important that you be present for assessment tasks.**

If the Principal considers that your absence was not for a legitimate reason you will receive **zero** for that task.

What if I hand in a task late?

You will receive **zero** marks, unless you have gained an extension of time. Extensions will only be granted in exceptional circumstances and must be arranged prior to the due date for the task. Absence from school on the due date will not necessarily ensure an extension. Each case will be treated on its merits.

To request an extension, you must fill out the form headed "HSC / Preliminary Assessment Request for Extension of Time/Substitute Task". This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a Doctor's certificate. The completed form need to be given to your class teacher.

Where do I hand in my assessment task?

All take home (not in-class) assessment tasks are to be handed in with a submission cover sheet and signed for at the front office **by the close of lunch (1:30pm) on the due date**. If the task is a submission of a large project or in electronic format, the instructions for submission will be provided on the assessment task. Any assessment task handed in after that time frame will be determined to be late. You will receive zero marks, unless you have gained an extension of time.

All assessment tasks handed in at the front office will have clearly marked the time and date received and will be signed by the front office attendee and yourself. The time and date will be placed in a book kept securely within the front office.

Will I be told my school assessment mark?

Your School Reports will contain your examination mark and position plus your progressive assessment ranking as at the time of the report. They will not show assessment marks. The mark the school forwards to NESAs remains confidential. This is because the mark will be moderated by the examination and it may change. Your HSC Result Notice will show a final **moderated** assessment mark and your Examination mark. Even if the school's assessment mark does change either up or down after moderation, your school rank order for that course will not change.

The school, however, is permitted to give you your marks on individual assessment tasks completed throughout the assessment period.

What if I disagree with the teacher's assessment?

The answer to this depends on whether you disagree with the mark given for a particular task or your position in the course.

If you are concerned about the mark given for a particular task you must discuss this with your teacher when the work is returned. **Marks can only be queried at the time the tasks are returned.**

If you are dissatisfied with your final ranking, you can lodge a written appeal against it. At the end of your last HSC examination you must collect from the school a sheet, which details your assessment position in each course in relation to other students who took the same course in your school. If this rank or position is significantly different from what you expected you can request that the Principal review your assessment. You cannot seek a review of teachers' judgments of the worth of individual performance in assessment tasks.

In conducting an assessment review, it is necessary for the school to ascertain whether:

- The weightings specified by the school in its assessment program conform with NESA requirements as detailed in the subject guides;
- The procedures used by the school for determining the final assessment mark conform with its stated assessment program (in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program);
- There are no computational or other clerical errors in the determination of the assessment mark.

If the review discovers an error it will be corrected. If it finds no error you will be informed. If you are not satisfied with the outcome of the review you may appeal to NESA, which will check to ensure that the school review was carried out correctly. Information regarding the correct procedure for NESA appeals may be obtained from the Principal.

How can I appeal against my ranking?

You must use the form headed "Application for Review of HSC Assessment Ranking". Full details should be given as to why you believe your ranking should be changed. Note that both you and your parent, where possible, must sign the sheet. An appeal must be made within the period of time set down for appeals. (See the Principal for the closing date).

What if I feel overloaded with work for assessments and study for tests?

If you feel too many tasks are piling up at once, talk to your teachers or Year Advisor as soon as possible to see if changes to due dates can be arranged.

You **are not permitted** to miss periods from your other subjects in order to study before assessment tasks, which are set in class time.

Will my parents be informed if I default in assessment tasks?

A letter will be sent home if you fail to hand in an assessment task, or get zero marks for some other reason such as cheating, copying, plagiarism etc.

What about students who cheat or plagiarise assessment tasks?

If the Principal is satisfied that you cheated in any assessment task, a **zero** award will be made.

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your exam results.

What will appear on the Record of Achievement?

For each NESA course you sit for, you will have reported separately a moderated assessment mark and a scaled examination mark. For an Extension Course you will have an additional assessment and examination score, each out of 50.

For Other Endorsed Studies courses you will have a school assessment mark only recorded.

In addition, it is likely that some other information will appear which will indicate how you performed in a course in relation to the rest of the State. This may be in the form of percentile bands, ranks, percentage tables or some similar form.

Where else can I get information regarding assessment and the HSC?

Students can access information from the NSW Education Standards Authority (NESA) website regarding courses and the HSC examination. Students can also speak to their teachers and Careers Adviser for further assistance.

Ancient History

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Source Analysis Ancient Societies	Research and presentation Cities of Vesuvius: Pompeii and Herculaneum	Historical Analysis Historical Period	Trial HSC Examination All Topics	
	Term 4 Week 6	Term 1 Week 7	Term 2 Week 7	Term 3 Week 3/4	
	Outcomes assessed AH12-4, AH12-5, AH12-6, AH12-7 AH12-9	Outcomes assessed AH12-5 AH12-6, AH12-7, AH12-8 AH12-10	Outcomes assessed AH12-1 AH12-2, AH12-3 AH12-5 AH12-6 AH12-9	Outcomes assessed AH12-3 AH12-4 AH12-6 AH12-7	
Knowledge and understanding of course content	5	5	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	20
Historical inquiry and research	5	15			20
Communication of historical understanding in appropriate forms	5	10	5		20
Total %	20	30	20	30	100
Outcomes:					
AH12-1	accounts for the nature of continuity and change in the ancient world				
AH12-2	proposes arguments about the varying causes and effects of 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 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				

Biology

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Report	Depth Study	Research Task	Trial HSC Examination Module 5,6,7,8	
	Term 4 Week 7	Term 1 Week 3	Term 2 Week 7	Term 3 Week 3/4	
	Outcomes Assessed BIO 12.1 BIO 12.2 BIO 12.3 BIO 12.4 BIO 12.5 BIO 12.7 BIO 12.12	Outcomes Assessed BIO 12.3 BIO 12.4 BIO 12.5 BIO 12.6 BIO 12.7	Outcomes Assessed BIO 12.3 BIO 12.4 BIO 12.5 BIO 12.6 BIO 12.7 BIO 12.12 BIO 12.13 BIO 12.14	Outcomes Assessed BIO 12.1 BIO 12.2 BIO 12.3 BIO 12.4 BIO 12.5 BIO 12.6 BIO 12.7 BIO 12.12 BIO 12.13 BIO 12.14 BIO 12.15	
Working Scientifically	5	20	25	10	60
Knowledge and understanding	15	0	5	20	40
Total %	20	20	30	30	100
Outcomes					
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 arrange of technologies and methods used to assist, control, prevent and treat non-infectious disease.				

Business Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In Class Report Operations	Research Report Marketing	In Class Report Finance	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3/4	
	Outcomes assessed H2, H5, H6, H9	Outcomes assessed H6, H7, H8, H9	Outcomes assessed H2, H4, H6, H7, H8, H9, H10	Outcomes assessed H1, H3, H4, H5, H9, H10	
Knowledge and understanding of course content	10	10	10	10	40
Stimulus-based skills	10		10		20
Inquiry and research		10		10	20
Communication of business information, ideas and issues in appropriate forms		5	5	10	20
Total %	20	25	25	30	100

Outcomes:

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

Chemistry

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Practical task	Depth study	Trial HSC examination	
	Term 4 week 10	Term 1 week 7	Term 2 Week 10	Term 3 Week 3/4	
	Outcomes Assessed Chem.12.1 12.2 ,12.3,12.5, 12.6, 12.7, 12.12, 12.13, 12.14, 12.15	Outcomes Assessed Chem.12.1 12.2 ,12.3,12.5, 12.6, 12.7, 12.12, 12.13, 12.14, 12.15	Outcomes Assessed Chem.12.1 12.2 ,12.3,12.5, 12.6, 12.7, 12.12, 12.13, 12.14, 12.15	Outcomes Assessed Chem.12.1 12.2 ,12.3,12.5, 12.6, 12.7, 12.12, 12.13, 12.14, 12.15	
Working Scientifically	10	10	20	20	60
Knowledge and Understanding	10	10	10	10	40
Total %	20	20	30	30	100
Outcomes:					
CH12-1.	Develops and evaluates questions and hypotheses for scientific investigation.				
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				

Community and Family Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Methodology: Independent Research Project	Groups in Context: Investigation and Pamphlet	Parenting and Caring: Presentation	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 7	Term 2, Week 8	Term 4, Week 3/4	
	H1.1, H4.1, H4.2	H2.3, H3.2, H3.3, H5.1, H6.2	H2.2, H3.1, H4.2, H5.1	H1.1 to H6.2	
Knowledge and Understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
Total %	20	25	25	30	100
Outcomes:					
H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities				
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities				
H2.3	critically examines how individuals rights and responsibilities in various environments contribute to wellbeing				
H3.1	analyses the sociocultural factors that lead to special needs of individuals in groups				
H3.2	evaluates networks available to individuals, groups and families within communities				
H3.3	critically analyses the role and policy of community structures in supporting diversity				
H3.4	critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities				
H4.1	justifies and applies appropriate research methodologies				
H4.2	communicates ideas, debates issues and justifies opinions				
H5.1	proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources				
H6.2	formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments				

Drama

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Australian Drama	Voices of Women in Theatre	Individual Project and Group Progress	Trial HSC Examination	
	Term 4 Week 9/10	Term 1 Week 9/10	Term 2 Week 7/8	Term 3 Week 3/4	
	Outcomes Assessed H1.1, H1.2, H1.3 H2.1, H2.3 H3.1, H3.2, H3.3	Outcomes Assessed H1.1, H1.2, H1.3 H2.1, H2.3 H3.1, H3.2, H3.3	Outcomes Assessed All Outcomes with individual Project	Outcomes Assessed All Outcomes with individual Project	
Performing	10	10		10	30
Making			30	10	40
Critically Studying	10	10		10	30
Total %	20	20	30	30	100

Outcomes Assessed	
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
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
H.3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H2.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H2.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

Note: Week 10 in Term 1 & 2, and Week 8 Term 2 nominated if double period required. Will notify students of changes as per procedure.

Engineering Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Civil Engineering Solution and Report*	Transport Engineering Problem-Solving	Aeronautical Engineering Materials Modification Research	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 3-4	
	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1	
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	10	5	10	40
Total	25	25	20	30	100

Outcomes:

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

English – Extension 1

Components	Task 1	Task 2	Task 3	Task 4 Weighting %
	Imaginative response and reflection	Critical response with Related text	Trial HSC Examination	
	Term 1 Week 4	Term 2 Week 9	Term 3 Week 3/4	
	EE12 – 2 EE12 – 4 EE12 – 5	EE12-1 EE12-2 EE12-3 EE12-4	EE12-1 EE12-3 EE12-4 EE12-5	
Knowledge and understanding of course content	7.5	10	7.5	25
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	7.5	10	7.5	25
Total %	15	20	15	50
Outcomes:				
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 purpose, 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			

English - Advanced

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multi-modal Presentation Topic - Common Module: Texts and Human Experiences	Comparative Essay Topic - Module A: Textual Conversations	Portfolio of Writing Topic - Module C: The Craft of Writing	Trial HSC Examination Topics - Common Module (5) Module B (20) Module C (5)	
	Term 1 Week 1	Term 2, Week 1	Term 2, Week 10	Term 3, Weeks 3-4	
	EA12-1, EA12-2 EA12-5, EA12-9	EA12-1, EA12-3 EA12-6, EA12-9	EA12-4, EA12-5 EA12-7, EA12-9	EA12-1, EA12-3 EA12-5, EA12-9	
Knowledge and understanding of course content	12.5	12.5	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	12.5	12.5	10	15	50
Total %	25	25	20	30	100
Outcomes:					
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 relationships 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				

English - Standard

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multi-modal Presentation Topic - Common Module: Texts and Human Experiences	Writing Task and Reflection Topic - Module A: Language, Identity and Culture	Portfolio of Writing Topic - Module C: The Craft of Writing	Trial HSC Examination Topics - Common Module (5) Module B (20) Module C (5)	
	Term 1, Week 1	Term 2, Week 10	Term 2, Week 10	Term 3, Weeks 3-4	
	EN12-1 EN12 -2 EN12-5 EN12 - 9	EN12-1 EN12-3 EN12-6 EN12-9	EN12-4 EN12-5 EN12-7 EN12-9	EN12-1 EN12-3 EN12-4 EN12-5 EN12-9	
Knowledge and understanding of course content	12.5	12.5	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	12.5	12.5	10	15	50
Total %	25	25	20	30	100
Outcomes:					
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 relationships 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				

English Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multi-modal Presentation Topic - Common Module: Texts and Human Experiences	Written Task Topic - Module: Local Heroes	Collection of Classwork Topic - Modules: Common Module Local Heroes Mitunes	Trial HSC Examination Topics – All Modules:	
	Term 1, Week 1	Term 2, Week 1	Term 2, Week 10	Term 3, Weeks 3-4	
	ES12-1, ES12-5 ES12-6, ES12-10	ES12-2 ES12-7 ES12-8	ES12-1 ES12-5 ES12-6 ES12-9 ES12-10	ES12-1 ES12-3 ES12-6 ES12-10	
Knowledge and understanding of course content	12.5	12.5	15	10	50
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	12.5	12.5	15	10	50
Total %	25	25	30	20	100
Outcomes:					
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, 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 explores 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				

History Extension

Component	Task 1	Task 2	Task 3	Weighting %
	Historical Process (proposal, process log, annotated sources)	Essay History Project	Trial HSC Examination	
	History Project			
	Term 1, Week 8	Term 2, Week 9	Term 3, Week 3/4	
	HE12-1 HE12-2 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-3 HE12-4	
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
Total	30	40	30	50
Outcomes:				
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 detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues			
HE12-4	constructs an historical position about an area of historical inquiry, and discusses and challenges other positions			

School Name: Toormina High School

COURSE: HSC 2021 Hospitality SIT20316 Strategy A

Student Competency Assessment Schedule

Code	Unit of Competency	Topic Quizzes All units Theory online	Event 2 Working in Industry Date:27/11/20 Week: 7 Term: 4	Event 3 Appetisers and salads Date: 19/02/21 Week: 1 Term 4	Event 4 Source and Use Information. Date:4/6/21 Week: 7 Term: 2	Event 5 Portfolio final Date:3/08/21 Week: 8 Term: 3	Half Yearly Exam*	Work Placement 35 hrs Date: Week: 2-4 Term: 2	Trials*
	Assessment Events for Certificate II in Hospitality SIT20316	Completed as per scope and sequence					Date: Week: Term:	Date: Week: Term:	Date: Week: Term:
SITHFAB007	Serve Food and Beverage (HSC)	✓	✓			✓	✓		✓
SITHFAB004	Prepare non-alcoholic beverages (HSC)		✓			✓	✓		✓
BSBWOR203	Work effectively with others (HSC)	✓	✓	✓		✓	✓		✓
SITHCCC006	Prepare Appetisers and salads	✓				✓			
SITHCCC002	Prepare simple dishes	✓		✓		✓			
SITHCCC001	Use food preparation equipment	✓		✓		✓			
SITXCOM002	Show social and cultural sensitivity	✓				✓			
SITXCCS003	Interact with customers (HSC)	✓	✓			✓	✓		✓
SITHIND002	Source and use information on the hospitality industry (HSC)	✓			✓	✓	✓		✓
SITHIND003	Use Hospitality Skills effectively		✓			✓		✓	

Observational skills checklists, customer feedback sheets are supplied to monitor student progress. All completed sheets are to be maintained by the student in their portfolio.

(SITXFA001, SITXWHS001, BSBCMM201, SITHFAB007, SITHFAB004, BSBWOR203, SITHFAB005, SITHIND003, SITXCCS003)

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards a Certificate II in Hospitality SIT20316.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and for NESA/reporting requirements.

*Selected units only to be confirmed by your teacher.

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

Legal Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Extended Response Crime	Essay Human Rights	Research Task Focus Study 1	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Term 3 Week 3	
	H1, H6, H7, H8	H1, H4, H9, H5	H6, H8, H9, H10	H2, H3, H7, H9, H10	
Knowledge and understanding of course content	10	10	10	10	40
Analysis and evaluation	10			10	20
Inquiry and research		10	10		20
Communication of legal information, ideas and issues in appropriate forms		5	5	10	30
Total %	20	25	25	30	100

Outcomes:

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.

Mathematics Extension 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Class test Topic: N1	Assignment/ Investigation Topics: N1, N2	Class Test Topics: P1, P2, V1	Trial HSC Examination Topics: P1, P2, V1, N1, N2, C1, M1	
	Term 4, Week 8	Term 1, Week 10	Term 2 Week 8	Term 3, Week 3/4	
	MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8	
Understanding, Fluency and Communicating	13	12	10	15	50
Problem Solving, Reasoning and Justification	12	13	10	15	50
Total %	20	25	25	30	100
Outcomes:					
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				

Mathematics Extension 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Sighted Test Topics: V1, P1, T3	Reference Assisted Test Topics: C2, P1, T3, V1	Assignment/ Investigation Topics: S1, V1	Trial HSC Examination Topics: C2, C3, P1, S1, T3 V1	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 9	Term 3, Week 3/4	
	Outcome(s) assessed ME12-1 ME12-2 ME12-3 ME12-7	Outcome(s) assessed ME12-1 ME12-2 ME12-3 ME12-4 ME12-7	Outcome(s) assessed ME12-2 ME12-5 ME12-6 ME12-7	Outcome(s) assessed ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-7	
Understanding, Fluency and Communicating	13	12	10	15	50
Problem Solving, Reasoning and Justification	12	13	10	15	50
Total %	25	25	20	30	100
Outcomes					
ME12-1	applies techniques involving proof or calculus to model and solve problems				
ME12-2	applies concepts and techniques involving vectors and projectiles to solve problems				
ME12-3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations				
ME12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution				
ME12-5	applies appropriate statistical processes to present, analyse and interpret data				
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts				
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms				

Mathematics Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Sighted Test Topic: F2, M1, T3	Reference Assisted Test Topics: C2, C3, C4, F2, M1, T3	Assignment/ Investigation Topics: M1, S2	Trial HSC examination Topics: F2, T3, C2, C3, C4, M1, S2, S3	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3, Week 3/4	
	MA12-1 MA12-4 MA12-5 MA12-10	MA12-1 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-10	MA12-1 MA12-3 MA12-4 MA12-8 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-10	
Understanding, Fluency and Communicating	8	14	13	15	50
Problem Solving, Reasoning and Justification	12	11	12	15	50
Total %	25	25	20	30	100
Outcomes					
MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts				
MA12-2	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts				
MA12-3	applies calculus techniques to model and solve problems				
MA12-4	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems				
MA12-5	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs				
MA12-6	applies appropriate differentiation methods to solve problems				
MA12-7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems				
MA12-8	solves problems using appropriate statistical processes				
MA12-9	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use				
MA12-10	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context				

Mathematics Standard 2

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Open-book Test	In-class test	Assignment/ Investigation	Trial HSC Examination	
	Topics A2, A4, F4, M7	Topics A2, A4, F4, F5, M7, N2, S4	Topics M6, M7, N2, N3	Topics A2, A4, F4, F5, M6, M7, N2, N3, S4	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 3/4	
	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-10	
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	15	10	10	15	50
Total %	25	25	20	30	100
Outcomes					
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				

Mathematics Standard 1

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class project or stimulus activity Topics F2, M5	Assignment/ investigation Topics A3, S3	In-class open-book test Topics A3, F2, F3, M3, M4, M5, N1, S3	Trial HSC Examination Topics A3, F2, F3, M3, M4, M5, N1, S3	
	Term 4, Week 8	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 3/4	
	MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-5 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-9 MS1-12-10	
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	20	30	20	30	100
Outcomes					
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				

Modern History

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research and presentation Power and Authority in the Modern World 1919–1946	Historical analysis National Studies	Oral presentation Peace and Conflict	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 9	Term 2, Week 6	Term 3, Week 4	
	MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	MH12-2 MH12-5 MH12-7 MH12-8	MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations		5	5	10	20
Historical inquiry and research	10	5	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100
Outcomes					
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	plans 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-structured form				

Music 1

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Composition and Elective 1 Music for Radio, Film, Television and Multimedia	Viva Voce, Aural Booklet and Core Performance An instrument and its Repertoire	Presentation of Elective 2 and 3 Music of the 20th and 21st centuries	Trial Examination: Aural skills Performance Core Elective 1 Elective 2 Elective 3	
	Term 4 Week 10	Term 1 Week 6	Term 2 Week 7	Term 3 Week 3/4	
	Outcomes Assessed Comp: H3, H7, Elec: H2, H8, H10, H11	Outcomes Assessed Viva: H4, H6 Perf: H1, H5	Outcomes Assessed Perf: H1, H9 Comp: H3, H7 Viva: H2, H4, H6	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	
Performance		10			
Composition	10				
Musicology		10			
Aural Skills		5		20	
Electives	10		25	10	
Total %	20	25	25	30	100
Outcomes					
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				
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 listening				
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				
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				

Personal Development, Health and Physical Education

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class activity Sports Medicine	Assignment Core 1	Research Task Core 2	Trial HSC Examination	
	Term 4, Week 6	Term 1, Week 6	Term 2, Week 5	Term 3, Weeks 3/4	
	Outcomes assessed H8,H13,H16, H17	Outcomes assessed H1,H2,H3,H4, H5,H14,H15	Outcomes assessed H7,H10,H11, H16,H17	Outcomes assessed H1,H2,H3,H4, H5,H7,H8,H9, H10,H11,H13,H14, H15,H16,H17	
Knowledge and Understanding	10	10	10	15	40
Skills in critical thinking, research, analysing and communicating	10	15	15	15	60
Total %	20	25	25	30	100
Outcomes					
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 (Option 3)				
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				

Physics

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research	Practical	Depth Study	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 5	Term 2 Week 8	Term 3 Week 3/4	
	PHY 12.1 PHY 12.2 PHY 12.3 PHY 12.4 PHY 12.5 PHY 12.6 PHY 12.7 PHY 12.12	PHY 12.3 PHY 12.4 PHY 12.5 PHY 12.6 PHY 12.7	PHY 12.1 PHY 12.2 PHY 12.3 PHY 12.4 PHY 12.5 PHY 12.6 PHY 12.7 PHY 12.12 PHY 12.13 PHY 12.14	PHY 12.1 PHY 12.2 PHY 12.3 PHY 12.4 PHY 12.5 PHY 12.6 PHY 12.7 PHY 12.12 PHY 12.13 PHY 12.14 PHY 12.15	
Working Scientifically	15	15	20	10	60
Knowledge and Understanding	5	5	10	20	40
Total %	20	20	30	30	100
Outcomes					
PHY 12.1	develops and evaluates questions and hypotheses for scientific investigation				
PHY 12.2	designs and evaluates investigations in order to obtain primary and secondary data and information				
PHY 12.3	conducts investigations to collect valid and reliable primary and secondary data and information				
PHY 12.4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media				
PHY 12.5	analyses and evaluates primary and secondary data and information				
PHY 12.6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				
PHY 12.7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose				
PHY 12.12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles				
PHY 12.13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively				
PHY 12.14	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				
PHY 12.15	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				

Photography

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Video	Wet Photography	Experimental Portfolio	Individual Portfolio	
	Term 4 Week 10	Term 1 Week 4	Term 2 Week 5	Term 3 Week 1	
	M1 to M6 CH1-CH5	M1-M6 CH1-CH5	M1-M6 CH1-CH5	M1-M6 CH1-CH5	
Making	10	10	20	30	70
Critical and Historical Studies	5	5	10	10	10
Total %	20	20	30	40	100
Outcomes					
M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice				
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works				
M3	investigates different points of view in the making of photographs and/or videos and/or digital images				
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images				
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images				
M6	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works				
CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging				
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations				
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies				
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging				
CH5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production				

Below is the assessment events for the available events on QMS for delivery of the 180hr course over four terms, if you are creating your own assessment tasks /events then below needs to be adjusted and send to domna.mcwhirter@det.nsw.edu.au for approval.

COURSE: HSC 2021 FSK20113- Certificate II Skills for Work and Vocational Pathways (180hrs)
Student Competency Assessment Schedule

Code	Unit of Competency	Event 1		Event 2		Event 3		Event 4	
		Stay safe, be healthy	Coffee Magic	Beverage Magic	Hospitality Industry				
		Date: Week: 8 Term: 4 2020	Date: Week: 8 Term 1 2021	Date: Week: 8 Term: 2 2021	Date: Week: 8 Term: 3 2021				
SITXWHS001	Participate in safe work practices	X							
SITXFSA001	Use hygienic practices for food safety	X							
FSKLRG09	Use strategies to respond to routine workplace problems	X							
FSKRDG10	Read and respond to routine workplace information	X							
FSKRDG09	Read and respond to routine standard operating procedures	X							
FSKWTG08	Complete routine workplace formatted texts		X						
SITXFAB004	Prepare and serve espresso coffee		X						
FSKOCM07	Interact effectively with others at work		X						
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work		X						
SITFAB004	Prepare and serve non-alcoholic beverages			X					
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work.				X				

FSKDIG03	Use digital technology for routine workplace tasks				x	
FSKOCM06	<u>Use oral communication skills to participate in workplace teams</u>				x	
FSKOCM04	Use oral communication skills to participate in workplace meetings				x	
FSKLRG11	Use strategies for workplace learning					x
FSKWWTG09	Write routine workplace texts					x

Depending on the achievement of units of competency, the possible HSC qualification outcome is a Certificate II Skills for Work and Vocational Pathways or a Statement of Attainment towards a Certificate II Skills for Work and Vocational Pathways. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

Society and Culture

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task Social and Cultural Continuity and Change	Oral Presentation Personal Interest Project – Process	Essay Popular Culture	Trial HSC Examination Written Paper	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3, Week 3/4	
	H2, H3, H5, H7, H9	H6, H7, H8	H1, H2, H5, H9, H10	H1, H2, H3, H4, H5, H6	
Knowledge and understanding of course content	15		15	20	50
Application and evaluation of social and cultural research methods	10	10		10	30
Communication of information, ideas and issues in appropriate forms	5		15		20
Total %	30	10	30	30	100
Outcomes					
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				

Sport, Lifestyle and Recreation

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Resuscitation and first aid application First Aid, Resuscitation and Sports Injuries	Lifestyle analysis Healthy Lifestyle	Practical Games and Sports applications	Final Examination	
	Term 4 Week 8	Term 1 Week 4	Term 2 Week 8	Term 2 Week 10	
	1.1, 1.3, 3.6, 4.5	1.2, 1.5, 4.5	1.1, 2.3, 3.1, 3.3, 4.4	1.2, 1.5, 2.2, 3.6,4.5	
Knowledge and Understanding	10	10	10	20	50
Skills	5	5	30	10	50
Total %	15	15	40	30	100
Outcomes					
1.1	applies the rules and conventions that relate to participation in a range of physical activities				
1.2	explains the relationship between physical activity, fitness and healthy lifestyle				
1.3	demonstrates ways to enhance safety in physical activity				
1.5	critically analyses the factors affecting lifestyle balance and their impact on health status				
2.2	analyses the fitness requirements of specific activities				
2.3	selects and participates in physical activities that meet individual needs, interests and abilities				
3.1	selects appropriate strategies and tactics for success in a range of movement contexts				
3.3	measures and evaluates physical performance capacity				
3.6	assesses and responds appropriately to emergency care situations				
4.4	demonstrates competence and confidence in movement contexts				
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity				

Visual Arts

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Visual Arts Process Diary and Artist Introduction Topic Inspiration and design	1st Progression Mark of Major Work In Class Examination Section 1 Topic Case Studies	2nd Progression Mark of Major Work Section 2 Essay Response Topic Conceptual Development	Trial HSC Examination – Practical & Theory Student Interviews for Major Works Trial Exam: Topic Core Theories	
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4	
	Outcomes Assessed H3, H4, H7, H8, H9, H10	Outcomes Assessed H7, H8, H9, H10	Outcomes Assessed H7, H8, H9, H10	Outcomes Assessed H1, H2, H3, H4, H5, H6	
Art making	10	10	15	15	50
Art Criticism and Art History	5	15	10	20	50
Total %	15	25	25	35	100
Outcomes					
H1	initiates and organizes art making 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 art-making				
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				
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				

Visual Design

Components	Task 1	Task 2	Task 3	Weighting %	
	Upcycled Object PD2 Furniture & Design Report Topic The Future of Design and Sustainability	Illustration and cartooning GD2 & Genre Investigation Topic Illustration and Character	General Design Individual GM Design Project & Designer Report Topic Individual Project		
	Term 4 Week 8	Term 1 Week 8	Term 3 Week 1		
	DM2 DM6 DM3 CH2 CH3 CH4	DM1 DM4 DM5 CH1 CH2 CH3	Dm1 DM2 DM3 DM4 DM5 CH1 CH3 CH4		
Design and making	20	20	30	70	
Critical and Historical	10	10	10	30	
Total %	30	30	40	100	
Outcomes					
DM1	generates a characteristic style that is increasingly self-reflective in their design practice				
DM2	explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works				
DM3	investigates different points of view in the making of designed works				
DM4	generates images and ideas as representations/simulations				
DM5	develops different techniques suited to artistic and design intentions in the making of a range of works				
DM6	takes into account issues of Work Health and Safety in the making of a range of works				
CH1	generates in their critical and historical practice ways to interpret and explain design				
CH2	investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations				
CH3	distinguishes between different points of view, using the frames in their critical and historical investigations				
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design				

SAMPLE ASSESSMENT DOCUMENTS



TOORMINA HIGH SCHOOL ASSESSMENT TASK NOTIFICATION

All Stage 6 Assessment Tasks are in printed in BLUE.

<input type="checkbox"/> Stage 4 <input type="checkbox"/> Stage 5 <input type="checkbox"/> Preliminary <input type="checkbox"/> HSC	
COURSE:	TEACHER:
TASK NUMBER:	TASK WEIGHT: %
DATE OF NOTIFICATION:	
DUE DATE: Term and Week	Date Term Week
Task Description	
Task Outcomes	
Task Instructions EQUIPMENT or RESOURCES: <i>(List any)</i>	
Task Submission	Students must complete assessment task submission form and submit with task as indicated below: <ul style="list-style-type: none"> <input type="checkbox"/> Front office – by 1:30pm due date <input type="checkbox"/> In-class assessment eg, test, skills, oral/speeches <input type="checkbox"/> Electronic submission - by 1:30pm due date <input type="checkbox"/> Larger projects eg Art, TAS by 1:30pm to faculty
Rubric/Marking Criteria	

Students are reminded that, because this is an formal Assessment task, absence from school resulting in failure to hand the task in by the due date, will require you to **telephone the school on the due day and support this with a medical certificate on your first day back at school. An application for misadventure-illness must also be completed. The Principal will determine the approval of this application. Absence without an explanation** will result in zero marks and an 'N' award warning notification. A non-serious attempt will also result in zero marks and an 'N' award notification. The task must still be completed and submitted to meet NESAs requirements.



TOORMINA HIGH SCHOOL ASSESSMENT TASK SUBMISSION

Course:

Student Name:

Teacher's Name

Date Due:

Date Handed in:

Assessment Title:

Assessment Task Number:

Number of Pages
(not including cover sheet)

Teacher who marks the Assessment Task to fill in the following

Feedback

Mark:

Rank: (If Stage 6)

Marker's Comments

Marker's Signature

Date:

All My Own Work Declaration

By completing and handing in an assessment task you are certifying that it is all your own work; no one else (including tutors, family or friends) completed the work for you. You have referenced any work used from other sources and have not plagiarised the work of others.

Student signature:

I have kept a copy of my task: Yes / No

Receipt of Submission

Ensure you have kept a receipt as proof that you submitted the assessment task. If you submitted the task via the front office, please keep the receipt.



TOORMINA HIGH SCHOOL APPLICATION ILLNESS/MISADVENTURE/OTHER

Stage 4
 Stage 5
 Preliminary
 HSC

Course:	Teacher's Name
Student Name:	Date Due:
	Date Handed in:

Assessment Task:

Application Category (please tick one)
 Illness, accident or misadventure

 Approved leave or school commitment

 Other
 Reasons for Request: (Include any notes of explanation from Parents, Doctor's Certificates **state details to support your case or attach a statement**)

Name of Parent/Carer:
 Signature of parent:
 Date:

Office use only

Teacher's recommendation:

Head Teacher's Recommendation: Recommended/Not recommended

Principal: Approved/Not approved

Signed:

- No marks to be awarded
- Sit or submit the task without penalty
- Complete an alternative task
- Task to be submitted with penalty
- No Extension Granted
- Estimate to be given
- Approve extension without penalty

REASON FOR DECISION:

UPHELD/ DECLINED

Student Copy
 Head Teacher copy
 Class Teacher Copy
 File Copy



TOORMINA HIGH SCHOOL
REQUEST FOR EXTENSION OF TIME AND/OR SUBSTITUTE
TASK

Stage 4 Stage 5 Preliminary HSC

Student Name:

Date Due:

Course:

Teacher's Name

Assessment Task:

Details of Request:

Reasons for request: (Include any notes of explanation from Parents, Doctor's Certificates etc)

Name of Parent/Carer:

Signature of parent

Student's Signature: :

Date

Office use only

Teacher's recommendation: (Include proposed date for submission or details of substitute:

Head Teacher's Recommendation: Recommended/Not recommended

Principal: Approved/Not approved

Teacher to inform student of result of this application



**TOORMINA HIGH SCHOOL
PRELIMINARY /HSC
NOTIFICATION OF CHANGE TO ASSESSMENT SCHEDULE**

(Date)

Dear Student,

This is to notify you of a required change to the published assessment schedule for **(Course Name)**. This is to ensure that adequate course content and skills have been addressed in class for the task to be attempted successfully and/or to avoid schedule conflicts with other school events.

Task Details: (Insert Task Number, and nature of task)

Original Due Date: (Insert date/Term/Week)

New Due Date: (Insert date/Term/Week)

Students should follow normal procedures regarding requests for Misadventure/Illness or Extension/ Substitute tasks if the task is not submitted by the new due date.

Please detach the section below and return to your teacher to acknowledge your understanding of the new date requirement.

Should you require further clarification or information you should speak to your teacher or faculty Head Teacher of the course.

Kind Regards

Teacher

Head Teacher

.....
I _____ have been informed of a change in the assessment schedule for (COURSE NAME). I understand and acknowledge that the new due date for (TASK) is (NEW DATE).

Student Signature

Calendar

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4						AH PDH	BIO HOS	BUS, ENST, LEG, MAXX, MAT, MAS, MASS, MH, SOC, SLR, VD, SFW	CAFS, PHY, VA	CH, DRA, MAX, MU, PHO	
Term 1	ENA, ENGS, ENGSD		BIO	ENX, PHO, SLR, HOS	PHY	ENST, LEG, MU, PDH	AH, CH CAFS, MASS	HEX, MAT, MAS, SOC, VD, SFW	BUS, MH	DRA, MAXX, MAX, VA	
Term 2	ENA, ENGS, ENGSD	VET work placement	VET work placement	VET work placement	PDH, PHO	LEG, MH	AH, BIO MAT, MAS, MU, SOC, HOS	BUS, CAFS DRA, ENST, MAXX, MASS, PHY, SLR, SFW	ENX MAX HEX	CH, ENA, ENGS ENGSD, SLR	
Term 3	PHO, VD		Trial HSC Exams AH, BIO, BUS, CAFS, CHE, DRA, ENST, ENX, ENA, ENGS, ENGSD, HEX, LEG, MAXX, MAX, MAT, MAS, MASS, MH, MU, PDH, PHY, SOC, VA					SFW, HOS			
HSC Major Works Approx Term 3 Weeks			SOC			DRA	DRA, VA	MU	MU		

Subject Codes:

AH – Ancient History	BIO – Biology	BUS – Business Studies	CH – Chemistry	CAFS – Community & Family Studies	DRA – Drama	ENST – Engineering Studies	ENX – English Extension
ENA – English Advanced	ENGS – English Standard	ENGS – English Standard	HEX – History Extension	HOS - Hospitality	LEG – Legal Studies	MAXX – Mathematics Extension 2	MAX – Mathematics Extension 1
MAT – Mathematics Advanced	MAS – Mathematics Standard 2	MASS – Mathematics Standard 1	MH – Modern History	MU – Music	PDH – Personal Development, Health & Physical Education	PHY – Physics	PHO – Photography
SFW – Skills for Work and Vocational Pathways	SOC – Society & Culture	SLR – Sport, Lifestyle & Recreation	VA – Visual Arts	VD - Visual Design			