



LACHLAN ACCESS PROGRAM

Condobolin | Lake Cargelligo | Tullibigeal | Ungarie

HSC Assessment Booklet 2021

Incorporating the LAP Assessment Policy

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HSC 2021 Assessment Calendar

Term 4 – 2020

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
					Mathematics Standard 1 EEC	Work Studies Mathematics Ad. Mathematics Standard 2 Numeracy CEC Industrial Tech Food Technology (HSC Study Wk)	English Standard Music D & T CAFS	English Studies Business Studies Aboriginal Studies Biology Chemistry	Legal Studies PDHPE SLR (LAP+LCCS) Work Studies

Term 1 – 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
HEAT WEEK		Food Technology	(HSC Study Wk)		Numeracy CEC Industrial Tech D & T Work Studies	Mathematics Ad Mathematics Standard 1 & 2 EEC	Chemistry English Studies	English Standard Aboriginal Studies	CAFS Music Biology	SLR (LAP+LCCS) Business Studies Legal Studies

Term 2 – 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Food Technology	Work Studies (HSC Study Wk)	Numeracy CEC CAFS	EEC	Mathematics Standard 1 PDHPE	English Studies. Biology Business Studies	English Standard Music Legal Studies	Mathematics Ad. Mathematics Standard 2 Aboriginal Studies D & T	Chemistry SLR (LAP & LCCS)

Term 3 – 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
		Work Studies PDHPE (HSC Study WK)	English Studies	Trial HSC Exams		NO ASSESSMENTS AFTER TRIAL HSC EXAMS			

Introduction

Welcome to your HSC year as a student within the Lachlan Access Program. This book contains the assessment procedures for the courses offered by the Lachlan Access Program, for the 2021 HSC. These course assessment procedures should be read in conjunction with the course outlines, and are accurate at the time of publication.

NESA requires that an assessment process be undertaken for the award of the Higher School Certificate. All schools must follow NESA regulations in arriving at a student's final HSC Assessment Mark and Rank in a subject.

Please note that syllabuses for the HSC are all expressed in terms of the outcomes students are to work towards achieving. NESA has also clearly defined the standards that students are to be assessed against.

Students' Responsibilities

- Students are expected to complete all tasks and sit for all examinations set as part of the Assessment Program at the specified time.
- Some tasks will be performed in class; others will be prepared out of school and submitted via email to westernlap@det.nsw.edu.au
- A zero mark may be awarded in either case if evidence is found to support any suspicion that the work submitted is not that of the student.
- Read and understand the Assessment Calendar, misreading of due dates is not a valid reason to apply for misadventure or extension
- Students are expected to be familiar with the procedures detailed in the Lachlan Access Program Assessment Policy.
- Students must complete the 'HSC: All My Own Work Program' - a mandatory prerequisite for the HSC.

Students are informed in writing through this Handbook of the following:

- The components of each course as specified in the course requirements;
- The weightings of each task in relation to the total requirements for the course;
- The nature of each assessment task e.g. formal examination, written task, oral task;
- The school's policy regarding illness, misadventure and malpractice in assessment tasks;
- The school's policy regarding late submission and non-completion of assessment tasks;
- The students' entitlements to school reviews and appeals to NESA.

Eligibility:

To be eligible for the award of the Higher School Certificate students must:

- Have achieved the ROSA and met the HSC Minimum Standard in both Literacy and Numeracy
- Have attended a government school, an accredited non-government school, a school outside New South Wales recognised by the NESAs or a college of TAFE;
- Have completed HSC: All My Own Work (or its equivalent);
- Have satisfactorily completed courses that comprise the pattern of study required by NESAs for the award of the Higher School Certificate;
and
- Sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Patterns of Study:

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least six (6) units from Board Developed courses;
- At least two (2) units of a Board Developed course in English;
- At least three (3) courses of two units value or greater (either Board Developed or Board Endorsed courses);
- At least four (4) subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six (6) Preliminary units and six (6) HSC units from courses in Science.

What is HSC Course Assessment?

A student's **final HSC mark** for each of the courses studied in Year 12 is determined by two components:

1. The student's performance on school based formal assessment tasks; and
2. The student's performance on the external HSC examination,

Each of these marks contributes equally to the final HSC mark. Thus, performance on internal assessment tasks is important in calculating the final HSC mark for each course, as the HSC mark for a course is the average of the moderated assessment mark and the aligned examination mark.

The HSC Course Assessment mark is a mark gained by a student in each HSC course being studied. It is based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course. Each course has internal assessment tasks with varied weightings according to NESA requirements for the particular subject.

So, each assessment task will contribute towards the final Course Assessment and, ultimately, the HSC mark. HSC assessment is designed to determine how well students have achieved the whole range of outcomes for any given course. This provides greater scope than is possible from a single examination. It allows for flexibility in the nature of the assessment task, and so tests a wider range of skills, such as oral, research and practical skills, than is possible from examinations alone. It gives students credit for what they have achieved throughout their courses in addition to their final examination. Students will therefore have gained 50% of their HSC mark before they sit for the HSC examination.

Students should note that internal assessment tasks will not necessarily cover the entire range of syllabus outcomes, but will cover a representative sample of the outcomes for the entire course. In a similar light, the HSC examination for each subject will not seek to cover every outcome from the syllabus.

What Are Assessment Components?

All students in New South Wales are assessed on the same basis for each course they study. NESA has a set of prescribed components with prescribed weightings for use when calculating the final raw assessment mark which is sent by the school to NESA.

They have also very clear band descriptions that outline what students in any band will be able to do. Course syllabus documents and band descriptions can be accessed on the NESA website (<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>).

What are quality assessment practices?

The following Assessment for Learning Principles provide the criteria for judging the quality of assessment materials and practices.

Assessment for learning emphasizes the interactions between learning and manageable assessment strategies that promote learning.

In practice, this means:

- teachers reflect on the purposes of assessment and on their assessment strategies
- assessment activities allow for demonstration of learning outcomes
- assessment is embedded in learning activities and informs the planning of future learning activities
- teachers use assessment to identify what a student can already do.

Clearly expresses for the student and teacher the goals of the learning activity.

In practice, this means:

- students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
- students receive feedback that helps them make further progress.

Reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark.

In practice, this means:

- teachers use tasks that assess, and therefore encourage, deeper learning
- feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
- assessment is an integral component of the teaching-learning process rather than being a separate activity.

Provides ways for students to use feedback from assessment.

In practice, this means:

- feedback is directed to the achievement of standards and away from comparisons with peers
- feedback is clear and constructive about strengths and weaknesses
- feedback is individualised and linked to opportunities for improvement.

Helps students take responsibility for their own learning.

In practice, this means:

- assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning.

Is inclusive of all learners.

In practice, this means:

- assessment against standards provides opportunities for all learners to achieve their best
- assessment activities are free of bias.

Course Completion Criteria

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:

- 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;
and
- C. **Achieved** some or all of the course outcomes.

While NESAs **does not stipulate attendance requirements, principals may determine that, because of absence, the course completion criteria may not be met.** Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the principal will warn the student as soon as possible and advise the parent or guardian in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) will be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then issue the 'N' determination.

HSC and Record of School Achievement

Students studying an HSC course must make a genuine attempt to complete course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

For courses where internal assessment marks are submitted, students must make a genuine attempt at assessment tasks, which contribute in excess of 50 per cent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 per cent is not sufficient; tasks worth in excess of 50 per cent must be attempted.

Furthermore, the student must fulfil the course completion criteria detailed above. It is only when these conditions are met that the course is listed on the Record of Achievement. Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at such examinations. If it is determined that a student has not made a genuine attempt to complete

course requirements, the principal must indicate on the appropriate documentation that the course has not been satisfactorily completed. Students studying VET Framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.

Until a student presenting for a **Higher School Certificate** has satisfactorily completed courses totalling at least 12 units of Preliminary courses and **10 units of HSC courses**, which satisfy the Board's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

The **Higher School Certificate Course Report** will show:

- The Moderated School Assessment Mark and the Examination Mark.
- Reporting is done over the full range of 0-100 for two Unit courses.
- The student's HSC mark is the average of the Moderated Assessment Mark and Examination Mark. It is stated numerically and graphically.
- The minimum standard expected is 50. Students who score below 50 will not have a description of their course performance, but will receive a mark and recognition of the completion of that course.
- The Assessment mark is moderated to ensure that students' results across the state can be compared accurately and fairly.

Relationship between HSC Marks and ATAR

As the pattern of HSC marks varies across courses, the same HSC mark does not necessarily indicate similar positions across courses. In addition, courses do not necessarily have the same scaled means. Some examples below from the 2015 HSC illustrate this point. (*Source of data: Report on the Scaling of the 2016 NSW Higher School Certificate, UAC).

Consider the following two students, Student A and Student B, whose marks are shown in the tables below. Both students achieved results in the 50th percentile in all of their courses. Their average HSC marks are similar, 38.1 and 38.5 respectively, but their ATARs are quite different, 60.10 and 80.05

Student A ATAR 60.10

Course	HSC Mark
Design & Technology	76
English Advanced	81
General Mathematics	72
Senior Science	77
Industrial Technology	78

Student B ATAR 80.05

Course	HSC Mark
Biology	74
Chemistry	76
Economics	76
English Advanced	81
Mathematics	79

Both Student A and Student B are at the 50th percentile for all of their courses so the reason for the difference in their ATARs is the difference in the strength of the competition in the courses they have chosen. The average scaled mean for Student A's courses was 46.8 whereas the average scaled mean for Student B's courses was 61.2. Student B received a higher ATAR as this student competed against students of higher academic ability than Student A, consequently Student B's ATAR is higher.

LAP Assessment Policy

The Number and types of tasks to be used:

- 2 Unit courses: Maximum of Four tasks including the Trial HSC.
- 1 Unit courses: Two to three tasks.

Note: No task less is to be worth less than 10% or more than 40%. Examinations cannot make up more than 50% of the school based assessment mark.

(Excluding specific syllabus requirements)

The types of assessment tasks to be used:

- Each course will comply with the suggestions found in the Assessment section of each Syllabus.
- Tasks should be developed to provide evidence of achievement across a wide range of outcomes.
- Tasks should be developed to provide evidence of achievement of outcomes not able to be adequately assessed in an external examination.

Students will be informed in writing of their assessment schedules prior to commencing the HSC course:

- During the first week of the Higher School Certificate course presentation, students will be formally introduced to the Assessment Handbook which will include the number and nature of tasks and the timeframe in which they are due.
- Students, Teachers and Head Teachers will be required to **sign** an acknowledgement of receipt and understanding of requirements.
- Any changes to the scheduling of Assessment Tasks are to occur in writing through the LAP office.

Scheduling of tasks will occur in a coordinated way:

- The Preliminary Yearly Examination and the Trial Examination will be the Final assessment items in each course, unless there exists a NESAs specified task submission date that lies outside this period.
- Stage 6 Planning Meetings will occur late in Term 3 (HSC) and Term 4 (Prelim) to compose the Stage 6 Assessment Schedules, Units of Work and Scope and Sequence.
- All course coordinators are required to submit their assessment schedules to the LAP office where the HTA will ensure there is an equal spread of tasks. Where possible no student should have more than TWO assessment tasks due in one week.
- Any changes to the scheduling of Assessment Tasks are to occur in writing through the LAP office.

Adequate notice of the timing of Assessment Tasks will occur:

- Each assessment task/notification will be distributed to every student at least two weeks prior to the due date. (Minimum of 10 School Days)
- A common assessment task notification proforma (see *Proforma 1*) is to be used by the coordinating teacher which requires the student to acknowledge receipt of the notification. **The receipt of notification is to be suitably filed by the teacher at the student's school.**

The student is absent from school when the assessment information was distributed:

- All assessment tasks are to be made available on Google Classroom on the day they were issued in class.
- Students are to be made aware that on the day they return, it is their responsibility to investigate any requirements made of them during their absence.
- The student may wish to apply for an extension or for illness/misadventure, and as such should follow the appropriate appeal procedures.

The submission of tasks:

- All tasks must be converted to Word or PDF and emailed to westernlap@det.nsw.edu.au before 9.00am on the due date.
- Submission via Google Docs is **NOT** supported, and students will be deemed to have not submitted in the correct manner.
- Student tasks should be emailed with delivery and read receipt where possible.
- Students also need to ensure their Full Name, Subject and Assessment Title is included in either a header or footer as part of the document.
- Tasks completed during school e.g: exams, practicals, orals etc must also be accompanied by a cover sheet. Any written component must be submitted to the westernlap@det.nsw.edu.au prior to 9.00am on the due date.
- Students submitting major works, posters, process diaries, portfolios. etc. will be required to submit to the front office prior to 9.00am on the due date.
- Cover sheets will indicate submission requirements.

Teacher absent on the day the task is due:

- Tasks that require the teacher to be present e.g.: orals, practical etc (not exams), may be delayed for no longer than three school days for the return of the class teacher. Absences for longer than three days will require:
 1. The course coordinator or co-teacher from another school to travel and conduct assessment. One days' notice is required by students.
 2. The task to be conducted using video-conference with a supervising teacher. One day's notice is required for students.

3. An alternative task conducted when class teacher or qualified replacement teacher returns. Due date of alternative task requires 2 weeks notification.

Students who hand in work late:

- Tasks are required to be submitted to westernlap@det.nsw.edu.au (emailed in PDF form) by 9.00am on the first day of the teaching week. The N Warning process is initiated at 9.01am.
- Tasks required to be completed during a predetermined time during school hours will equate to the time in that same day, the supervising teacher declares the lesson has been completed.
- The student who submits an Assessment Task late will receive a '0' as well as a Non-attempt – warning letter.
- A student who feels they have a valid reason for failing to submit a task may apply for Illness/Misadventure through the correct process.

Student absence from tasks

- NESAs expects students to attempt all assessment tasks set.
- The minimum requirement is that the student must make a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks in the course.
- If a student is aware of being absent on the day in which a task is to be scheduled within school hours, they should approach their class teacher to discuss the possibility of attempting the task at an earlier time. If this is not possible, the student should apply for an extension. Extensions on the grounds of illness must be accompanied by a relevant Doctor's Certificate.
- If a student is absent from an assessment task that is scheduled to occur within school hours, has not applied for an extension in a timely fashion, they will have a Non-Attempt registered for that task. An 'N' award letter will be posted to the student and their carer detailing the requirements to be followed to attempt an alternative task. Submission of an alternative task will result in the registered N.A. being changed to a zero.
- If a student is absent from an assessment task that is scheduled to occur within school hours and has their application for an extension accepted the following will occur:
 - the student will attempt the original task on their return if it is deemed by the HTA and coordinating teacher that no advantage has been gained from other students

OR

- the student will attempt an alternative task following one week's notification of the due date from the date of the student's return
- If a student is absent from school on the day the assessment task is due the following will occur:
 - the student may submit the assessment task before the due date.
 - the student will submit the task on the day of their return and will receive a '0' if an extension is not granted by the HTA in consultation with coordinating teacher.

- the student will organise for the incomplete task to be submitted by the due date thus allowing marks to be attributed to work completed. If an extension is applied for and granted for the remaining section of the task, no marks will be penalized if this section is submitted within an agreed time span, suitably being one day.
- a N-Warning Letter will be posted to the student and carer within a reasonable time of the due date detailing an alternative task.
- on submission of this alternative task, a zero will replace the recorded "N.A." on the student's record.

A student's prolonged absence with leave:

- The principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.
- If the period of leave falls over a scheduled assessment period, the student must discuss with their class teacher the possibility of either conducting the task under alternate supervised conditions or posting the completed task with the post-date clearly visible.
- If a task can be conducted under alternative supervised conditions, the course co-ordinator will discuss with the HTA the most appropriate way for this to be accomplished. The student will be notified of arrangements before the period of absence.
- If the above arrangements are not deemed suitable by the course coordinator the student may:
 - attempt an alternative task on their return
 - or, as a last resort, have the marks of the remaining tasks re-calculated to accommodate the absence of this task.
- The student may complete the assessment task before taking a period of prolonged absence.

Illness, Misadventure or Extension Applications

There may be times where extenuation and non-avoidable circumstances arise where a student will need to apply for either Illness or Misadventure consideration or for an Extension of the due date.

❑ EXTENSIONS

A student must adhere to the following when applying for an extension to a due date for an assessment task

- application should be submitted through the coordinating teacher prior to the due date
- extension may be granted for events such as attendance at funerals, compulsory school events, ongoing medical issues supported by appropriate documentation etc.
- students are not eligible to apply for an extension due to absence from school which is unexplained, electing to go on school excursions, technology issues etc.

❑ ILLNESS

A student must adhere to the following when applying for an extension due to illness

- If a student falls ill it is in their best interest to submit any work that has been completed on the task in the event the Illness appeal is not held up.
- If applying for an extension/estimate due to an illness the application must be supported by a doctors certificate or a notice from a pharmacist

❑ MISADVENTURE

A student must adhere to the following when applying for a misadventure

- It is in their best interest to submit any work that has been completed on the task in the event the Misadventure Appeal is not held up.
- NESAs does not recognise the following as grounds for misadventure Technology Failure, Misreading of a timetable or assessment schedule, teacher performance as such LAP does not recognise these as areas for misadventure.
- If applying for Misadventure, all applications must be supported by appropriate documentation

Occasions when estimates are given or substitute tasks administered:

- Substitute tasks may be administered for the following reasons:
 - A student has been granted an extension
 - The courses coordinator, in consultation with the HT Access, may decide a substitute task is required if the original task did not allow the full range of marks to be awarded or the task was ineffective in some other way.
 - In the case of malpractice, the Principal may deem that the offense was not serious enough to incur a zero and a substitute task will be administered.
 - A student has transferred into the course after the commencement of the Assessment Period.

- An estimate mark will be given as a last resort. If the estimate mark will be calculated as follows:

“The gap between the student’s accumulated marks from the preceding tasks will be the gap between the marks allocated to the absent student.”

- An estimated mark may be given following a period of prolonged leave.

Occasions when zero marks will be awarded:

- If the course coordinator, in consultation with the co-teacher, is of the opinion that the student did not make a genuine attempt at a task.
- If the course coordinator, in consultation with the co-teacher, is of the opinion that serious malpractice such as plagiarism and cheating at examinations has occurred.
- A student submits a task following the due date without an illness, misadventure or extension being granted.

Invalid tasks / parts of tasks or non-discriminating tasks:

- Occasionally, assessment tasks may not function as required, do not adequately discriminate between students and incur problems with the administration. If any of these occasions present themselves in the opinion of the course co-ordinator, in consultation with the HTA, course co-ordinator and school principal, then the following is to apply in order of preference:
 1. An additional task or part of a task required, giving students at least two weeks’ notice of the due date with an appropriate percentage weighting. Reducing the weighting of the task of concern and re-calculating the weighting of the remaining tasks.
 2. The task discarded completely and the weighting of the remaining tasks re-calculated.
 3. An alternative task is devised, giving students at least two weeks’ notice of the due date.

The HT Access, will liaise with the Principal and Coordinating teacher to determine a suitable outcome.

Special Provisions:

- Students studying a Life Skills course will undertake assessment activities according to their individual education program.
- Special provisions may be made by the Principal for students with identified needs. If appropriate and suitable, the provisions allowed for in-school tasks could be the same as those the student will have in the Higher School Certificate examinations. The judgment of the School Counsellor and the LASTs should be taken into account by the Principal before allowing special provisions to be made.
- The course teacher or co-ordinator will indicate in the appropriate place on the Notification of an Assessment Task proforma. The course teacher should indicate that special provisions were used in attempting the task, on the Assessment Task Cover Sheet.
- Students who have a pre-existing condition that may manifest itself during the attempt of an assessment task e.g. asthma, should complete an illness/misadventure form. Conditions such as these do not constitute an application for special provisions.

Procedures to be followed when dealing with malpractice in tasks

- Malpractice includes cheating in exams, plagiarism, submitting work composed by someone other than the student and any other activity that will result in an academic advantage of the perpetrating student over another.
- Any student proven to have acted with malpractice will incur the following:
 1. An entry on the NESAs Schools Online Malpractice Register will be made
 2. A zero mark will be allocated for that task on the student's record.
 3. A warning letter will be posted to the student and their carer detailing further responsibilities required of the student.
 4. The student will be subjected to the procedures of their School's Discipline and Welfare Policy.
 5. In some circumstances, the Principal may deem that the offense was either not intentional or of a less serious nature and an alternative task will be administered under strict supervision.

Procedures to ensure the security of records of all marks awarded for assessment tasks:

- The following procedures will be followed in the collection and recording of assessment marks:
 1. The course coordinator, or nominated teacher, will mark all tasks and record results in an appropriate form e.g.: the mark collection section of a Teacher's Day Book.
 2. The results of the assessment tasks will immediately be forwarded to the LAP Office for electronic recording.
 3. A computer generated hard copy will be filed in the Assessment Recording Folder in the office of the HT Access.
 4. Assessment marks will be recorded in each school according to their respective Assessment and Reporting Policies.

Procedures for providing assessment marks for students who transfer into the school after the commencement of the HSC course

- For students who transfer into a school after the 30th June in the year of the Higher School Certificate examination, the previous school is to provide assessment marks.
- Assessment Tasks to be completed after the 30th June within LAP will be attempted and marks posted to the previous school. Close liaison between HT Access and the student's previous school will ensure an accurate school assessment mark is posted to the NESAs.
- Units and/or Elements of Competency acquired in Frameworks courses will be directly credited to the students new assessment record providing a qualified assessor from an RTO has signed off on the aforementioned competencies.

Procedures for students who enter the HSC course after the commencement of the HSC Assessment Program:

- Students are to transfer subjects at the earliest possible date.
- An estimated mark will be allocated at the completion of the course. The estimation of a mark will follow the same procedure as is mentioned previously for any missed assessment prior to enrol.

Procedures to monitor the provisional entry of students into HSC courses:

- The Principal may allow a student who has received an 'N' determination in a Preliminary course, to proceed to an HSC course provisionally while concurrently satisfying outstanding Preliminary course requirements. Principals will, however, be required to confirm at the time of the HSC entries, that the student has now satisfactorily completed the relevant Preliminary course requirements and that their entry for the HSC is valid.
- The student's school record card will indicate information pertaining to the submission of assessment tasks, the distribution of warning letters, any 'N' determinations and satisfactory course completion acknowledgement.
- If an 'N' determination has been awarded, the student's school record card will indicate the requirements and due dates for any outstanding work alongside the requirements of the HSC course.
- The student file will be available to Principals to confirm satisfactory completion of both the Preliminary and HSC course.

Procedures for dealing with the assessment of accelerants and accumulants:

- Students who have the approval of the Principal to undertake Preliminary and/or HSC courses (except VET Framework courses and Beginners Language courses) in advance of their usual cohort or in less than the NESAs stated indicative times will have an individualised assessment scheduled.
- Students who are deemed as accelerants will attempt assessment tasks of the same genre but with alternative requirements.
- Students who are undertaking an approved pattern of study that allows an accumulation of courses within a five year period will have information recorded on their student file to this effect.
- Students accumulating courses will receive yearly Recognition of Achievement notification from NESAs following entry by the Principal from the school in which they are enrolled.
- All rights and responsibilities as outlined in the LAP assessment policy will apply to accelerant and accumulator students alike.

Marks to be awarded for an assessment task:

- On all occasions, coordinating teachers will ensure that the full range of marks will be reflected in the marking guidelines to allow acknowledgement of responses detailing more complex development and higher order achievement. The marking guidelines will also outline the low marks for a basic level of achievement.

Level of discrimination used when applying standards:

- On all occasions, coordinating teachers will develop comprehensive marking guidelines that adequately discriminate between the achievements of the students.

Feedback to be given to students in relation to the standards:

- Coordinating teachers and co teachers will be encouraged to incorporate the standards packages into their general teaching program.

Will students be given an indication of their general progress?

- Students will formally be informed of their general progress following the half-yearly and yearly examination period. The details of the information are as indicated below:
 - ❖ Exam Mark (Half Yearly if relevant)
 - ❖ Accumulated Rank
 - ❖ Accumulated Mark (Yearly)

What procedures will be established for the distribution of the Assessment Rank Order Advice to each student at the end of the HSC exams?

- Upon request to the course of the school in which the student is enrolled, the student will be issued with their *Assessment Rank Order Advice* which is readily obtainable from the Schools Online website

What procedures are in place to monitor satisfactory completion of a course?

- The HT Access is responsible for the central recording of assessment marks and NESAs for the Lachlan Access Program.
- The HT Access is responsible for the compilation of warning letters or at request of coordinating teachers for LAP subjects.
- Within three school days of a due date, The HT Access will process 'N' warning letters to the Principal of the school in which the student is enrolled.
- The HT Access will supply the Coordinating Teacher and Principal with a copy of the 'N' Warning letter
- It is anticipated that the principal will sign and distribute the 'N' warning letters within two days of receipt.
- The principal will then return a copy of the signed 'N' warning letter to the HTA teacher, and place on the school file
- Within a timely period of approximately five weeks, the coordinating teacher and/or the class teacher may have concerns regarding the satisfactory completion of a course by one or more of their students, for example, high rate of absenteeism, failure to complete class work etc. The coordinating teacher or the class teacher is required to request the compilation of a warning letter from the HT Access.
- HT Access to liaise with Principals at the end of each term outlining students at risk of non-completion of subjects.

What procedures are in place to inform parents when students have failed to submit or undertake assessment tasks?

- The Principal of the school in which the student is enrolled will distribute any 'N' warning letters to the student and their carer(s). Distribution may be either by mail, hand delivery or at a parent/principal interview.

What procedures will be used to warn students who are in danger of being given an 'N' determination?

- 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.
- Any student who fails to submit an assessment task by the due date will have a warning letter posted to themselves and their carer in a timely manner.
- Following a timely period of approximately five weeks a coordinating teacher may request a warning letter to be distributed to a student who is not applying themselves with diligence and sustained effort to the requirements of the course, irrespective of their submission of formal assessment tasks. The HT Access will initiate the warning letter and distribute such as is mentioned above.
- The student will be counselled within the school in which they are enrolled as according to their school's Welfare and Discipline Policy.

What procedures will be used when disputes arise over assessment tasks?

- Following an unresolved discussion with the class teacher, the dispute will be investigated in a consultative manner between the HTA, ISACS of the school in which the student is enrolled and the Course coordinator. In the event that the course coordinator is not the appropriate person, an executive from another school will be invited to form a team to resolve the dispute.
- All stake holders will be required to discuss their views.

What procedures will be established for conducting school reviews of assessment?

- School reviews of assessment can only occur following the final examination for the student and who has requested their Rank Order Advice.
- Following a request by the student, the Principal of the school in which the student is enrolled will form a panel consisting of an executive member, HT Access and/or the Coordinating Teacher. The procedures for review will be implemented and the student notified of the results of the review, by their principal.

What procedures will be established for handling appeals to NESAs? How will the relevant documentation be processed?

- Following a successful appeal to NESAs by the student, the Principal of the school in which the student is enrolled will form a further review panel consisting of an executive, HT Access and/or coordinating teacher and/or a Principal from another school.
- The responsibility of informing both the student and NESAs lies with the Principal of the school in which the student is enrolled.

Where in the school can student, parents and staff go for advice?

- Students and parents will always be welcome to discuss any issues with the executive of the school in which the student is enrolled.
- Students and parents will be made aware of where the ACE manual can be accessed including the NESAs web site. This information will be included in the Students Assessment Policy and Schedule.
- Staff may access advice firstly from their in-school supervisor and secondly, the HTA. Further advice may be obtained from the LAP Manual, the ARC Packages, NESAs, and the Regional Vocational Educational Consultant.

What procedures are in place to convey to students, parents and teachers information about NESAs's Assessment moderation, judging and alignment procedures, as well as information on university scaling of marks for ATAR purposes?

- Students and Carers will be informed of the NESAs assessment moderation, judgment and alignment procedures as well as information on university scaling of marks for ATAR purposes at any or all of the following occasions:
 - The Course Selection Information Session when the student is in Year 10.
 - The information session when the Student's Assessment Policy and Schedule is distributed.
 - At individual sessions conducted by the Careers Advisor.
- Teachers of Stage 6 courses will undertake a yearly staff development session on assessment and reporting best practice procedures typically late in Term 3. At this session, teachers will be informed of NESAs's Assessment moderation, judging and alignment procedures, as well as information on university scaling of marks for ATAR purposes.

What are the features of quality assessment tasks?

The following checklist can assist teachers to ensure that the tasks they design promote student learning as well as obtaining accurate measures of student achievement.

Assessment tasks should:

- focus on outcomes
- give students the opportunity to demonstrate what they know and can do and assist their learning
- be valid and reliable, measuring what the task to assess and providing accurate information on each student's achievement
- allow for discrimination between the performances of individual students.

The effective marking of assessment tasks requires:

- marking guidelines or criteria that provide clear descriptions of the quality of response required to receive each mark
- a mark range that allows for discrimination between the performances of individual students
- a shared understanding of the demands of the tasks among the teachers responsible for the marking
- consistent application of marking guidelines.

Feedback and reporting on student progress and achievement should be:

- meaningful and constructive, designed to assist students to improve their performance
- linked to the specific outcomes and marking criteria addressed by the task
- provided in a timely manner.

Marks for individual assessment tasks and records of competency should be:

- recorded by the teacher responsible for marking the task
- checked to ensure any marks for various parts of a task have been correctly totalled
transferred to a file or record containing the marks awarded for all tasks for all students in the course
- maintained in a secure and safe location.

HSC – Aboriginal Studies – Assessment Schedule

		Task 1	Task 2	Task 3	Task 4	Total	
		T4 W9	T1 W9	T2 W9	T3 W5/6		
		Essay	Source Analysis	Major Project	HSC Trial Exam		
Outcomes		H1.1,H2.2, H3.3,H4.1	H1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 4.3	H1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 3.3, 4.1	H1.1,1.2,1.3, 2.1,3.2, 3.3, 4.1		
Component	Syllabus Weightings (%)						
Knowledge and understanding of course content	40	5	10	5	20	40	
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25	10	5	5	5	25	
Research and inquiry methods	20	0	0	20	0	20	
Communication of information, ideas and issues in appropriate forms	15	0	0	10	5	15	
	Task Value	100	15	15	40	30	100

Aboriginal Studies Outcomes

- H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
- H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
- H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
- H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
- H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
- H4.2 undertakes community consultation and fieldwork and applies ethical research practices
- H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • displays extensive knowledge and understanding of social justice, human rights and other contemporary issues and how they impact on Aboriginal and other Indigenous peoples • comprehensively compares and evaluates the experiences of Aboriginal peoples and other Indigenous peoples using relevant and specific examples • displays a comprehensive, detailed and contextual knowledge and understanding of the commonalities and differences in the histories and cultures of Aboriginal and other Indigenous peoples in a global context • investigates, analyses and synthesises information from a variety of Aboriginal, non-Aboriginal and other Indigenous peoples' perspectives • communicates comprehensive analysis from a variety of local, national and/or global perspectives • extensive knowledge of appropriate Indigenous research methodologies and their application in undertaking community consultation and fieldwork
Band 5	<ul style="list-style-type: none"> • displays detailed knowledge and understanding of social justice, human rights and other contemporary issues and their significance to Aboriginal and other Indigenous peoples • thoroughly compares and contrasts the experience of Aboriginal peoples and Indigenous peoples using relevant examples • displays a detailed and contextual knowledge and understanding of the commonalities and differences in the histories and cultures of Aboriginal and other Indigenous peoples in a global context • investigates and analyses information from a variety of Aboriginal, non-Aboriginal and Indigenous peoples' perspectives • communicates detailed analysis from a variety of local, national and/or global perspectives • accomplished knowledge of Indigenous research methodologies and their relevance to community consultation and fieldwork
Band 4	<ul style="list-style-type: none"> • demonstrates sound knowledge of social justice, human rights and other contemporary issues and how they relate to Aboriginal and other Indigenous peoples • compares the experiences of Aboriginal peoples and Indigenous peoples using some applicable examples • demonstrates sound knowledge of the histories and cultures of Aboriginal and other Indigenous peoples in a global context • investigates information from a variety of Aboriginal, non-Aboriginal and other Indigenous people's perspectives • communicates a variety of local, national and/or global perspectives • sound knowledge of Indigenous research methodologies and their connection with community consultation and fieldwork
Band 3	<ul style="list-style-type: none"> • demonstrates knowledge of social justice, human rights and other contemporary issues and how they relate to Aboriginal and other Indigenous peoples • recounts the experiences of Aboriginal peoples and Indigenous peoples using some examples • recounts the histories and cultures of Aboriginal and other Indigenous peoples • recounts information from a variety of Aboriginal, non-Aboriginal and other Indigenous people's perspectives • endeavours to communicate using local, national and/or global perspectives • basic knowledge of Indigenous research methodologies and their importance to community consultation and fieldwork
Band 2	<ul style="list-style-type: none"> • demonstrates awareness of and attempts to recall elementary knowledge of social justice, human rights and other contemporary issues and what they mean to Aboriginal and other Indigenous peoples • expresses opinions about Aboriginal peoples and other Indigenous peoples with minimal supporting evidence • limited reference to the histories and cultures of Aboriginal and other Indigenous peoples • attempts to recount information from a variety of Aboriginal, non-Aboriginal and other Indigenous people's perspectives • expresses a personal point of view using local, national and/or global perspectives • some knowledge of Indigenous research methodologies and their role in community consultation and fieldwork
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

Assessment Schedule – HSC Biology						
		Task 1	Task 2	Task 3	Task 4	Total
		Topic Test T4 Wk 9	Depth Study – Genetic Change T1 Wk10	Practical & Data Analysis T2 Wk 7	Trial Exam T3 Wk 5/6	
Outcomes		BIO11/12-2 to BIO11/12-7 and BIO12-12	BIO11/12-6 BIO11/12-7 and BIO12-13	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO 12-6, BIO12-7, BIO12-14	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO 12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
Component	Syllabus Weightings (%)					
Knowledge and understanding	40	10	10	5	15	40
Skills in Working Scientifically	60	10	15	20	15	60
TOTAL	100	20	25	25	30	100

Biology Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • demonstrates an extensive and detailed knowledge and superior understanding of biological concepts, including complex and abstract ideas • demonstrates an extensive understanding of the historical development of biological concepts, their applications and implications for society and the environment, and the future directions of biological research • communicates succinctly, logically and sequentially using a variety of scientific formats, including diagrams, graphs, tables, flow charts and equations relating to biology • analyses and evaluates data effectively, identifying biological relationships, quantifying explanations and descriptions, synthesising information to draw conclusions • uses precise biological terms extensively and correctly in a wide range of contexts • designs valid experimental processes using appropriate technologies and incorporating the thorough knowledge of the use of a control, variables and repetition to solve biological problems • applies knowledge and information to unfamiliar situations and designs an original solution to a biological problem
Band 5	<ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of most biological concepts • demonstrates a thorough understanding of the historical development of biological concepts and their applications and implications for society and the environment • communicates effectively in a variety of scientific formats including diagrams, graphs, tables, flow charts and equations relating to biology • explains qualitative and quantitative biological relationships and ideas coherently; identifies patterns in data to draw conclusions • uses precise biological terms frequently and correctly in a range of contexts • identifies the correct application of scientific experimental methodology to solve biological problems
Band 4	<ul style="list-style-type: none"> • demonstrates sound knowledge and clear understanding of some biological concepts • demonstrates a sound understanding of the historical development of biological concepts and their applications for society and the environment • communicates using clear written expression and incorporating diagrams of biological structures • provides qualitative and quantitative descriptions of biological phenomena and explains straightforward biological relationships • uses general biological terms frequently and correctly in a range of contexts • identifies the correct components of the experimental scientific method in biology
Band 3	<ul style="list-style-type: none"> • recalls basic knowledge and understanding of some biological concepts • demonstrates a basic understanding of the historical development of biological concepts and their applications for society and the environment • uses fundamental written communication with some use of simple scientific diagrams relating to biology • provides qualitative descriptions of fundamental biological phenomena and explains some straightforward biological relationships • uses some general biological terms correctly in a limited range of contexts • recalls some aspects of the experimental scientific method in biology
Band 2	<ul style="list-style-type: none"> • recalls limited knowledge and has elementary understanding of some straightforward biological concepts • demonstrates a limited understanding of the historical development of biological concepts • uses fundamental written communication relating to biology • provides simple qualitative descriptions of biological phenomena • uses general biological terms occasionally
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

HSC Business Studies Assessment Schedule 2020						
		Task 1	Task 2	Task 3	Task 4	Total
		T4 W9 2020	T1, W11	T2, W7	T3, W5/4	
Outcomes		Extended Response Operations H2, H4, H5, H7, H9	Financial Analysis Finance H4, H6, H7, H8, H9, H10	Marketing Plan Analysis Marketing H3, H4, H6, H7, H8, H9	Trial HSC Examination H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Component	Syllabus Weightings (%)					
Knowledge and understanding	40	5	10	10	15	40
Stimulus-based skills	20	0	10	5	5	20
Inquiry and research	20	10	0	10	0	20
Communication of business information, ideas and issues in appropriate form	20	0	5	5	10	20
TOTAL	100	15	25	30	30	100

Business Studies Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • demonstrates comprehensive knowledge and understanding of business functions and operations • critically analyses the nature, role and structure of business • evaluates the effectiveness of management responses to internal and external influences that affect business • interprets and applies specific numerical data to analyse and solve business problems and predict future trends • synthesises contemporary business issues when evaluating management responses and strategies • clearly communicates using business terminology, concepts and comprehensive case studies in a variety of appropriate formats
Band 5	<ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of business functions and operations • analyses the nature, role and structure of business • analyses management responses to internal and external influences that affect business • interprets and applies numerical data to analyse and solve business problems and predict future trends • applies contemporary business issues when analyzing management responses and strategies • communicates using business terminology, concepts and comprehensive case studies in a variety of appropriate formats
Band 4	<ul style="list-style-type: none"> • demonstrates knowledge and some understanding of business functions and operations • explains the nature, role and structure of business • explains management responses to internal and external influences that affect business • interprets and applies numerical data with some analysis to solve business problems • summarises contemporary business issues with some analysis of management responses and strategies • communicates using business terminology, concepts and comprehensive case studies in descriptive formats
Band 3	<ul style="list-style-type: none"> • demonstrates basic understanding of business functions and operations • describes the nature, role and structure of business • describes management responses • refers to numerical data when solving business problems • displays limited analysis of contemporary business issues • communicates using basic business terminology in simple formats
Band 2	<ul style="list-style-type: none"> • demonstrates limited understanding of business functions and operations • demonstrates limited knowledge of the nature, role and structure of business • identifies management responses • uses elementary numerical data • shows limited communication skills
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

HSC						
Assessment Schedule – HSC Chemistry						
		Task 1	Task 2	Task 3	Task 4	Total
		Topic Test T4 Wk 9	Depth Study Titration T1 Wk 8	Practical Reports T2 Wk 10	Trial Exam T3 Wk 7/8	
Outcomes		CH12-4, CH12-5, CH12-6, CH12-7, CH12-12	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-13	CH 12-3, CH12-4, CH12-5, CH12-7, CH12-14	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15	
Component	Syllabus Weightings (%)					
Knowledge and understanding	40	10	5	5	20	40
Skills in Working Scientifically	60	10	20	20	10	60
TOTAL	100	20	25	25	30	100

Chemistry Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none">• demonstrates an extensive knowledge and understanding of the concepts of the chemistry course content including context, prescribed focus areas and domain• displays an outstanding ability to describe and explain chemistry concepts, including abstract ideas, clearly and accurately, and to apply the concepts to unfamiliar situations• applies a high level of critical thinking skills in developing appropriate solutions to problems involving a long sequence of related tasks• analyses, evaluates and extrapolates chemical data effectively, identifies complex relationships, quantifies explanations and descriptions, and synthesizes information to draw conclusions• communicates succinctly, logically and sequentially using a variety of scientific formats• demonstrates a high level ability to design an experimental procedure
Band 5	<ul style="list-style-type: none">• demonstrates a thorough knowledge and understanding of the concepts of the chemistry course content including context, prescribed focus areas and domain• effectively communicates a detailed understanding of chemistry concepts using appropriate chemistry terminology and scientific formats, and applies the concepts to unfamiliar situations• analyses information given in written, tabular, graphical and diagrammatic forms and relates this to other relevant information• displays competence in manipulating equations to solve problems involving a number of steps• demonstrates a thorough knowledge of the use of appropriate experimental procedures
Band 4	<ul style="list-style-type: none">• demonstrates a sound knowledge and understanding of the concepts of the chemistry course content including context, prescribed focus areas and domain• describes concepts and information clearly in written, graphical and diagrammatic forms such as structural and electron-dot formulae, and applies these concepts in familiar situations• demonstrates a broad ability to carry out calculations and or substitute into equations, to use relevant symbols and units when manipulating chemical data including stoichiometric data, and to construct balanced chemical equations• displays proficiency in selecting relevant data from information given in written, tabular, graphical and diagrammatic form• describes correct apparatus for a particular chemical measurement and has an adequate understanding of experimental methodology.
Band 3	<ul style="list-style-type: none">• demonstrates a basic knowledge and understanding of the concepts of the chemistry course content including context, prescribed focus areas and domain• uses simple chemistry definitions, terms, diagrams and graphs to communicate understanding of chemistry concepts• substitutes data from information given in written, tabular, graphical and diagrammatic form, and manipulates basic chemical data including stoichiometric data
Band 2	<ul style="list-style-type: none">• demonstrates a limited knowledge and understanding of the chemistry course content including context, prescribed focus areas and domain• recalls elementary terminology and formulae related to some areas of chemistry• makes simple substitutions of data in chemical calculations• describes simple safety precautions in experimental procedure
Band 1	

HSC CAFS Assessment Schedule						
		Task 1 In Class Task	Task 2 Independent Research Project	Task 3 Investigation	Task 4 Trial HSC Exam	Total
		Parenting and Caring	Research Methodology	Option		
		T4 W8	T1 W10	T2 W4	T3 WK 9	
Outcomes		H1.1, 2.2, 2.3, 3.2, 3.3, 5.2, 6.2,7.1, 7.4	H4.1, 4.2	H1.1, 2.2, 3.1, 3.2, 4.2, 5.1, 6.2, 7.2, 7.3	H1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 4.1, 4.2, 5.1, 5.2, 6.1	
Component	Syllabus Weightings (%)					
Knowledge and understanding	40	10	5	10	10	40
Skills Application	20	5	10	5	10	20
Critical Thinking	40	10	10	5	10	40
TOTAL	100	25	25	20	30	100

Community & Family Studies Outcomes

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociological factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demand of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • demonstrates extensive knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities • demonstrates superior understanding and application of research methodologies to the study of social issues • predicts and draws valid conclusions by analysing data relevant to the study of social issues • proposes, develops and sustains arguments based on relevant research and examples to justify points of view • comprehensively applies the management process and proposes relevant strategies in a wide range of contexts • evaluates the impact of resource management on the wellbeing of individuals, groups, families and communities in a wide range of contexts • demonstrates superior analysis of interrelationships between individuals, groups, families and communities • effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology
Band 5	<ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities • demonstrates accomplished understanding and application of research methodologies to the study of social issues • successfully draws conclusions using available data relevant to the study of social issues • sustains arguments using relevant research and individual experiences • effectively applies the management process and proposes strategies in a range of contexts • explains the impact of resource management on the wellbeing of individuals, groups, families and communities in a range of contexts • competently identifies and explains interrelationships between individuals, groups, families and communities • competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology
Band 4	<ul style="list-style-type: none"> • demonstrates sound knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities • demonstrates sound understanding and application of research methodologies to the study of social issues • interprets data relevant to the study of social issues in various forms • draws on personal experience to support discussion • demonstrates clear knowledge of the management process and provides some examples of strategies • adequately communicates the relationship between resource management and wellbeing • shows a sound understanding of interrelationships between individuals, families and communities • communicates ideas, issues and opinions in a clear and logical way using appropriate terminology
Band 3	<ul style="list-style-type: none"> • demonstrates a basic knowledge and understanding of the influence of a range of societal factors on individuals and on the nature of groups, families and communities • demonstrates basic understanding and limited application of research methodologies to the study of social issues • demonstrates basic data-interpretation skills relevant to the study of social issues • relies heavily on personal experience to support discussion • demonstrates basic knowledge of the management process • shows a basic understanding of interrelationships between individuals, groups, families and communities • communicates ideas and opinions in basic form using some relevant terminology
Band 2	<ul style="list-style-type: none"> • demonstrates some knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities • demonstrates limited understanding of research methodologies applicable to the study of social issues • relies only on personal experience • shows limited knowledge of the management process • communicates simple and limited ideas and opinions using limited and elementary terminology
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

HSC D & T Assessment Schedule						
		Task 1	Task 2	Task 3	Task 4	Total
		Term 4 Week 8	Term 1 Week 6	Term 2 Week 9	Term 3 Week 5	
		Project Proposal Video Presentation	Innovation Case Study	Project Development Report	Trial Exam	
Outcomes		H1.1, H3.2, H4.1, H5.1, H5.2	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	H1.2, H2.2, H3.2, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H2.1, H2.2, H3.1, H6.2	
Component	Syllabus Weightings (%)					
Knowledge and understanding of course content	40%	5%	15%	5%	15%	40%
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	25%	5%	25%	5%	60%
TOTAL	100	30%	20%	30%	20%	100

HSC Design and Technology Outcomes

- H1.1 critically analyses the factors affecting design and the development and success of design projects
- H1.2 relates the practices and processes of designers and producers to the major design project
- H2.1 explains the influence of trends in society on design and production
- H2.2 evaluates the impact of design and innovation on society and the environment
- H3.1 analyses the factors that influence innovation and the success of innovation
- H3.2 uses creative and innovative approaches in designing and producing
- H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 evaluates the processes undertaken and the impacts of the major design project

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • demonstrates a high level of understanding of design theory and the factors affecting design • critically analyses the factors which influence design and technological development • exemplifies quality design practice and is innovative in applying design theory • selects from, and effectively uses a wide range of research methodologies and communication techniques • selects and appropriately uses materials, tools and techniques and manages the production of an outstanding major design project • comprehensively evaluates processes undertaken in their own and other's design and technological activities • critically assesses the impact of current and emerging technologies •
Band 5	<ul style="list-style-type: none"> • demonstrates a detailed understanding of design theory and the factors affecting design • analyses the factors which influence design and technological development • applies understanding of design theory to exhibit quality design practice • selects from, and uses appropriately a range of research methodologies and communication techniques • selects and appropriately uses materials, tools and techniques and manages the production of a high quality major design project • evaluates processes undertaken in their own and other's design and technological activities • assesses the impact of current emerging technologies
Band 4	<ul style="list-style-type: none"> • demonstrates a sound understanding of design theory and the factors affecting design • explains the factors which influence design and technological development • applies understanding of design theory to display good design practice • selects and uses a range of research methodologies and communication techniques • selects and uses materials, tools and techniques and manages the production of a major design product of substantial quality • explains processes undertaken in their own and other's design and technological activities • demonstrates a broad knowledge and understanding of current and emerging technologies
Band 3	<ul style="list-style-type: none"> • demonstrates a basic understanding of design theory and the factors affecting design • describes the factors which influence design and technological development • develops and implements design ideas • conducts basic research and presents findings and ideas using only one or two communication techniques • uses materials, tools and techniques and manages the production of a satisfactory major design project • describes processes undertaken in their own and other's design and technological activities • demonstrates a basic knowledge of current and emerging technologies
Band 2	<ul style="list-style-type: none"> • demonstrates a limited understanding of design theory and the factors affecting design • identifies some factors which influence design and technological development • implements design ideas • conducts limited research and communicates ideas in a simple way • uses materials, tools and techniques to produce an elementary major design project • identifies design criteria for their own and other's design and technological activities • demonstrates an elementary knowledge of current and emerging technologies
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

HSC – English Standard – 2020/2021

	Task 1	Task 2	Task 3	Task 4	
	T4 W8	T1W9	T2 W8	T3 W5	
	Analytical Response EN12-1, EN12-3, EN12-5, EN12-6	Creative Writing Piece with Reflection EN12-1, EN12-3, EN12- 4, EN12-5, EN12-9	Multimodal Text - speech with visual representation EN12-1, EN12-2, EN12-4, EN12-8	Trial Examinations EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	
Components					Total
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 Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> demonstrates extensive, detailed knowledge, insightful understanding and sophisticated evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. displays a highly developed ability to describe and analyse a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts. presents a critical, refined personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail. exhibits an ability to compose imaginatively, interpretively and critically with sustained precision, flair, originality and sophistication for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.
Band 5	<ul style="list-style-type: none"> demonstrates detailed knowledge, perceptive understanding and effective evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. displays a well developed ability to describe and analyse a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts. presents a critical personal response showing well developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail. exhibits an ability to compose imaginatively, interpretively and critically with flair, originality and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.
Band 4	<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of the way meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. displays ability to describe and analyse a range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts. presents a sound critical personal response showing developed skills in interpretation and analysis of texts. exhibits an ability to compose imaginatively, interpretively and critically with confidence and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.
Band 3	<ul style="list-style-type: none"> demonstrates generalised knowledge and understanding of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. displays ability to describe a limited range of language forms, features and structures of texts and convey an awareness of the ways these shape meaning and influence responses in a variety of texts and contexts. presents a response showing some evidence of interpretation and analysis of texts. exhibits an ability to compose imaginatively, interpretively and critically with variable control in using language appropriate to audience, purpose and context in order to explore and communicate ideas, information and values.
Band 2	<ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed. displays ability to recognise and comment on basic language forms, features and structures of texts. presents an undeveloped response showing recognition of the main ideas in texts. exhibits an ability to compose with some awareness of audience, purpose and context in order to explore and communicate ideas and information.
Band 1	<ul style="list-style-type: none"> Below minimum standard in all areas

LAP Assessment Schedule English Studies – Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Reflective writing task with related material Mandatory Common Module: <i>Texts and Human Experiences</i>	News Two Ways: Text analysis and reflection Elective Module B: <i>Telling us all about it – English and the media</i>	Life story: Multimodal presentation Elective Module L: <i>Who do I think I am? – English and the self</i>	All Units Collection of classwork	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3, Week 4	
Outcomes assessed	ES12-1, ES12-3, ES12-7, ES12-9	ES12-2, ES12-5, ES12-8, ES12-9	ES12-5, ES12-6, ES12-7	ES12-1, ES12-4, ES12-5, ES12-6, ES12-10	
Components					Weighting %
Knowledge and understanding of course content	15	10	10	15	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	10	15	10	15	50
Total %	25	25	20	30	100

English Studies CEC Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> -demonstrates extensive knowledge, insightful understanding and sophisticated evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts -displays highly developed skills in describing and analysing a broad range of language forms, features and structures of texts and explaining the ways these shape meaning and influence responses in a variety of texts and contexts -presents a critical, refined personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail -composes imaginatively, interpretively, critically and reflectively with sustained precision, flair, originality and sophistication for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values
Band 5	<ul style="list-style-type: none"> -demonstrates detailed knowledge, perceptive understanding and effective evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts -displays well developed skills in describing and analysing a broad range of language forms, features and structures of texts and explaining the ways these shape meaning and influence responses in a variety of texts and contexts -presents a critical personal response showing well developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail -composes imaginatively, interpretively, critically and reflectively with flair, originality and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values
Band 4	<ul style="list-style-type: none"> - demonstrates sound knowledge and understanding of the way meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts -describes and analyses a range of language forms, features and structures of texts and explains the ways these shape meaning and influence responses in a variety of texts and contexts -presents a sound critical personal response showing developed skills in interpretation and analysis of texts -composes imaginatively, interpretively, critically and reflectively with confidence and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values
Band 3	<ul style="list-style-type: none"> -demonstrates generalised knowledge and understanding of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts -describes a limited range of language forms, features and structures of texts and conveys an awareness of the ways these shape meaning and influence responses in a variety of texts and contexts -presents a response showing some evidence of interpretation and analysis of texts -composes imaginatively, interpretively, critically and reflectively with variable control in using language appropriate to audience, purpose and context in order to explore and communicate ideas, information and values
Band 2	<ul style="list-style-type: none"> -demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed -recognises and comments on basic language forms, features and structures of texts -presents an undeveloped response showing recognition of the main ideas in texts -composes with some awareness of audience, purpose and context in order to explore and communicate ideas and information
Band 1	

EEC Assessment Schedule 2021						
		Task 1	Task 2	Task 3	Task 4	Total
		Practical – Learning experience for younger children	Starting school Survey and observation	Children’s literature Picture book	Exam	
		T4, W6	T1, W7	T2 ,W5	T3, W5/6	
Outcomes		1.3, 1.4, 1.5, 2.1, 2.4, 4.2	1.3, 2.1, 2.2, 2.4, 6.1, 6.2	1.2, 1.3, 1.4, 4.1	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 4.1, 4.2, 4.3, 6.1, 6.2	
Component	Syllabus Weightings (%)					
Knowledge and understanding	35	5	10	10	10	35
Skills Application	35	10	5	10	10	35
Critical Thinking	30	5	10	5	10	30
TOTAL	100	20	25	25	30	100

Exploring Early Childhood Outcomes:

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • demonstrates extensive knowledge and understanding of content • displays comprehensive understanding of content, processes, concepts • critically analyses, synthesises and interprets information • demonstrates high-level competence in particular skills, processes • demonstrates high-level skills in critical judgement, reasoning, prediction, inference, evaluation, problem solving, interpretation • demonstrates high-level skills in the use of appropriate technologies • demonstrates outstanding performance and technique • effectively communicates in a coherent, creative, succinct, logical, sophisticated manner with precision, originality or flair using terminology extensively and appropriately
Band 5	<ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of content • displays detailed understanding of content, processes, concepts • analyses, synthesises and interprets information • demonstrates competence in particular skills, processes • demonstrates competent skills in critical judgement, reasoning, prediction, inference, evaluation, problem solving, interpretation • demonstrates competent skills in the use of appropriate technologies • demonstrates accomplished performance and technique • competently communicates in a coherent, creative, succinct, logical, sophisticated manner with control or originality using appropriate terminology.
Band 4	<ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of content • displays clear understanding of content, processes, concepts • analyses and interprets information • demonstrates ability in particular skills, processes • demonstrates skills in critical judgement, reasoning, prediction, inference, evaluation, problem solving, interpretation • demonstrates skills in the use of appropriate technologies • demonstrates sound performance and technique • communicates in a creative, succinct, logical, manner with coherence, control or originality using appropriate terminology.
Band 3	<ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of content • displays basic understanding of content, processes, concepts • interprets information • demonstrates basic ability in particular skills, processes • demonstrates basic skills in judgement, reasoning, prediction, problem solving, interpretation • demonstrates basic skills in the use of appropriate technologies • demonstrates basic performance and technique • communicates with adequate control or originality using some appropriate terminology.
Band 2	<ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of content • displays simple understanding of content, processes, concepts • interprets information • demonstrates elementary ability in particular skills, processes • demonstrates elementary skills in argument and problem solving • demonstrates elementary skills in the use of appropriate technologies • demonstrates elementary performance and technique • demonstrates limited communication abilities
Band 1	<ul style="list-style-type: none"> • Below minimum standard

HSC Food Technology Assessment Schedule 2020

		Task 1 Term 1 Week 7	Task 2 Term 2 Week 3	Task 3 Term 3 Week 2	Task 4 Term 3 Exam Wk	Total
Outcomes		H1.2, H1.4, H3.1	H1.1, H1.3, H4.1, H5.1	H2.1, H3.2, H5.1	H1.1, H1.4, H2.1, H3.1, H4.2	
Component	Syllabus Weightings (%)	Australian Food Industry Food Manufacture Report	Food Product Development Portfolio (Practical and Theory components)	Contemporary Nutrition Issues Independent Research Task (Practical and Theory components)	Trial HSC Exam	
Knowledge and understanding of course content	40	5	5	5	25	40
Knowledge and skills in designing, researching, analysing and evaluating.	30	15	10	5	0	30
Skills in experimenting with and preparing food by applying theoretical concepts	30	0	15	15	0	30
TOTAL	100	20	30	25	25	100

HSC Food Technology Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • demonstrates extensive and detailed knowledge and understanding of food manufacture and product development, the Australian food industry, and contemporary food issues • displays expertise in applying theoretical concepts to a comprehensive range of practical activities in food technology • effectively communicates information using explicit technical language in a concise and focused format • displays a high degree of interpretive, analytical and reporting skills in dealing with food technology concepts • demonstrates evidence of well-developed critical thinking skills in debate and discussion of issues surrounding relevant food technologies • designs creative solutions to food technology issues
Band 5	<ul style="list-style-type: none"> • demonstrates a thorough knowledge and understanding of food manufacture and product development, the Australian food industry, and contemporary food issues • displays competence in applying this knowledge to a range of practical activities in food technology • effectively communicates information using specific technical detail and accurate terminology • clearly demonstrates the ability to interpret, analyse and organise information • shows evidence of critical thinking in discussion of issues surrounding relevant food technologies
Band 4	<ul style="list-style-type: none"> • demonstrates a sound knowledge and understanding of food manufacture and product development, the Australian food industry, and contemporary food issues • displays skill in applying knowledge to a range of practical activities in food technology • communicates successfully using appropriate terminology • analyses and interprets information with attempts to organise thoughts and ideas • displays a broad understanding of the impact of technologies on society and the environment
Band 3	<ul style="list-style-type: none"> • recalls some specific food technology facts • displays limited skill in applying knowledge to practical activities in food technology • expresses ideas in simple form using correct terminology and with limited discussion and analysis • displays some awareness of the impact of technologies on society and the environment
Band 2	<ul style="list-style-type: none"> • recalls general information about food • communicates using basic terminology and simple explanations • applies basic food facts to a limited number of practical activities in food technology • displays some comprehension of content with a limited application of knowledge
Band 1	<ul style="list-style-type: none"> • Below minimum standard

HSC – Industrial Technology – Assessment Schedule

		Task 1	Task 2	Task 3	Task 4	Total	
		T4 W7	T1 W6	T2 W8	T3 W5/6		
		Project Proposal and Verbal Presentation	Innovation and Emerging Technology Case Study	Project Development Report	Trial HSC Exam		
Outcomes		H3.1, 3.2, 3.3, 4.2,4.3,5.1, 5.2	H1.1, 1.2, 1.3 7.1,7.2	H2.1,3.2.3.3 4.1, 4.2, 4.3, 5.1, 5.2, 6.1 6.2	H1.2, 2.1, 4.3, 6.2, 7.1, 7.2		
Component	Syllabus Weightings (%)						
Knowledge and understanding of course content	40	0	20	0	20	40	
Knowledge and skills in designing, managing, producing and evaluating design projects	60	30	0	20	10	60	
	Task Value	100	30	20	20	30	100

Industrial Technology Course Outcomes

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles through the production of a Major Project
- H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • demonstrates a comprehensive knowledge of the technological, environmental, structural and organisational factors relating to the selected focus area industry • applies a comprehensive understanding of both written and graphical communication, and information processing skills • utilises a design process to critically evaluate and develop solutions to practical problems • demonstrates expertise in the management of time and other resources in the development of a practical project • solves specific problems through in-depth knowledge and understanding of the implications and impact of technology on society • displays excellence in the selection of equipment and materials and in the application of practical skills to produce a quality project
Band 5	<ul style="list-style-type: none"> • demonstrates a detailed knowledge of the technological, environmental, structural and organisational aspects of the selected focus area industry • demonstrates a thorough understanding in the use of written and graphical communication and information processing skills • justifies solutions to practical problems through the application of design techniques • utilises a range of appropriate management strategies in the development of a practical project • applies knowledge and understanding of the implication and impact of technology on society • displays competence in the selection of equipment and materials and in the application of practical skills to produce a practical project
Band 4	<ul style="list-style-type: none"> • demonstrates a broad knowledge of the technological, environmental, structural and organisational aspects of the selected focus area industry • displays information processing skills and a sound knowledge in the use of both written and graphical communication • uses design or design modification techniques to solve practical problems • applies appropriate management strategies to the development of a practical project • demonstrates an understanding of the implications and impact of technology on society • shows understanding in the application of equipment, materials and practical skills to produce a practical project
Band 3	<ul style="list-style-type: none"> • demonstrates a basic knowledge of the technological, environmental, structural and organisational aspects of the selected focus area industry • uses appropriate information processing skills and written and graphical communication forms • attempts to use design or design modification techniques to solve practical problems • recognises the importance of management to complete a practical project • demonstrates an awareness of the implications and impact of technology on society • identifies and uses a range of equipment, materials and processes to produce a practical project
Band 2	<ul style="list-style-type: none"> • displays a simple knowledge of the technological, environmental, structural and organisational aspects of the selected focus area industry • uses a narrow range of written and graphical communication forms, and information processing skills • demonstrates an adequate awareness of design • displays minimal management skills in the development of a practical project • demonstrates a limited awareness of the implications and impact of technology on society • uses a limited selection of equipment, materials and processes to produce a practical project
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

Assessment Schedule – Legal Studies						
		Task 1	Task 2	Task 3	Task 4	Total
		T4 W10 2020	T1, W11	T2, W8	T3, W5/6	
Outcomes		Research Task: Human Rights H1, H2, H3, H4, H7, H8, H9 & H10	Case Study: Crime H1, H4, H6, H7, H8, H9 & H10	Essay: Workplace H1, H4, H5, H6, H7, H8 & H9	Trial HSC Examination H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Component	Syllabus Weightings (%)					
Knowledge and understanding	40	10	10	10	10	40
Stimulus-based skills	20	-	5	5	10	20
Inquiry and research	20	10	5	5	-	20
Communication of business information, ideas and issues in appropriate form	20	-	-	10	10	20
TOTAL	100	20	20	30	30	100

Legal Studies Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • analyses, synthesises and interprets information to evaluate the effectiveness of the domestic and international legal system in addressing issues • demonstrates extensive knowledge and understanding of the operation of the legal system and the processes involved in law reform • synthesises and analyses legal information from a variety of sources including relevant legislation, cases, media, international instruments and documents to support arguments in a domestic and international context • communicates coherent arguments on contemporary issues from differing perspectives and interpretations • communicates an argument using relevant legal concepts and terminology
Band 5	<ul style="list-style-type: none"> • analyses and interprets information to evaluate the effectiveness of the domestic and international legal system in addressing issues • demonstrates detailed knowledge and understanding of the operation of the legal system and the processes involved in law reform • uses legal information from a variety of sources including relevant legislation, cases, media, international instruments and documents to support arguments in a domestic and international context • presents clear arguments on contemporary issues from differing perspectives • communicates using relevant legal concepts and terminology
Band 4	<ul style="list-style-type: none"> • provides some analysis of information and issues related to the effectiveness of the domestic and international legal system • demonstrates good knowledge and understanding of the operation of the legal system and the processes involved in law reform • uses appropriate legal information from sources including legislation, cases, media, international instruments and documents • uses appropriate legal concepts and terminology
Band 3	<ul style="list-style-type: none"> • demonstrates some knowledge and understanding of the issues related to the domestic and /or international legal system • demonstrates some understanding of the operation of the legal system • makes reference to sources including legislation, cases, media, international instruments and documents • uses some legal concepts and terminology
Band 2	<ul style="list-style-type: none"> • recognises some issues in the legal system • demonstrates a limited understanding of some aspects of the operations of the legal system • uses some legal terminology
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

Advanced Mathematics Assessment Schedule						
		Task 1	Task 2	Task 3	Task 4	Total
		Term 4, Week 7	Term 1, Week 7	Term 2, Week 9	Term 3, Week 5-6	
Outcomes		MA12-3, MA12-6, MA12-10	MA12-8, MA12-9, MA12-10	MA12-3, MA12-7, MA12-8, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6 MA12-7, MA12-8, MA12-10	
Assessment Type		In-class task Differentiation	Investigation Data	In-class task Integration, Random variables	Final exam	
Component	Syllabus Weightings (%)					
Understanding, Fluency and Communication	50	10	10	15	15	50
Problem Solving, Reasoning and Justification	50	10	15	10	15	50
TOTAL	100	20	25	25	30	100

HSC Mathematics Advanced Outcomes

- MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA12-3 applies calculus techniques to model and solve problems
- MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA12-6 applies appropriate differentiation methods to solve problems
- MA12-7 applies the concept and techniques of indefinite and definite integrals in the solution of problems
- MA12-8 solves problems using appropriate statistical processes
- MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Course Performance Descriptors

Band 6	<ul style="list-style-type: none">• Demonstrates extensive knowledge and skills appropriate to the course• Demonstrates sophisticated multi-step reasoning and justification• Integrates and applies ideas from across the course to successfully solve problems• Demonstrates modelling and problem-solving skills in a wide range of familiar and unfamiliar contexts• Communicates effectively using appropriate mathematical language, notation, diagrams and graphs
Band 5	<ul style="list-style-type: none">• Demonstrates thorough knowledge and skills appropriate to the course• Demonstrates multi-step logical reasoning and justification• Combines ideas from across the course to solve problems• Demonstrates a range of modelling and problem-solving skills• Communicates appropriately using mathematical language, notation, diagrams and graphs
Band 4	<ul style="list-style-type: none">• Demonstrates sound knowledge and skills appropriate to the course• Uses logical reasoning and justifies answers• Uses appropriate approaches to solve problems• Communicates using mathematical language, notation, diagrams and graphs
Band 3	<ul style="list-style-type: none">• Demonstrates basic knowledge and skills appropriate to the course• Applies reasoning in familiar contexts• Solves simple problems• Uses mathematical language, notation, diagrams and graphs
Band 2	<ul style="list-style-type: none">• Demonstrates limited knowledge and skills appropriate to the course• Solves simple familiar problems with limited accuracy• Uses some mathematical language, notation, diagrams and graphs
Band 1	<ul style="list-style-type: none">• Below minimum standard in all areas

**Mathematics Standard 1 2021
Assessment Schedule**

		Task 1	Task 2	Task 3	Task 4	Total
		Term 4, Week 6	Term 1, Week 7	Term 2, Week 6	Term 3, Week 5-6	
Outcomes		MS11-2 MS11-5 MS11-6 MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-5 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-6 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 to MS1-12-10	
Assessment Type		In-class project or stimulus activity Topics F1.3, M5	Assignment/ investigation Topics F2, F3, S3.1	In-class open-book test Topics A3.1, M3, S3.2	Trial HSC Examination Topics A3.1, M3, M4, M5, F2, F3, S3, N1	
Component	Syllabus Weightings (%)					
Understanding, Fluency and Communication	50	10	15	10	15	50
Problem Solving, Reasoning and Justification	50	10	15	10	15	50
TOTAL	100	20	30	20	30	100

HSC Mathematics Standard 1 Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • Demonstrates extensive knowledge and skills appropriate to the course • Applies appropriate mathematical concepts, skills and techniques consistently and accurately in familiar and unfamiliar contexts • Selects and uses a variety of problem-solving strategies to solve mathematical problems • Applies mathematical reasoning and interprets mathematical models • Communicates effectively using appropriate mathematical notation, diagrams and graphs
Band 5	<ul style="list-style-type: none"> • Demonstrates thorough knowledge and skills appropriate to the course • Applies appropriate mathematical concepts, skills and techniques consistently in familiar contexts • Selects and uses some problem-solving strategies to solve mathematical problems • Uses mathematical reasoning and interprets familiar mathematical models • Communicates using appropriate mathematical notation, diagrams and graphs
Band 4	<ul style="list-style-type: none"> • Demonstrates sound knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar contexts • Selects and uses some problem-solving strategies to solve mathematical problems with limited success • Uses mathematical reasoning • Communicates using mathematical notation, diagrams and graphs
Band 3	<ul style="list-style-type: none"> • Demonstrates basic knowledge and skills appropriate to the course • Uses a limited range of mathematical concepts, skills and techniques • Uses some mathematical reasoning • Uses mathematical notation, diagrams and graphs
Band 2	<ul style="list-style-type: none"> • Demonstrates limited knowledge and skills appropriate to the course • Uses minimal mathematical techniques • Uses some simple mathematical notation or diagrams
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

**Mathematics Standard 2 2021
Assessment Schedule**

		Task 1	Task 2	Task 3	Task 4	Total
		Term 4, Week 7	Term 1, Week 7	Term 2, Week 9	Term 3, Week 5-6	
Outcomes		MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, 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	
Assessment Type		In-class task	Surveying Task	Investigation	Final Exam	
Component	Syllabus Weightings (%)					
Understanding, Fluency and Communication	50	10	15	10	15	50
Problem Solving, Reasoning and Justification	50	10	10	15	15	50
TOTAL	100	20	25	25	30	100

HSC Mathematics Standard 2 Outcomes

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

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • selects appropriate mathematical concepts, skills and techniques consistently and uses them accurately • uses a wide variety of problem-solving strategies to solve mathematical problems across a wide range of familiar and unfamiliar contexts • applies sound reasoning to evaluate and efficiently construct mathematical arguments in familiar and unfamiliar contexts and to accurately interpret and analyse mathematical models • uses symbols, numbers, words, diagrams and graphs to clearly and effectively communicate mathematical ideas and reasoning • analyses representations of data to make predictions, inferences and conclusions • makes and justifies informed decisions about financial situations • carries out statistical processes to analyse, interpret and compare data • solves problems involving uncertainty using the basic principles of probability
Band 5	<ul style="list-style-type: none"> • uses mathematical concepts, skills and techniques accurately • uses a variety of problem-solving strategies to solve mathematical problems across a range of familiar and unfamiliar contexts • applies sound reasoning to evaluate and construct mathematical arguments in familiar and unfamiliar contexts and to interpret and analyse mathematical models • uses symbols, numbers, words, diagrams and graphs to communicate mathematical ideas and reasoning • interprets representations of data to make predictions, inferences and conclusions • makes informed decisions about financial situations • carries out statistical processes to interpret and compare data • solves familiar problems involving uncertainty using the basic principles of probability
Band 4	<ul style="list-style-type: none"> • uses mathematical concepts, skills and techniques accurately in familiar contexts and in some unfamiliar contexts • uses some problem-solving strategies to solve mathematical problems in familiar contexts • applies reasoning to construct mathematical arguments in familiar contexts and to use mathematical models • uses symbols, numbers, words, diagrams and graphs to communicate mathematical ideas • uses information given in symbolic, tabular or graphical form to make predictions, inferences and conclusions • performs calculations in financial mathematics such as substituting into appropriate formulae • calculates summary statistics such as the mean and standard deviation • performs probability calculations to solve familiar problems
Band 3	<ul style="list-style-type: none"> • uses mathematical concepts, skills and techniques in familiar contexts • presents steps in sequence in the construction of simple mathematical arguments • uses numbers, words, diagrams and graphs to communicate mathematical results • uses information given in diagrammatic, tabular or graphical form to make some predictions, inferences and conclusions • draws simple diagrams when given clear instructions to assist in solving familiar mathematical problems • performs basic calculations in financial mathematics • calculates simple summary statistics such as the mode and range • performs simple probability calculations to solve familiar problems
Band 2	<ul style="list-style-type: none"> • uses basic mathematical concepts, skills and techniques to solve simple familiar problems with limited accuracy • uses numbers, words, simple diagrams and graphs to communicate mathematical results • uses information given in diagrammatic, tabular or graphical form to assist in solving some simple mathematical problems • performs some basic calculations in financial mathematics with limited accuracy • recognises language of probability
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

**Numeracy HSC CEC 2021 Assessment
Schedule**

		Task 1	Task 2	Task 3	Total
		Term 4, Week 7	Term 2, Week 6	Term 3, Week 5	
Outcomes		N6-1, N6-2.1, N6-2.4, N6-3.1, N6-3.2	N6-1, N6-2.1, N6-2.2, N6-2.3, N6-5	N6-1, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2	
Assessment Type		Investigation	In Class Task	Learning Portfolio	
Component	Syllabus Weightings (%)				
Understanding, Fluency and Communication	50	10	20	20	50
Problem Solving, Reasoning and Justification	50	20	10	20	50
TOTAL	100	30	30	40	100

Numeracy HSC CEC Outcomes:

- N6-1** develop numerical reasoning and mathematical thinking skills needed in everyday contexts to solve problems, evaluate results and communicate solutions using appropriate language
- N6-1.1** recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2** applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3** determines whether and estimate or an answer is reasonable in the contexts of a problem, evaluates results and communicates a conclusion
- N6-2** develop the capacity to choose and apply techniques to effectively meet the numeracy demands of life in personal and community, workplace and employment, and education and training contexts
- N6-2.1** chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2** chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3** chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4** chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5** chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-3** develop the capacity to use numerical reasoning and mathematical skills and techniques, aided by appropriate technology, to organise, represent and analyse information, and interpret practical situations
- N6-3.1** chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2** chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical

Course Performance Descriptors

Band 6	<ul style="list-style-type: none">• Demonstrates extensive knowledge and skills appropriate to the course• Applies appropriate mathematical concepts, skills and techniques consistently and accurately in familiar and unfamiliar contexts• Selects and uses a variety of problem-solving strategies to solve mathematical problems• Applies mathematical reasoning and interprets mathematical models• Communicates effectively using appropriate mathematical notation, diagrams and graphs
Band 5	<ul style="list-style-type: none">• Demonstrates thorough knowledge and skills appropriate to the course• Applies appropriate mathematical concepts, skills and techniques consistently in familiar contexts• Selects and uses some problem-solving strategies to solve mathematical problems• Uses mathematical reasoning and interprets familiar mathematical models• Communicates using appropriate mathematical notation, diagrams and graphs
Band 4	<ul style="list-style-type: none">• Demonstrates sound knowledge and skills appropriate to the course• Uses mathematical concepts, skills and techniques in familiar contexts• Selects and uses some problem-solving strategies to solve mathematical problems with limited success• Uses mathematical reasoning• Communicates using mathematical notation, diagrams and graphs
Band 3	<ul style="list-style-type: none">• Demonstrates basic knowledge and skills appropriate to the course• Uses a limited range of mathematical concepts, skills and techniques• Uses some mathematical reasoning• Uses mathematical notation, diagrams and graphs
Band 2	<ul style="list-style-type: none">• Demonstrates limited knowledge and skills appropriate to the course• Uses minimal mathematical techniques• Uses some simple mathematical notation or diagrams
Band 1	<ul style="list-style-type: none">• Below minimum standard in all areas

HSC Music 1 Assessment Schedule 2020/21						
		Task 1	Task 2	Task 3	Task 4	Total
		Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4	
Topics		Own Choice Topic 1	Own Choice Topic 2	Own Choice Topic 3	Trial Exam	
Outcomes		H1, H2, H4	H1, H3, H4, H7, H8	H1, H2, H4, H5, H6	H1, H4, H6	
Component	Syllabus Weightings (%)	Outcomes dependent on the Electives chosen by individual students				
Performance	10%	5%	-	5%	-	10%
Composition	10%	-	10%	-	-	10%
Musicology	10%	5%	-	5%	-	10%
Aural	25%	5%	5%	10%	5%	25%
Elective 1	15%		10%		5%	15%
Elective 2	15%			5%	10%	15%
Elective 3	15%			5%	10%	15%
TOTAL	100	15%	25%	30%	30%	100

HSC Music 1 Outcomes

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 critically evaluates and discusses performances and compositions
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9 performs as a means of self-expression and communication
- H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11 demonstrates a willingness to accept and use constructive criticism

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • displays extensive knowledge and skills about the concepts of music and of music as an art form in a variety of cultural and historical contexts • displays extensive understanding of the concepts of music in a diverse range of aural experiences • communicates a comprehensive understanding of the concepts of music and makes extensive musical observations on the chosen topic • performs with a high level of technical skill and stylistic interpretation • composes with a high level of stylistic understanding and musical discrimination
Band 5	<ul style="list-style-type: none"> • displays detailed knowledge and skills about the concepts of music and of music as an art form in a variety of cultural and historical contexts • displays a detailed understanding of the concepts of music in a diverse range of aural experiences • communicates a thorough understanding of the concepts of music and makes detailed musical observations on the chosen topic • performs with sustained technical skill and an understanding of style • composes with a thorough stylistic understanding and musical discrimination
Band 4	<ul style="list-style-type: none"> • displays sound knowledge and skills about the concepts of music and of music as an art form in a variety of cultural and historical contexts • displays a clear understanding of the concepts of music in a diverse range of aural experiences • communicates a clear understanding of the concepts of music and makes sound musical observations on the chosen topic • performs with sound technical skill and a sense of style • composes with a sound stylistic understanding
Band 3	<ul style="list-style-type: none"> • displays basic knowledge and skills about the concepts of music and of music as an art form in a variety of cultural and historical contexts • displays a basic understanding of the concepts of music across a range of aural experiences • communicates a basic understanding of the concepts of music and makes musical observations on the chosen topic • performs with a basic technical skill and an inconsistent awareness of style • composes with a basic stylistic understanding
Band 2	<ul style="list-style-type: none"> • displays limited knowledge and skills about the concepts of music and of music as an art form in a variety of cultural and historical contexts • displays a simplistic understanding of the concepts of music in aural experiences • communicates a limited understanding of the concepts of music and simple musical observations on the chosen topic • performs with a limited interpretive and technical skill • composes with a limited stylistic understanding
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

HSC – PDHPE – Assessment Schedule						
		Task 1	Task 2	Task 3	Task 4	Total
		T4 W10	T2 W6	T3 W3	T3 W5/6	
Outcomes		H1, 2, 3, 4, 5, 15	H1, 2, 3, 4, 5, 7 8, 9, 10, 11, 14, 15, 16	H7, 8, 9, 10, 16, 17	H1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	
Component	Syllabus Weightings (%)	Core 1 Health Priorities in Australia	Factors Affecting Performance & Improving performance	Sports Medicine	Trial HSC Exam	
Knowledge and understanding	40	10	10	5	15	40
Skills Application	30	0	10	5	15	30
Critical Thinking	30	5	10	5	10	30
TOTAL	100	15	30	15	40	100

PDHPE Outcomes

- H1 describes the nature and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health **(Option 1)**
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport **(Option 2)**
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity **(Option 3)**
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Course Performance Descriptors

Band 6	<ul style="list-style-type: none"> • demonstrates extensive knowledge and understanding of the range of concepts related to health and physical performance • comprehensively applies theoretical principles to design and evaluate specific strategies for improving health, participation and performance • demonstrates a superior understanding of the interrelated roles and responsibilities of individuals, groups and governments in the management and promotion of health • critically analyses movement and the range of factors that affect physical performance and participation • provides relevant and accurate examples to justify complex arguments about health, participation and performance
Band 5	<ul style="list-style-type: none"> • clearly expresses ideas that demonstrate a thorough understanding of health and physical performance concepts • identifies strategies for improving health, participation and performance and discusses the links between individual health behaviour, social issues and community health status • demonstrates a detailed understanding of the interrelated roles of individuals, groups and governments in the management and promotion of health • demonstrates an understanding of the interrelationships between the various factors that impact on physical performance • supports particular arguments thoroughly by using relevant examples and current information on health, participation and performance
Band 4	<ul style="list-style-type: none"> • demonstrates a clear understanding of the broad concepts that relate to personal health and physical performance • relates strategies for managing the major causes of sickness and death to the contributing risk factors • demonstrates a sound understanding of the roles of individuals, groups and governments in promoting health • describes a range of factors that affect the quality of physical performance • communicates information in a clear and logical way providing some examples about health, participation and performance
Band 3	<ul style="list-style-type: none"> • uses basic definitions and facts when explaining health and physical performance concepts • identifies the major causes of sickness and death and understands that a healthy lifestyle is a desirable goal • demonstrates an understanding of the need for government and community action in relation to promoting health • identifies some relevant factors which influence physical performance • provides basic support for the arguments presented on health, participation and performance
Band 2	<ul style="list-style-type: none"> • recalls some simple facts and writes brief descriptions • demonstrates an understanding of elementary terms and recognises simple cause and effect relationships as they apply to health and movement • outlines some factors affecting health and identifies relevant illness prevention measures • demonstrates an understanding of general movement principles • provides limited support for the arguments presented on health, participation and performance
Band 1	<ul style="list-style-type: none"> • Below minimum standard in all areas

HSC Assessment Schedule: SLR (LAP)						
		Task 1	Task 2	Task 3	Task 4	Total
		Resistance Training Program: Week 8, Term 4	Practical coaching lesson: Week 8, Term 1	Cardiovascular fitness Training Program: Week 9, Term 2	Game Development: Week 5, Term 3.	
Outcomes		1.2, 2.2, 2.3, 2.5, 3.2	1.1, 2.1, 3.1, 3.4, 4.1, 4.4	1.2, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 2.1, 4.1.	
Component	Syllabus Weightings (%)					
Knowledge and understanding	30	10	5	10	5	30
Skills Application	35	5	15	5	10	35
Critical Thinking	35	10	5	10	10	35
TOTAL	100	25	25	25	25	100

SLR Assessment Schedule 2020/21 (LCCS)						
		Task 1	Task 2	Task 3	Task 4	Total
		Individual Games and Sports Applications	Sports Administration	Athletics	Sports Coaching	
		T4, W10	T1, W11	T2, W10	T3, W10	
Outcomes		1.1 1.3 2.1 2.2 3.1 3.2 3.6 4.1 4.4 4.5	1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	
Component	Syllabus Weightings (%)					
Knowledge and understanding	35	10	10	10	5	
Skills Application	35	10	5	10	10	
Critical Thinking	30	5	10	5	10	
TOTAL	100	25	25	25	25	100

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

HSC Work Studies Assessment Schedule-2021						
		Task 1	Task 2	Task 3	Task 4	Total
		T4 W10	T1 W6	T2 W3	T3 W3	
Component	Syllabus Weightings (%)	Personal Finance	Work place Issues	Experiencing Work-Workplace Diary	Interview and Portfolio	
Knowledge and understanding	30	5	5	10	10	30
Skills	70	15	20	15	20	70
Task Value	100	20	25	25	30	100
Outcomes Assessed		1,2,3,6	1,2,5	2,3,4,5,7,8,9	1-9	

HSC Work Studies Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Assessment Schedule for HSC VET Courses

Formal Assessment

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways e.g. written tasks, practical demonstration, portfolio or assignment. (See following table)

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory, OR 'Not Yet Competent' if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses.

Formal Assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by NESAs on behalf of Public Schools NSW – Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO. Refer to RTO Student Guide for further information and process

Work placement is a mandatory HSC component. A minimum of 70 hours must be completed during a 240 hour course. Note that:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the assessment summary

The Optional HSC Examination is:

- independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification
- optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.
- The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. You will be asked to complete a trial examination to practice appropriate written tasks under examination conditions to determine the estimated mark.

Assessment Summary AHC20116 Certificate II in Agriculture

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	To be confirmed in local schools
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Week 5 Term 3 2020

Assessment Plan		Evidence gathering techniques							
Trainers must deliver and assess Cluster 1, 2, 3, 4, at least one of Cluster 5 and 6 and then select optional clusters to total 18 units									
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	HSC examinable
Cluster 1 – Participate in WHS Processes									
AHCWHS201	Participate in WHS processes	✓		✓	✓		✓		✓
Cluster 2 – Working in the Industry									
AHCWRK209 AHCWRK204 ACHWRK205	Participate in environmentally sustainable work practices Work Effectively in Industry Participate in workplace communications	✓		✓	✓	✓	✓		✓ ✓
Cluster 3 – Weather									
AHCWRK201	Observe and report on weather	✓			✓		✓		✓
Cluster 4 - Chemicals									
AHCCHM201 AHCPMG201	Apply Chemicals Under Supervision Treat Weeds	✓			✓	✓			✓
Cluster 5 – Healthy Animals									
AHCLSK202 AHCLSK205 AHCLSK206 AHCLSK204	Care for health and welfare of livestock Handle livestock using basic techniques Identify and mark livestock Carry out regular livestock observations	✓	✓		✓			✓	✓
Cluster 7 - Tractors									
AHCMOM202 AHCMMOM304 AHCBCIO201	Operate tractors Operate machinery and equipment Inspect and clean machinery for plant, animal and soil	✓		✓	✓				
Cluster 8 – Feed and Water Livestock									
AHCLSK211 ACHLSK209	Provide feed for livestock Monitor water supplies	✓		✓	✓				
Cluster 9 - Fencing									
AHCINF202 AHCINF201	Install, maintain and repair farm fencing Carry out basic electric fencing operations	✓	✓		✓				

Depending on the achievement of units of competency; the possible AQF qualification outcome is **AHC20116 Certificate II in Agriculture** or a Statement of Attainment towards **AHC20116 Certificate II in Agriculture**

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	To be confirmed with local schools
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Week 5 Term 3 2020

Assessment Plan		Evidence gathering techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test.	Third party report	Self-assessment	HSC examinable
Cluster: Working Together								
BSBWOR203	Work effectively with others			✓	✓			YES
BSBCMM201	Communicate in the Workplace							
Cluster: Safe and hygienic food preparation								
SITXFSA001	Use hygienic practices for food safety							YES
SITHCCC001	Use food preparation equipment	✓	✓		✓			
SITXFSA002	Participate in safe food handling practices							
Cluster: Café skills –assessed as single units								
SITHFAB005	Prepare and serve espresso coffee	✓	✓	✓	✓	✓		YES
SITHFAB004	Prepare and serve non-alcoholic beverages	✓	✓	✓	✓	✓		YES
Cluster : Safe and sustainable work practices								
SITXWHS001	Participate in safe work practices							YES
BSBSUS201	Participate in environmentally sustainable work practices	✓		✓	✓			
Cluster: Interacting with diverse customers								
SITXCCS003	Interact with customers							YES
SITXCOM002	Show social and cultural sensitivity	✓		✓	✓			
Cluster: Safely serving food and beverages								
SITHFAB007	Serve food and beverage	✓	✓	✓	✓	✓		YES
Cluster: Keeping up to date with industry								
SITHIND002	Source and use information on the hospitality industry				✓			YES
Cluster: Use hospitality skills effectively								
SITHIND003	Use hospitality skills effectively (holistic)	✓	✓			✓	✓	

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIT20316 Certificate II in Hospitality or a Statement of Attainment towards SIT20316Certificate II in Hospitality