



2023

HSC LEARNING GUIDE

A Glossary of Key Words

This glossary contains key words that appear frequently in the NSW Educational Standards Authority (NESA) syllabuses, performance descriptions and examinations.

It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how' or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Account

Account for: state reasons for, report on.
Give an account of, narrate a series of events or transactions

Analyse

Identify components and the relationship between them; draw out and relate implications

Apply

Use, utilise, employ in a particular situation

Appreciate

Make a judgement about the value of

Assess

Make a judgement of value, quality, outcomes, results or size

Calculate

Ascertain/determine from given facts, figures or information

Clarify

Make clear or plain

Classify

Arrange or include in classes/categories

Compare

Show how things are similar or different

Construct

Make; build; put together items or arguments

Contrast

Show how things are different or opposite

Critically (analyse/evaluate)

Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce

Draw conclusions

Define

State meaning and identify essential qualities

Demonstrate

Show by example

Describe

Provide characteristics and features

Discuss

Identify issues and provide points for and/or against

Distinguish

Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate

Make a judgement based on criteria; determine the value of

Examine

Inquire into

Explain

Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract

Choose relevant and/or appropriate details

Extrapolate

Infer from what is known

Identify

Recognise and name

Interpret

Draw meaning from

Investigate

Plan, inquire into and draw conclusions about

Justify

Support an argument or conclusion

Outline

Sketch in general terms; indicate the main features of

Predict

Suggest what may happen based on available information

Propose

Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall

Present remembered ideas, facts or experiences

Recommend

Provide reasons in favour

Recount

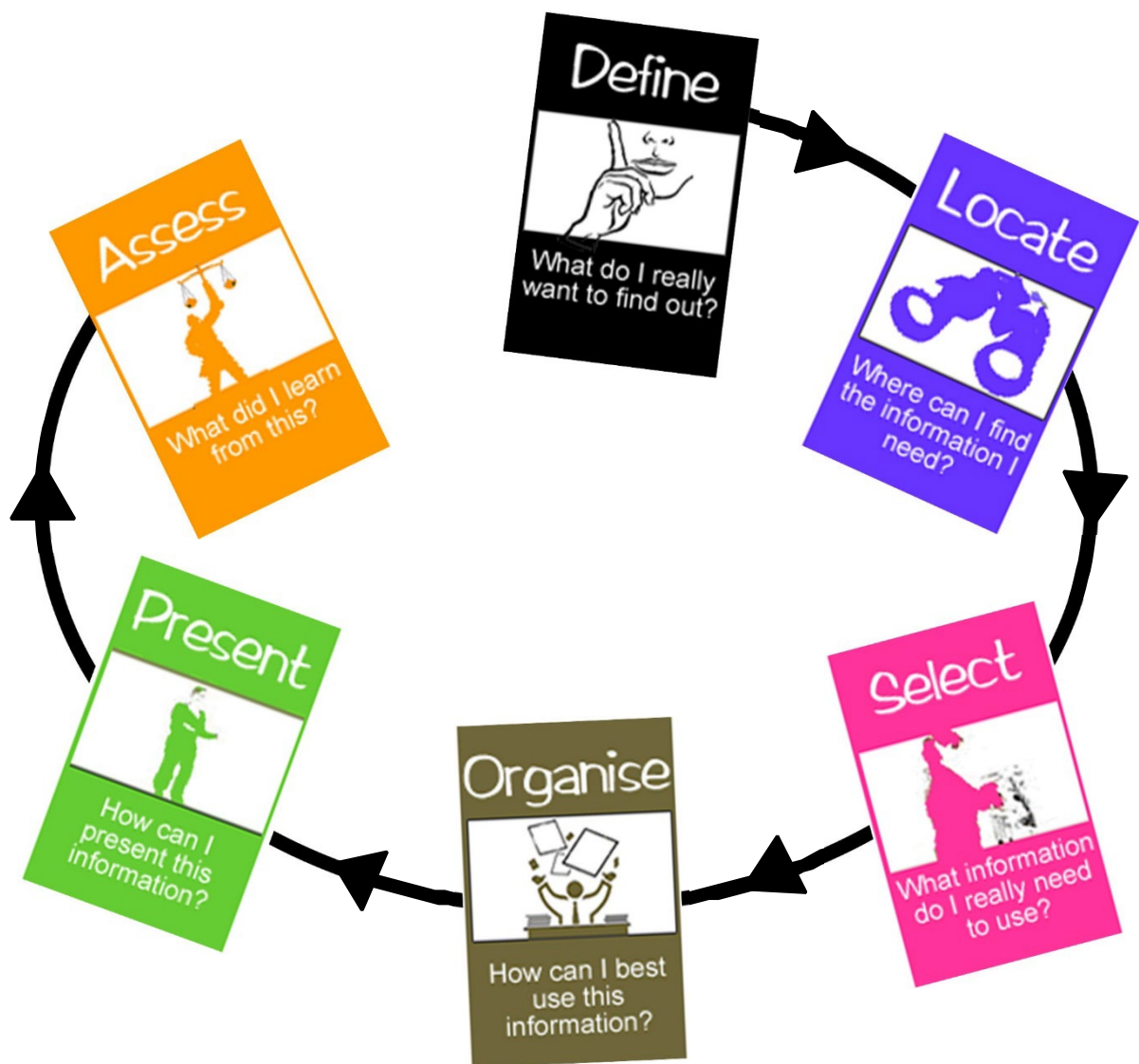
Retell a series of events

Summarise

Express, concisely, the relevant details

Synthesise

Putting together various elements to make a whole



A Paragraph should include

P	E	E	L
Point	Evidence	Explanation	Link
Make your point	Back it up: Support your point with evidence and examples	Explain how the evidence supports your point	Link this point to the next point in the following paragraph

Writing a Bibliography

What is a bibliography?

A bibliography is an alphabetical list of the sources (books, magazines, newspapers, CD-ROMs, websites, interviews, etc.) – that you have used to prepare your assignment or presentation. It appears at the end of your work.

Why do we write bibliographies?

- To acknowledge our sources as not doing this is plagiarism
- To give others information to identify and consult your sources
- To make sure the information is accurate

What if we don't include a bibliography?

We may be accused of **plagiarism** (that is, stealing another person's ideas or writing) If so, we may lose some or all of the marks for an assignment or a course

EXAMPLES

Order and punctuation details based on the Harvard Style Referencing.

Bibliographic Entry Books Author/s (Surname, Initial) Year of publication, <i>Title (italics or underlined)</i> Edition (if applicable) Publisher Place of publication (Place and State, if not a Capital city) Morton, Alan 2005, Splitting the atom Evans London	Encyclopaedia 'Title of article' (single quotation marks) <i>Title of encyclopaedia (italics or underlined)</i> Year of publication, Publisher Place of publication (Place and State, if not a Capital city) volume number page number/s 'Bat', The World Book Encyclopaedia 2005, World Book, Sydney, vol. 2, pp. 159-162
Encyclopaedia Online 'Title of article' (single quotation marks) Year of Publication, Available at: <i>Title of online encyclopaedia (italics or underlined)</i> Date accessed <URL.> 'Global warning: facts, information, pictures', Encyclopedia .com, Accessed 16 September 2017 <http://www.encyclopedia.com/topic/global_warming.aspx>	Magazine article Author/s (Surname, Initial.) Year of publication, Title of article' (in single quotation marks), <i>Title of magazine (italics or underlined)</i> , volume number (if applicable), issue number (if applicable), page number/s. (if applicable), Gonzales, I 2013, 'Beyond the barricade' <i>New Internationalist</i>, no. 461, April 2013, p. 32.

<p>Magazine/Journal article Online</p> <p>Author (Surname, Initial) Year of publication, 'Title of article' (in single quotation marks), <i>Title of magazine (italics or underlined)</i>, Date accessed <URL></p> <p>Coghlan, A 2003, 'GM crops can be worse for environment' ScientificAmerican.com, Accessed 9 January 2017 <http://www.newscientist.com/hottopics/gm/gm.jsp?id=ns99994283>.</p>	<p>Newspaper article</p> <p>Author (Surname, Initial) Year of publication, 'Title of article' (in single quotation marks), <i>Newspaper name (italics or underlined)</i>, Date, page number/s.</p> <p>Wood, A 2014, 'Blue-collar jobs boom', Daily Telegraph, 15 September, p. 16.</p>
<p>Pamphlet (booklet to 40 pages)</p> <p><i>Title of pamphlet (italics or underlined)</i> Year of publication, Publisher, Place of publication (Place and State, if not a Capital city).</p> <p>Preventing heart disease 2015, National Heart Foundation, Adelaide</p>	<p>Website</p> <p>Author/editor (Surname, Initial) Year of last update/version <i>Title of article (italics or underlined)</i>, Date accessed <URL>.</p> <p>'Solar System Exploration: Planets: Venus: Overview. 2014. Solar System Exploration: Planets: Venus: Overview. Accessed 15 September 2017 http://solarsystem.nasa.gov/planets/profile.cfm?Object=Venus.</p>
<p>Audio visual (CDROM, video recording, television recording)</p> <p>Author (Surname, Initial) <i>Title (italics or underlined)</i> Date of recording, format, Publisher, Place of publication (Place and State, if not a Capital City).</p> <p>Barnes, C 2010. Working with Technology, CD-ROM, TechPress, Sydney.</p>	<p>Personal communication (email, letter, presentation, survey, interview, telephone call)</p> <p>Author (Surname, initial) Year of communication, pers. comm. Format, Date accessed,</p> <p>Jones, R 2017, pers. comm. email, 12th September, 2017.</p>
<p>Image or photo</p> <p>Author(Surname, Initial) Year of Publication, <i>Title of image(italics or underlined)</i> Format Date Accessed <URL></p> <p>Colli, M 2009, Bilbao_6 Guggenheim Museum Bilbao, photograph, Accessed 4 January 2017 <http://www.flickr.com/photos/52355315@N08/5757476385/>.</p>	

ALARM

A Learning and Responding Matrix

Level	Response	Indicators in questions
1	Identify (name and define)	<ul style="list-style-type: none"> • What • Label • Identify
2	Describe (characteristics and features)	<ul style="list-style-type: none"> • Support with relevant examples • Classify • Outline details
3	Explain (purpose, cause and effect)	<ul style="list-style-type: none"> • What impact? • What function? • Chart
4	Analyse (how and why/relationships between components/how this impacts)	<ul style="list-style-type: none"> • Compare and Contrast • Distinguish between • Discuss • How/why • Account for
5	Critically Analyse (positive and negative aspects of each impact)	<ul style="list-style-type: none"> • Imply • Infer • Outline • Describe disadvantage, advantage
6	Evaluate (extent of overall effectiveness or success measured against criteria)	<ul style="list-style-type: none"> • Assess • Justify Why/How • Argue • Recommend

ALARM SCAFFOLD

HSC Key Words	Topic Concept: <ul style="list-style-type: none"> • Essential idea of topic or summation • Judgment on the development process and/or its change of procedures in the process over time. • How are the various features/impacts/effects interrelated?
Clarify Define Identify List Recall Recount Summarise	Name and Define: <ul style="list-style-type: none"> • Components/elements/ steps/stages of the topic process. • Give a name and definition of EACH of these areas. • Identify.
Describe Demonstrate Distinguish Extract Outline Classify	Describe: <ul style="list-style-type: none"> • What are the features/characteristics/properties? • Use examples.
Apply Explain Account What/Why	Explain the Significance: <ul style="list-style-type: none"> • What is the ... purpose/function? ... Cause and effect? • Use examples
Analyse Examine Interpret Synthesise Predict How/Why	Analyse: <ul style="list-style-type: none"> • Explain how and/or why the intentions are carried out, impact • How did it achieve its purpose or intent and / or impact/effect? • What is the relationship between the various components?
Critically Analyse Compare Contrast Discuss Recommend	Critically Analyse: <ul style="list-style-type: none"> • Explains the how and the why of the positives/advantages and negatives/disadvantages of this effect. • How and why is it beneficial and /or harmful?
Construct Deduce Evaluate Extrapolate Investigate Propose	Evaluate: <ul style="list-style-type: none"> • To what extent is each component part successful, useful, and achieve its purpose? • To what extent is the impact/effect effective or valuable? • To what extent has it carried out its function or purpose? • Is it successful, in relation to set criteria?
Critically Evaluate Assess Justify	Critically Evaluate: <ul style="list-style-type: none"> • Come to a final judgement on each component & overall extent • After establishing the extent of the success/effectiveness of each individual feature/purpose, compare and contrast all the areas covered. • To what extent is one more effective than another? • Were all the features/effects/impacts, the whole process, successful or effective?
Appreciate	Appreciate: <ul style="list-style-type: none"> • Why is this understanding of the topic important for life?

ALARM STEPS

Which verb is used in the question?

Follow the steps in the column that correspond to that verb.

ALARM STEPS Which verb is used in the question? Follow the steps in the column that correspond to that verb.				To what extent is the effect/impact effective?
			What is the effect and/or impact of the component?	What is the effect and/or impact of the component?
		What is the function or purpose? Give evidence to support. 'Why' may need to be addressed.	What is the function or purpose? Give evidence to support. 'Why' may need to be addressed.	What is the function or purpose? Give evidence to support. 'Why' may need to be addressed.
	What are the features and characteristics ?	What are the features and characteristics ?	What are the features and characteristics ?	What are the features and characteristics ?
What is the main component ?	What is the main component?	What is the main component?	What is the main component?	What is the main component?
DEFINE (identify main component)	DESCRIBE	EXPLAIN	ANALYSE	EVALUATE

HSC Assessment Schedule

This Assessment Schedule is to be used in conjunction with your school Assessment Policy.

- **School based assessment will contribute 50% to your final HSC mark and your ATAR**
- **Your HSC examination mark will contribute to the other 50%**

The school is responsible for submitting an Assessment Rank to the NSW Educational Standards Authority (NESA) based on your performance in school-based assessment tasks. This schedule outlines your assessment tasks for each subject – their weighting for your final assessment rank, the nature of the task and the date they are due. Approximately 2 weeks before the task is due you will receive an assessment notification. This notification will give you greater details including requirement for the task and marking guidelines.

Some tasks must be submitted by students before school – other tasks will involve students undertaking assessments during class time.

- **Hand-in tasks MUST be submitted to the teacher in the SOLE Room (entry through F block) or through the CANVAS Learning Management System used by John Edmondson High School before Roll Call on the due date.**
- **Any task received after this time will receive a mark of ZERO.**

During Term 2 Weeks 8 – 10 HSC students will have a major assessment period when they complete their HSC Trial examinations. These examinations will contribute to the assessment rank with a weighting as outlined in the schedule. The timetable for these examinations will be issued within two weeks of the examination period.

The final HSC examinations are held in October/November and the timetable for these examinations will be issued by the NSW Educational Standards Authority (NESA) in early Term 2 via your Students Online Account. Subjects which have performances eg Drama, Dance and Music; submitted works eg Industrial Technology and Visual Arts and oral components eg Language examinations will have HSC examination dates in Term 3.

HSC EXAMINATION DATES CAN NOT BE CHANGED. THEY ARE CONTROLLED BY THE NSW EDUCATIONAL STANDARDS AUTHORITY.

TIPS

- Use your schedule to plan and organise your time
- All units are of equal value – give all subjects equal study time
- Follow the assessment policy very closely – if in doubt ask
- Focus on using all resources available to you to maximise your assessment rank
- Ignore marks – focus on your teacher's advice
- Communicate any assessment issues you may have with school staff at the time of the task
- Keep a balance in your life – healthy eating, exercise, relaxation and STUDY
- Reduce stress where possible – seek help when needed
- Support each other – tell someone if you are worried about a friend

ASSESSMENT POLICY

HSC and Preliminary



What is assessment?

Assessments represent an integral part of the teaching and learning process and as such, all assessments set must be completed. Students will receive a Learning Guide containing Assessment Schedules, the Assessment Policy and student responsibilities.

- Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessments will be used to determine satisfactory student progress.
- Informal tasks and class work not included in the formal assessment schedule are of significance as they:
 - assist in skill and knowledge development.
 - identify areas for extension or remediation for the teacher and student.
 - provide opportunities for students to consolidate conceptual understanding.
 - provide evidence of sustained and diligent effort.

Why is there school assessment?

- It allows the student to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of your final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.
- A school assessment rank will form 50% of a student's HSC mark.

How will these assessments be made?

Some or all of the following may form the assessment program:

- Oral/aural tests
- Reports
- Essays
- Assignments
- Research
- Submitted practical tasks
- Field work
- Lectures and oral presentations
- Practical performance
- Formal examinations

Schedule of Assessment tasks

- Tasks will occur regularly throughout each course.
- All students will be given an assessment schedule indicating the assessment date(s) for each Preliminary and HSC course.

Assessment Processes

The following practices will apply to assessment tasks.

Students must complete all set tasks. The awarding of a zero mark will result in a written 'N' determination warning letter notification to parents/ guardians.

1. Students will receive an Assessment Task notification at least 2 weeks prior to the submission date.

For each subject students are to be provided with:

- clear indications of outcomes being assessed
 - clear instructions to allow the assessment to be understood and completed
 - marking guidelines/ criteria (where applicable)
 - due date (task may be submitted prior to due date)
 - weighting for the task
 - final assessment mark and rank
2. The **Assessment Cover Sheet** must be completed and attached to the front of the assessment. The receipt is to be retained as proof of submission by the student.
 3. The NSW Educational Standards Authority (NESA) sets a limit on the amount of Illness/Misadventure that a student can apply for. Exceeding this limit will result in a mark of zero regardless of the Illness/Misadventure application.
 4. Failure to complete/submit an Assessment Task on the due date will result in a zero mark. An **'N' Determination Warning Letter** will be issued to students regardless of any Illness/Misadventure Appeal. This NESA requirement ensures that all students must be notified of missed tasks to meet outcomes.
 5. **To appeal a zero 'N' Determination Warning, a Misadventure Appeal Form must be submitted with the completed task. The form should be presented to the Deputy Principal on the very next day of the student's return to school. Failure to do so will result in a mark of zero. The student can submit an Illness/Misadventure Form prior to an Assessment Task if there is due cause e.g., hospital/court. Documentation to support the request MUST be attached to the form.** Illness/Misadventure applications will require independent evidence such as a medical support document or a police report number covering the entire period of absence. Copies of all Appeal forms will be retained for student records. It should not be assumed that the request will be successful.
 6. If a student is absent on the day of an assessment task due to illness, they must attend the doctor's surgery on the actual day of the assessment task. The doctor must fill in Section A of the Illness/Misadventure paperwork. The form must be presented to the Deputy Principal on the day of the student's return to school after the Illness.
 7. Some hand in tasks will be submitted to the teacher in the SOLE Room/Classroom before Roll Call on the due date. Alternatively, some hand in tasks may be submitted electronically through the

CANVAS Learning Management System used by John Edmondson High School before Roll Call on the due date. Some tasks will be conducted in class time. Students will be notified of submission procedures for all tasks on the assessment notification.

8. If a student is absent for a hand in task, the student must still endeavour to submit that task. In this exceptional circumstance, the task may be submitted via email, through a family member or through another student by the set time for hand in task. It is the student's responsibility to ensure that the attachments are correct and are correctly formatted. If a student cannot submit their hand in task using these means, then the student must submit their task on the very next day of their return to school. The task must be accompanied by the Illness Misadventure Appeal. The Assessment Review Panel will then decide whether to uphold the appeal, thereby awarding the mark or whether to deny the appeal.
9. Any Student absent from an 'in class' task will be presented with either that task or an alternate task. In exceptional circumstances the Principal, in consultation with the Assessment Review Panel, may determine that an estimated mark be given. The missed assessment task will be completed on the day of the student's return to school after their absence. An Illness/Misadventure Form with the correct documentation **MUST** also be submitted on the day of return. If the student does not return on the day after the assessment task, the whole duration of the leave must be covered by a doctor's certificate or evidence.
10. Assessments in which **malpractice** is an issue may receive a zero mark. Parents will be notified; students will need to redo the task and an N determination Warning Letter will be issued. Malpractice will be documented on the school's Sentral site. Malpractice includes plagiarism, copying of another student's work, having someone else significantly contribute to the task, falsifying any documentation, cheating in a test situation, not following published examination rules, or being deemed to have gained an unfair advantage. This will apply to individual students or to two or more students if unethical collusion between students occurs. Students arriving late to school on the day of an assessment task can gain an unfair advantage. All students are expected to arrive by the conclusion of roll call. Any student arriving later than this must complete an Illness/Misadventure form with evidence.
11. In the event of an invalid, unreliable or compromised assessment task, the Principal can declare the task null and void. An alternate task will be created and rescheduled with another due date. Parents/Carers will be notified if there is an invalid, unreliable or compromised task, students will receive 2 weeks notification prior to the due date of the new assessment task. Any student who has been involved in the breach; collusion or malpractice will receive a zero mark and will be reported to NESAC for malpractice.

12. Students who are deemed to make a non-serious attempt at any assessment task will be awarded zero. A non-serious attempt may include only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.

13. Students must protect themselves against technological failure. Technological failure may result in a mark of zero. Consideration may be given in relation to technological failures only in **exceptional circumstances. In these cases, students must submit evidence of completed work. This may include:**

- draft work
- work saved to removable disk in the case of printer failure
- emailed submission
- **HOLIDAYS ARE NOT A VALID REASON FOR ILLNESS/MISADVENTURE**

14. All assessments requiring the research of information must include referenced sources correctly presented based on a recognised referencing system e.g., Harvard, MLA etc.

APPEALS PROCESS

Appeals will only be considered if students and their families believe that due process has not been followed regarding the administering of an assessment task.

Appeals cannot be on grounds that question the professional judgements made by teachers in allocating a mark to an assessment task.

If a student wishes to appeal, they must submit a written application to the Principal with all appropriate evidence within five school days of receipt of the final mark for the task. This appeal must be signed by both the student and their parent/caregiver.

Satisfactory Completion of Courses:

A Course has been satisfactorily completed when the student has: -

- **Followed the course developed/endorsed by NSW Educational Standards Authority (NESA)**
- **Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.**
- **Achieved some or all the course outcomes.**

In addition, to receive the Higher School Certificate, students must:

- **Meet the minimum standard requirements in Literacy and Numeracy. Failure to complete the minimum standard will result in students receiving a Record of Student Achievement (ROSA) only.**
- **Complete mandatory Work Placement if applicable**
- **Make a genuine attempt at Assessment Tasks and all HSC Examinations. Failure to complete an HSC Examination will result in an N Determination even if all school requirements have been met.**

Students must satisfactorily complete the Preliminary component of a Course to be eligible to proceed into the HSC component in Year 12. Where a student is at risk of an 'N' determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

Students whose **attendance** is poor may not satisfy course completion criteria. The Principal is the final arbitrator on any matters that arise regarding the final assessments.

'N' determinations

- Students who do not satisfactorily complete the required class work, homework and assessment tasks will receive an 'N' determination warning letter.
- Students with any aspect of their work incomplete will receive a warning letter outlining what they need to do to have satisfactory completion. The letter will give the student 2 weeks to complete that outstanding work.
- **Students who have TWO (2) letters of outstanding work will be considered for an 'N' determination.**
- Students will only receive one (1) warning letter for each task. They will then receive a follow-up letter detailing N Determination work that has still not been completed. It is your responsibility to complete that task promptly.

Minimum Standard Online Tests

Students need to achieve level three or four in short online reading, writing and numeracy tests of skills for everyday life to meet the HSC minimum standard. Students will receive multiple chances to sit these tests. Students planning to leave school before completing their HSC may choose to take these tests to show their level of literacy and numeracy skills.

Please refer to the NESA site for more information regarding the HSC minimum standard.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

Vocational Education and Training (VET) Assessment

VET courses are competency-based courses. In a competency-based course, assessment of competencies is standards-referenced. This means that students are judged against a prescribed standard not against the performance of other students.

Demonstrating competency means that students can perform the task or show an understanding to the level required by the industry standards.

When students successfully demonstrate competence against a particular standard they will be judged as 'competent'. There is no pass/fail. Students are either 'competent' or 'not yet competent'.

The units of competency students achieve will be recognised on a vocational qualification.

Students therefore are being continually assessed and attendance in each lesson is extremely important.

Hospitality students will be assessed in every practical lesson. It is expected that students be in full chef uniform and have relevant equipment to complete the practical lesson. Students failing to bring correct equipment will be issued with an 'N' determination warning letter.

If at any time it appears that a student is at risk of being given an 'N' determination in any vocational

course, the Principal must follow the same procedure as for any other Higher School Certificate Course. The student will be given written warning in sufficient time to correct any problems regarding the completion of course requirements.

Where a student receives an 'N' determination in a VET course, that course will not appear on the student's record of achievement. No VET Certificate or Statement of Attainment will be issued to students who receive an 'N' determination.

Mandatory Work Placement

Work placement is a mandatory requirement for completion and accreditation of your VET course. Students who do not complete at least 70 hours of work placement over the two years will not have the course recognised by the NSW Educational Standards Authority (NESA) and will not receive a certificate or statement of attainment. This might mean that students will receive an N award determination for the Preliminary Course or the HSC.

Work placement requires students to participate in relevant industry placement for up to one week of both years. During work placement students are expected to practice and develop the competencies that are part of the course. Teacher and/or workplace supervisor will assess your performance on the job.

Work Placement is a privilege offered by employers in the community. Employers are under no obligation to assist in work placement.

Some students have gained employment or improved their employment chances due to work placement. It is expected that students will make the most of the opportunity given to them.

Students who do not undertake Work Placement at the prescribed venue as organised by the school will receive a Non-Completion of Work Placement warning letter which will jeopardise the satisfactory requirements for work placement.

- **Hospitality**

Students undertaking Hospitality at John Edmondson High School will be participating in their mandatory 70 hours work placement at venues organised through the school and South West Connect. Students wishing to complete mandatory work placement at another workplace venue are to notify their teacher as soon as possible. Work placement in Hospitality, will be in a one-week block per year (35 hours each block). It is the students' responsibility to catch up on missed class work.

NB: It is each **student's responsibility** to submit assessment tasks on time. Negotiation between student and subject teacher/ Head Teacher will be required for any assessment tasks scheduled during the work placement week. Students will be required to hand in the completed task before you commence Work Placement. Alternate arrangements for any in-class assessment tasks must also be negotiated with your teacher **BEFORE** Work Placement. **Work Placement is not a reason for non-completion of assessment tasks**

- **Work Placement and student responsibilities**

All students going on Work Placement are required to complete **work plans**, which will be available from the VET teacher. These are to be completed and returned to the teacher immediately after work placement. This forms part of the evidence required for completion of mandatory work hours

IMPORTANT INFORMATION

IMPORTANT INFORMATION

IMPORTANT INFORMATION

If you are a student in Year 10, 11 or 12 and are claiming Illness/Misadventure for being absent on the day of an Assessment Task due to illness, you

MUST

attend the Doctor's Surgery on the

ACTUAL DAY

of the assessment task.

The Doctor **MUST** fill in Section A

(Year 10 -12 Illness/Misadventure Form) on the day.

The form should be presented to the Deputy Principal on the day the student returns to school.



ANCIENT HISTORY
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Pompeii and Herculaneum - Core Study Source Analysis Research Task	Historical Period Research Task	Personality Study Source based Assessment	Trial HSC Exam Will address topics One, Two and Three
		Term 4 Week 8 (2022) In class double	Term 1 Week 9 Hand in	Term 2 Week 8 In class	Term 3 Week 3/4 Examination
Outcomes		H1.1, H3.1, H3.6, H4.1, H4.2	H1.1, H2.1, H3.1, H3.6, H4.1, H4.2	H1.1, H3.1, H3.2, H3.3, H3.6, H4.1, H4.2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5
Knowledge and understanding of course content	40	5	10	10	15
Source based skills; analysis, synthesis and evaluation of historical information from a variety of sources	20	10		5	5
Historical inquiry and research	20	5	10		5
Communication of historical understanding in appropriate forms	20		10	5	5
Percentage Weighting %	100	20	30	20	30

BIOLOGY
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Model Building and Questions Hand in	Genetic Depth Study Hand in task	Infectious Diseases Investigation and in class component double period	Trial HSC Exam
		Term 4 Week 6 (2022)	Term 2 Week 1	Term 2 Week 8	Term 3 Week 3/4
Outcomes		Bio11/12-3 Bio11/12-4 Bio11/12-5 Bio11/12-6 Bio11/12-7 Bio12-12	Bio11/12-1 Bio11/12-4 Bio11/12-6 Bio11/12-7 Bio12-13	Bio11/12-1 Bio11/12-2 Bio11/12-3 Bio11/12-4 Bio/12-14	Bio11/12-1 Bio11/12-2 Bio11/12-3 Bio11/12-4 Bio11/12-5 Bio11/12-6 Bio11/12-7 Bio/12-12 Bio/12-13 Bio/12-14 Bio/12-15
Skills in Working Scientifically	60	15	10	25	10
Knowledge and Understanding	40	5	10	5	20
Percentage Weighting %	100	20	20	30	30



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
 BUSINESS SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
 Preliminary Year 2022 - HSC 2023
 QUALIFICATION: BSB30120 Certificate III in Business
 Training Package: BSB Business Services (Version 7.2)

NESA Course Code:
 2 U X 2 YR - 26111
2023 HSC Exam:
 26199
LMBR UI Code:
 BSB30120126111B

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs 35 hrs Work placement
	BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	E E	M E	15 10	Cluster 1: Let's get tech savvy Direct observation, produce based method, questioning	
	BSBWH311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	C E	M E	20 20	Cluster 2: Organise business safety Direct observation, produce based method, questioning	
Terms 2- 3	BSBXCM301 BSBOPS201	Engage in workplace communication Work effectively in business environments	C E	M E	15 25	Cluster 3: Working in industry Direct observation, produce based method, questioning	% Preliminary Exam
Term 4	7 HSC UOCs						35 hrs Work placement % Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	BSBPEF201	Support personal wellbeing in the workplace	C	M	10	Cluster 4: Wellbeing Direct observation, produce based method, questioning	
	BSBPEF301 BSBTEC301	Organise personal work priorities Design and produce business documents	E E	M E	20 25	Cluster 5: Mastering document design Direct observation, produce based method, questioning	
Terms 5-6	BSBSUS211 BSBTWK301 BSBTEC303	Participate in sustainable work practices Use inclusive work practices Create electronic presentations	C C E	M M E	15 15 15	Cluster 6: Sharing is caring Direct observation, produce based method, questioning	
Term 7	BSBCRT311	Apply critical thinking skills in a team environment	C	M	20	Cluster 7: Thinking critically Direct observation, produce based method, questioning	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 225			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

BUSINESS STUDIES
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Research Task Operations Business Report In class	Marketing Essay Task In Class	Human Resources Topic Test In class	Trial HSC
		Term 4 Week 7 (2022)	Term 1 Week 6	Term 2 Week 6	Term 3 Week 3/4
Outcomes		H2, H3, H4, H5, H7, H8, H9	H4, H5, H6, H7, H8, H9	H6, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10
Knowledge and understanding of course content	40	10	5	10	15
Stimulus – based skills	20	5	5	5	5
Inquiry, research and analysis	20	10	10		
Communication of business information, ideas and issues in appropriate forms	20		5	5	10
Percentage Weighting %	100	25	25	20	30

CERAMICS HSC Course Assessment Schedule					
Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Artmaking Body of work	Artmaking Body of work	Art Criticism and Art History Research Task	Artmaking Body of work
		Term 4 Week 10 (2022)	Term 2 Week 2	Term 3 Week 2	Term 3 Week 6
Outcomes		M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6
Artmaking	70	15	20		35
Art Criticism and Art History	30			30	
Percentage Weighting %	100	15	20	30	35

CHEMISTRY HSC Course Assessment Schedule					
Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Depth Study Task hand in	Processing skills and Written Task (double period)	Firsthand Practical Investigation Scientific Report Hand in & in class (double period)	Trial HSC Examination
		Term 4 Week 8 (2022)	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3/4
Outcomes		CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-13	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15
Skills in Working Scientifically	60	15	15	20	10
Knowledge and Understanding	40	5	10	5	20
Percentage Weighting %	100	20	25	25	30

COMMUNITY and FAMILY STUDIES
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Core 1: Research Methodology Independent research project (IRP) Hand In	Core 2: Groups in Context In class written task (with a hand-in component) Double period	Core 3: Parenting and Caring In class Task Single Period	Trial HSC Examination
		Term 4 Week 10 (2022)	Term 1 Week 11	Term 2 Week 6	Term 3 Week 3/4
Outcomes		H4.1, H4.2	H2.1, H3.2, H3.4, H5.1, H5.2	H1.1, H2.2, H2.3 H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	H1.1 to H6.2
Knowledge and understanding of course content.	40		10	10	20
Skills in critical thinking, research methodology, analysing and communicating.	60	20	10	20	10
Percentage Weighting %	100	20	20	30	30



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023

QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Training Package: CPC08 Construction, Plumbing and Services (version 6.5)

NB: The information may change in 2022 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.

NESA course code
2 U X 2 YR - 26211
2022 HSC Exam:
26299
LMBR UI Code:
CPC20220126211B
or
CPC20120126211B

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%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	% Preliminary Exam
Term 3	CPCCCOM2001 CPCCPM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	
	11 HSC UOCs						35 hrs. Work placement
Terms 4/5 Option 1	CPCCBL20001 CPCCBL2002	Handle prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	CP-E C-E	E E	30	Cluster 5 – Brick and Blocklaying	
Terms 4/5 Option 2	CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	CP-E C-E	E E	35	Cluster 5 – Wall and Floor Tiling	
Terms 4/5 Option 3	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	CP C-E	E E	40	Cluster 5 – Joinery	
Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	
Terms 5/6/7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235- 240- 245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

ECONOMICS HSC Course Assessment Schedule					
Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Research/ Extended Response Topic 1 In class single	Test Topic 2 In class double	Research / Extended Response Topic 4 In class single	Trial HSC Topics 1-3
		Term 4 Week 8 (2022)	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3/4
Outcomes		H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12	H1, H2, H4, H5, H7, H8, H9, H10, H11, H12	H1, H2, H5, H6, H7, H9, H10, H11, H12	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12
Knowledge and understanding of course content	40	5	10	5	20
Stimulus-based skills	20		10		10
Inquiry and research	20	10		10	
Communication of economic information, ideas and issues in appropriate forms	20	10		10	
Percentage Weighting %	100	25	20	25	30



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023

QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services

Training Package: CUA Creative Arts and Culture (version 5.1)

NESA code

2 U X 2 YR - 26401

2023 HSC Exam: 26499

LMBR UI Code:

(11 OR 12)

CUA30420326401B

TERM	Unit Code	Units Of Competency	ACF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	E	M	10	Cluster 1 – White Card Credit transfer for this unit when delivered by another RTO. Please insert name of RTO who delivered.....	240 Indicative Hours over 2 years
Term 1/2	CUAWHS312 CUASOU331	Apply work health and safety practices Undertake live audio operations	E E	M M	15 25	Cluster 2 – Safe and Sound Written Questioning, Direct Observation, Product based methods, portfolio	35 hrs Work placement
Term 2/3	CUALGT311 CUASTA212	Operate basic lighting Assist with bump in and bump out of shows	E E	M E	25 20	Cluster 3 – Bump in the Light Written Questioning, Practical documentation, Direct Observation of Practical Work	% Preliminary Exam
Term 3	CUAIND311	Work effectively in the creative arts industry	C	M	20	Cluster 4 – Working in the Industry TBC	
Term 4/5	SITXCCS006 CUASOU306 CUAVSS312	Provide services to customers Operate sound reinforcement systems Operate vision systems	E E E	M E M	20 20 25	Cluster 5 – To Project and Serve Direct observation of simulated project-based activity, Research and response, Quiz, Case studies, Direct observation of role play	35 hrs Work placement
Term 6/7	CUASTA311 CUASMT311 CUAIND314	Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry	E E C	M E E	25 20 20	Cluster 6 – Showtime! Knowledge Questions, Product based methods, Portfolio of Evidence, Direct Observation, Career Research and Resume Writing	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
OPTIONAL Unit delivered in Term X	HLTAID011 (optional)	Provide first aid (optional) (to be delivered by an external RTO) Please ensure school retains the Statement of Attainment from the external RTO for each student	E	E	20	Credit transfer for this unit when delivered by another RTO. Please insert name of RTO who delivered.....	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 265			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

ENGINEERING STUDIES
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Bridge Design: Building and Testing Analysis Report Hand in	Personal and Public Transport Research Task Hand in	Aeronautical Engineering Report Hand in	Trial HSC Examination
Timing		Term 4 Week 10 (2022)	Term 2 Week 1	Term 2 Week 10	Term 3 Week 3/4
Outcomes		H 2.1, 3.1, 5.2, 6.2	H 1.1, 3.1, 4.1, 6.1	H 2.2, 3.2, 5.1	H 1.2, 3.1, 3.3, 4.2, 4.3
Knowledge and understanding of engineering principles and developments in technology	60	10	15	10	25
Skills in research, problem solving, and communication related to engineering	40	10	15	10	5
Percentage Weighting %	100	20	30	20	30

ENGLISH ADVANCED
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
Nature of Task		Multimodal Presentation of Prescribed and related material Texts and Human Experiences	Speech Transcript & Reflection Textual Conversations	COW Portfolio Writing & Reflecting (2 Items & 1 reflection; 2 text forms) Craft of Writing	Trial HSC Examination Common Module Module A Module B Craft of Writing
Timing		Term 4 Week 9 (2022)	Term 1 Week 10	Term 2 Week 10	Term 3 Week 3/4
Outcomes		EA12-1, EA12-2 EA12-3, EA12-5, EA 12-6, EA12-7	EA12-1, EA12-3, EA12-4, EA12-5, EA12-8, EA12-9	EA12-2, EA12-3, EN12-4, EA12-5, EN12-7, EA 12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9
Knowledge and understanding of course content	50	10	10	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	10	15
Percentage Weighting %	100	25	20	25	30

ENGLISH EXTENSION 1
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3
		Imaginative Response and Reflection	Critical Analysis Presentation with Related Text	Trial HSC Examination
		Term 1 Week 4	Term 2 Week 10	Term 3 Week 3/4
Outcomes		EE12-1, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5
Knowledge and understanding of texts and why they are valued	50	15	20	15
Skills in complex analysis composition and investigation	50	15	20	15
Percentage Weighting %	100	30	40	30

ENGLISH EXTENSION 2
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3
		Viva Voce in class	Literature Review	Critique of the Creative Process
		Term 1 Week 5	Term 2 Week 1	Term 2 Week 7
Outcomes		EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5
Skills in extensive independent research	50	15	20	15
Skills in sustained composition	50	15	20	15
Percentage Weighting %	100	30	40	30

Date	Major work timeline
Term 4 Week 9 (2022)	Major work proposals submitted for written feedback
Term 1 Week 2	First submission of major work draft and major work journal
Term 2 Week 1	Second submission of major work draft and major work journal
Term 3 Week 5 (TBC)	Final submission of major work to NESA

ENGLISH STANDARD HSC Course Assessment Schedule					
Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Texts and Human Experiences Multimodal presentation using prescribed and related material.	Language, Identity and Culture Writing Task (In Class)	Craft of Writing Imaginative Text Portfolio Task	Trial HSC Examination Common Module Module A Module B Craft of Writing
		Term 4 Week 9 (2022)	Term 1 Week 10	Term 2 Week 10	Term 3 Week 3/4
Outcomes		EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-2, EN12-3, EN12-4, EN12-5, EN12-9
Knowledge and understanding of course content	50	10	10	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	10	15
Percentage Weighting %	100	25	20	25	30

ENGLISH STUDIES HSC Course – ATAR and NON-ATAR Assessment Schedule					
Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Multimodal presentation with prescribed and related texts	Visual Representation with explanation Elective module: We are Australians	Reading and Writing using set texts and unseen materials Exam in class** Elective module: Playing the game	Collection of classwork Portfolio All modules: Texts and Human Experiences We are Australians Playing the Game The Big Screen
		Term 4 Week 9 (2022)	Term 1 Week 10	Term 2 Week 8	Term 3 Week 2
Outcomes		ES12-1, ES12-4, ES12-5 ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8, ES12-9	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10
Knowledge and understanding of course content	50	10	10	10	20
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	50	10	10	10	20
Percentage Weighting %	100	20	20	20	40
**If a student is seeking an ATAR, MUST undertake a Trial EXAM, during the exam period (Term 3, Weeks 3 and 4) as preparation for the HSC Examination. The trial will be marked out of 100.					

FOOD TECHNOLOGY
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Contemporary Food Issues: Nutrition Case Study, Report and Poster, oral presentation and practical	The Australian Food Industry Research Task	Food Product Development Design Task, survey, and practical task	Trial HSC Written Examination CFI, AFI & FM, FPD
		Term 4 Week 7 (2022)	Term 1 Week 8	Term 2 Week 10	Term 3 Week 3/4
Outcomes		H2.1, H3.2, H5.1	H1.2	H1.3, H4.1	H1.2, H1.4, H2.1, H3.1, H3.2, H5.1, H1.1, H4.2
Knowledge and understanding of course content	40	10	10		20
Knowledge and skills in designing, researching, analysing, and evaluating	30	5	10	15	
Skills in experimenting with and preparing food by applying theoretical concepts	30	15		15	
Percentage Weighting %	100	30	20	30	20

HISTORY EXTENSION HSC Course Assessment Schedule				
Component	Weighting %	Task 1	Task 2	Task 3
		Historical Process (Proposal, process log, annotated sources) History Project	Project Essay History Project	Trial HSC Examination Constructing History
		Term 1 Week 9	Term 2 Week 9	Term 3 Week 3/4
Outcomes		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	40	15	10	15
Skills in designing, undertaking and communication historical inquiry and analysis	60	15	30	15
Percentage Weighting %	100	30	40	30
Total exam-based assessment – 30%				



PUBLIC SCHOOLS NSW ULTIMO RTO 90072
HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2022 - HSC 2023
 QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2)
 Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA Course Code
 2 U X 2 YR – 26511
 2022 HSC Exam: 26589
 LMBR UI Code
 (11 OR 12) SIT20316126511B

Term	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						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	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement % 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	Cluster B: Sustainable Kitchen Practices 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	Cluster C: Working Relationships Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							35 hrs Work placement % HSC Trial Exam
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	Cluster D: Café Culture 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. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry 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.		

INDUSTRIAL TECHNOLOGY-TIMBER PRODUCTS and FURNITURE TECHNOLOGIES HSC Course Assessment Schedule					
Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Design and Planning	Industry Study – Industrial Process	Practical & Project Progress Documentation	Trial HSC Examination
		Term 4 Week 10 (2022)	Term 2 Week 2	Term 3 Weeks 1	Term 3 Week 3/4
Outcomes		H 3.1, 3.2, 3.3, 5.1, 5.2	H 1.1, 1.2, 1.3, 3.2, 5.1, 5.2, 6.1, 7.1, 7.2	H 3.3, 4.1, 5.1, 5.2, 6.2	H 1.1, 1.2, 1.3, 2.1, 4.3, 6.1, 7.1, 7.2
Knowledge and Understanding of Course Content H 1.1, 1.2, 1.3, 2.1, 4.2, 4.3, 6.1, 7.1, 7.2	40		10		30
Knowledge and Skills in the Design, Management, Communication and Production of a Major Project H 3.1, 3.2, 3.3, 4.1, 5.1, 5.2, 6.2	60	15	20	25	
Percentage Weighting %	100	15	30	25	30

INFORMATION PROCESSES AND TECHNOLOGY
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Individual Project hand in	Research Task in class	Group Project hand in	Trial HSC Examination
		Term 4 Week 9 (2022)	Term 1 Week 9	Term 3 Week 2	Term 3 Week 3/4
Outcomes		H1.1, H2.1, H2.2, H3.2, H4.1, H5.1, H6.2, H7.2	H1.1, H1.2, H2.1, H3.1, H4.1	H1.2, H2.1, H2.2, H3.1, H3.2, H6.1, H6.2, H7.1, H7.2	H1.1, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2
Knowledge and understanding of course content	60	10	15	20	15
Knowledge and skills in the design and development of information systems	40	5	10	10	15
Percentage Weighting %	100	15	25	30	30

INVESTIGATING SCIENCE
HSC Course Assessment Schedule

Component	Weighting%	Task 1	Task 2	Task 3	Task 4
		Depth Study Evaluating the Scientific Method hand in	Practical Task (Double period)	Depth Study Secondary source investigation hand in	Trial HSC Examination
		Term 4 Week 9 (2022)	Term 1 Week 10	Term 2 Week 7	Term 3 Week 3/4
Outcomes		INS11/12-1 INS11/12-2 INS11/12-7 INS12-12	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-6	INS11/12-5 INS11/12-6 INS11/12-7 INS12-15	INS11/12-1 INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-6 INS12-12 INS12-13 INS12-14 INS12-15
Skills in Working Scientifically	60	15	15	20	10
Knowledge and understanding	40	5	5	10	20
Percentage Weighting %	100	20	20	30	30

LEGAL STUDIES
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Task Crime	In class topic test Human rights	Research Task Family Law	Trial HSC Examination
		Term 4 Week 7 (2022)	Term 1 Week 7	Term 2 Week 5	Term 3 Week 3/4
Outcomes		H1, H3, H4, H6	H2, H5, H6, H7, H8,	H6, H8, H9, H10,	H2, H3, H6, H9, H10
Knowledge and understanding of course content	40	10	10	10	10
Analysis and evaluation	20	10			10
Inquiry and research	20		10	10	
Communication of legal information, issues and ideas in appropriate terms	20		10		10
Percentage Weighting %	100	20	30	20	30

MATHEMATICS ADVANCED
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Assignment / Investigation-style task	In-class test Double Period	In-class test Double Period	Trial HSC Examination
		Term 4 Week 8 (2022)	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3/4
Outcomes		MA12-3, MA12-6, MA12-8 to MA12-10	MA 12-1, MA12-3, MA12-5 to MA12-8	MA 12-1, MA 12-2, MA 12-4, MA 12-7, MA 12-8 < MA 12-10	MA11-1 to MA11-7, MA11-9, MA12-1 to MA12-8, MA 12-10
Understanding, Fluency and Communicating	50	10	15	10	15
Problem Solving, Reasoning and Justification	50	10	15	10	15
Percentage Weighting %	100	20	30	20	30

MATHEMATICS EXTENSION 1
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	
		Assignment / Investigation-style task	In Class test Double period	Trial HSC examination	
		Term 4 Week 9 (2022)	Term 2 Week 5	Term 3 Week 3/4	
Outcomes		ME 12-1, ME 12-6, ME 12-7	ME 12-1, ME 12-2, ME 12-3, ME 12-4, ME 12-7	ME 11-1 to ME 11-5, ME 11-7, ME 12-1 to ME 12-5, ME 12-7	
Understanding, Fluency and Communication	50	15	20	15	
Problem Solving, Reasoning and Justification	50	15	20	15	
Percentage Weighting %	100	30	40	30	

MATHEMATICS EXTENSION 2
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	
		Assignment/ Investigation style task	In-class test Double period	Trial HSC examination	
		Term 4 Week 10 (2022)	Term 1 Week 10	Term 3 Week 3/4	
Outcomes		MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 to MEX12-4 MEX12-7 MEX12-8	MEX12-1 to MEX12-8	
Understanding, Fluency and Communicating	50	15	20	15	
Problem Solving, Reasoning and Justification	50	15	20	15	
Percentage Weighting %	100	30	40	30	

MATHEMATICS STANDARD 1
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Assignment / Investigation-style task	In-class test Double Period	In-class test Double Period	Trial HSC Examination
		Term 4 Week 8 (2022)	Term 1 Week 11	Term 2 Week 6	Term 3 Week 3/4
Outcomes		MS1-12-8, MS1-12-9 MS1-12-10	MS11-3, MS11-4, MS1-12-1, MS1-12-3 MS1-12-6 to MS1-12-8	MS1-12-3 to MS1-12-5	MS11-1 to MS11-8, MS1-12-1 to MS1-12-8
Understanding, fluency and communication	50	10	15	10	15
Problem solving, reasoning and justification	50	10	15	10	15
Percentage Weighting %	100	20	30	20	30

MATHEMATICS STANDARD 2
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Assignment / Investigation-style task	In-class test Double Period	In-class test Double Period	Trial HSC Examination
		Term 4 Week 8 (2022)	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3/4
Outcomes		MS2-12-8, MS2-12-9 MS2-12-10	MS11-3, MS11-4 MS2-12-1 to MS2-12-4 MS2-12-6, MS2-12-7	MS2-12-2, MS2-12-5 MS2-12-7	MS11-1 to MS11-8, MS2-12-1 to MS2-12-8
Understanding, fluency and communication	50	10	15	10	15
Problem Solving, reasoning and justification	50	10	15	10	15
Percentage Weighting %	100	20	30	20	30

MODERN HISTORY
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Core Study: Power and Authority in the Modern World 1919-1946 Source Analysis	National Study: Russia and the Soviet Union 1917-1941 Historical Analysis Research Essay (hand in)	Peace & Conflict Conflict in Indochina essay	Trial Examination Will assess Topics, one, two, three and four.
		Term 4 Week 9 (2022)	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3/4
Outcomes		MH12-1, MH12-2, MH12-6, MH12-8, AH12-9	MH12-3, MH12-4, MH12-5, MH12-8, MH12-9	MH12-2, MH12-5, MH12-6, MH12-7	MH12-1, MH12-2, MH12-3, MH12-4, MH12-7, MH12-9
Knowledge and understanding of course content	40	5	5	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5
Historical Inquiry and research	20	5	10	5	
Communication of historical understanding in appropriate forms	20	5	5	5	5
Percentage Weighting %	100	20	25	25	30

MUSIC HSC Course Assessment Schedule					
Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Aural Examination/ Composition ‘20 th and 21 st Century Music’ Submission of composition for piano and aural test Aural Test Double Period	Viva Voce / Performance Core/ Elective 1 ‘An instrument and its repertoire’ Solo or ensemble performance and Viva Voce Viva Voce 1 full day Performance 1 full day	Trial HSC Aural Examination Aural Skills Examination (C Block and supervised by Music Teacher)	Presentation of Electives 2 and 3. ‘Popular Music’ (Beatles Focus) Presentation of performance and/or composition portfolio and/or musicology Viva Voce Performance/Viva Voce 1 full day
		Term 4 Week 9/10 (2022)	Term 1 Week 8/9	Term 3 Week 3/4	Term 3 Week 5
Outcomes		H3, H4, H5, H6, H10	H2, H4, H6	H2, H4	H1, H4, H6, H7, H9
Performance	10		10		
Composition	10	10			
Musicology	10		10		
Aural Core	25	10		15	
Electives	45		15		30
Percentage Weighting %	100	20	35	15	30

PDHPE HSC Course Assessment Schedule					
Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Core 2: In-class Task with hand in component Double period	1 st Option: In-class double period	2 nd Option In-class double period	Trial Examination
		Term 4 Week 10 (2022)	Term 1 Week 11	Term 2 Week 6	Term 3 Week 3/4
Outcomes		H1, H2, H3, H4, H5, H14, H15, H16	H8, H9, H10, H16, H17	H1, H3, H4, H5, H14, H15, H16	H1, H2, H3, H4, H5, H7, H8, H9, H11, H13, H14, H15, H16, H17
Knowledge & understanding of course content	40	10	5	10	15
Skills in critical thinking, research and analysis and communication	60	20	10	15	15
Percentage Weighting %	100	30	15	25	30

PHYSICS HSC Course Assessment Schedule					
Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Depth Study - Practical Investigation and Report hand in	Practical Task (double period) In class	Processing Skills and Written Task (single period)	Trial HSC Examination
		Term 4 Week 8 (2022)	Term 1 Week 9	Term 2 Weeks 9	Term 3 Week 3/4
		PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-12	PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-13	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15
Skills in Working Scientifically	60	25	15	10	10
Knowledge and Understanding	40	5	5	10	20
Percentage Weighting %	100	30	20	20	30

SLR – SPORT, LIFESTYLE AND RECREATION
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Aquatics Practical ongoing- during double periods	Ongoing Practical	Coaching Theory task – hand in task	Healthy Lifestyle Ongoing PBL task
		Term 4 Week 9 2021 - Term 1 2022 Week 3	Term 1 Weeks 4-10	Term 1 Weeks 9-10	Term 2 Week 1 Term 3 Week 5 2023
Outcomes		1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.5, 2.3, 3.5, 4.3	1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 3.4, 5.1, 5.3
Knowledge and Understanding	50			20	30
Skills	50	20	30		
Percentage Weighting %	100	20	30	20	30

VISUAL ARTS
HSC Course Assessment Schedule

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Art Criticism and Art History In-class essay based on class work/case study content	Artmaking Development of body of work – including VAPD and under development	Art Criticism and Art History Trial HSC Examination	Artmaking Development of body of work – works completed/ in development
		Term 1 Week 9	Term 2 Week 1	Term 3 Week 3/4	Term 3 Week 5
Outcomes		H7, H8, H9	H1, H2, H3, H4, H5	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10
Artmaking	50		20		30
Art Criticism and Art History	50	20		30	
Percentage Weighting %	100	20	20	30	30

WORK STUDIES HSC Course Assessment Schedule					
Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Module 5 Managing Work and Life Commitments Module 8 Self-Employment Research Task	Module 8 Self-Employment Module 4 Teamwork and Enterprise Skills Task – Topic Test In class	Module 2 Preparing Job Applications Module 7 Workplace Issues Research Task – Report In class	Module 7 Workplace Issues Module 6 Personal Finance Task – Examination In class
		Term 4 Week 8 (2022)	Term 1 Week 8	Term 2 Week 7	Term 3 Week 2
Outcomes		1,2,3,4,5,6,7,8,9	1,2,5,6,7,8,9	3,5,6,7,8,9	1,2,3,5,6,7,8,9
Skills	70	25	10	20	15
Knowledge and understanding	30	5	15		10
Percentage Weighting %	100	30	25	20	25



JOHN EDMONDSON HIGH SCHOOL

PRINCIPAL: Mr Brij Khanna

Illness / Misadventure Years 10-12 APPLICATION FORM

Name: _____ Phone: _____

Course/Subject: _____

Teacher: Class: _____

Task: _____

Due Date: _____ M / T / W / T / F (please circle) _____

Reason for request for consideration: _____

Student Signature: _____ Date: _____

Supporting Documentation: YES / NO (please circle) Eg Doctor's Certificate

How has the reason provided affected the completion of the task? _____

Parent Signature: _____ Date: _____

Teacher Comment: _____

Teacher Signature: _____ Date: _____

Approval: YES / NO

Explanation: _____

New submission date (if applicable): _____

Head Teacher Signature: _____ Date: _____

Year 10 Rosa – Zero will apply for tasks submitted late

Stage 6 – Zero will apply for tasks submitted late



JOHN EDMONDSON HIGH SCHOOL

PRINCIPAL: Mr Brij Khanna

Independent Evidence of Illness

Diagnosis of Medical Condition: _____

Date of onset of illness _____

Date(s) and time(s) of all consultations related to illness: _____

Please describe how the student's condition / symptoms could impede their performance in the relevant task: _____

Name of Doctor or Health Care Professional: _____

Profession: _____ Place of Work: _____

Address: _____

Contact No: _____ Signed: _____ Date: _____

PART B

Independent Evidence of Misadventure

Date of event causing misadventure: _____

Were you a witness to the event? YES / NO (please circle)

If NO, how did you obtain the information you are providing? _____

What is your relationship to the student? _____

Describe the event _____

Name: _____ Profession: _____

Contact Number: _____ Signed: _____ Date: _____