

RICHMOND HIGH SCHOOL



YEAR 12
Higher School Certificate

2021 - 2022
ASSESSMENT BOOKLET & POLICY
INFORMATION

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RICHMOND HIGH SCHOOL
HIGHER SCHOOL CERTIFICATE
ASSESSMENT HANDBOOK

2022

ABOUT THIS HANDBOOK

This booklet is designed to give students and their parents information about the Higher School Certificate Assessment Program at Richmond High School for the Year 2022. Included in this handbook are the general features of assessments together with the specific assessment tasks and their respective weightings for each of the subjects being offered at Richmond High School in 2022.

The handbook is divided into four sections:

1. General Guidelines, Assessment Rules & Responsibilities
2. Illness & Misadventure Process
3. Troubleshooting – questions you are most likely to ask
4. Individual Subject Assessment Summaries arranged in alphabetical order according to subject name.

Students and parents are advised to read this handbook carefully. Note the subject requirements and be aware of the rules governing the whole of the assessment procedure.

Key contact people for support with the HSC Assessment Program:

Year Adviser – Mrs Gray & Mrs Hoeflake
Year 12 Assessment Coordinator – Mr Gordon
Head Teachers

PURPOSE OF THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate is an award you will hope to achieve at the end of your studies in 2022. It is a document, which reports on the progress made by students in the HSC component of courses offered in the final year of secondary school. To gain a HSC a student must study a minimum of 10 subject units and the Principal must indicate to NESA that attendance, conduct and progress have been satisfactory.

Students must “apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school”. While there is no specific attendance level, students will be unable to meet the requirements of the course if they are frequently absent.

PURPOSE OF HSC ASSESSMENT

The HSC is used by both employers and tertiary education institutions as a means of gauging the quality of a student’s work. With this aim in view, the HSC has two components. The first is the examination mark gained by the student in the HSC examination for each subject studied. The second is the assessment mark awarded by the school to the student for each of these subjects.

The assessment mark, which appears on the Higher School Certificate Record of Achievement, is defined in the following terms:

“The mark determined for each student studying a Board Developed or a Board Endorsed course represents a measure of the student’s achievement relative to other students by the end of the HSC Course.”

The assessment mark therefore, is a measure of a student’s performance at school and as such reflects all aspects of the courses studied. For example, practical work, field work, research skills, oral communication skills and management skills are just some of the non-examination based parts of courses which are included in the school assessment mark. Also included are results from examinations, essays and research assignments.

The purpose of the assessment is to provide an indication of a student’s performance in a wider range of syllabus outcomes than is measured by the examination. It should be expected then, that there may be a difference between the HSC examination and the HSC assessment mark awarded in a particular subject.

COURSE ASSESSMENT REQUIREMENTS

The requirements for Board Developed courses state the components of the assessment in terms of groupings of syllabus outcomes and the weightings to be attached to these components. These components and weightings are listed for you with each subject's assessment summary.

Although the methods and tasks of assessment will vary from subject to subject, in general the following will be considered:

1. Written, practical and/or oral/aural tests
2. Class and/or home assignments
3. Projects
4. Oral presentations

Participation in class may also be assessed in some subjects.

Students at all times will be made aware of the following:

1. The course outcomes to be assessed in any given task
2. When the assessment task will occur
3. The number of marks to be awarded for the task
4. The nature of the task.

GENERAL POLICY ON ASSESSMENT

Section 1

The school will decide the assessment tasks and marks to be awarded to each task. These tasks will then form the Assessment program. The Assessment Program for each course should include between 3-5 assessment tasks.

Section 2

The course assessment summary will be given to students before the beginning of the Assessment Program. The Assessment Program will commence for all subjects at the beginning of Term 4, 2021 and conclude at the end of Term 3 2022.

Section 3

Students are to be informed of exact times and dates, at least TWO WEEKS in advance of assessment tasks. Where possible no more than two assessment tasks will be scheduled for any one day.

Section 4

No individual assessment task should be greater than 40%, or less than 10% of the total value of the final assessment unless prior approval has been sought from the Principal (or his nominee).

Section 5

Any change in a subject assessment program should be carried out in consultation with the Year 12 Adviser and Deputy Principal.

Section 6

Each HSC assessment task completed outside class time or the examination room is to have the Richmond High School Assessment Cover Sheet attached. The lower section of this sheet is to be signed, dated and returned to the student upon receipt of the assessment task. No dispute

regarding lost tasks will be entered into unless the student can produce a receipt providing evidence that the assessment task was submitted.

Section 7

To gain the maximum advantage from the assessment program a student must complete all assessment tasks. A student who fails to complete assessment tasks worth 50% or more of the final course assessment mark may be given a “zero” for the whole course. The Year Adviser and the student’s parents will be informed in writing by the faculty concerned.

Section 8

If a student fails to submit/attend an assessment task, one of the following courses of action will be undertaken:

- a) The student may be granted an extension of time by the Head Teacher. An Illness / Misadventure form must be completed and submitted together with a Doctor’s Certificate.
- b) If no extension of time is granted, the student will receive a zero mark. The student must still submit an outstanding assessment task, although a mark of zero will be recorded but the student will be deemed as having satisfactorily completed the task. The Year Adviser and the student’s parents will be advised in writing by the Faculty concerned whenever a zero is awarded for an assessment task.
- c) An alternative, equal task may be set by the teacher if there is proven illness or misadventure. This must be approved by the Principal or Deputy Principal. This approval will be in writing.
- d) In exceptional circumstances, the Principal may authorise the use of an estimate based on other appropriate evidence.

Section 9

Where students have been transferred to Richmond High School from another school, it is the responsibility of Richmond High School to provide the final assessment to that student. It should be noted that the assessment marks gained at another school are not transferable to Richmond High School. In such cases, the student may be asked to submit any previous assessment tasks to the teacher, but an estimate will be provided for the student at the conclusion of the HSC Course based on the student’s work at Richmond High School.

Section 10

Students are not permitted to know their final assessment mark. Students are advised of the final course rank after the last HSC exam. Students, however, will be aware of their ongoing rank position via assessment feedback.

Section 11

A number of tasks in various courses require students to co-operate with each other, and it is a beneficial practice to discuss work set with other students. However, students are required to submit their own work for assessment. They are specifically warned against copying another’s work, whether it be another student, published author or outside tutor. Any student found guilty of this offence may be penalised up to 100% of the mark available.

Section 12

Students experiencing problems regarding assessment tasks should consult initially with the class teacher. If the problem persists, or you feel that you have been unfairly treated, consult with the appropriate Head Teacher, then with your Year Adviser or Deputy Principal.

RESPONSIBILITIES

THE SCHOOL'S RESPONSIBILITY

Richmond High School is required to:

1. Provide an ASSESSMENT of students' achievement in each course they presented for the HSC
2. Provide a final course RANK to each student at the completion of the HSC Examination
3. Provide suitable REPORTING procedures
4. Provide a REVIEW / APPEALS procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.

THE FACULTY'S RESPONSIBILITY

Faculties at Richmond High School are required to:

1. Determine the tasks on which subject assessments are based and the marks that will be allocated to each task.
2. Translate the components of each subject guide into student tasks and specify values to be applied to each task, consistent with those of the subject guides.
3. Schedule the assessment tasks throughout the course. The schedule for each subject is published in this handbook. Exact dates of tasks will be notified two weeks in advance. Tasks are to be recorded on the calendar maintained in the Deputy Principal's Office and no more than two Assessment Tasks should be scheduled for any one day. Individual faculties will determine the procedure for informing students of dates.
4. Provide a receipt for any assessment task not conducted in class time or in the examination room. A School Cover Sheet is provided for this purpose.
5. Establish procedures for recording and reporting student performance on all assessment tasks. Records of all marks which form part of the assessment program are to be kept in duplicate and files separately for security purposes.
6. Notify students, parent/guardians and the relevant Year Adviser of the award of a zero mark for any assessment task. This must be in writing.
7. Notify students, parents/guardians and the relevant year Adviser if a student is in danger of, or does not complete assessment tasks to the value of 50% of the final assessment mark. This must be in writing.
8. Give special consideration to students with a disability and others with special needs after consulting with the Principal or Assessment Coordinator.

9. Ensure that students are not informed of their final assessment mark as submitted to NESAs. Only the final rank is to be communicated to students.
10. Avoid changing the published assessment program after its commencement unless:
 - a) The relative value of the task is not altered
 - b) The component weightings are maintained
 - c) Students are informed in writing
 - d) The Principal and the Assessment Coordinator are informed.
11. Make sure assessment tasks discriminate between students.
12. Establish review procedures if a student lodges an appeal within 24 hours of receiving the mark for an individual assessment task.

THE STUDENT'S RESPONSIBILITIES

1. In order to be effectively ranked within the group, all assessment tasks must be presented.
2. Assessment programs result in the ranking of all students within the course of study. The position of a student in the course is more important than the actual mark gained and reported at the end of the HSC Course.
3. If, for any reason, you cannot attend or submit a task it is up to you to inform your teacher and the Head Teacher of the Faculty concerned. You may, if you request it, be granted an extension or official leave (in such a case, an alternative date and/or task or estimate will be given). This will be granted **ONLY IN EXCEPTIONAL CIRCUMSTANCES**. Read Section 8 of the General School Policy.
4. If an extension of time or leave is not granted, penalties will be imposed. (Again see Section 8 of the General School Policy on assessments).
5. It is your responsibility to check with the teachers of your course to see if any assessment tasks have been issued while you were absent from class. No extension or leave will be granted if you fail to carry out this action.
6. The work you submit must be your own. Any material copied without acknowledgment of original source will be regarded as plagiarism and penalties will be imposed. (See Section 11 of the General School Policy).
7. You must make sure you are given a receipt for any assessment task you hand in that was not completed during class time or in an examination. Disputes about lost assessment tasks will **NOT** be considered if you cannot produce a receipt.
8. If you have any problems regarding assessment tasks you can approach your teacher, the Head Teacher of the Faculty involved, the Year Adviser or the Assessment Coordinator for Advice.
9. Appeals against marks awarded for an assessment task must be lodged within 24 hours of receiving the marked assessment task. Note 24 hours equals one school day.

ILLNESS/MISADVENTURE APPEALS

You may lodge an illness/misadventure appeal if you believe that circumstances occurring immediately prior to or during an assessment task, and which were beyond your control, affected your performance. The right to submit an illness/misadventure appeal and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

A. Lodging an Appeal

All illness/misadventure appeals relating to assessment tasks are to be lodged to the within 48 hours of the due date of the task. A copy of an illness/misadventure form is contained in this booklet. Forms are also available from head teachers.

Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the head teacher of the faculty concerned.

B. Grounds for Appeal

The assessment mark is intended to be a measure of your performance in the assessment. Therefore, appeals must relate to illness or misadventure suffered at the time of the assessment task that affected your performance in the task.

Appeals may be in respect of:

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack, cut hand).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member).
- Regional or State representation at a sporting or cultural event.

The Appeals process does not cover:

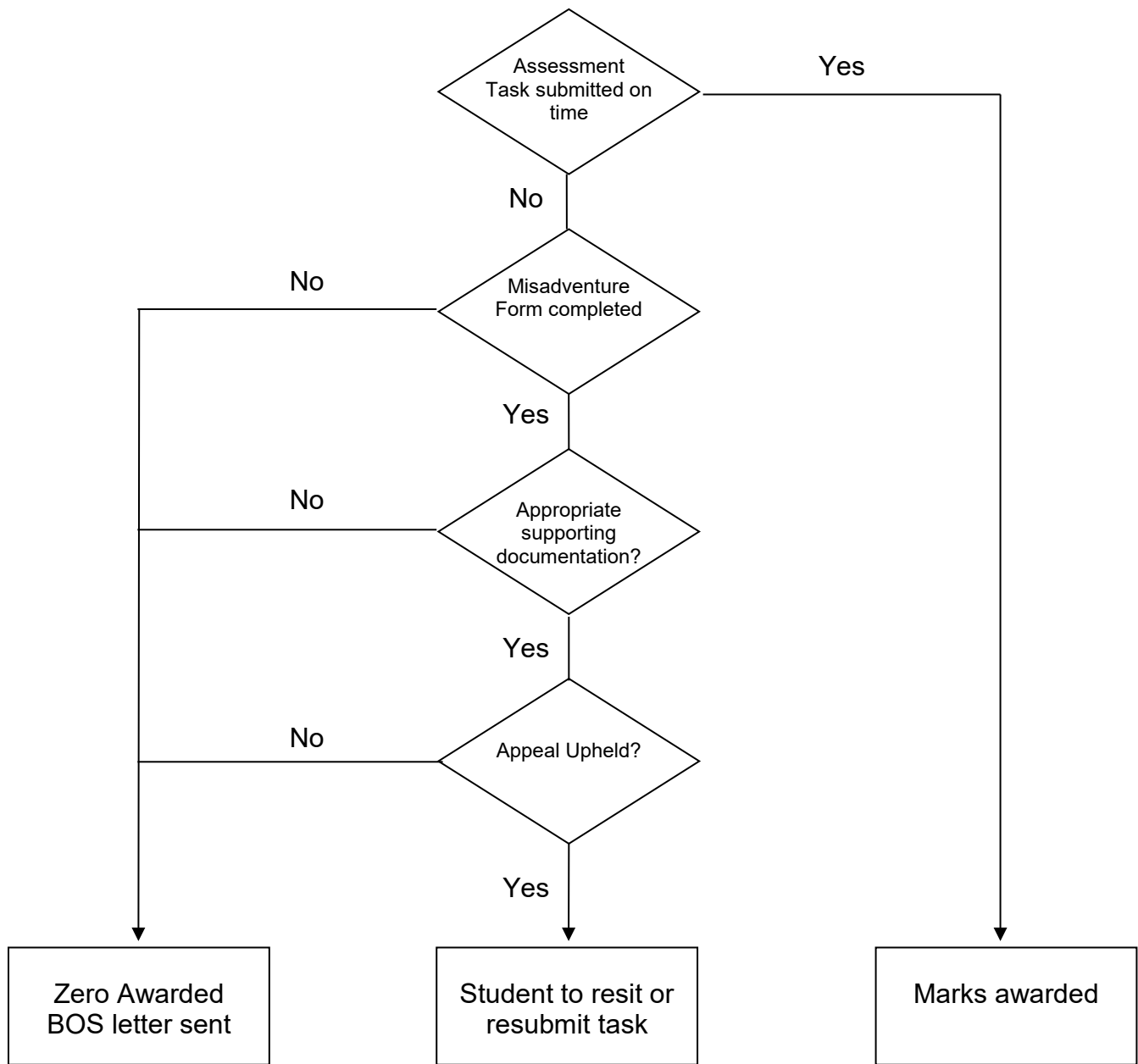
- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, asthma and epilepsy.

C. Evidence

In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task. Your appeal must include:

- A statement explaining how you were affected during the assessment task;
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, evidence from other sources (e.g. police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided;
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal.

See flow diagram on following page for appeals process:



D. Appeal Results

Illness/misadventure appeals will be considered by the head teacher. If the grounds for appeal are determined to be legitimate and the appeal includes required evidence, the head teacher will recommend that the appeal be upheld. The final decision on an appeal will be made by the deputy principal.

If the appeal is upheld, arrangements will be made for the student to resit or resubmit the assessment task. In some circumstances an estimate result may be awarded.

E. Appeals Against Final Assessment Ranks

On the last day of the last HSC exam, students will be able to access their Assessment Rank Order for each subject through Schools Online, using their student number and PIN issued by NESAs. A student may appeal against the final rank in any course if the student believes their rank differs significantly from what would have been expected based on results in assessment tasks. **An appeal form is available from the Principal.**

There are two types of appeal. The first is an appeal to the Assessment Review Committee of Richmond High School. A student may appeal if:

- a) the weightings in the school assessment programs do not confirm with those in the Subject Guide; or
- b) the school's procedures for determining assessments do not conform with its program; or
- c) there are clerical or computational errors.

There is no appeal at this stage against the marks awarded for individual assessment tasks. Students may, however, request reconsideration of the marks awarded for assessment tasks within 24 hours of the task being returned. The process of reconsideration will involve only the teacher concerned and the Head Teacher of the relevant Faculty.

The Assessment Review Committee at this school will comprise the Principal (or his nominee), the Deputy Principal of the relevant Year, the Student Adviser of the relevant Year and the Head Teacher of the relevant faculty. The composition of this committee is subject to change from time to time.

You will note that the grounds for an appeal are very limited – this is a decision of NESAs not of the school. You will also note when you receive the Principal's letter that the timetable for an appeal is very brief, and you must appeal by the set date.

Appeals must be lodged in writing to the principal by **11 November 2022** (date TBC early 2022). The principal will establish whether the rank has been accurately determined using the results achieved in all assessment tasks for the course.

The second type of formal appeal is directly to NESAs. If you are dissatisfied with the results of the school review, then you may appeal to the BOS. In dealing with appeals, NESAs will consider only whether the appeals process was adequate for determining these matters, and whether the conduct of the appeal was proper in all respects. If NESAs upholds the appeal, it will refer the matter back to the school for further review.

F. N-DETERMINATIONS

Students are responsible in all courses for regular attendance, completion of all coursework and completion of assessment tasks.

A student who fails to fulfil his/her responsibilities in attendance, coursework or assessment will face the following consequences:

- The student will receive a formal N-determination warning from the class teacher.
- If a student fails to fulfil his/her responsibilities a number of times, the student will receive further N-determination warnings and will be interviewed by the head teacher and the class teacher. Parents may also be involved in the interview at this point.
- If a student's course completion is considered to be at high risk, a deputy principal will interview the student and issue a final N-determination warning. Parents will be notified. This will be the final opportunity for the student to correct the situation.
- If the situation is not corrected following an interview with the deputy principal, the student will be issued with an N-determination by the principal. This means that the course will not count towards the completion of a Higher School Certificate. If a student is left with less than 10 units, he/she will not receive a Higher School Certificate.

MONITORING STUDENT PROGRESS

All N-determination warnings will be recorded on a school database as part of the process for monitoring student progress. A student receiving N-determination warnings in a number of courses will be interviewed by a deputy principal. Parents will be notified of the situation.

The purpose of all interviews will be to provide support and encouragement in helping students to meet their responsibilities. A plan will be determined to help students correct the situation. Please note, that while you will be required to submit any missing assessment tasks, those tasks will not be included in your assessment mark.

Ultimately, it is the student's responsibility to ensure all requirements are being met for all courses. Please make every effort to ensure you achieve a successful record of study.

G. Malpractice

Malpractice includes:

- cheating (or an attempt to cheat)
- claiming another's work as your own (this includes unacknowledged material from internet sites)
- allowing other students to copy your work
- truancy or absence from classes for the purpose of completing tasks or studying for a task
- misuse of electronic devices under exam conditions eg. phones, MP3 players
- deliberately disrupting an assessment task

Where malpractice is deemed to affect part of a task, a mark of zero for that part of the task may be awarded. The other aspects of the task should be marked in accordance with the marking criteria for that task.

A non-serious attempt at an assessment task may result in a mark of zero for that task. Completing only the multiple choice section of an exam is not considered a serious attempt at the exam.

**RICHMOND HIGH SCHOOL
APPLICATION FOR SPECIAL CONSIDERATION FOR
ACCIDENT / MISADVENTURE / ILLNESS / SPECIAL CIRCUMSTANCES**



Student Name: _____ Class: _____

Subject / Course: _____ Task: _____

Due Date: _____ Date of actual submission: _____

Student Statement: (to be completed by the student)

My appeal is being lodged for the following reason(s):

- | | |
|---|--|
| <input type="checkbox"/> illness / misadventure | <input type="checkbox"/> final course rank |
| <input type="checkbox"/> the awarding of zero | <input type="checkbox"/> acceptable reason for late submission |
| <input type="checkbox"/> final assessment mark | <input type="checkbox"/> acceptable reason for non-submission |

I did not complete / submit the task indicated above on the due date for the following reason (s):

Signature of student: _____ Date: _____

Subject Teacher Statement:

Signature of subject teacher: _____ Date: _____

Attach supporting documentation (eg, medical certificate) to this sheet and return it to the Head Teacher of the subject.

Head Teacher Recommendation:

Signature of HT: _____ Date: _____

Action Taken by the Assessment Review Committee:

- | | |
|--|--|
| <input type="checkbox"/> non-attempt, zero awarded, U award | <input type="checkbox"/> late submission, zero awarded |
| <input type="checkbox"/> resit | <input type="checkbox"/> Estimate to be given |
| <input type="checkbox"/> extension of time granted until _____ | |
| <input type="checkbox"/> other: _____ | |

Signature of DP: _____ Date: _____

RICHMOND HIGH SCHOOL - ASSESSMENT TASK SCENARIOS

Scenario	Action	Follow-Up
<i>You are absent on day a task is held due to illness e.g. examination, practical assessment, oral assessment.</i>	<ul style="list-style-type: none"> • Parent or caregiver should phone or contact the school to notify the teacher/head teacher of the illness. <i>This must be done on the day of the task.</i> • To verify the seriousness of the illness, you will require a medical certificate. 	<ul style="list-style-type: none"> • Upon the first day of return to school you are to collect an Illness/Misadventure Appeal Form from the faculty head teacher. • Within 48 Hours you will need to complete the Illness/Misadventure Appeal Form and submit it to the subject head Teacher, with supporting evidence. • After the Head Teacher considers your appeal, you will be notified as to arrangements for the task.
<i>You are absent on day a task is to be submitted.</i>	<ul style="list-style-type: none"> • Parent or caregiver should phone or contact the school to make arrangements with the teacher/head teacher for submission of the task. <i>This must be done on the day of the task.</i> 	<ul style="list-style-type: none"> • The task needs to be delivered to the school on (or before) the due date.
<i>You become aware of an upcoming absence on the day of a scheduled task.</i>	<ul style="list-style-type: none"> • You are to notify class teacher as early as possible. • Written notification of an explanation for the absence including parent's signature is required. <p><i>Note: You should avoid medical appointments, driving tests, family holidays that conflict with published assessment items.</i></p>	<ul style="list-style-type: none"> • Class teacher and head teacher will make suitable arrangements with you.
<i>You fail to submit an assessment task at the appropriate time.</i>	<ul style="list-style-type: none"> • Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks. 	<ul style="list-style-type: none"> • Class teacher will notify the head teacher. • N-determination warning letter will be sent to your parents along with notification of a ZERO grade. • <i>You must still submit task to satisfy HSC requirements.</i>
<i>You arrive at school to become aware you have accidentally left your task or equipment required to complete a task at home.</i>	<ul style="list-style-type: none"> • You are to notify teacher/head teacher immediately. Provision may be made for you to return home or parents contacted. 	<ul style="list-style-type: none"> • If you follow all procedures promptly, no penalty will be incurred, as long as you return in time to complete the set task.
<i>You experience technical difficulties in publication of task.</i>	<ul style="list-style-type: none"> • Always back up work on a computer disk. • Keep draft copies of <u>all</u> work. 	<ul style="list-style-type: none"> • No provision can be made for computer problems. • You <i>submit</i> hand written copy and any available draft copies.

RICHMOND HIGH SCHOOL - ASSESSMENT TASK SCENARIOS

Scenario	Action	Follow-Up
<i>You are experiencing difficulty in completing a research task.</i>	<ul style="list-style-type: none"> You must discuss any difficulties with your class teacher well before the due date. Written application for extension may be made to the teacher/head teacher. The Appeals Committee will consider this. This must be submitted at least THREE days prior to due date. 	<ul style="list-style-type: none"> You will be advised if you have been granted an extension. If an extension is granted, you must submit the task by the new due date.
<i>You submit work which is not your own.</i>	<ul style="list-style-type: none"> All materials used in research must be appropriately referenced (including Internet). 	<ul style="list-style-type: none"> Using the work of others and presenting it as your own is a serious offence. The consequence will be zero marks awarded for the task, N-determination warning letter and an interview.
<i>You complete task of poor quality.</i>	<ul style="list-style-type: none"> Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks. 	<ul style="list-style-type: none"> Your teacher/head teacher will notify you and your parents/caregivers that a non-serious attempt was made for the task. You will need to resubmit the task at an appropriate standard to satisfy HSC requirements. The marks awarded from your initial submission will stand without alteration. If you fail to resubmit, you will be issued with an N-determination warning letter.
<i>You are unprepared for an oral task presentation.</i>	<ul style="list-style-type: none"> You must be prepared to present the task on the first day listed, regardless of your position in the published order. 	<ul style="list-style-type: none"> If you are not prepared to deliver the task when called upon, a ZERO grade will be awarded and you will be issued with an N-determination warning letter.
<i>You attend school on the day task is due but you go home sick prior to the lesson when the task is to be submitted.</i>	<ul style="list-style-type: none"> It is your responsibility to submit the task to your teacher/head teacher prior to leaving school. 	<ul style="list-style-type: none"> If you fail to submit the task on date due it will receive a ZERO grade/mark and you will be issued with an N-determination warning letter.

TROUBLE SHOOTING QUESTIONS YOU ARE MOST LIKELY TO ASK

In this Section we have anticipated some of the questions that are to be most likely asked about Assessment Tasks and the Assessment Program. Below you will find the answers to the questions students from past years have usually asked about assessment tasks.

Q: What is a School Assessment?

A: A School Assessment is a mark calculated by this school, which compares your performance on Assessment Tasks with all other students in your school doing the same course. Assessment tasks will be spread throughout the HSC Component of the Course. All the tasks put together are called the Assessment Program.

Q: Why has school-based assessment been introduced?

A: Firstly it is not possible to test everything you do in a course in a single examination, for example, oral work in English, practical work in Textiles and Design. A school assessment will allow you to be given credit for your performance in these areas.

Secondly, it is considered to be fairer to base your HSC result on work you have done throughout the course rather than just one exam at the end of the HSC Course.

Q: How will the assessment mark be determined?

A: NESA has provided guidelines for every HSC course and these have been distributed to every school and college in NSW. Your teachers have used these guidelines to draw up an Assessment Program for each course offered at Richmond High School. Each school throughout NSW must follow the components and the weightings contained in the guidelines, although schools will differ in how they assess the components. (See individual Subject Summaries).

Q: How many Assessment Tasks will be used?

A: This is a decision, which will be made by the Faculty offering the course you are studying. Most subjects include 3-5 tasks. There should be no more than six tasks in any subject.

Q: What if I am absent from an Assessment Task?

You must try to be present for every Assessment Task. There are very strict rules if you miss a task. The first thing the school will do is to establish if you were absent for a legitimate reason (such as illness or misadventure). If it is considered your absence was not for a legitimate reason, you will receive zero for the task.

If you miss a task through proven illness or misadventure, you will be required, on your return to school to:

- a) complete an illness and misadventure form
- b) complete the task or a substitute task, or
- c) be given an estimate.

You should note that estimates are given only in **exceptional circumstances**. In most cases, a medical certificate will be required. It is better to play it safe and **DON'T MISS AN ASSESSMENT TASK!**

Q: What if I hand in a task late?

A: Again very strict rules apply. Zero marks will be awarded unless you submit an illness / misadventure form with supporting documentation, usually in the form of a Doctors Certificate.

Q: Must I complete all Assessment Tasks?

A: YES! If you do not complete Assessment Tasks totalling at least 50% of the final assessment mark, you will be certified as not have satisfactorily completed the course and you will not qualify for the subject to be included in your HSC.

Q: What does the student have to know about the Assessment Program?

A: Each school has the responsibility to tell the students the following information:

- a) Course outcomes that will be assessed.
- b) How they will be assessed (essays/tests/prac/etc);
- c) The relative value of the tasks;
- d) When they are going to be assessed.

All this information is included in the section detailing the assessment summaries for each course being offered by Richmond High School. The school will also let you know how you are progressing in your Assessment Tasks.

Q: What if I disagree with a teacher's assessment?

A: The answer to this depends on whether you disagree with the mark awarded or your position in the course.

If you are concerned about the mark, you need to discuss this with your teacher as soon as the work is returned. If you are still concerned you need to pursue the matter within the school, firstly with the Head Teacher of the Subject then with any of the key personnel outlined at the beginning of this handbook. You must do this within 24 hours of receiving your Assessment Task mark.

At the end of the last HSC examination you may collect your Assessment Rank for each course studied for the HSC. This is the rank that will be submitted to NESAs. If this rank is significantly different from what you expected, you can request the school to review your assessment. The school's Assessment Appeal's Panel will determine if the weightings used by the school were the same as stated by NESAs, that the school followed the Assessment Program published in this handbook, and that there were no errors in the adding up or recording of marks. You cannot appeal against the marks received for Assessment Tasks at this stage. You can only appeal against rank or position awarded. (See the section on Appeals Procedures).

Q: Will I be told my final Assessment Mark?

A: No. The mark the school forwards to NESAs remains confidential. This is because the mark will be moderated by the HSC examination and it may change. Your school rank will not change however; this is why you are only informed of your final rank. The school may give you your marks on individual Assessment Tasks.

Q: Will my Assessment Mark affect my HSC examination score?

A: No! Your examination results will not be affected by your assessment and the two marks are recorded separately on the certificate.

Q: Why do the assessments have to be moderated?

A: If the Universities, Colleges and employers are going to value the Assessment Mark then they have to be confident that a particular mark means the same regardless of the school the student attended. This happens with the examination mark because everyone sits for the same exam and it is marked according to a state wide scale.

Assessments are different because each school may calculate the assessment using different tasks, exams, test, and so on. In addition, while your teachers may know well the ability of each of the students at Richmond High School, they cannot compare your performance with students from all over the state. Therefore, some way must be found to place all assessment marks on the same state-wide scale. This process is called moderation.

The performance of the school group in the HSC examination is used to moderate the assessment marks but not the rankings or relative differences between candidates in the course.

Q: What if I repeat or change schools?

A: If you decide to repeat you are assessed in the work completed in the HSC Course during the year in which you repeat. Results from previous years are not included.

If you change schools before the end of July during the HSC Course then the receiving school is responsible for the assessment. It can request information from Richmond High School to help it place you accurately. If you change schools after July during the HSC Course then Richmond High School retains the responsibility for the assessment. Also, you are included in Richmond's candidate list for moderation purposes.

Q: What if I am having trouble?

A: Do not wait. See your class teacher immediately. If you are still concerned see the Head Teacher of the Subject. Next in line would be your Year Adviser, Deputy Principal and Principal. We will all endeavour to help you sought out your problems, but you must communicate with us.

Personal Assessment Calendar

Week	Term 4 2021	Term 1 2022	Term 2 2022	Term 3 2022
1				
2				
3				Trial HSC
4				Trial HSC
5				
6				
7				
8				
9				
10				

COURSE ASSESSMENT SCHEDULES 2022

Please Note: the Outcome descriptions for each CODE for each Course Syllabus is available at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

AGRICULTURE

HSC ASSESSMENT SCHEDULE

2022

Course Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 10 Term 4, 2021	Week 8 Term 1	Week 4 Term 2	Weeks 3/4 Term 3
Knowledge and understanding of course content	40	10	10	5	15
Knowledge, understanding and skills required to manage agricultural production systems	40	5	5	10	20
Skills in effective research, experimentation and communication	20	5	5	5	5
Totals	100	20	20	20	40
Outcomes Assessed		H3.1, H3.2, H3.3, H3.4	H1.2, H4.1	H2.2, H3.4	H1.1, H2.1, H2.2, H3.1, H3.2, H 3.3, H3.4, H4.1, H5.1
Type of Task		Product Study Review	First-Hand Investigation & Oral Presentation	Secondary Source Research Task	Trial HSC Examination

ANCIENT HISTORY

HSC ASSESSMENT SCHEDULE

2022

Course Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 4, 2021	Week 6 Term 1	Week 8 Term 2	Weeks 3/4 Term 3
Knowledge and understanding of course content	40	10	10	5	15
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5		10
Historical inquiry and research	20		5	15	
Communication of historical understanding in appropriate forms	20	5	5	5	5
Totals	100	20	25	25	30
Outcomes Assessed		AH12.2 AH12.4 AH12.6 AH12.7 AH12.9 AH12.10	AH12-1 AH12-2 AH12-4 AH12-9	AH12-2 AH12-3 AH12-6 AH12-7 AH12-8 AH12-9	AH12-1 AH12-2 AH12-4 AH12-5 AH12-7 AH12-9 AH12-10
Type of Task		In class test (Core)	Essay (Period)	Historical Analysis (Personality)	Trial HSC Examination (Period, Personality, Core)

BIOLOGY

HSC ASSESSMENT SCHEDULE

2022

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 5/6 Term 1	Week 10/11 Term 1	Week 9/10 Term 2	Weeks 3/4 Term 3
Skills in Working Scientifically	60	10	10	10	30
Knowledge and understanding	40	10	10	10	10
Totals	100	20	20	20	40
Outcomes Assessed		BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-14	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15
Type of Task		Secondary Source Research Task Module 7	Topic Test Module 5 - 7	Depth Study Module 5 - 8	Trial HSC Examination Module 5 - 8

School Name: Richmond High School

Student Competency Assessment Schedule

COURSE: HSC Business Services

2022

Assessment Tasks for Certificate II in Business BSB20115		Cluster C	Cluster D	Cluster E	Cluster F	Trial HSC Exam	
		Communicating in the Workplace	Financial Innovation	Working well with others	Working effectively and sustainably		
		Week: 6 Term: 4 2020	Week: 7 Term: 1 2022	Week: 6 Term: 2 2022	Week: 5 Term: 3 2022	Weeks: 3/4 Term: 3	
Code	Unit of Competency					HSC Examinable Units of Competency	
BSBCMM201	Communicate in the workplace	X					
BSBCUS201	Deliver a service to customers	X					
TLIP2029	Prepare and process financial documents		X				
BSBINN201	Contribute to workplace innovation		X				
BSBWOR203	Work effectively with others			X			
BSBWOR202	Organise and complete daily work activities			X			
BSBIND201	Work effectively in a business environment			X			
BSBSUS201	Participate in environmentally sustainable work practices				X		
BSBITU307	Develop keyboarding speed and accuracy				X		

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Business BSB20115 or a Statement of Attainment towards Certificate II in Business BSB20115

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.
Please note: Assessment of the practical components of VET courses may change due to current circumstances.

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

Mandatory Work Placement - Block 2
Students must complete 35 hours of work placement in Year 12.
Dates: various dates in Term 4, 2021.

BUSINESS STUDIES

HSC ASSESSMENT SCHEDULE

2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Week 8 Term 4, 2021	Week 9 Term 1	Week 7 Term 2	Weeks 3/4 Term 3
Knowledge and understanding of course content	40	5	5	10	20
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
Inquiry and research	20	10	10		
Stimulus based skills	20		5	10	5
Total	100	20	25	25	30
Outcomes Assessed		H2, H4, H5, H6, H7, H9	H2, H5, H8, H9	H2, H5, H6, H9, H10	H1, H2, H3, H4, H5, H6, H9, H10
Type of Task		Essay	Topic Test	Business Report	Trial HSC Examination

COMMUNITY AND FAMILY STUDIES HSC ASSESSMENT SCHEDULE 2022

Course Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 7 Term 4, 2021 - Plan Week 5 Term 1 - Report	Week 4 Term 2	Week 10 Term 2	Week 3/4 Term 3
Knowledge and understanding of course content	40		10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60	20	10	20	10
Totals	100	20	20	30	30
Focus Areas		Research Methodology	Groups in Context	Parenting and Caring	Research Methodology Groups in Context Parenting and Caring Individuals and Work
Outcomes Assessed		H4.1 H4.2	H1.1 H2.3 H3.1 H3.3 H5.1	H2.1 H2.2 H3.2 H3.4 H5.2	All
Type of Task		Independent Research Project	Groups Research Task	Parenting / Work Task	Trial HSC Exam

COMPUTING APPLICATIONS HSC ASSESSMENT SCHEDULE 2022

Course Content	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 8 Term 4, 2021	Week 10 Term 1	Week 9 Term 2	Week 3/4 Term 3
Knowledge and understanding outcomes and course content	50	10	10	10	20
Skills outcomes and course content	50	10	15	15	10
Total	100	20	25	25	30
Outcomes Assessed		1.1 2.1 3.1 4.1	1.2 2.2 3.2 4.2	1.3 2.2 3.3 5.1	1.2 2.3 3.2 4.3
Type of Task		Case Study Report – Databases	Practical tasks – Graphics and Spreadsheets	Individual mini tasks – including Desktop Publishing, Communication and Multimedia	Trial Exam – Databases, Graphics, Spreadsheets and Desktop Publishing

School Name: Richmond High School

Student Competency Assessment Schedule

Course: HSC Construction

2022

Assessment Tasks for Certificate II Construction Pathways CPC20221		Cluster D	Cluster E		Cluster F	HSC Trial Exam
		Formwork	Level a simple slab		Assemble for off-site manufacture	
		Week: 6 Term: 1, 2022	Week: 7 Term: 2, 2022		Week: 9 Term: 2, 2022	Week: 3-4 Term: 3
Code	Unit of Competency					
CPCCCA2003A	Erect and dismantle formwork for footings	X				HSC Examinable Units of Competency
CPCCCA2011A	Handle carpentry materials	X				
CPCCCM2006B	Apply basic levelling procedures		X			
CPCCCO2013A	Carry out concreting to simple forms		X			
CPCCCM2005B	Use construction tools and equipment		X			
CPCCJN2001A	Assemble components				X	
CPCCJN2002B	Prepare for off-site manufacturing process				X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20221 or a Statement of Attainment towards Certificate II Construction Pathways CPC20221.

Schools will schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements.

Please note: Assessment of the practical components of VET courses may change due to current circumstances.

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

Mandatory Work Placement - Block 2
Students must complete 35 hours work placement in Year 12.
Dates: TBA

ENGLISH ADVANCED HSC ASSESSMENT SCHEDULE 2022

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 4, 2021	Week 6 Term 1	Week 1 Term 3	Week 3/4 Term 3
Knowledge and Understanding of course content	50	10	15	10	15
Skills in responding to and composing ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
Totals	100	20	25	25	30
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, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8
Type of Task		Multimodal text using prescribed text and related material Texts and Human Experiences	Prepared Comparative essay Textual Conversations	Writing Portfolio The Craft of Writing	Trial HSC Examination All modules

ENGLISH STANDARD HSC ASSESSMENT SCHEDULE 2022

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 4, 2021	Week 6 Term 1	Week 1 Term 3	Week 3/4 Term 3
Knowledge and Understanding of course content	50	10	15	10	15
Skills in responding to and composing ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
Totals	100	20	25	25	30
Outcomes Assessed		EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-8,	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8
Type of Task		Multimodal text using prescribed text and related material Texts and Human Experiences (Common Module)	Prepared Analytical response Language, Identity and Culture (Module A)	Writing Portfolio The Craft of Writing	Trial HSC Examination All modules

ENGLISH STUDIES HSC ASSESSMENT SCHEDULE 2022

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 4, 2021	Week 6 Term 1	Week 1 Term 3	Week 3/4 Term 3
Knowledge and Understanding of course content	50	15	10	15	10
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	50	10	15	15	10
Totals	100	25	25	30	20
Outcomes Assessed		ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-6, ES12-7, ES12-10	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-9
Type of Task		Multimodal presentation with related material (Common Module)	Research Task Elective 1	Portfolio collection All modules	Trial HSC Examination Common Module and Elective 2

EXPLORING EARLY CHILDHOOD HSC ASSESSMENT SCHEDULE 2022

Course Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 4 Term 1	Week 2 Term 2	Week 3/4 Term 3	Week 7 Term 3
Knowledge and Understanding	50	20	10	10	10
Skills	50	10	10	10	20
Total	100	30	20	20	30
Focus Areas			Young Children and the Media	All 4 Focus Areas studied	Starting School
Outcomes Assessed		1.4, 2.1, 2.4, 4.1, 6.1	1.4, 2.2, 2.4, 6.1,	All	1.3, 2.1, 2.2, 2.4, 6.1, 6.2
Type of Task		Children's Service Industry Resume/ Food and Nutrition Guide		Trial Exam	Starting School Activities

FOOD TECHNOLOGY HSC ASSESSMENT SCHEDULE 2022

Course Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 8 Term 4, 2021	Week 6 Term 1	Week 6 Term 2	Week 3/4 Term 3
Knowledge and understanding of course content	40	10	5	5	20
Knowledge and skills in designing, researching, analysing and evaluating	30	10	5	5	10
Skills in experimenting with and preparing food by applying theoretical concepts	30		10	20	
Totals	100	20	20	30	30
Focus Areas		The Australian Food Industry	Food Manufacture	Food Product Development	All 4 Focus Areas studied
Outcomes Assessed		H1.2 H1.4 H3.1	H1.1 H4.2	H1.3 H4.1	All outcomes may be assessed
Type of Task		Case Study	Written Report	Food Product Development Task	Trial HSC Exam

School Name: Richmond High School

Student Competency Assessment Schedule

COURSE: HSC Hospitality – Food and Beverage Stream

2022

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster D	Cluster E (Part 1)	Cluster E (Part 2)	Cluster F	Trial HSC Exam	
		Safe, Clean and Skilled	Restaurant Service	Restaurant Service	Working in Hospitality		
		Term: 4 Week 10, 2021	Term:2 Week 10, 2022	Term: 2 Week 10, 2022	Term: 3 Week 6, 2022	Week: 3-4 Term 3	
Code	Unit of Competency					HSC Examinable Units of Competency	
BSBWOR203	Work effectively with others						
SITXCOM002	Show social and cultural sensitivity						
SITXFSA002	Participate in safe food handling practices	X					
SITHCCC001	Use food preparation equipment	X					
SITHFAB007	Serve food and beverage		X	X			
SITXCC003	Interact with customers		X	X			
SITHIND003	Use hospitality skills effectively		X	X			
SITHIND002	Source and use information on the hospitality industry				X		
BSBSUS201	Participate in environmentally sustainable work practices				X		
SITXCOM001	Source and present information				X		

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

Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

Please note: Assessment of the practical components of VET courses may change due to current circumstances.

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

Mandatory Work Placement-Block 2
Students must complete 35 hours of work placement in Year 12.
Dates: TBA

INDUSTRIAL TECHNOLOGY HSC ASSESSMENT SCHEDULE 2022

Course Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 10 Term 4, 2021	Week 6 Term 1	Week 8 Term 2	Week 3/4 Term 3
Knowledge and understanding of course content	40	5	5	20	10
Knowledge and skills in the management, communication and production of projects	60	15	15	10	20
Totals	100	15	20	25	40
Outcomes Assessed		H3.1 H3.2 H3.3 H5.1	H1.1 H1.2 H6.1 H6.2 H7.1 H7.2	H2.1 H3.3 H4.1 H5.1 H5.2 H6.2	H1.1 H1.2 H1.3 H3.1 H4.3 H6.1 H7.1
Type of Task		Design and Development Sketches	Industry Assignment	Project Development and Management Report	Trial HSC Exam

INFORMATION PROCESSING TECHNOLOGY (IPT) HSC ASSESSMENT SCHEDULE 2022

Course Content	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 4, 2021	Week 10 Term 1	Week 9 Term 2	Week 3/4 Term 3
Knowledge and understanding outcomes and course content	60	10	15	15	20
Skills outcomes and course content	40	10	10	10	10
Total	100	20	25	25	30
Outcomes Assessed		H1.1 H2.2 H3.2 H7.2	H2.1 H3.1 H5.2 H6.1	H1.2 H5.1 H6.1 H7.1	H1.2 H3.2 H4.1 H6.2
Type of Task		Title <i>- Project management</i>	Title <i>- Information Systems, Databases and Communications</i>	Title <i>- Option Strands x2</i>	Trial HSC Exam <i>All topics</i>

INVESTIGATING SCIENCE HSC ASSESSMENT SCHEDULE 2022

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 3/4 Term 1	Week 10/11 Term 1	Week 9/10 Term 2	Week 3/4 Term 3
Skills in Working Scientifically	60	10	10	20	20
Knowledge and understanding	40	10	10	10	10
Totals	100	20	20	30	30
Outcomes Assessed		INS11/12-1 INS11/12-2 INS11/12-4 INS11/12-4 INS11/12-5 INS 11/12-6 INS11/12-7 INS12-12 INS12-13	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS 11/12-5 INS 11/12-6 INS11/12-7 INS 12-12 INS 12-12 INS12-13	INS11/12-1 INS11/12-2 INS11/12-4 INS11/12-5 INS 11/12-6 INS11/12-7 INS 12-12 INS 12-13 INS12-14	INS11/12-1 INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-13 INS12-14 INS12-15
Type of Task		Topic Test Module 5-6	Depth Study Module 5-6	Secondary Sources Research Task Module 5 - 7	Trial HSC Examination Module 5 - 8

LEGAL STUDIES

HSC ASSESSMENT SCHEDULE

2022

Component	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 4 2021	Week 7 Term 1	Week 9 Term 2	Weeks 3/4 Term 3
Knowledge and understanding of course content	40	10	5	5	20
Analysis and evaluation	20	5	5	5	5
Inquiry and research	20	5	10	5	
Communication of legal information, issues and ideas in appropriate forms	20	5	5	5	5
Total	100	25	25	20	30
Outcomes Assessed		H1, H2, H4, H6, H8, H9	H2, H3, H5, H8, H9	H3, H4, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9, H10
Type of Task		Research and in-class test	Research and written report	Research and in-class essay	Trial HSC Examination

MATHEMATICS ADVANCED HSC ASSESSMENT SCHEDULE 2022

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9/10 Term 4, 2021	Week 5 Term 1	Week 6 Term 2	Week 3/4 Term 3
Knowledge and understanding of course content	50	13	12	10	15
Reasoning	50	13	12	10	15
Totals	100	26	24	20	30
Outcomes Assessed		MA11-7 MA12-1 MA12-4 MA12-5 MA12-9 MA12-10	MA12-1 MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	MA12-4 MA12-8 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10
Type of Task		Open Book Exam	Assignment	Sited Questions Exam	TRIAL HSC

MATHEMATICS STANDARD 2 HSC ASSESSMENT SCHEDULE 2022

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9/10 Term 4, 2021	Week 5 Term 1	Week 6 Term 2	Week 3/4 Term 3
Knowledge and Understanding of course content	50	12	10	13	15
Reasoning	50	12	10	13	15
Total	100	24	20	26	30
Outcomes Assessed		MS11-2 MS11-5 MS11-6 MS2-12-1 MS2-12-5 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10
Type of Task		Sighted Exam	Study Guided Exam	Assignment	Trial HSC

MATHEMATICS NUMERACY – CEC HSC ASSESSMENT SCHEDULE 2022

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9/10 Term 4, 2021	Week 5 Term 1	Week 6 Term 2	Week 3/4 Term 3
Knowledge and understanding	50	13	12	13	12
Skills	50	13	12	13	12
Total	100	26	24	26	24
Outcomes Assessed		N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.4 N6-2.5 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.2 N6-2.5 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.3 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-2.4 N6-2.5 N6-2.6 N6-3.1 N6-3.2
Type of Task		Finance Assignment	Time Assignment	Statistical Investigation	Final Exam

MUSIC

HSC ASSESSMENT SCHEDULE

2022

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 8 Term 4, 2021	Week 7 Term 1	Week 3/4 Term 3	Week 6 Term 3
Aural	25		15	10	
Performance	10		10		
Composition	10		10		
Musicology	10	10			
Elective 1	15			15	
Elective 2	15				15
Elective 3	15				15
Totals	100	10	35	25	30
Outcomes Assessed		H2, H5, H6, H10, H11	H3, H4, H6, H5, H7, H8, H10, H11	H4, H6, H8, H10, H11	See Elective Outcomes
Type of Task		Viva Voce Presentation	Composition	Trial HSC Exam	Elect from Performance, Musicology, & Composition

PDHPE HSC ASSESSMENT SCHEDULE 2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 4, 2021	Week 9 Term 1	Week 9 Term 2	Weeks 3-4 Term 3
Knowledge and understanding of course content	40	10	10	10	10
Skills in Critical Thinking, research, analysing and Communicating	60	10	15	15	20
Total	100	20	25	25	30
Outcomes Assessed		H7, H8, H10	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16, H17	H7, H8, H9, H10, H13, H16, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17
Type of Task		Presentation/ Learning Aid	Core 1 and Core 2 Test	Options Research and in class written task	Trial HSC

PHOTOGRAPHY, VIDEO & DIGITAL IMAGING PRELIMINARY ASSESSMENT SCHEDULE 2022

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 8 Term 4, 2021	Week 7 Term 1	Week 10 Term 2	Week 5 Term 3
Photography & Making	70		20	20	30
Critical & Historical Studies	30	30			
Total	100	30	20	20	30
Outcomes Assessed		CH 1-5	M 1-6	M 1-5	M 1-6
Type of Task		Critical & Historical Studies	Practical	Practical	Practical

PHYSICS

HSC ASSESSMENT SCHEDULE

2022

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 3/4 Term 1	Week 10/11 Term 1	Week 9/10 Term 2	Week 3/4 Term 3
Skills in Working Scientifically	60	10	10	10	30
Knowledge and understanding	40	10	10	10	10
Totals	100	20	20	20	40
Outcomes Assessed		PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	PH11/12-1 PH11/12-5 PH11/12-6 PH11/12-7 PH12-15	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-13	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15
Type of Task		Topic Test Module 7	Depth Study Module 8	Practical / Secondary Source Investigation Module 6	Trial HSC Examination Module 5 - 8

SOCIETY AND CULTURE

HSC ASSESSMENT SCHEDULE

2022

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 4, 2021	Week 4 Term 1	Week 10 Term 2	Weeks 3/4 Term 3
Knowledge and understanding of course content	50	10	10	5	25
Application and evaluation of social and cultural research methods	30	10	5	15	
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
Total	100	25	20	25	30
Outcomes Assessed		H1, H2, H4, H7, H9, H10	H1, H3, H4, H6, H7, H8, H9, H10	H1, H3, H6, H7, H8, H9, H10	H1, H2, H4, H7, H9, H10
Type of Task		Media Analysis	Oral Presentation	Primary Research Task	Trial Examination

SPORT, LIFESTYLE AND RECREATION HSC ASSESSMENT SCHEDULE 2022

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 4, 2021	Week 9 Term 1	Week 8 Term 2	Week 6 Term 3
Knowledge & Understanding	50	15	15	10	10
Skills	50	10	10	15	15
Totals	100	25	25	25	25
Outcomes Assessed		1.5, 2.3, 3.5, 4.3	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.2, 1.3, 2.2, 3.2, 3.3, 4.1
Module		Healthy Lifestyle	Sports Coaching	Games and Sports Applications 2	Fitness
Type of Task		Practical Participation & Topic Test	Coaching Task and Practical Application	Practical Participation & Topic Test	Fitness Testing & Application

VISUAL ARTS HSC ASSESSMENT SCHEDULE 2022

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Week 5 Term 1	Week 7 Term 2	Week 3/4 Term 3	Week 6 Term 3
Art Making	50	20			30
Art Criticism Art History	50		20	30	
Totals	100	20	20	30	20
Outcomes Assessed		H1, H4	H8, H9, H10	H7, H8, H9	H2, H3, H5, H6
Type of Task		Art Making VAPD	Essay	Trial HSC Exam	Body of Work in Progress