



Moorefield Girls High School

HSC Assessment Policy and Course Schedules

For the 2021 Higher School Certificate

Our Vision:

Moorefield Girls High School is a learning community dedicated to inspiring our young women to achieve personal success. We value and nurture a culture of respectful relationships where students develop confidence and a sense of belonging to our school and the wider community.

Our learning environment facilitates collaboration, creativity and high expectations. Students are empowered to develop social responsibility, pursue academic excellence and value lifelong learning.

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Introduction

Congratulations on beginning your HSC year.

This booklet is designed to help you plan for the school assessment component of your Higher School Certificate. It informs you of all the tasks due, the time frame and the weighting of each task.

It is important to remember:

- School assessment marks contribute to 50% of your final HSC marks
- If for any serious reason you are not able to sit for your HSC exams, your total HSC mark may, at the discretion of the NSW Educational Standards Authority (**NESA**, sometimes referred to as “the board”), be constituted from your assessment mark.
- All assessments must be completed as they fall due. Missed or late assessments usually attract a Zero mark unless a genuine case of illness and/or misadventure is demonstrated.

The Assessment Certification Examination (ACE) website indicates that a student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

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

Principals may determine that, as a result of absence, the course completion criteria may not have been met.

This means that you must complete both assessable and non-assessable tasks as well as have a satisfactory rate of attendance (usually regarded as 85% or better) to be eligible for the Principal's certification and therefore the award of an HSC.

To guide you and your parents, warning letters will be issued if your progress is not adequate, you don't work in class or do home assessments, you don't make a serious attempt in examinations or assessment tasks, or your absences affect you meeting course outcomes. The warning letter is a reminder that your education is your responsibility, and gives you a chance to resolve the problem before it is too late.

The school offers students access to professional advice from teachers, Student Advisers, the Careers Adviser, School Counsellor and the school's executive staff. If you are experiencing difficulties with meeting the responsibilities of your courses, seek the advice of one of these experts.

We will provide you with teacher expertise and a quality learning environment. Your commitment to achieve your personal best is essential. Together, we will ensure that attaining your HSC is a rewarding experience.

Natalie Hale
Principal

Policy and Procedures

HSC Assessment Overview

In order to progress to your Year 12 Higher School Certificate year, you must have completed your Year 11 course in any individual subject satisfactorily. The Principal will be asked to confirm that you have satisfactorily completed Year 11 course requirements before your entry for the HSC can be declared valid. Most school Year 11 courses will be completed by the end of Term 3. At the start of Term 4, you will begin work on your Year 12 HSC course work which will be included in your HSC examination.

School Assessment

There are some aspects of your study which cannot be adequately assessed through examinations, such as skills in Science and oral presentations in English. Your school assessments are designed to measure these achievements as well as your achievements in examinations. Your school assessments will measure your actual performance in the whole course. In Year 12, your HSC subject assessment marks are submitted to NESA. Your assessment marks are worth 50% of your HSC.

Satisfactory Completion of a Course

To get your HSC in a subject, the Principal must state that you have satisfied requirements. "Satisfactory completion" means that, in the Principal's view, there is sufficient evidence that you have:

- followed the course developed or endorsed by NESA
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the Year 11 or Year 12 course by the school
- achieved some or all of the course outcomes
- to comply with these requirements, satisfactory attendance (of at least 85%) is expected.

Pattern of study to qualify for the HSC

To qualify for the HSC you must study a pattern of Year 11 and 12 courses. You must check that your Year 11 pattern of study included:

- at least 12 units of which six units must be from Board-developed courses:
- at least two units of English

Your Year 12 pattern of study must include at least 10 units, including two units of English.

Credentials

The Higher School Certificate is awarded to students who have completed all eligibility requirements.

The Higher School Certificate Record of Achievement is awarded when you leave school. If you leave school before completing the HSC your Record of Achievement will list any Year 12 courses which you have completed satisfactorily, but no marks will appear.

Your Higher School Certificate Record of Achievement will list each subject that you have studied satisfactorily in Year 11, as well as your Year 12 HSC courses. It will show marks for each Course.

A certificate and a statement of attainment are issued for each VET course studied.

Assessment Requirements for Board Developed Courses and Board Endorsed Courses

The assessment marks submitted to the Board are devised from assessment tasks and, may include reference to performance across the year, set in accordance with the internal assessment program for each course. Marks must be calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks provide the rank order of students and the relative differences between students based on their performances in the assessment tasks.

School Assessment Tasks

School-based assessment tasks are linked to standards because the tasks focus on outcomes. Tasks are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

At the end of each task in Year 12 you will be provided with your ranking within the course at that time.

Reports will be available on a semester basis. Each report will indicate your ranking for each course at that time.

The HSC Assessment Marks

Moorefield Girls High School assessment marks are provided to NESAs for each course studied at HSC level by each student. Assessments for Board Developed Courses are moderated by NESAs against the marks gained in the HSC examination. This process ensures comparability between the assessment marks submitted by each school. The mark submitted by the school is not the mark which will appear on your HSC, but the rank order remains the same.

The school is not permitted to tell you your final assessment mark in Year 12. You will be told your rank within your course group.

Course Assessment Schedule

It is your responsibility to check with the relevant Head Teacher if any areas of the course schedule need clarification, or if you do not have a course assessment schedule for a subject which you are studying.

The course assessment schedule is mandatory and is not negotiable. It contains information about the set tasks in each component of your course. The course assessment schedule also informs you of approximately when the various assessment tasks will be held.

University Entry

The Australian Tertiary Admission Rank (ATAR) is calculated from the best 10 units in Board Developed Courses subject to the following restrictions.

- at least two units of English must be included
- at least three Board Developed Courses of two units value or greater must be included
- courses from at least four subjects must be included
- at most, two units of Category B courses may be included

Vocational Education and Training (VET) Courses

Work Placement

The courses in VET industry curriculum frameworks have been designed to deliver specified units of competency. The units of competency have been drawn from industry training packages.

Work Placement is a mandatory HSC requirement of each course within this framework. 2U VET Courses comprise 70 hour work placement. (35 hours Year 11, 35 hours HSC Courses). May alter due to COVID-19.

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practice skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including the key competencies

Assessment of the units of competency will be undertaken by a qualified assessor in classroom delivery.

Part-time Work

Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, see your class teacher.

The Purposes of VET Assessment

For VET courses, assessment is to judge competence on the basis of performance against the criteria set out in the learning outcomes for each module, for the purpose of achieving AQF Qualifications, Statements of Attainment and NESA requirements.

Competency Based Assessment

The courses within the VET Curriculum Frameworks are competency based courses. NESA and the Vocational Education and Training Accreditation Board (VETAB) require that a competency based approach to assessment be used for the competencies achieved.

All students who study a VET course must register for a Unique Student Identifier (USI) at www.usi.gov.au

The performance of students is based against a prescribed standard, not against the performance of other participants.

A student is judged either **competent** or **not yet competent**. This judgement is made on the basis of evidence, which may be in a variety of forms.

Students may take a maximum of three attempts at achieving an element of competency. Competency based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

When students are assessed on tasks, a number of elements of competency or even several units of competency are assessed together. Competence is the integration of a wide range of skills, knowledge and attitudes.

Qualified Assessors

Students will be assessed by their teachers, who are qualified assessors, or in some cases by their work placements supervisors if they are qualified workplace assessors.

Competency Records

Achievement of elements of competency and units of competency will be progressively recorded by the teacher.

- all performance criteria need to be met to demonstrate the achievement on an element of competency
- all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency.

Higher School Certificate Examination – VET Courses

The Higher School Certificate examination in VET courses is optional. It will consist of a written examination. Students will nominate during the HSC year to undertake the optional examination which is mandatory if a student requires an ATAR.

The examination is independent of the competency based assessment undertaken during VET courses and has no impact on student eligibility for AQF qualifications.

A written exam component will be included in Yearly school reports.

Illness and Misadventure

Student attendance on the day of an assessment task or examination

Students must be **signed in for the whole school day** and **attend all timetabled lessons** or scheduled school activities on the day of an assessment task or examination.

Student is absent from an assessment task or examination due to sickness

If a student is sick and cannot attend on the day of the task or examination, the student is to:

- **notify the school office by phone** on 9587 6095 on the day of the task or examination. The office will pass on this information to the Deputy Principal and the relevant Head Teacher
- **complete an illness/misadventure form** (Appendix B), with an attached doctor's certificate, and present it to the Deputy Principal on the first day of return to school. The doctor's certificate should state: "*(Student name) was not fit to attend the assessment task on...*" Post-dated doctor's certificates may not be accepted. The dates should include all days of absence.

Student is absent due to a misadventure

Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school the date a task was due.

Following failure to complete an assessment task at the due time, the student is to:

- **notify the school office by phone** on 9587 6095 on the day of the task;
- **submit an illness / misadventure form** (Appendix B), with appropriate supporting documentation, to the Deputy Principal on the first day of return to school to negotiate alternative arrangements.

For illness or misadventure, an extension of time may be provided or a mark may be awarded

based on a substitute task. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task.

Students who complete the assessment task and suffer illness/misadventure

Students may lodge an illness / misadventure appeal in writing if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to **complete the Illness/ Misadventure appeal form (Appendix B) and provide documentary evidence** such as doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.

Students should submit this appeal to the Deputy Principal as soon as possible after the assessment task.

Hand-In tasks

Hand-in tasks should be submitted to the teacher or faculty at the time and date as specified on the notification of the assessment task. Students are encouraged to submit drafts for teacher feedback, which may be used for assessment in the case of non-submission on the due date.

In the event of illness or misadventure, **any completed part of the task is to be submitted online or to the teacher/school.**

Technology and assessment tasks

Technology and / or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.

- Back-up files regularly or save to cloud-based platforms such as One Drive or on the portal
- Print out copies of drafts and keep them while the assignment is in progress. Submit drafts to your teacher for feedback
- Bring a copy of the file to school by either email, USB, CD.

Appeals Surrounding the Assessment Procedure

Grounds for an appeal

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

Appeals Process

When a student feels that a decision applied to her work is not consistent with the school's assessment policy and procedures she may appeal. The **first appeal MUST be to the head teacher**.

Where a student feels that the appeal to the head teacher has not been heard appropriately, she may appeal to the Deputy Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with the NESA's requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.

If not satisfied with the school's decision, a student may make a subsequent appeal to NESA. NESA will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.

Academic Integrity

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

Defining Malpractice

Malpractice is any activity undertaken by a student that allows her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as one's own
- using material directly from books, journals, CDs or the Internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- Students are advised that they should acknowledge input from another student or teacher or tutor within their bibliography and that copies of previous tasks by other students are kept as records for future years.
- Students are made aware that sharing / showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or

Misconduct in formal examinations and other assessment tasks

Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

Misconduct during any task or formal examination may be regarded as malpractice. **Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task.**

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the Head Teacher and/or the Principal / Deputy Principal and may be awarded a zero for that task.

Managing Issues of Malpractice

Issues of malpractice need to be investigated by the head teacher and in more serious cases reported to the Principal / Deputy Principal.

Where the malpractice is serious and where penalty or zero mark is to be awarded, the student will be advised of the issue and the school's intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this decision.

An assessment committee will be formed to review the malpractice. This committee will be made up of the Principal, Deputy Principal and a Head Teacher.

Course Requirements: N Award Process

Satisfactorily completing the course

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by the Board;

- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided the course by the school; and,
- achieved some or all of the course outcomes.

Student Attendance

It could be determined by the principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal / Principal.

Absences for **overseas or interstate travel** are strongly discouraged and can impact on the student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, eg. practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- Explain to their family the impact the travel will have on the HSC;
- complete the an *Application for Extended Leave – Travel* form and attached a copy of the airline ticket;
- Submit the *Application for Extended Leave – Travel* form to the Principal for approval at least three weeks in advance.

Failure to complete or submit assessment tasks

If a student does not have a valid reason for failing to complete or submit an assessment task a zero mark may be recorded for that task. The student and her parents will be advised, in writing, of the non-completion of course outcomes.

Non-serious attempts

Students studying an HSC course must make a **genuine attempt to complete course requirements**. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences

provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

Communicating course requirement concerns

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though not reported or graded against these bands. The feedback given for tasks that do not contribute to the final HSC assessment mark should assist students in preparation for tasks that are part of the HSC Assessment program.

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment marks for that course.

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written warning letter must be given to the student and their parents notifying of a potential for an 'N determination' in the course.

The letter will

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and
- request from the student and his/her parent a written acknowledgement of the warning;

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

On the first warning letter, a student may be interviewed by the classroom teacher. On the second warning letter, the student and their parents may be required to attend an interview with the head teacher (this may involve phone contact).

An N determination in a course may place the award of the Higher School Certificate in jeopardy and the individual course will not appear on the students' *Record of Achievement*.

Disability Provisions for Examinations

NESA may provide disability provisions for students in the Higher School Certificate examinations.

<http://www.boardofstudies.nsw.edu.au/parents/hsc-support.html>

This is determined by an official application process to NESA.

Principals have the authority to decide on and to implement disability provisions for school-based assessments including tests. *ACE Manual 13.1*

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation.

ACE Manual 13.2

Disability Provisions at Moorefield Girls High School

Moorefield Girls High School will support students seeking disability provisions for their Higher School Certificate examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident which affects her examination performance and requires Disability Provisions eg a physical injury, the Principal may elect to grant Disability Provisions for an individual task. These provisions will be issued using NESA's general guidelines, however, there is no guarantee that NESA will allocate the same provisions.

Moorefield Girls High School will endeavour to provide students with access to Disability Provisions to ensure a fair process for all students. The implementation of Disability Provisions is however restricted by the resources available and remains the decision of the school.

Student responsibilities

Students must make an appointment with the Learning and Support Teacher (LaST) or school counsellor to formalise an application for disability examination provisions. Application forms are available from the Learning Support Team Coordinator, school counsellor or Deputy Principal.

Students who have been awarded disability

provisions are to check with their class teacher, the arrangements for these provisions for the upcoming task.

Accelerants and Accumulants

Accumulants

In cases of demonstrated need, students may accumulate HSC courses towards the Higher School Certificate over up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course.

In the case of an accumulants who is repeating a subject where a major work or project is required, the major work or project submitted and marked in a previous year cannot be resubmitted without the special permission of NESAs.

Accelerant Students

In exceptional circumstances, students may accelerate into Year 11 and/or HSC board developed courses in advance of their usual cohort. Decisions about the acceleration of Higher School Certificate students will be made by the Principal in accordance with the principles contained in the Board's Guidelines for Accelerated Progression (revised 2000).

Accelerants should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.

Assessment tasks for accelerants, where possible, should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

Students transferring to the school

For students who commence study at Moorefield Girls High School between the commencement of the assessment period and the final date of Higher School Certificate entry, the Principal may request information from the previous school. However, this information will only be used as a guide and will not form part of the assessment mark. This means that the student's Rank Order for each course will be determined on the basis of tasks which have been completed from the time of arrival of the student at the school. Performance in assessment tasks following arrival at the school and teacher professional judgement will be used to determine the final mark for the course.

Senior Learning Centre

Moorefield Girls High School values the importance of good study habits in the achievement of potential. The Senior Learning Centre is located in the school library which is staffed Monday to Friday and is open during Recess and Lunch. The many resources available to senior students include past examination papers, numerous study guides with student samples of HSC answers and examiners comments.

The **rules of the Senior Learning Centre** are:

- Senior students are expected to use the Senior Learning Centre at any time they do not have a class (optional when permission has been granted to arrive late or leave early). However, students should not be in the Senior Learning Centre in timetabled lessons unless special permission has been granted by your class teacher.
- Students must have their names marked off on the roll whenever they are scheduled to be in the Learning Centre.
- The primary purpose of the centre is for study. Students are expected to work and respect the rights of others to work in this venue.
- Conversation should be kept to a low level.
- The 'Quiet Room' is for silent work.
- The supervisors are happy to assist and advise you with any work or career-type questions or problems.
- Computers, if not booked for classes are provided for your school work. They are not to be used for playing games.
- Do not leave valuables outside.

- Students are to use their time wisely. The Learning Centre teacher will assist all senior students with their research and study. Use it appropriately and respect the needs of others.

Syllabus Requirements:

Students may access the NESA Webpage:
http://www.boardofstudies.nsw.edu.au/syllabus_hsc/

All updates to syllabus requirements will be located on this webpage. It is updated daily and publishes the most up to date information and dates for all aspects of the HSC. For example, advice line, HSC timetables, dates for the release of marks and appeals, and copies of past papers so students can access them for home study and extra practise.

For Parents:

The parent section of the NESA website is very informative, especially in terms of support:

<http://www.boardofstudies.nsw.edu.au/parents/#hsc>

Students Online

<https://studentsonline.nesa.nsw.edu.au/> is the NESA portal for students. All students should be actively accessing Students Online regularly. You use the pin number sent to the email you registered with NESA in year 10. You can request a new pin if you have lost it.

Here students can:

- keep personal details up-to-date
- check subject details
- check and print personalised HSC examination timetables

Other good resources for students are:

Universities Admission Centre:

<http://www.uac.edu.au/>

Job Jump, for information on careers, degrees and ATAR:

<https://www.jobjump.com.au/>

Moorefield Girls Careers website:

<https://www.moorefieldgirlshighcareers.com/>

The Higher School Certificate – glossary of key directional verbs

The NSW Educational Standards Authority (NESA) has published a glossary of words that are often used in examinations. Students will be expected to have a clear understanding of what they are required to do in each question in an assessment task or examination.

The following glossary provides the meaning of these words as they generally apply across subject areas.

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

Ancient History

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
TOPICS Core Study (Pompeii and Herculaneum) Society Historical Period Personality		Oral/Source Analysis Pompeii & Herculaneum Topic 1	Extended Response/Essay Topic 2	Historical Analysis and Investigation Multimodal Topic 3	Trial Examination Topic 1 - 4
		Term 1 - 2021 Week 1	Term 1 - 2021 Weeks 8-9	Term 2 - 2021 Week 7	Term 3 - 2021 Weeks 5/6
Outcomes assessed		AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	AH12-2, AH12-6, AH12-7, AH12-8	AH12-1, AH12-3, AH12-5, AH12-6, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-9
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
Weighting (%)	100	20	25	25	30

Biology

	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task	Working Scientifically	Processing Data	Depth Study	Trial Examination	
Date	Term 4 - 2020 Week 9	Term 1 - 2021 Week 10	Term 2 - 2021 Week 7	Term 3 - 2021 Exam Period	
Outcomes assessed	BIO 12-4, BIO12-5, BIO12-6, BIO12-7 BIO12-8	BIO 12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-9	BIO12-1 - 7 BIO12-10, BIO12-11	BIO12-6, BIO12-7 BIO12-8, BIO12-9 BIO12-10, BIO12-11	
Knowledge and understanding	5	5	5	25	40
Skills in working scientifically	15	15	25	5	60
Weighting (%)	20	20	30	30	100

Business Studies

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
TOPICS 1. Operations 2. Marketing 3. Finance 4. Human Resources		Research Task Topic 1	Marketing Stimulus Essay Topic 2	Financial Statement Analysis Topic 3	Trial HSC Examination Topics 1-4
Outcomes assessed		Term 4 - 2020 Week 7 – 27.11.20	Term 1 - 2021	Term 2 - 2021 Week 8	Term 3 - 2021 Weeks 5/6
		H2, H4, H5, H7 H9	H4, H6, H8, H9	H5, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10
Knowledge and understanding of course content	40	5	10	10	15
Stimulus-based skills	20	5	5		10
Inquiry and research	20	5	5	10	
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
Weighting (%)	100	20	25	25	30

Chemistry

	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task	Practical Skills Test	Processing Data Task	Depth Study	Trial Examination	
Date	Term 4 - 2020 Week 9	Term 1 - 2021 Weeks 9	Term 2 - 2021 Week 7-9	Term 3 - 2021 Week 5/6	
Outcomes assessed	CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-13	CH12-4, CH12-5, CH12-6, CH12-7 CH12-12	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-7, CH12-14	CH12-4, CH12-5, CH12-6, CH12-7 CH12-12 to CH12-15	
Knowledge and understanding of course content	5	5	10	20	40
Skills in working scientifically	15	15	20	10	60
Marks	20	20	30	30	100

Community and Family Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Outcomes assessed	Research Methodologies Independent Research Project	Groups in Context Investigation community attitudes towards a group	Parenting & Caring Critical analysis - Support for parents and carers	Trial HSC Examination	
	Progressively marked Final report & diary Term 4 - 2020 Week 10	Term 1 - 2021 Week 10	Term 2 - 2021 Week 6	Term 3 - 2021 Week 5/6	
	H4.1, H4.2	H1.1,H2.2,H2.3, H3.1,H5.1,H6.2, H7.1	H2.2, H3.2, H4.2, H5.1, H5.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2, 7.1, 7.2, 7.3, 7.4	
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
Marks	20	25	25	30	100

Earth and Environmental Science

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task	Analysis of Media Articles	Working Scientifically Assessment	Depth Study	Trial HSC Examination	
Date	Term 4 – 2020 Week 6	Term 1 - 2021 Week 6	Term 2 - 2021 Week 10	Term 3 - 2021 Week 5/6	
Outcomes assessed	EES12-2, EES12-3, EES12-4, EES12-7 EES 12-12 or EES12-13 or EES12-14	EES12-1, EES12-2, EES12-4,EES12-5, EES12-6,EES12-7, EES12-13	EES12-1, EES12-2, EES12-3, EES12- 4,EES12-5, EES12-6, EES12-7 EES 12-12 or EES12-13 or EES12-14	EES12-1 to EES 12-7 EES 12-12 to EES 12-15	
Knowledge and understanding of course content	5	5	10	20	40
Skills in working scientifically	10	20	20	10	60
Marks	15	25	30	30	100

English EAL/D

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Response task using prescribed text and related text Module A: Texts and Human Experiences	Analytical response using prescribed text Module B: Language, Identity and Culture	Multimodal presentation including listening Module C: Close Study of Text	Trial HSC Examination Module A Module B Module C Focus on Writing	
Assessment Timing	Term 4 – 2020 Week 9 Thursday 10 December	Term 1 – 2021 Week 8	Term 2 – 2021 Week 8	Term 3 – 2021 Week 5/6	
Outcomes assessed	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7	EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-7	EAL12-1A, EAL12-1B, EAL12-2, EAL12-3, EAL12-4, EAL12-8	EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9	
Components					Weighting (%)
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	25	30	100

English Standard

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Short Answer Task (including question on related text) Common Module Texts and Human Experiences	Extended Response Module A Language, Identity and Culture	Multimodal Presentation Module C The Craft of Writing	Trial HSC Examination Common Module Module A Module B Module C	
Assessment timing	Term 4 – 2020 Week 9 Thursday 10 December	Term 1 – 2021 Week 6	Term 2 – 2021 Week 10	Term 3 – 2021 Week 5/6 As per examination timetable	
Outcomes assessed	EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	
Components					Weighting (%)
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total %	25	25	20	30	100

English Advanced

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Short Answer Task (including question on related text) Common Module Texts and Human Experiences	Comparative Essay Module A Textual Conversations	Multimodal Presentation Module C The Craft of Writing	Trial HSC Examination Common Module Module A Module B Module C	
Assessment timing	Term 4 – 2020 Week 9 Thursday 10 December	Term 1 – 2021 Week 6	Term 2 – 2021 Week 10	Term 3,- 2021 Week 5/6As per examination timetable	
Outcomes assessed	EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	
Components					Weighting (%)
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total %	25	25	20	30	100

English Studies

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Writing Task incorporating related material Mandatory Module: Texts and Human Experiences	Short Answer Task Elective Module: We are Australians	Research Task (multimodal presentation) Elective: The Big Screen	Collection of classwork All modules	
Timing	Term 4 – 2020 Week 9 Thursday 10 December	Term 1 – 2021 Week 6	Term 2 – 2021 Week 10	Term 3 – 2021 Week 3	
Outcomes assessed	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10	
Components					Weighting (%)
Knowledge and understanding of course content	15	10	10	15	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	10	10	15	15	50
Total %	25	20	25	30	100

History Extension 1

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3
TOPICS What is History? Case Study		Historical Process (Proposal)	Essay	Trial HSC Examination
		History Project	History Project	What is History? Case Study
		Term 1 - 2021 Week 8	Term 3 - 2021 Week 1	Term 3 - 2021 Weeks 5/6
Outcomes assessed		HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4
Knowledge and understanding about significant historical ideas and processes	40	10	15	15
Skills in designing, undertaking and communicating historical inquiry and analysis	60	20	25	15
Total %	100	30	40	30



ULTIMO 90072
HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2020 - HSC 2021

Education

QUALIFICATION: SIT20416 Certificate II in Kitchen Operations
 Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA course code
 2 U X 2 YR - 26511
HSC Exam: 26587
LMBR code
 (11 OR 12)
 SIT20416126511B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery</i>	240 Indicative Hours over 2 years
	SITXFSA001	Use hygienic practices for food safety	C	M	10	Cluster A: Getting Ready for Work Written task/scenario, case study & observation of practical work	40% Prelim Yearly Exam
	SITXWHS001	Participate in safe work practices	C	M	15		
SITHCCC003	Prepare and present sandwiches	E	E	20			
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	Cluster B: Sustainable Kitchen Practices Scenario, Written task, Observation of practical work	35 hrs Work placement
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	10		
	SITHCCC002	Prepare and present simple dishes	E	E	15		
Term 3	SITHKOP001	Clean kitchen premises and equipment	C	S	10	Cluster C: Maintain a Clean & Safe Kitchen Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	60% Trial HSC Exam
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
Terms 4 - 6	5 HSC UOCs					Cluster D: Quality Meals Written task & observation of practical work Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.	35 hrs Work placement The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40		
	SITHCCC006	Prepare appetisers and salads	E	E	25		
	SITHCCC011	Use cookery skills effectively	C	E	20		

Terms 6 & 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C E	M M	15 20	Cluster E: Working Effectively with Others Written task and reflection	mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total Hours 240			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

Legal Studies

Syllabus Components	Weighting %	Task 1	Task 2	Task 3	Task 4
TOPICS 1. Crime 2. Human Rights 3. Family 4. Shelter		Crime: Research task	Human Rights: Class test	Family: Research task and in-class report	Trial HSC Examination
		Term 4 - 2020 Week 9	Term 1 - 2021 Week 9	Term 2 - 2021 Week 6	Term 3 - 2021 Weeks 5/6
		H1, H4, H6, H7, H8, H9, H10	H1, H2, H3, H4, H9	H1, H4, H5, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9
Outcomes assessed					
Knowledge and understanding of course	40	5	10	5	20
Analysis and evaluation	20	5	5	5	5
Inquiry and research	20	10		10	
Communication of legal information, issues and ideas in appropriate forms	20		10	5	5
Weighting (%)	100	20	25	25	30

Mathematics Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Assignment/ investigation Topic: S2	Class test Topics: F2, T3, S3	Class test Topics: C2, C3, C4	Trial HSC Examination Topics: F2, T3, C2, C3, C4, M1, S2, S3	
	Term 4 – 2020 Week 8	Term 1 – 2021 Week 8	Term 2 – 2021 Week 8	Term 3 – 2021 Week 5-6	
Outcomes assessed	MA12-8 MA12-9 MA12-10	MA12-1 MA12-8 MA12-5 MA12-9 MA12-10	MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
Understanding, fluency and communication	10	15	10	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Weighting (%)	20	25	25	30	100

Mathematics Standard 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	In Class Task	Assessment Task Investigation	In class Task	Extended modeling and problem solving task	
	Week 9 Term 4 - 2020	Week 10 Term 1 - 2021	Week 7 Term 2 - 2021	Week 7 Term 3 - 2021	
	M4 Rates M5 Scale Drawing M3 Right-angled Triangles	S3 Further Statistical Analysis N1 Network and Paths	A3 Types of Relationships F2 Investment	All topics: M3,M4,M5,F2,F3,S3,4,N1A3. F3 Depreciation & Loans	
Outcomes assessed	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10, MS1-12-8	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10 MS1-12-5	MS1-12-1,MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	
Understanding, fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Weighting (%)	20	25	25	30	100

Mathematics Standard 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	In class task	In class task	Investigation Task- Critical Path Analysis	Trial HSC Examination	
	Week 9 Term 4 - 2020	Week 9 Term 1- 2021	Week 8 Term 2 - 2021	Week 5-6 Term 3 - 2021	
	Rates and Ratios M7 Non-Right angled triangles M6 Investments and Loans F4	Annuities F5 Bivariate Data Analysis S4 The normal distribution S5	Critical Path Analysis & Networks N3	All Topics: A4, M6, M7, F4, F5, S4, S5, N2, N3	
Outcomes assessed	MS2-12-3 MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-2,MS2-12-5 MS2-12-7, MS2-12-9, MS2-12-10	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 MS2-12-9, MS2-12-10	
Understanding, fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Weighting (%)	20	25	25	30	100

Mathematics Extension 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Class test Topic: P1	Assignment/ Investigation Topic: S1	Class test Topic: T3, C3	Trial HSC Examination Topics: P1, V1, T3, C2, C3, S1	
	Term 4 – 2020 Week 9	Term 1 – 2021 Week 10	Term 2 – 2021 Week 6	Term 3 – 2021 Week 5-6	
Outcomes assessed	ME12-1 ME12-6 ME12-7	ME12-5 ME12-6 ME12-7	ME12-2 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7	
Understanding, fluency and communication	15	10	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Weighting (%)	25	25	20	30	100

Modern History

Syllabus Component	Weighting %	Task 1	Task 2	Task 3	Task 4
TOPICS 1. World War One 2. National Study 3. Peace and Conflict 4. Change in Modern World		Research and Presentation Power and Authority in the Modern World 1919-1946	Historical Analysis National Studies USA1919-1941	Oral Presentation Peace and Conflict in the Pacific	Trial HSC Examination All Topics
		Term4 -2020 Week 9 11.12.20	Term 1 - 2021 Week-6	Term 2 - 2021 Week 6	Term 3 - 2021 Weeks 5/6
Outcomes assessed		MH12.3,12.4, 12.6, 12.7, 12.9	MH12.2, 12.3, 12.4, 12.5, 12.8, 12.9	MH12.2, 12.5, 12.7, 12.8	MH12.2, 12.3, 12.4, 12.5, 12.7, 12.9
Knowledge and understanding of course	40	5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20		5	5	10
Historical inquiry and research	20	10	5	5	
Communication of historical understanding in appropriate forms	20	5	5	5	5
Weighting (%)	100	20	25	25	30

PDHPE

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Option 3 – Sports Medicine Investigation & oral presentation	Core 2- Factors Affecting Performance Report	Core 1 – Health Promotion Initiative Presentation	Trial HSC Examination	
	Term 4 Week 7 2020	Term 1 Week 7 2021	Term 2 Week 7 2021	Term 3 Exam period 2021	
Outcomes assessed	H8, H13, H16, H17	H7, H8, H9, H10, H11, H16	H1,H2, H3, H4, H5, H14, H15, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H13, H14, H15, H17	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	10	15	15	20	60
Marks	20	25	25	30	100



Education

ULTIMO 90072

RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2020 - HSC 2021

QUALIFICATION: SIR30216 Certificate III in Retail
Training Package: SIR Retail Services (Release 4.0)

NESA course code
2 U X 2 YR - 26911
HSC Exam: 26999
LMBR UI Code:
(11 OR 12)
SIR30216126911B

TERM	Unit Code	Units Of Competency	AGF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 years 35 hrs Work placement
	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation	
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment	C	M	20	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	20% Preliminary Exam
		Work effectively in a team	C	M	15		
Term 2-3	SIRXCEG001	Engage the customer	C	M	20	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence	
	SIRXCEG002	Assist with customer difficulties	C	E	20		
	SIRXCEG003	Build customer relationships and loyalty	C	E	20		
Term 4-5	7 HSC UOCs						35 hrs Work placement 80% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC
	SIRXSLS001	Sell to the retail customer	C	M	15	Cluster D: Sales & Security Questioning, scenario, role play	
	SIRXSLS002	Follow point of sale procedures	E	M	20		
	SIRXRSK001	Identify and respond to security risks	C	M	15		
Term 5-6	SIRRMER001	Produce visual merchandise displays	E	S	20		Cluster E: Retail General Selling Scenario, direct observation of
	SIRXPDK001	Advise on products and services	E	S	20		

						practical work, written questioning	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	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours		245	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

Visual Arts

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Technology in Art Essay	Body of Work Progress	Body of work Final	Trial HSC Examination
		Term 1 - 2020 Week 9	Term 2 - 2021 Week 5	Term 3 - 2021 Week 4	Term 3 - 2021 Weeks 5-6
Artmaking	50		20	30	
Art criticism and art history	50	20			30
Outcomes assessed		H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10
Weighting (%)	100	20	20	30	30

VAPD MUST BE SUBMITTED WITH ALL BODY OF WORK ASSESSMENTS



APPENDIX A: Senior Examinations Rules

Please refer to your *Moorefield Girls High School Assessment Booklet*, Course Assessment Schedules and *Higher School Certificate Rules and Procedures* at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

We are committed to supporting all of you to achieving your very best. This means you must follow the examination rules and procedures as set out below.

School Uniform

School uniform is to be worn for all examinations.

Equipment for the examinations

(i) You may only take equipment listed below into the examination room, in a clear plastic bag or sleeve:

- black pens
- pencils, erasers and a sharpener (use pencils where specifically directed)
- a ruler marked in millimetres and centimetres,
- drawing equipment such as a protractor or compass
- highlighter pens.

You may also bring a bottle of water in a clear bottle. You can wear your watch in to your examinations, but once you sit down you will have to take it off and place it in clear view on your desk.

(ii) All equipment you bring may be subject to inspection on entry. You will be directed to place any unauthorised equipment or material in a designated area or into your closed school bag.

(iii) It is your responsibility to be aware of, and provide, the equipment you are allowed to bring for each examination. If you are allowed a scientific calculator, check that it is on the approved list (available on Students Online). Make sure any equipment, such as a calculator, is in good working order because an application under misadventure provisions for equipment failure will not be upheld.

You must not:

- borrow equipment during examinations

The following items are not to be brought into the examination hall or if the examination is in a classroom they must be placed into your bag and bag closed before entering the room:

- a mobile phone, programmable watch including a smartwatch
- any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (eg iPads, etc), music players or electronic dictionaries
- paper or any printed or written material (including your examination timetable)
- dictionaries, except where permitted in Languages examinations
- correction fluid or correction tape.

Examination room procedures

It is your responsibility to make sure that the correct examination paper has been provided for the course you have entered. When asked to do so by the supervisor, you must also check your examination papers to make sure that there are no pages missing.

During reading time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations in which dictionaries are permitted, you may consult, but not annotate, your dictionary during reading time.

You must:

- read the instructions on the examination paper, as well as all questions, carefully. Teachers and supervisors are not permitted to interpret examination questions or instructions relating to questions
- write your name clearly on all writing booklets, question and answer booklets and answer sheets
- write clearly, preferably with black pen. Pencil may be used only where specifically directed
- stop writing immediately when told to do so by the supervising teacher
- arrange completed answers according to the supervising teacher's instructions and wait for the teacher to collect them
- submit all examination materials as instructed by the supervising teacher

You must not:

- begin writing until instructed to do so by the supervising teachers
- leave the examination room during the examination, except in an emergency
- remove an examination paper from the examination room. If you want to see an examination paper after the examination is over, you will need to speak to your teacher.

Conduct during the examinations

You must follow the day-to-day rules of the school where you sit for your examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course, or non-award of a Higher School Certificate. Your principal has the discretion to require all students at your school to remain in the examination room until the end of each examination.

The supervising teachers are in charge of students:

- (a) when assembling before an examination
- (b) during the examination
- (c) after the examination until all students have left.

You must follow the supervising teacher's instructions at all times and behave in a polite and courteous manner towards the supervisors and other students.

You must not:

- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- eat in the examination room, except as approved by NESAs, eg for diabetic students
- take any writing booklets, whether used or not, from the examination room
- answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.
- speak to any person other than a supervisor during an examination

Examinations

Please note: Students must attend the scheduled examinations for each course of their study.

If you do not follow the examination rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room, and you will be reported to NESAs. The penalty may be cancellation of the course concerned, or of all courses, and as a consequence you may be ineligible for a Higher School Certificate.

If you do not make a serious attempt at an examination, you may not receive a result in that course. Cancellation of a course may determine your eligibility for the award of the Higher School Certificate. Examination answers that contain frivolous or objectionable material may be referred to NESAs.



APPENDIX B: Illness or Misadventure Claim Form

X Attach any supporting evidence here with a staple or a pin.

MOOREFIELD GIRLS HIGH SCHOOL ILLNESS OR MISADVENTURE CLAIM FORM

Student's name: _____ Year: _____ Roll Class: _____

Parent's name: _____ Daytime parent phone number: _____

Assessment task affected: _____

Due date of task: ____/____/____

Subject: _____ Class Teacher's name: _____

Head Teacher name: _____

Type of claim (Please tick ✓) Illness Misadventure

Describe your reasons for submitting this claim. (Describe the illness or misadventure)
(Students must ensure they are familiar with MGHS assessment policy. Supporting evidence, such as a doctor's certificate should be attached to the top left corner of this form. Letters from parents are only applicable on compassionate grounds or in exceptional circumstances)

Parent or Guardian's signature: _____ Date: ____/____/____

INSTRUCTIONS: (Please read the following instructions carefully.)

- This claim form, along with any supporting evidence, such as a doctor's certificate etc, should be submitted to the Deputy Principal.
- This claim form should be submitted **as soon as possible** after the examination or assessment task in question has occurred. (It may also be submitted before the task is due.)
- Failure to comply with these instructions may result in a zero assessment being recorded.

Deputy Principal's decision:

Deputy Principal use only

Day & date claim received by Deputy Principal: Mo Tu We Th Fr ____/____/____

Copy forwarded to HT date: _____

Name: _____ Signature: _____

This claim form should be filed in the student's master file attached to a brief note describing the outcome of the claim.

