



Chester Hill High School

Strength in Unity, Excellence in Education

YEAR 12 2022 ASSESSMENT HANDBOOK Term 4 2021 - Term 3 2022



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HSC Assessment Information for the 2022 Higher School Certificate

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PRINCIPAL'S MESSAGE

Welcome to Year 12 and the final preparation for your Higher School Certificate (HSC). You will have the opportunity to build upon the skills developed in Year 11, as well as strive to realise your potential over the remaining 12 months of academic study. It is expected that you will further develop your organisational and leadership skills as you engage in a range of sporting, cultural and other school experiences.

The Chester Hill High School (CHHS) Assessment Policy Handbook provides the rules, expectations and procedures that CHHS will use when assessing student achievement during the HSC year. The handbook is issued to all students and is available on the school website allowing parents/ caregivers and students access to assessment task information for each of the courses offered at CHHS. There are specific rules and policies that govern the obligation of the student and the school with regards to HSC assessment and unforeseen circumstances. These rules and procedures are all contained in this handbook allowing student's access to the necessary steps and support when unexpected events and circumstances impact on student's lives in the HSC year. This handbook and policy will be used by the school when reviewing any variation to the planned assessment process the school has in place. The NSW Educational Standards Authority (NESA), the Department of Education and Chester Hill High School have developed a number of procedures to ensure students are supported during the HSC. I encourage all students and their parents/caregivers to become familiar with the assessment requirements of each course studied and the overarching school assessment rules and policies.

We look forward to working with you and supporting you as you progress towards the Higher School Certificate.

Maria O'Harae

Assessment Policy and Procedure – HSC – Year 12

School assessment allows for the measuring of all the stated outcomes of the HSC courses as contained in the syllabus documents and not just those which are easily examined in an external examination. The assessment allows for the assessing of a student's progress in Year 12. In particular, it allows for the assessing of practical and oral skills, so important yet so difficult to examine.

The school assessment policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.

Assessment at Chester Hill High School encourages the progressive development of skills and knowledge whilst ensuring:

- equity;
- consistency across courses and faculties;
- fairness in marking and reporting; and
- coordination of the assessment program to ease the load on students.

It has also been designed to:

- Assist students who would otherwise be disadvantaged by illness or misadventure.
- Ensure that all appeals are dealt with fairly and consistently.
- Promote and protect the best interests of all students.

This handbook has been prepared to assist parents/caregivers and students in understanding the procedures used in arriving at assessment marks for HSC courses. The Higher School Certificate (HSC) Rules and Procedures guide must be read by all students entered for an HSC course, which is available online at:

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

What is Assessment?

Assessment is a process of identifying, gathering and interpreting information about student learning. Assessment is designed to provide information on student achievement and progress in each course in relation to syllabus standards, and to report on the standard of performance attained at the end of the course.

The HSC requires a standards-referenced approach to assessment and reporting. A standards-referenced approach means that the achievements of students are assessed and reported against specified standards that are established for each course as specified in each syllabus.

These standards are established in the HSC through:

- Knowledge, skills and understandings expected to be learnt by students studying a course;
- The standard set out in the syllabus; and
- The levels of achievement reached by the students against the 6 performance bands of the syllabus.

Together, the following specify what is to be learnt and how well it is achieved.

- Assessment measures performance through the whole course. Every course outcome will be measured at least once.
- Students must satisfy the assessment requirements for the Year 11 Course before commencing the HSC course. Assessment for the HSC course must not commence until the completion of the Year 11 course.

How Will Assessment Be Undertaken?

- The NSW Education Standards Authority (NESA) has provided a range of documents for each NESA course. These documents include a syllabus, assessment and reporting supplement, sample assessment tasks and sample examination papers. The assessment program for each subject is devised using these documents. The documents are available on the NESA website and should be consulted by students.
<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>
- The syllabus contains a statement of outcomes for each course. At some point during the assessment program, every one of the outcomes must be assessed.
- Each syllabus lists components that must be followed by all schools, although schools will differ in how they assess the components.
- Each course will require a different number of assessment tasks to adequately assess the course. NESA encourages teachers to assess student progress and achievement so that students will not be completely overwhelmed by assessment tasks. This will usually mean that students will undertake no more than 4 tasks for each subject during the HSC course.

The Higher School Certificate

NESA and our school work together to record your educational achievement. From Year 10, you can access all your personal study details and results that NESA holds through your Students Online account. NESA will also provide you with the credential you have achieved.

To be awarded your HSC you must:

- complete Years 11 and 12;
- satisfy all HSC course requirements;
- meet the HSC minimum standard of literacy and numeracy.

Results of HSC courses satisfactorily completed appear on the Higher School Certificate Record of Achievement and on a separate Course Report.

Allocation of Marks

Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement. Marks are based on the standard of achievement reached.

Your HSC mark for 1-unit courses (including Extension courses) will be reported on a scale of 0 to 50.

HSC Eligibility Requirements

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

- have been granted a RoSA or equivalent that NESA considers satisfactory
- have attended a NSW government school, an accredited non-government school, TAFE or a NESA-recognised school outside NSW
- have completed HSC: All My Own Work (or its equivalent), unless entered in a pattern of study comprising only Life skills courses for Year 11 and Year 12
- satisfactorily complete courses in a Year 11 and Year 12 pattern of study required by NESA (detailed below)
- demonstrate a minimum standard of literacy and numeracy
- sit for and make a serious attempt at the required HSC examinations

Certain patterns of study and course requirements also apply. Students must satisfactorily complete

- a preliminary pattern of study that includes at least 12 units
- a HSC pattern of study that includes at least 10 units.
- both patterns of study must include at least:
 - 6 units from Board Developed Courses
 - 2 units of a Board Developed Course in English
 - 3 courses of 2 or more units (either Board Developed or Board Endorsed courses)
 - 4 courses

The Preliminary Course will be assessed and the school will report the final assessment to NESA as a Grade. A satisfactory assessment in courses is necessary for progress to the Higher School Certificate. The Preliminary Course assessment **will not** contribute to the Higher School Certificate assessment (except in the case of Mathematics where up to 20% of the HSC may come from the Preliminary Course). All students must have completed all assessment requirements for each course studied in Preliminary prior to proceeding to the HSC courses.

In Year 12, a student **may only reduce the number of units** studied for the HSC from 12 units to the minimum requirement of 10 units **with parental consent**. Students and parents complete an **Expression of Interest Change of Course Form, (obtained from the Deputy Principal)** indicating the course they wish to discontinue and a change in the number of units. Students may also elect to change their HSC pathway to a NON-ATAR HSC.

When a change of HSC pathway, from ATAR to NON-ATAR, is requested, the parent will be contacted by the Deputy Principal to confirm their approval and knowledge of the requested change.

Satisfactory Completion of a Course

The following course completion criteria refer to both Preliminary and HSC courses:

Course Completion Criteria

- (a) **followed** the course developed or endorsed by NESA;
- (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.

A student will be considered to have satisfactorily completed the Preliminary and HSC courses, if in the Principal's view, there is sufficient evidence that the student has met the course completion criteria.

"Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied." (NESA Manual (ACE 8021))

The Department of Education attendance requirement for any student is 90%. Any attendance which falls below 90% may jeopardise course completion.

Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by the Universities Admissions Centre (UAC). It is important to note that **the ATAR is a rank, not a mark**, and it is designed only to be used for university course entry.

Calculation of the ATAR

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- your best two units of English; and
- your best eight units from your remaining units, with the provision that no more than two units of Category B courses be included.

The ATAR is optional.

Post-School Pathways

➤ Applying for university in Year 12

If you want to apply for university after completing the HSC, you will need an Australian Tertiary Admission Rank (ATAR). Here is some information about the ATAR: <https://www.uac.edu.au/future-applicants/atar>

Applying for universities of your choice:

- You need to register with UAC - Universities Admission Centre <https://www.uac.edu.au/>
- Applications usually open 1 April and close 30 September of each year. There is a fee of usually \$70.
- If you apply after 30 September, the fee increases to \$200.
- Students are recommended to start researching courses starting with the UAC courses search tool: <https://tinyurl.com/d5cm46cr>
- Also, on the UAC website you need to read and understand
 - Schools Recommendation Scheme (SRS) for early entry considerations.
 - Educational Access Scheme (EAS), this supports students that are experiencing disadvantage by allocating adjustment factors.
- A hard copy of the UAC Guide is issued to Year 12 students usually in Term 2, it is a complete information resource helping students with the UAC application process. The electronic version is always available before the book, and it is advertised on the UAC website.

➤ Planning to go to TAFE

Research the courses that TAFE has to offer: <https://www.tafensw.edu.au/courses>. Applications usually open in September /October for courses that commence in the following year. In preparation you must register your interest in the courses you want to apply for by clicking on the Enquire Now tab. Ensure that you have a Unique Student Identifier (USI). You will need this for enrolment. To create one go to: <https://www.usi.gov.au>

➤ Other Private Colleges

The most popular private institutions are included in the UAC Guide for the convenience of Year 12 students. Their application process is different, you need to apply directly to these universities and colleges not through UAC. Some students might find smaller private colleges that offer similar courses to TAFE, again you will need to apply directly to these private colleges.

➤ Career Plan Interview

All Year 12 students are encouraged to book an interview with the Careers Adviser for individual careers counselling about post-school plans. Students can obtain help with applications for university, scholarships, special entry schemes, TAFE, private colleges, and employment.

Your Rights and Responsibilities in HSC Assessment

You have the right to:

- Be informed of the assessment policies of your school and NESA.
- Receive clear guidelines relating to the requirements of each assessment task. These will be issued to you in hard copy. The template of the Chester Hill High School Assessment Task Notification Sheet is provided as Appendix 1.
- Be told in advance of the due date for each assessment task.
- Query the mark for an individual task at the time it is returned to you.

You have the responsibility to:

- Become familiar with and follow the assessment requirements set by the school.
- Monitor upcoming tasks by reference to this handbook.
- Sit for tasks at the time specified on the assessment program.
- Hand in tasks to the class teacher during timetabled lessons on the designated date. Work submitted after this time will be classified as late.
- Follow the correct procedures if a due date is missed.
- Complete all set tasks on time or talk to your Head Teacher about what is required if you cannot meet a deadline.
- Avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is your own, or acknowledges the contribution of others.
- Follow up any concerns you have with tasks at the time they are returned to you.
- Demonstrate sustained diligence and effort in each course
- Complete all set tasks (not just assessment tasks) in order to achieve course outcomes
- Attend classes regularly and ensure your attendance does not fall below 90% to meet each course requirement
- Participate in all lessons constructively

Information to be Provided to Students

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

- When the assessment tasks are scheduled and the relative weighting attached to each assessment task;
- What aspects of the course will be assessed; including the relevant syllabus outcomes;
- Written notification at least two (2) weeks in advance of the scheduled assessment task (Appendix 1);
- How they will be assessed, e.g. essays, test, practicals, orally

Assessment tasks of the same type and the same weighting are given to all classes studying the same course.

At the completion of each task, students will receive: a mark, a rank, an indicative cumulative rank; and where applicable, the marking criteria and feedback concerning areas for further improvement.

This Assessment Handbook is issued to each student and outlines each subject's assessment schedule. Students will be advised, **at least two weeks in advance**, of any task that is to be used for assessment purposes. They will be issued with an Assessment Task Notification (Appendix 1). Students will be issued the task in class. The Assessment Task Notification will also be placed on the google classroom (or alternative electronic platform being used by the course) on the date of issue. The student must sign to acknowledge receipt of the Task Notification.

In the event of a student being unable to complete an assessment task for an approved reason, a substitute task or an estimated assessment may be given.

Note: Assessment Tasks should be returned within two weeks of the date of the Task/Examination.

Rescheduling of assessment tasks

The assessment schedules published in this handbook and online for each course are accurate at the time of printing. However, due to a range of circumstances, the head teacher may sometimes need to reschedule a due date for an assessment. In these circumstances:

- Notification is given to students in writing.
- Every student must sign a class list to say they have received the revised task and/or new due date.

Assessment Tasks

Assessment Task Notification

Students will be advised in writing, at least two weeks in advance, of the:

- assessment components which will be assessed in the course;
- outcomes being assessed in the task;
- date due of the task;
- task and what is required; and
- assessment criteria for marking that will be used for the task.

Students must receive adequate feedback in relation to the task and their performance. Reports will be issued twice a year.

Completion of Assessment Tasks

Students must complete all assessment tasks. This applies even to assessment tasks where the student knows they will receive zero due to lateness, as failure to complete/submit tasks carries additional consequences. Where a student has been given zero marks because of failure to complete assessment tasks totalling more than 50% of the final course assessment mark, the Principal must certify that the course has not been studied satisfactorily and neither the examination mark nor the assessment mark will be recorded on the HSC. This could also mean that a student becomes ineligible for the award of a Higher School Certificate as he/she has achieved less than 10 units.

Submission of Assessment Tasks

Assessment tasks should be submitted at the beginning of the timetabled lesson of that subject on the due date, but no later than 3pm. Any changes to this rule will be clearly stated in the Assessment Task Notification issued by the faculty/teacher. Tasks completed at home must be submitted directly to the teacher in person or electronically via the method outlined on the assessment notification. Every written assessment task must have a notification sheet (Appendix 1). In the event of the teacher being unavailable, assessment tasks must be submitted to the Faculty Head Teacher or failing that, to the Deputy Principal Stage 6. Students should ensure that they receive an official CHHS receipt slip for every task they submit.

Oral Tasks

Students must be ready to present Oral Assessment Tasks on the specified due date. Students must submit a hard copy of their presentation on the due date of the task.

Electronic Submission of Assessment Tasks

Students are not to assume that they may submit assessment tasks by email or other digital media. However, on some occasions, the Head Teacher may allow students to submit electronically. Head Teachers may also require students to hand in a printed copy of the task. Any such instructions will be made clear on the assessment task notification.

When this is required or permitted, the task may be submitted electronically in the manner stipulated on the assessment notification. When electronic submission does occur, the following rules will apply:

- The school will not be responsible for unreadable, unusable or virus infected files or media.
- The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format that can be read by most school computers.
- The assessment task should be readily identifiable.

The school will not be responsible for not receiving emails. If submitting work by email, students must request that the teacher let them know that he/she has received their work.

Technology failure (or printer breakdown) is NOT, in itself, a valid reason for failure to submit a task by the due date.

Absence from an Assessment Task/Examination

Students must make every effort possible to be present at an assessment task.

If students are absent on the day of an assessment task or examination they must ring or email and notify the Deputy Principal of the absence before 9.00am.

Non-Completion of Assessment Tasks

Failure to submit, undertake or to ensure the effort is a genuine one

All assessment tasks must be submitted on time. If a student fails to complete an assessment task, or to submit an assessment task on time without a valid reason, a zero mark will be recorded for that task. The Head Teacher will contact parents/guardians informing them (by phone or letter) of the penalty involved. An 'N' Determination Warning letter will be sent home and parents/guardians will be asked to indicate that they have received this letter by returning the tear-off slip.

The student is still required to complete the task to meet course requirements. No mark will be awarded for the late task. If a student's attempt at a particular task scores zero then it is a matter for the teacher's professional judgement whether the attempt is a genuine one. The school may, where appropriate, substitute a task or in extreme circumstances estimate a student's marks based on other evidence.

If it appears that a student is at risk of not meeting assessment requirements in a course, an 'N' Determination warning must be given in writing in time for the problem to be rectified, and alert the student and parents/caregivers to the consequences of an 'N' Determination.

Work placement, excursions, extra-curricular activities are not a reason for non-completion of an assessment task. In practical subjects, non-completion of Major Works at progress checks will be considered by the teacher and Head Teacher, as non-completion of requirements and NESA policies followed. This may result in an 'N' Determination in the course.

Attendance Before a Task Is Due –

Truancy and Unacceptable Reasons for Absence Before a Task

Missing lessons for all or part of a school day in order to prepare for a task is considered malpractice. When a student deliberately misses lessons (including carnivals) in order to gain an advantage in a task, the Principal may decide to apply a penalty commensurate with the total time missed. Where a pattern of absence before a task is evident, the Principal may request that a medical certificate, a statutory declaration or other form of documentation be produced in order to avoid a penalty. Each case will be treated individually. If it is evident that malpractice has occurred, a penalty will result.

Illness and Misadventure Process for School Assessment Tasks

Assessment tasks must be submitted by the due date to avoid penalty. Students may lodge a misadventure application if circumstances beyond their control occur immediately before or during the assessment task, affecting their performance for an assessment task.

This may relate to:

- Illness or accident – that is, illness or physical injuries suffered directly by the student which allegedly affected the student performance in the tasks;
- Misadventure – any event beyond the student's control which hindered the completion of the assessment task. In such cases students must provide valid documentation.

Note: Family holidays (whenever booked) or social engagements are not grounds for misadventure

The responsibility to complete and submit an Assessment Task Illness/Misadventure Form rests with the student. Students **must** complete the Assessment Task Illness/Misadventure form (Appendix 2) and attach a doctor's certificate or other valid documentation on the morning of their first day they return to school and submit it to the relevant Head Teacher. They must also be prepared to submit their assessment (if not already done so) or sit their examination on their first day of return to school.

Failure to submit the relevant documentation, submit the task or sit their examination on their first day of return to school may result in the illness/misadventure application being declined.

Chronic Conditions

Students suffering from a chronic illness are only eligible for misadventure if the condition is exacerbated immediately before or during the assessment period, or if the student experiences symptoms during the test which impede performance.

Failure to provide a valid reason for the absence will result in a 'zero' mark being issued.

Other circumstances relating to illness or misadventure

When students present for an examination or assessment task while ill, or fall ill during the course of the examination or assessment task, they may make a claim for misadventure. Students must obtain a doctor's certificate covering the day of the assessment. The **Assessment Task Illness/Misadventure Form** (Appendix 2) must be submitted to the Head Teacher on the first day they return to school.

If a student attends an assessment task or examination while ill or subject to the effects of other misadventure and the Deputy Principal supports their appeal, the following procedure will be followed:

- The paper will be marked along with all the others;
- The Head Teacher will then examine the marks awarded compared to the student's other assessment marks and other evidence of the student's level of achievement;
- If the new mark achieved is the same or better than expectations based on the other evidence, no action will be taken;
- If the new mark is significantly below expectations, it will be adjusted to reflect the student's potential.

In cases where an estimate is awarded, the classroom teacher, in consultation with the Head Teacher, will exercise their professional judgement, using all available evidence of achievement, to provide for the most accurate estimate possible.

Misadventure **BEFORE** an assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation. However, if symptoms or effects of prior Misadventure are still in evidence on the day of the assessment task or examination, they may be accepted as grounds for a misadventure appeal.

Late attendance for an assessment task or examination

Students who arrive late for an assessment task due to circumstances beyond their control must report immediately to their Deputy Principal. The Deputy Principal will determine an appropriate course of action.

Extensions

Extensions for assessment tasks will not be given to students as this affects the fairness of assessment processes for all students. Students should submit all assessments on the due date and on time and can then, if there are grounds for misadventure, submit the **Assessment Task Misadventure Form** (Appendix 2).

The 'N' Determination Process

Students studying a Stage 6 course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

HSC students who do not make a serious attempt at a task or coursework may not receive marks for the course concerned. This may render some students ineligible for the award of the Higher School Certificate. Non-serious attempts include frivolous or objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. Non-serious attempts also include those where only multiple-choice questions are attempted or minimal effort is made.

To be eligible for the award of the Higher School Certificate, Principals must certify that students have met the eligibility and pattern of study requirements as detailed by NESA. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding NESA's policy on satisfactory completion of course requirements. If course requirements aren't completed satisfactorily, the following will occur:

Stage One – Warning Letter No. 1

1. Classroom teacher in consultation with the Head Teacher sends an 'N' determination warning letter home because of non-completion of an assessment task, coursework or failing to meet course requirements. The N Determination warning letter is sent within one week of the non-completion of an assessment task.
2. A new due date for the task is recorded on the letter.
3. The classroom teacher calls parent/caregiver to inform them of the first letter and to discuss strategies to assist and support the student in resolving the N-Determination warning.
4. The letter is generated and signed by the teacher, Head Teacher, Deputy Principal and Principal.
5. The letter is emailed to the parent/caregiver and posted to the residential address.
6. The tear off slip is returned to the Head Teacher or Classroom Teacher by the student.
7. The task needs to be completed to be redeemed but a 'zero' mark is recorded.

Stage Two – Warning Letter No. 2

1. A second 'N' Determination warning letter is sent home by the Teacher if **another** task is not completed or if the initial task has not been completed by the new due date or the student is failing to meet course requirements.
2. A new due date for the task is recorded on the letter.
3. The Head Teacher calls parents/caregivers to inform them of the second letter and to discuss strategies to assist and support students in resolving the N- Determination warning .
4. The letter is generated and signed by the teacher, Head Teacher, Deputy Principal and Principal
5. The letter is emailed to the parent/caregiver and posted to the residential address.
6. The tear-off slip is returned to the Head Teacher or classroom teacher by the student.
7. The task needs to be completed to be redeemed but a 'zero' mark is recorded.

Stage Three - Warning Letter No. 3 and subsequent warnings

If the student has not

- redeemed the assessment tasks or completed outstanding coursework by the due dates or
- fails to submit further assessment tasks or fails to meet course requirements

then subsequent N determination warning letters will be generated until resolved.

At the 3rd warning letter a recovery plan will be implemented by the Deputy Principal

1. A third 'N' determination warning letter is generated and signed by the teacher, Head Teacher, Deputy Principal and Principal
2. Parents/caregivers are invited for an interview with the Deputy Principal and Faculty Head Teacher and informed that their child is not meeting the requirements in that course for the HSC. At the interview, parents/caregivers and their child are issued with a recovery plan for the completion of all outstanding tasks and/or coursework.

Stage Four - Principal's Determination Form

- If the student has not completed the work required in the timeframe outlined in the recovery plan then a parent/caregiver meeting is organised with the Principal and Deputy Principal issuing the parents/caregivers and the student a *Higher School Certificate Non-Completion of Course Determination - Principal's Determination Form* informing them that the student has not met the requirements to satisfactorily complete the course.
- Parents will have the option to appeal this process to the school Principal. If the Principal declines the appeal, then parents may wish to appeal to NESA.

'N' Determination Appeals Policy

Students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of Achievement on the following bases:

- (a) Student appeals against 'N' Determinations;
- (b) Student appeals against assessment rankings in HSC courses.

Principal's Delegation

NESA has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Any course for which the Principal makes an 'N' Determination will not appear on any NESA credential. Students who receive an 'N' Determination in any Preliminary course may be permitted to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements.

Students who receive an 'N' Determination in any HSC course will have neither a moderated assessment mark nor an examination mark awarded for that course in that year.

Warnings

If at any time it appears that a student is at risk of receiving an 'N' Determination in any course for any reason, the Principal must advise the student of the possible consequences of an 'N' Determination in a course on Higher School Certificate eligibility. The Principal must:

- advise the student in writing in time for the problem to be corrected;
- advise the parent or guardian in writing (if the student is under 18 years of age);
- request from the student/parent a written acknowledgement of the warning;
- issue at least one follow-up warning letter; and
- retain copies of the warning notice(s) and other relevant documentation.

Principal's Determination

The Principal's Determination is the initial decision made by the principal under delegated authority from NESA. Where a principal has determined that a student has not satisfied NESA requirements in a course, the Principal must advise NESA.

Completion of Appeal Forms

The Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. Principals must also advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's Determination. NESA will review appeals only on the information submitted with the School Review Principal's Report form and the Student Appeal form. No further information will be sought, thus copies of all warning letters must be provided.

If a student does not wish to appeal, the Principal's Determination form should be retained at the school. If the student's appeal is successful at the school level, the Principal's Determination form, the Student Appeal form and the School Review Principal's Report form should be retained at the school. Notification must be sent to NESA so that the 'N' Determination can be removed. Principals are to complete and send to NESA the appropriate page of the School Review Principal's Report form.

If the student's appeal is unsuccessful at the school level, the Principal's Determination Form, the Student Appeal Form, the School Review Principal's Report Form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESA. The appropriate forms relating to 'N' Determinations must be submitted to NESA by the dates specified in the HSC timetable of actions.

Higher School Certificate Illness and Misadventure Process

Students may make an application to NESA if there are circumstances beyond their control that may have affected their performance at an examination or in preparation for an examination or a Major Work.

Illness and Misadventure Applications

Students may lodge an illness/misadventure application if they believe that circumstances occurring immediately prior to or during the Higher School Certificate Examination, and which were beyond their control, diminished their examination performance or stopped them from attending an exam.

The illness/misadventure provisions are open only to those students who have had an assessment mark submitted for the course in question.

The right to submit an illness/misadventure application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

Lodging the Application

The illness and misadventure process is available to support students who are unwell or have an accident or other misadventure at the time of a HSC exam. You need to submit a separate application and supporting evidence for each exam or exam component affected.

Application forms can be collected at the time of the exam, if it is safe for the student to attend, or through the school if the student is unable to attend the exam.

Always attend exams if you can, even if you have had an illness or misadventure. Speak to your principal before you decide not to attend an exam, and do not attend if a doctor advises you not to.

Step 1: Submitting an application to NESA

If it is safe to attend the exam as usual:

- When you arrive at the exam, notify the Presiding Officer of your illness or misadventure and ask for an illness/misadventure application form.
- Complete and submit the form to the Presiding Officer or the principal with the appropriate evidence shortly after the exam.
- The school will process the form and submit your application to NESA.

If it is NOT safe to attend the exam:

- Contact the school as soon as possible to advise of the issue.
- The school will provide an application form for you to complete and sign.
- Once completed and signed, provide the school with evidence and the school will submit your application to NESA.

If you apply for illness/misadventure, you will need to include advice from a relevant independent expert, for example a doctor or police officer, to show why you could not attend the exam. NESA will not uphold an illness/misadventure application if they do not consider that the reason for your absence is serious.

For performance exams or submitted works, you must apply within 1 week of the exam, performance or submission date. Your principal must sign your application. NESA will only consider late applications in exceptional circumstances.

Step 2: Review of your application by NESA

- The application and documentation, including statements from the Presiding Officer and the principal, is reviewed by a panel from NESA.
- The NESA panel will decide whether to uphold (approve) or decline your application.

If upheld

If you are unable to attend you will receive your moderated school assessment mark.

If you are able to attend you will receive either your moderated school assessment mark OR your actual exam mark - whichever is higher.

If declined

If your application is declined, you will be awarded the mark you achieved in the examination. If you were absent from the exam and your course only has one exam, you will not receive any result in that course. This could mean that you become ineligible for the Higher School Certificate.

Grounds for Illness and Misadventure Applications

The scaled examination mark is intended to be a measure of a student's performance in the examination. Therefore, an application must relate to illness or misadventure suffered at the time of the examination that has affected the student's performance in the examination.

Applications may be in respect of:

- illness or accident, that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination
- misadventure, that is, any other event beyond the student's control which allegedly affected the student's performance in the examination

The provisions of an illness and misadventure application does not cover:

- matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities;
- matters that could have been avoided by the student (for example, misreading of exam timetables or exam instructions, failure to enter for the examination in a course). In such instances Principals should, however, advise NESA of such events in writing;
- long-term illness such as glandular fever, asthma and epilepsy — unless there is evidence of a 'flare-up' during the examination (chronic illness is not in itself an acceptable basis for an appeal).
- attendance at sporting or cultural events

Evidence

In all cases, NESA requires evidence that clearly identifies the disadvantage experienced during the time the student was attempting to complete the examination. Supporting evidence from any source is acceptable but a student's application must include:

- (a) Illness Misadventure - Section A which requires information from the student explaining how he/she was affected in each examination session;
- (b) Illness Misadventure - Section B a report by the presiding officer (or classroom teacher for practical submissions) that outlines any observable signs noticed by the supervisor during each examination;
- (c) Illness Misadventure - Section C Independent Evidence completed by a medical practitioner and a specific medical certificate with details of the date of onset of the illness, plus any additional dates of consultation. In cases of misadventure, independent evidence from other sources (for example, police statements and/or statutory declarations) explaining how the student's performance in the examination may have been affected must be provided with the date and time of the occurrence and subsequent events;
- (d) a statement from the student's School Principal.
- (e) a signed student declaration

Group Applications - When the entire course candidature of an examination, or a significant proportion of it, is affected by illness or misadventure, principals need to submit a Group Appeal Form.

Appealing an Assessment Rank

The school will provide you with your assessment ranks (your final position in each school course) prior to the HSC examinations commencing. You will also find these in your students online account after the final HSC exam.

Talk to your teacher if you believe your ranking is incorrect

You cannot appeal your marks in individual assessment tasks. But if you feel you have been incorrectly ranked in a course, talk to your teacher immediately. If you are still not satisfied that your ranking is correct, you can apply to the principal for a review. In this review, the school will consider whether it:

- weighted its assessment tasks in line with the NESA requirements
- complied with its stated assessment program when deciding your final assessment mark
- miscalculated or made a clerical error when deciding your assessment mark.

If you want to apply for a review, you must do this before the NESA cut-off date. The school will tell you the review outcome and inform us if your assessment mark should change.

You can appeal to NESA if you are not satisfied with your school's response

If you are dissatisfied with the outcome of the school's review, you can ask your principal to lodge an appeal with NESA. NESA will only consider whether the school's review was:

- adequate for deciding items 1 to 3 above
- done properly.

NESA will not revise assessment marks or rank order. If they uphold your appeal, they will ask the school to correct any errors.

You can get an assessment appeal form from the Principal. You must lodge appeals to NESA at the school by the cut-off date on the form. NESA will not process any appeals after this date.

What is Malpractice in HSC Assessment?

Malpractice, or cheating, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating. Some examples of behaviour considered to be cheating include, but are not limited to:

- Copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own.
- Using material directly from books, journals or the internet without acknowledging the source.
- Submitting work that contains a large contribution from another person, such as a parent, tutor, coach or subject expert, that is not acknowledged.
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.
- Collusion (allowing someone to copy your work); or
- Forbidden aids (this would include bringing into an examination situation secret notes, or any helpful electronic device not specifically allowed, whether or not it is used).

The examples above are generally referred to as **plagiarism**.

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher who will investigate the matter and, if proven, a zero will be awarded for the section that has been plagiarised.

In the case of **cheating** or **using an electronic device**, the whole examination **will** be cancelled and parents and caregivers will be notified.

The school attempts to assist students to avoid malpractice by:

- Ensuring all students have completed NESAs 'All My Own Work' Program to be eligible for the HSC;
- Teachers constantly reminding students of good and ethical practice;
- Signs displayed in appropriate areas, including the Library, explaining aspects of good practice.

It is a requirement of NESAs that any acts of malpractice be reported in a Malpractice Register on the NESAs website.

Disability Provisions

Disability provisions in the HSC

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's examination performance is likely to be affected.

Any HSC student with a disability recognised in the Commonwealth Disability Standards for Education 2005 can apply for disability provisions.

The definition of 'disability' in the Disability Discrimination Act 1992 includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation.

Disability provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination.

Students who become ill during an examination period may be eligible to make an illness/misadventure application rather than a disability provisions application.

Parents/caregivers are responsible for providing all documentation and informing the school of their child's disability.

Successful applicants will be granted provisions that are appropriate as determined by NESA. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

Once NESA approves disability provisions, arrangements are made with NESA officers and the parents/guardians and student(s) will be notified

Administration of disability provisions for school-based tasks

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations. Students with a permanent or temporary disability that would impact on his or her ability to complete an assessment task should see the Head Teacher Learning Support who, in consultation with the relevant curriculum Head Teacher(s), will consider the type of provisions that will be provided.

The granting of school-determined provisions will not guarantee that similar provisions will be provided by NESA in the HSC examination. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual assessment.

Where students are granted disability provisions by NESA these same disability provisions will be applied for students in the Trial HSC and other assessment tasks where known beforehand.

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by NESA, then the student may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

Vocational Education and Training (VET) Courses

VET Courses Available at Chester Hill High School

These courses include:

- Business Services
- Retail Services
- Hospitality - Kitchen Operations

Students will be informed of the following aspects of the course by their teacher in class:

- Course requirements (specifics are provided at the beginning of the course due to the evolving nature of the training packages);
- Work placement information;

Completion of Course Requirements in a VET Course

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. If at any stage a student appears to be at risk of receiving an 'N' Determination in a VET course, the school will follow the same procedure as for any other HSC course.

VET Assessment

Competency Assessment

VET courses are competency-based. This requires students to develop the competencies, skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor they can effectively carry out the various tasks and combination of tasks listed to the standard required in the appropriate industry to be assessed as competent.

There is no mark awarded in competency-based assessment. Students are assessed as either **competent** or **not yet competent**. Students will be progressively assessed as either competent or not yet competent in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor. Competency based assessment determines the vocational qualifications that a student will receive.

External Assessment – HSC Examination

This is an optional examination and can be used for inclusion in the ATAR as a 'Category B' subject. This examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of the student to receive AQF qualifications.

The estimated mark for NESA will be made up from the Trial HSC Examination. This mark is required by NESA as an estimate for the HSC Examination and may be used if an accident or misadventure occurs.

Credentialing Courses in the VET Curriculum Frameworks

If the student elects to sit for the examination, the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of Achievement with an examination mark. If the student elects not to sit for the examination, these courses are reported without a mark. For all courses within the VET Curriculum Frameworks reference is made to other documentation. Schools are required to enter either an 'S' (Satisfactory) or an 'N' (Non-completion of course requirement) on the HSC Student Result Sheet using NESA course completion criteria as the basis for this decision. Schools are also required to inform NESA of units of competency achieved. Students can access their own information by logging on to their students online account.

Credentialing TAFE Delivered VET Content Endorsed Courses

TAFE delivered VET courses will be reported on the Higher School Certificate, Record of Achievement without a mark. Instead, reference will be made to separate documentation. Providers of these courses are required to enter either an 'S' (Satisfactory) or an 'N' (Non-completion of course requirement) on the HSC Student Result Sheet.

The Record of Achievement will report only the primary descriptor of the TAFE delivered VET course title. Students receive additional documentation from TAFE which provides more detailed information regarding the TAFE subjects studied and results obtained.

Work Placement - VET Courses

It is very important to consider the following information taken from the *ACE Manual* in relation to Work Placement, as part of the NESA mandatory course requirements. It should be noted that if a student fails to undertake any **mandatory work placement** component, it may be determined that the student has not made a genuine attempt to complete course requirements. In this case, the Principal can indicate that the course has not been satisfactorily completed and the student may be eligible for an 'N' Determination. For each 120 hours of course, 35 hours of work placement must be satisfactorily completed, that is, a 240-hour HSC course = 70 hours work placement. 35 hours are completed in Year 11 and 35 hours in Year 12.

For students enrolled in a 240-hour course who intend to withdraw from the course at the end of the Year 11 Preliminary course – they must have satisfactorily completed their work placement. This is a requirement of NESA.

Work placement opportunities will be offered to all students by the school. **It is the student's responsibility** to be ready to attend work placements offered and refusal to complete placement may result in an 'N' Determination. Students may negotiate to organise a suitable work placement and it must be approved by the school prior to commencement. This may require 4 – 6 weeks' notice in order to organise a suitable placement. Travel to and from the work placement is the student's responsibility.

Recognition of Students' Employment for Work Placement Purposes in a VET Course

Students' outside employment (that is, not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course either:

1. under NESA Policy on the Recognition of Prior Learning (RPL) for the Higher School Certificate, through which students may be granted advanced standing within a VET course following assessment by a qualified assessor, or
2. if undertaken concurrently with the VET course, the employment must meet the following conditions:
 - The minimum length of employment should be greater than the minimum hours of work placement;
 - The student should undertake the employment during the duration of course;
 - The workplace supervisor/employer should provide evidence of the range of syllabus learning outcomes and a diversity of experiences in the workplace that have been addressed during the student's employment;
 - The primary purpose of the employment function is related to the industry area of the course;
 - The enterprise providing the employment operates for commercial purposes and under commercial constraints or, in the case of other organisations such as welfare groups and government agencies, the work of the organisation accurately reflects the character and purpose of the industry.
 - Where a student is seeking to use existing employment for work placement purposes, teachers may consider the benefits of exposing the student to different workplace settings. Generally, only half the hours for a course will be considered.
 - Student achievement of competency should continue to be assessed by a qualified assessor. The partnership arrangement existing between schools and employers in delivering VET courses should be the same for students' employment as for students' work placements.
 - Where a student's existing employment is being recognised for work placement purposes, the student will be regarded as an employee of the enterprise for insurance purposes. Any arrangements made by schools and systems to protect the interests of employers providing work placements will not apply when students are working as employees.
 - Under NESA guidelines, Registered Training Organisations (other than schools) may organise work placements but this must be done in conjunction with the participating schools. The responsibility for approving concurrent employment for work placement purposes remains with the school.

Recognition of Prior Learning (RPL) for VET Courses

Recognition of Prior Learning (RPL) can be claimed prior to the beginning of and during the course. This may be of value to students who enrol from another school or may have learned skills outside of school. Students who enrol from another school will be asked to provide evidence of their competencies and work placement and any other relevant documentation. Discussion regarding RPL with course teacher and VET Coordinator is required and may be applied for at Chester Hill High School.

Students Transferring into VET Courses (regarding recognition of prior learning)

If a student wishes to enter a VET course at any stage after the course has commenced, he/she may be assessed by a qualified assessor using the following procedures:

- An RPL process which includes appropriate assessment methods. This requirement may be waived if the student provides satisfactory documentation attesting to completion of identical units of competency. (Records from other school/training organisations and validated assessment tasks may be used as evidence.)
- In assessing achievement of particular competencies, the assessor will need to make a judgement using performance criteria included in the training package (or assessment criteria in a non-framework course).
- Advanced standing for a unit of competency should only be granted where the student is able to demonstrate that all elements of competency have been achieved. The student would then be exempted from undertaking the unit of competency.
- If the student is not eligible for advanced standing, the school may provide additional tuition for the student.

Students Undertaking Multiple VET Courses

Students who undertake more than one VET course will be able to claim common units of competency in each course for credentialing of Statements of Attainment or Statements of Achievement from NESA. However, they will be able to claim the “hours” credit for a unit of competency in *one* VET course *only*. This may impact on elective units to be studied by some students.

VET Appeal Process

Students who wish to appeal against an assessment determination should consult their VET teacher for the relevant paperwork.

Step 1:

Student to clearly identify what it is they are appealing for – assessment task, unit of competency etc. to be specified and reason why they believe assessment was not to their satisfaction.

Step 2:

Written appeal with evidence is to be presented to the VET Coordinator.

Step 3:

A panel of Head Teacher, VET Coordinator, Stage 6 Deputy Principal as well as class teacher will review the appeal. A third VET teacher may be involved in discussing the appeal.

Step 4:

A determination of the outcome of the appeal will be provided to the student. Evidence of the appeal, process and outcome will be recorded and stored on student records.



Assessment Task Proforma

APPENDIX 1 - Assessment Task Proforma *(single-sided front page)*

Course:		Year:	
Topic:			
Assessment Name:			
DATE DUE:		Total Mark/Weighting	
STUDENT NAME:			
Progress Check FEEDBACK	<i>(Individualised based on task – tick a box or lines for feedback)</i> <input type="checkbox"/>		
Progress Check Date:		Marks	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: Date:



Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

Task Information

Important idea(s) being explored:	
Skills, Knowledge and understanding being demonstrated:	
Task Requirements:	<i>(optional checklist with tick-a-box for students)</i>
Syllabus Outcomes:	

I spent _____ hours working on this task.

The hardest part of this task was _____

Feedback from student about task:

The easiest was _____

What I have enjoyed most about learning in *SUBJECT* is _____

Learning in *SUBJECT* could be improved if: _____

Dear teacher, I need help in the following areas: _____

Success Criteria

		Mark /Grade				
Elements	Specific Criteria					
Understands the big idea(s)						
Literacy / Numeracy skills assessed						
Processes						
Demonstrates Skills						
Knowledge						
Understanding						

FEEDBACK from Teacher:

☐
☐

Completion of assessment during allocated class time ☐Excellent ☐ Moderate ☐ Limited

Task Mark		Task Rank	
Teacher Signature		Cumulative Course Rank	

Assessment Task Illness and Misadventure Form

APPENDIX 2

Chester Hill High School

Strength in Unity, Excellence in Education



ASSESSMENT TASK ILLNESS/MISADVENTURE FORM

Submit this form to the **HEAD TEACHER** on the **FIRST DAY OF YOUR RETURN TO SCHOOL**

Name of Student: _____ Year: _____

TASK: _____ Course: _____ DUE DATE: _____

Reason for missing the task/misadventure: _____

Parent/Caregiver _____ Student Signature: _____ Date: _____
Signature: _____

Doctor's Certificate attached? YES / NO

(Doctor's Certificate MUST be attached to this form if your reason is **ILLNESS**)

Other supporting documentation provided? YES / NO

If you were sick DURING an assessment, did you notify the teacher/DP immediately? **YES / NO**

HEAD TEACHER RECOMMENDATION: _____

Head Teacher Signature: _____ Date: _____

DEPUTY PRINCIPAL DECISION: _____

Deputy Principal (*in charge of year*): _____ Date: _____

OFFICE USE ONLY

Copy to ☐ Student

☐ File

☐ Head Teacher

COURSE ASSESSMENT SCHEDULES

Students sign to acknowledge receipt of the Assessment Schedules.

Students will be given at least two weeks' notice before each assessment task to confirm the date.


The assessment of a student's achievement throughout the HSC course is ongoing and is made at several points and in a variety of methods.


Satisfactory completion of classwork and assessable tasks is mandatory for students to continue to the HSC Examination. Unsatisfactory completion or failure to submit assessable tasks may result in an 'N' Determination being issued in the course.

STUDENT INSTRUCTIONS

- Refer to the Assessment Schedules for all your HSC courses.
- Assessment Calendar: Tear off the last 2 pages of this handbook and highlight the assessment tasks for your courses. This will help you to see at a glance when tasks are due, and therefore, help you with your organisation.
- Keep Assessment Handbook for future reference.

Remember: All efforts should be made to attend all assessment tasks. Absence from an assessment task will require a doctor's certificate as per NESA regulations.


2021 - 2022 HSC Assessment Schedule		HSC Ancient History (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
OUTCOMES						
AH12-1 accounts for the nature of continuity and change in the ancient world						
AH12-2 proposes arguments about the varying causes and effects of events and developments						
AH12-3 evaluates the role of historical features, individuals and groups in shaping the past						
AH12-4 analyses the different perspectives of individuals and groups in their historical context						
AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world						
AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument						
AH12-7 discusses and evaluates differing interpretations and representations of the past						
AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources						
AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms						
AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past						
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Source-based Task - take home task	Essay - in class task	Historical Analysis - take home task	Trial HSC Examination	
	Content	Core: Cities of Vesuvius: Pompeii and Herculaneum	Historical Period: Persia	Ancient Personality: Xerxes	All topics	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 6 TASK DUE: Term 4 Week 8	TASK ISSUED: Term 1 Week 8 TASK DUE: Term 1 Week 10	TASK ISSUED: Term 1 Week 7 TASK DUE: Term 2 Week 6	TASK ISSUED: Term 3 Week 2 TASK DUE: In Trial HSC Period Term 3 Weeks 4/5	
Knowledge and understanding of course content	40%	10%	10%	5%	15%	
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	5%		5%	
Historical inquiry and research	20%		5%	15%		
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%	
Outcomes		AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	AH12-1, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	AH12-2, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	AH12-3, AH12-5, AH12-6, AH12-7, AH12-9	
TOTAL WEIGHTING %	100%	25%	25%	25%	25%	


2021 - 2022 HSC Assessment Schedule		HSC Biology (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
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						
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Problem Solving and Data Processing Task	Practical Task	Depth Study	Trial HSC Examination	
	Content	Heredity	Genetic Change	Infectious Disease	All modules	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 7 TASK DUE: Term 4 Week 9	TASK ISSUED: Term 1 Week 5 TASK DUE: Term 1 Week 8	TASK ISSUED: Term 2 Week 7 TASK DUE: Term 2 Week 10	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Skills in working scientifically	60%	15%	10%	25%	10%	
Knowledge and understanding of course content	40%	5%	5%	10%	20%	
Outcomes		BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12	BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-13	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-14	BIO12-2, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
TOTAL WEIGHTING %	100%	20%	15%	35%	30%	

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
BUSINESS SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2021 - HSC 2022
 QUALIFICATION: BSB20115 Certificate II in Business
 Training Package: BSB Business Services (version 6.1)

NESA Course Code:
 2 U X 2 YR - 26101
2021 HSC Exam: 26199
LMBR UI Code:
 (11 OR 12) BSB20115226101B

TERM	UOC CODE	Unit of Competency	AQF Core/ Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements
							Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs 35 hrs Work placement
	BSBWHS201 BSBWOR204	Contribute to health and safety of self and others Use business technology	C E	M E	15 15	Cluster A: At the Office Written task, scenario, observation of practical work, risk assessment	
Term 2	BSBCUS201 BSBCMM201	Deliver a service to customers Communicate in the workplace	E E	M E	15 15	Cluster B: Service with a Smile Scenario, written task, presentation, role play	0% Preliminary Exam
Term 3-4 2021 Issued 8/8/21 Due 3/12/21	BSBSUS201	Participate in environmentally sustainable work practices	E	M	15	Cluster C: Quality presentations Scenario, written task, case studies, self-assessment	
	BSBITU213 BSBITU312	Use digital technologies to communicate remotely Create electronic presentations	E E	E E	10 15		
Term 3-4 2021 Issued T1W6 Due T1W8	7 HSC UOCs						35 hrs Work placement 100% Trial HSC Exam
	BSBITU307 BSBITU211	Develop keyboarding speed and accuracy Produce digital text documents	E E	E E	25 20	Cluster D: Fast and On Task Written task, teacher observation, portfolio of evidence, product assessment	
Term 1-2 2022 Issued T2W8 Due T2W10	BSBITU212 BSBINM201 TLIP2029	Create and use spreadsheets Process and maintain workplace information Prepare and process financial documents	E E E	E M M	15 20 20	Cluster E: Minding Your Own Business Written task, scenario, observation of practical work, portfolio of evidence	The final estimated exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	Term 3 2022 Issued T3W2 Due T3 W8	BSBINN201 BSBIND201	Contribute to workplace innovation Work effectively in a business environment	E E	M M	15 25	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 240			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

2021 - 2022 HSC Assessment Schedule		HSC Business Studies (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
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						
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Research Task	Topic Test	Stimulus-based Responses	Trial HSC Examination	
	Content	Human Resources	Operations	Finance	All topics	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 5 TASK DUE: Term 4 Week 9	TASK ISSUED: Term 1 Week 5 TASK DUE: Term 1 Week 8	TASK ISSUED: Term 2 Week 4 TASK DUE: Term 2 Week 7	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Knowledge and understanding of course content	40%	5%	15%	5%	15%	
Stimulus- based skills	20%			15%	5%	
Inquiry and research	20%	10%	10%			
Communication of business information, ideas and issues in appropriate forms	20%	5%		5%	10%	
Outcomes		H2, H3, H4, H5, H6, H7	H1, H3, H5, H6, H7, H8, H9	H5, H8, H9, H10	H1, H2, H3, H4, H5, H6, H9, H10	
TOTAL WEIGHTING %	100%	20%	25%	25%	30%	

2021 - 2022 HSC Assessment Schedule		HSC Chemistry (Board Developed Course - 2 unit)			CHESTER HILL HIGH SCHOOL
OUTCOMES					
CH12-1 develops and evaluates questions and hypotheses for scientific investigation					
CH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information					
CH12-3 conducts investigations to collect valid and reliable primary and secondary data and information					
CH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media					
CH12-5 analyses and evaluates primary and secondary data and information					
CH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes					
CH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose					
CH12-12 explains the characteristics of equilibrium systems and the factors that affect these systems					
CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models					
CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds					
CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes					
		TASK 1	TASK 2	TASK 3	TASK 4
	Task	Problem Solving Task: Investigating Equilibrium Systems	Practical Task: Models in Science	Depth Study Report: Analysis of Organic Substance	Trial HSC Examination
	Content	Equilibrium and Acid Reactions	Acid/Base Reactions	Organic Chemistry	All modules
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 6 TASK DUE: Term 4 Week 8	TASK ISSUED: Term 1 Week 7 TASK DUE: Term 1 Week 9	TASK ISSUED: Term 2 Week 7 TASK DUE: Term 2 Week 10	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5
Skills in working scientifically	60%	10%	15%	25%	10%
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Outcomes		CH12-4, CH12-6 CH12-7, CH12-12	CH12-1, CH12-2 CH12-3, CH12-6 CH12-7, CH12-13	CH12-1, CH12-2, CH12-3, CH12-4 CH12-5, CH12-7 CH12-14	CH12-2, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12 , CH12-13, CH12-14, CH12-15
TOTAL WEIGHTING %	100%	15%	25%	30%	30%




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 sociocultural factors that lead to special needs of individuals in groups
H3.2 evaluates networks available to individuals, groups and families within communities
H3.3 critically analyses the role 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 demands 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
7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
7.2 develops a sense of responsibility for the wellbeing of themselves and others
7.3 appreciates the value of resource management in response to change
7.4 values the place of management in coping with a variety of role expectations


		TASK 1	TASK 2	TASK 3	TASK 4
	Task	Case Study - A selected piece of technology	Research Task - Independent Research Task	Analysis - Investigation of Community Groups	Trial HSC Examination
	Content	Social Impact of Technology	Research Methodology	Groups in context	All topics
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 7 TASK DUE: Term 4 Week 9	TASK ISSUED: Term 1 Week 3 TASK DUE: Term 1 Week 10	TASK ISSUED: Term 2 Week 8 TASK DUE: Term 2 Week 10	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	10%	15%	20%
Outcomes		H2.3, H3.4, H4.2	H4.1, H4.2	H2.3, H3.1, H3.3, H5.1 H6.2	H1.1 H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2
TOTAL WEIGHTING %	100%	25%	20%	25%	30%


Highlighted in the above document are changes to the Assessment Schedule - these were made 04/02/2022 and communicated to students


2021 - 2022 HSC Assessment Schedule		HSC Drama (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
OUTCOMES						
<p>H1.1 uses acting skills to adopt and sustain a variety of characters and roles</p> <p>H1.2 uses performance skills to interpret and perform scripted and other material</p> <p>H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works</p> <p>H1.4 collaborates effectively to produce a group-devised performance</p> <p>H1.5 demonstrates directorial skills</p> <p>H1.6 records refined group performance work in appropriate form</p> <p>H1.7 demonstrates skills in using the elements of production</p> <p>H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions</p> <p>H1.9 values innovation and originality in group and individual work</p> <p>H2.1 demonstrates effective performance skills</p> <p>H2.2 uses dramatic and theatrical elements effectively to engage an audience</p>			<p>H2.3 demonstrates directorial skills for theatre and other media</p> <p>H2.4 appreciates the dynamics of drama as a performing art</p> <p>H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance</p> <p>H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements</p> <p>H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses</p> <p>H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements</p> <p>H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies</p> <p>H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements</p>			
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Research Task and Workshop Performance	Individual Project: Submission/Performance of Work Under Development	Group Performance Work in Progress	Trial HSC Examination Part 1 - Written examination Part 2 - Presentation of Group Performance	
	Content	Australian Drama and Theatre	Individual Project	Group Performance	All topics	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 2 TASK DUE: Term 4 Week 9	TASK ISSUED: Term 1 Week 3 TASK DUE: Term 1 Week 8	TASK ISSUED: Term 2 Week 2 TASK DUE: Term 2 Week 8	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Making	40%	10%	10%	10%	10%	
Performing	30%			20%	10%	
Critically Studying	30%	10%	10%		10%	
Outcomes		H1.3, H1.6, H3.1, H3.2, H3.3	***Teachers will select the appropriate outcomes based on the Individual Project option selected by each student.	H1.1, H1.2, H1.4, H1.5, H2.2	H3.1, H3.2, H3.3, H1.4, H1,5, H2.1, H2.2, H2.3	
TOTAL WEIGHTING %	100%	20%	20%	30%	30%	


2021 - 2022 HSC Assessment Schedule		HSC Economics (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
OUTCOMES						
H1	demonstrates understanding of economic terms, concepts and relationships					
H2	analyses the economic role of individuals, firms, institutions and governments					
H3	explains the role of markets within the global economy					
H4	analyses the impact of global markets on the Australian and global economies					
H5	discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts					
H6	analyses the impact of economic policies in theoretical and contemporary Australian contexts					
H7	evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments					
H8	applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts					
H9	selects and organises information from a variety of sources for relevance and reliability					
H10	communicates economic information, ideas and issues in appropriate forms					
H11	applies mathematical concepts in economic contexts					
H12	works independently and in groups to achieve appropriate goals in set timelines					
			TASK 1	TASK 2	TASK 3	TASK 4
	Task		In-Class Written Response	Topic Test	Stimulus-Based Report	Trial HSC Examination
	Content		The Global Economy	Australia's Place in the Global Economy	Economic Issues	All topics
COMPONENTS	WEIGHTING		TASK ISSUED: Term 4 Week 6 TASK DUE: Term 4 Week 9	TASK ISSUED: Term 1 Week 8 TASK DUE: Term 1 Week 10	TASK ISSUED: Term 2 Week 5 TASK DUE: Term 2 Week 8	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5
Knowledge and understanding of course content	40%		10%	10%	5%	15%
Stimulus-based skills	20%			10%	5%	5%
Inquiry and research	20%		5%	5%	5%	5%
Communication of economic information, ideas and issues in appropriate forms	20%		5%	5%	5%	5%
Outcomes			H1, H2, H3, H4, H5, H6, H7, H8,H10, H12	H1, H2, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2,H4, H7, H9, H10, H11, H12	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11
TOTAL WEIGHTING %	100%		20%	30%	20%	30%


2021 - 2022 HSC Assessment Schedule		HSC Engineering Studies (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
OUTCOMES						
H1.1	describes the scope of engineering and critically analyses current innovations					
H1.2	differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications					
H2.1	determines suitable properties, uses and applications of materials, components and processes in engineering					
H2.2	analyses and synthesises engineering applications in specific fields and reports on the importance of these to society					
H3.1	demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice					
H3.2	uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports					
H3.3	develops and uses specialised techniques in the application of graphics as a communication tool					
H4.1	investigates the extent of technological change in engineering					
H4.2	applies knowledge of history and technological change to engineering-based problems					
H4.3	applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems					
H5.1	works individually and in teams to solve specific engineering problems and prepare engineering reports					
H5.2	selects and uses appropriate management and planning skills related to engineering					
H6.1	demonstrates skills in research and problem-solving related to engineering					
H6.2	demonstrates skills in analysis, synthesis and experimentation related to engineering					
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Topic Test	Bridge Testing and Report	Aeronautical Research and Presentation	Trial HSC Examination	
	Content	Personal and Public Transport	Civil Structures	Aeronautical Engineering	All topics	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 5 TASK DUE: Term 4 Week 10	TASK ISSUED: Term 1 Week 5 TASK DUE: Term 1 Week 9	TASK ISSUED: Term 2 Week 5 TASK DUE: Term 2 Week 9	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Knowledge and understanding of course content	60%	10%	15%	15%	20%	
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	10%	15%	5%	10%	
Outcomes		H3.3, H4.1, H4.3, H5.1, H6.1	H1.2, H2.1, H3.1, H4.2, H6.2	H1.1, H2.2, H3.2, H5.2	H1.1, H2.2, H3.1, H4.1, H4.2	
TOTAL WEIGHTING %	100%	20%	30%	20%	30%	


2021 - 2022 HSC Assessment Schedule		HSC English Standard (Board Developed Course - 2 unit)			CHESTER HILL HIGH SCHOOL
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					
		TASK 1	TASK 2	TASK 3	TASK 4
	Task	Portfolio	Multimodal Presentation Writing and representing	Essay	Trial HSC Examination
	Content	Common Module and Module C	Module A and Module C	Module B	All Modules
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 5 TASK DUE: Term 4 Week 10	TASK ISSUED: Term 1 Week 5 TASK DUE: Term 1 Week 10	TASK ISSUED: Term 2 Week 5 TASK DUE: Term 2 Week 9	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	10%	15%
Outcomes		EN12-1, EN12-3, EN12-5, EN12-6, EN12-9	EN12-1, EN12-2, EN12-6, EN12-7, EN12-8, EN12-9	EN12-1, EN12-3, EN12-4, EN12-7, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7,EN12-8
TOTAL WEIGHTING %	100%	25%	25%	20%	30%


2021 - 2022 HSC Assessment Schedule		HSC English Advanced (Board Developed Course - 2 unit)			CHESTER HILL HIGH SCHOOL
OUTCOMES					
EA12-1 - independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure					
EA12-2 - uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies					
EA12-3 - critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning					
EA12-4 - strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts					
EA12-5 - thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments					
EA12-6 - investigates and evaluates the relationships between texts					
EA12-7 - evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued					
EA12-8 - explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning					
EA12-9 - reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner					
		TASK 1	TASK 2	TASK 3	TASK 4
	Task	Portfolio	Multimodal Presentation Writing and representing	Essay	Trial HSC Examination
	Content	Common Module and Module C	Module A and Module C	Module B	All Modules
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 5 TASK DUE: Term 4 Week 10	TASK ISSUED: Term 1 Week 5 TASK DUE: Term 1 Week 10	TASK ISSUED: Term 2 Week 5 TASK DUE: Term 2 Week 9	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	10%	15%
Outcomes		EA12-1, EA12-3, EA12-5, EA12-6, EA12-9	EA12-1, EA12-2, EA12-6, EA12-7, EA12-8, EA12-9	EA12-1, EA12-3, EA12-4, EA12-7, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5,EA12-6,EA12-7,EA12-8
TOTAL WEIGHTING %	100%	25%	25%	20%	30%

2021 - 2022 HSC Assessment Schedule		HSC English Studies (Board Developed Course - 2 unit) - Category B subject -Optional HSC Exam			CHESTER HILL HIGH SCHOOL 
OUTCOMES					
<p>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</p> <p>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</p> <p>ES12-3 - accesses, comprehends and uses information to communicate in a variety of ways</p> <p>ES12-4 - composes proficient texts in different forms</p> <p>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</p> <p>ES12-6 - uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</p> <p>ES12-7 - represents own ideas in critical, interpretive and imaginative texts</p> <p>ES12-8 - understands and explains the relationships between texts</p> <p>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</p> <p>ES12-10 - monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner</p>					
		TASK 1	TASK 2	TASK 3	TASK 4
	Task	Essay	Multimodal Presentation	Portfolio - Collection of classwork	Trial HSC Examination
	Content	Common Module	Module A	All Modules	All Modules
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 5 TASK DUE: Term 4 Week 10	TASK ISSUED: Term 2 Week 5 TASK DUE: Term 2 Week 10	TASK ISSUED: Term 1 Week 9 TASK DUE: Term 3 Week 2	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5
Knowledge and understanding of course content	50%	10%	10%	20%	10%
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	50%	10%	10%	20%	10%
Outcomes		ES12-1, ES12-3, ES12-5, ES12-6	ES12-2, ES12-5, EN12-7, E12-9	ES12-5, ES12-6, ES12-10	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9
TOTAL WEIGHTING %	100%	20%	20%	40%	20%


2021 - 2022 HSC Assessment Schedule		HSC English EALD (Board Developed Course - 2 unit)			CHESTER HILL HIGH SCHOOL
OUTCOMES					
<p>EAL12-1A - responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EAL12-1B - communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts</p> <p>EAL12-2 - uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies</p> <p>EAL12-3 - identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning</p> <p>EAL12-4 - applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts</p> <p>EAL12-5 - thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts</p> <p>EAL12-6 - investigates and evaluates the relationships between texts</p> <p>EAL12-7 - integrates understanding of the diverse ways texts can represent personal and public worlds</p> <p>EAL12-8 - analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning</p> <p>EAL12-9 - reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner</p>					
		TASK 1	TASK 2	TASK 3	TASK 4
	Task	Multimodal Presentation (Speaking, Listening and Representing/Viewing)	Reading and Writing Task	Imaginative Writing Task	Trial HSC Examination
	Content	Module A - Texts and Experiences	Module B - Language, Identity and Culture	Module D - Focus on writing	All topics
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 1 TASK DUE: Term 4 Week 10	TASK ISSUED: Term 1 Week 1 TASK DUE: Term 1 Week 9	TASK ISSUED: Term 2 Week 1 TASK DUE: Term 2 Week 8	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%
Outcomes		EAL12-1A, EAL12-1B, EAL12-2, EAL12-3, EAL12-4, EAL12-5, EAL12-7	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8	EAL12-2, EAL12-3 EAL12-5, EAL12-7, EAL12-9	EAL12-1A, EAL12-3 EAL12-5, EAL12-7 EAL12-8
TOTAL WEIGHTINGS %	100%	25%	20%	25%	30%


2021 - 2022 HSC Assessment Schedule		HSC Food Technology (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
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					
H5.1	develops, realises and evaluates solutions to a range of food situations					
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Industry Report and Investigation of Food Industry	Case Study: A Manufactured Food Product	Development of a Modified Food Product for a Specific Health Issue	Trial HSC Examination	
	Content	The Australian Food Industry	Food Manufacture	Food Product Development, Contemporary Food Issues	All topics	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 6 TASK DUE: Term 4 Week 10	TASK ISSUED: Term 1 Week 7 TASK DUE: Term 1 Week 11	TASK ISSUED: Term 2 Week 5 TASK DUE: Term 3 Week 1	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Knowledge and understanding of course content	40%	10%	10%	10%	10%	
Knowledge and skills in designing, researching, analysing and evaluating	30%	5%	5%	10%	10%	
Skills in experimenting with and preparing food by applying theoretical concepts	30%	5%	5%	10%	10%	
Outcomes		H1.2, H1.4, H3.1	H1.1, H4.2	H1.3, H2.1, H3.2, H4.1, H5.1	H1.1, H1.2, H1.3, H2.1, H3.1	
TOTAL WEIGHTINGS %	100%	20%	20%	30%	30%	


2021 - 2022 HSC Assessment Schedule		HSC Geography (Board Developed Course - 2 unit)			CHESTER HILL HIGH SCHOOL
OUTCOMES					
<p>H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity</p> <p>H2 explains the factors which place ecosystems at risk and the reasons for their protection</p> <p>H3 analyses contemporary urban dynamics and applies them in specific contexts</p> <p>H4 analyses the changing spatial and ecological dimensions of an economic activity</p> <p>H5 evaluates environmental management strategies in terms of ecological sustainability</p> <p>H6 evaluates the impacts of, and responses of people to, environmental change</p> <p>H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world</p> <p>H8 plans geographical inquiries to analyse and synthesise information from a variety of sources</p> <p>H9 evaluates geographical information and sources for usefulness, validity and reliability</p> <p>H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts</p> <p>H11 applies mathematical ideas and techniques to analyse geographical data</p> <p>H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples</p> <p>H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms</p>					
		TASK 1	TASK 2	TASK 3	TASK 4
	Task	Research Task	Fieldwork and Analysis	Extended Response	Trial HSC Examination
	Content	People and Economic Activity	Ecosystems at Risk	Urban Places	All topics
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 6 TASK DUE: Term 4 Week 9	TASK ISSUED: Term 1 Week 8 TASK DUE: Term 1 Week 10	TASK ISSUED: Term 2 Week 7 TASK DUE: Term 2 Week 9	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Geographical tools and skills	20%		5%	5%	10%
Geographical inquiry and research, including fieldwork	20%	5%	10%	5%	
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Outcomes		H1, H4, H5, H6, H7, H8, H10, H11, H12, H13	H1, H2, H5, H6, H8, H9, H10, H11, H12, H13	H1, H3, H6, H9,H10, H12, H13	H1, H2, H4, H5, H6, H10, H11, H12, H13
TOTAL WEIGHTINGS %	100%	20%	25%	25%	30%


2021 - 2022 HSC Assessment Schedule		HSC History Extension (Board Developed Course - 1 unit)			CHESTER HILL HIGH SCHOOL
OUTCOMES					
HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations					
HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches					
HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues					
HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions					
		TASK 1	TASK 2	TASK 3	
	Task	Historical Process (proposal, process log, annotated sources)	Essay (Essay and bibliography)	Trial HSC Examination	
	Content	History Project	History Project	All topics: Key Questions and Witch Hunts and Witch Trials	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 3 TASK DUE: Term 2 Week 8	TASK ISSUED: Term 4 Week 3 TASK DUE: Term 2 Week 10	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Knowledge and understanding of significant historical ideas and processes	40%	10%	15%	15%	
Skills in designing, undertaking and communicating historical inquiry and analysis	60%	20%	25%	15%	
Outcomes		HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	
TOTAL WEIGHTINGS %	100%	30%	40%	30%	


TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1 2021 Due T1W10	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>	240 Indicative Hours over 2 years
	SITXFSA001	Use hygienic practices for food safety	C	M	10	Cluster A: Getting Ready for Work Written task/scenario, case study & observation of practical work	
	SITXWHS001	Participate in safe work practices	C	M	15		
	SITHCCC003	Prepare and present sandwiches	E	E	20		
Term 2 2021 Due T2W10	SITXFSA002	Participate in safe food handling practices	E	S	15	Cluster B: Sustainable Kitchen Practices Scenario, Written task, Observation of practical work	35 hrs Work placement
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15		
	SITHCCC002	Prepare and present simple dishes	E	E	20		
Term 3 2021 Due T3W10	SITHKOP001	Clean kitchen premises and equipment	C	S	10	Cluster C: Maintain a Clean & Safe Kitchen Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
Term 4 2021 Term 1-2 2022 Due T2W10	5 HSC UOCs						35 hrs Work placement The final estimated exam mark will only be used as the optional HSC exam mark in the event of misadventure.
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40	Cluster D: Quality Café Meals Written task & observation of practical work Portfolio of evidence including service periods. NOTE: A person with THREE years' Industry Experience must be involved in assessment.	
	SITHCCC006	Prepare appetisers and salads	E	E	25		
	SITHCCC011	Use cookery skills effectively	C	E	20		
Term 2 & 3 2022 Due T3W6	BSBWOR203	Work effectively with others	C	M	15	Cluster E: Working in the Hospitality Industry Written task and reflection	100% Trial HSC Exam
	SITHIND002	Source and use information on the hospitality industry	E	M	20		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240			Units of competency from the HSC focus areas will be included in the optional HSC examination.	


2021 - 2022 HSC Assessment Schedule		HSC Information Processes and Technology (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL 
OUTCOMES						
H1.1 applies and explains an understanding of the nature and function of information technologies to a specific practical situation H1.2 explains and justifies the way in which information systems relate to information processes in a specific context H2.1 analyses and describes a system in terms of the information processes involved H2.2 develops and explains solutions for an identified need which address all of the information processes H3.1 evaluates and discusses the effect of information systems on the individual, society and the environment H3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes H4.1 proposes and justifies ways in which information systems will meet emerging needs H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects H5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices H6.1 analyses situations, identifies needs, proposes and then develops solutions H6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions H7.1 implements and explains effective management techniques H7.2 uses methods to thoroughly document the development of individual and team projects						
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Database Project	Case Study	Stimulus-Based Report	Trial HSC Examination	
	Content	Information and Systems and Databases	Project Management and Communication Systems	Communication Systems and Multimedia Systems	All topics	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 5 TASK DUE: Term 4 Week 9	TASK ISSUED: Term 1 Week 5 TASK DUE: Term 1 Week 11	TASK ISSUED: Term 2 Week 8 TASK DUE: Term 3 Week 1	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Knowledge and understanding of course content	60%	15%	15%	10%	20%	
Knowledge and skills in the design and development of information systems	40%	10%	15%	5%	10%	
Outcomes		H1.1, H1.2, H2.2, H5.1, H6.2, H7.1, H7.2	H2.1, H3.1, H4.1, H7.1	H1.2, H2.2, H3.2, H5.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H3.1, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1	
TOTAL WEIGHTINGS %	100%	25%	30%	15%	30%	


2021 - 2022 HSC Assessment Schedule		HSC Investigating Science (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
OUTCOMES						
INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation						
INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information						
INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information						
INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media						
INS11/12-5 analyses and evaluates primary and secondary data and information						
INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes						
INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose						
INS12-12 develops and evaluates the process of undertaking scientific investigations						
INS12-13 describes and explains how science drives the development of technologies						
INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis						
INS12-15 evaluates the implications of ethical, social, economic and political influences on science						
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Scientific Investigation	Depth Study	Research Task	Trial HSC Examination	
	Content	Scientific Investigations	Fact or Fallacy Science and Society	Technologies	All modules	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 8 TASK DUE: Term 4 Week 10	TASK ISSUED: Term 1 Week 7 TASK DUE: Term 1 Week 11	TASK ISSUED: Term 2 Week 7 TASK DUE: Term 2 Week 9	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Skills in working scientifically	60%	15%	25%	10%	10%	
Knowledge and understanding of course content	40%	5%	5%	10%	20%	
Outcomes		INS12-2, INS12-3, INS12-4, INS12-5, INS12-6, INS12-12	INS12-1, INS12-2 INS12-4, INS12-5 INS12-6, INS12-7 INS12-14, INS12-15	INS12-2, INS12-3, INS12-4, INS12-5 INS12-7, INS12-13	INS12-2, INS12-4, INS12-5, INS12-6, INS12-7, INS12-12 , INS12-13, INS12-14, INS12-15	
TOTAL WEIGHTINGS %	100%	20%	30%	20%	30%	

2021 - 2022 HSC Assessment Schedule		HSC Japanese Continuers (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
OUTCOMES						
1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of past, present and future experience 2.1 applies knowledge of language structures to create original text # 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information 3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context 4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture						
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Response to spoken texts (in class listening task)	Speech (in class oral assessment)	Reading and writing (In class written task)	Trial HSC Examination	
	Content	The Individual	Personal World Speech	The Changing World	All topics	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 7 TASK DUE: Term 4 Week 9	TASK ISSUED: Term 2 Week 2 TASK DUE: Term 2 Week 4	TASK ISSUED: Term 2 Week 6 TASK DUE: Term 2 Week 8	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Listening	30%	20%			10%	
Reading	30%			20%	10%	
Speaking	20%			15%	5%	
Writing	20%		15%		5%	
Outcomes		3.1, 3.2, 4.1, 4.2, 4.3	2.1, 2.2, 2.3, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	
TOTAL WEIGHTINGS %	100%	20%	15%	35%	30%	


2021 - 2022 HSC Assessment Schedule		HSC Japanese Extension (Board Developed Course - 1 unit)			CHESTER HILL HIGH SCHOOL
OUTCOMES					
1.1	discusses attitudes, opinions and ideas in Japanese				
1.2	formulates and justifies a written or spoken argument in Japanese				
2.1	evaluates and responds to text personally, creatively and critically				
2.2	analyses how meaning is conveyed				
2.3	analyses the social, political, cultural and/or literary contexts of text that is in Japanese				
		TASK 1	TASK 2	TASK 3	
	Task	Text Analysis	Monologue and written article on prescribed issue	Trial HSC Written Examination Trial HSC Oral Examination	
	Content	Analysis of Extracts 1,2 and 3 from the prescribed text.	Explore the relationship between issues and the prescribed text through the creation of original oral and written composition.	Identify, analyse and evaluate linguistic, cultural and socio-cultural aspects of the prescribed text. Creation of original written composition in response to aspects of the prescribed text Discuss and explore socio-cultural aspects of the prescribed text through the creation of an original oral composition.	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 1 Week 2 TASK DUE: Term 1 Week 4	TASK ISSUED: Term 2 Week 2 TASK DUE: Term 2 Week 4	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Text Analysis	40%	30%		10%	
Writing	40%		30%	10%	
Speaking	20%		10%	10%	
Outcomes		2.1, 2.2, 2.3	1.1, 1.2	1.1, 1.2, 2.1, 2.2, 2.3	
TOTAL WEIGHTINGS %	100%	30%	40%	30%	


2021 - 2022 HSC Assessment Schedule		HSC Legal Studies (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
OUTCOMES						
<p>H1. identifies and applies legal concepts and terminology</p> <p>H2. describes and explains key features of and the relationship between Australian and international law</p> <p>H3. analyses the operation of domestic and international legal systems</p> <p>H4. evaluates the effectiveness of the legal system in addressing issues</p> <p>H5. explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p>H6. assesses the nature of the interrelationship between the legal system and society</p> <p>H7. evaluates the effectiveness of the law in achieving justice</p> <p>H8. locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>H9. communicates legal information using well-structured and logical arguments</p> <p>H10. analyses differing perspectives and interpretations of legal information and issues.</p>						
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Take home Essay	Presentation	Extended Response	Trial HSC Examination	
	Content	Crime	Human Rights	Family	All topics	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 6 TASK DUE: Term 4 Week 8	TASK ISSUED: Term 1 Week 7 TASK DUE: Term 1 Week 9	TASK ISSUED: Term 2 Week 6 TASK DUE: Term 2 Week 8	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Knowledge and understanding of course content	40%	10%		10%	20%	
Analysis and evaluation	20%	5%	10%	5%		
Inquiry and research	20%	5%	5%	5%	5%	
Communication of legal information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%	
Outcomes		H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
TOTAL WEIGHTINGS %	100%	25%	20%	25%	30%	

2021 - 2022 HSC Assessment Schedule		HSC Mathematics Standard 1 (Board Developed Course - 2 unit) - Category B subject -Optional HSC Exam			CHESTER HILL HIGH SCHOOL 
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 problemsMS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use					
		TASK 1	TASK 2	TASK 3	TASK 4
	Task	Assignment	Topic Test (with annotated reference sheet)	Assignment	Trial HSC Examination
	Content	Graphs of Practical Situations Simultaneous Linear Equations	Simultaneous Equations, Right-Angled Triangles, Networks and Paths, Graphs of Practical Situations	Investment, Depreciation and Loans	All topics
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 8 TASK DUE: Term 4 Week 10	TASK ISSUED: Term 1 Week 8 TASK DUE: Term 1 Week 10	TASK ISSUED: Term 2 Week 5 TASK DUE: Term 2 Week 7	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5
Understanding, Fluency and Communication	50%	7.5%	15%	12.5%	15%
Problem Solving, Reasoning and Justification	50%	7.5%	15%	12.5%	15%
Outcomes		MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10
TOTAL WEIGHTINGS %	100%	15%	30%	25%	30%

2021 - 2022 HSC Assessment Schedule		HSC Mathematics Standard 2 (Board Developed Course - 2 unit) - Category A subject			CHESTER HILL HIGH SCHOOL
OUTCOMES					
<p>MS2-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>MS2-12-2 analyses representations of data in order to make predictions and draw conclusions</p> <p>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</p> <p>MS2-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems</p> <p>MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments</p> <p>MS1-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms</p> <p>MS1-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data</p> <p>MS1-12-8 solves problems using networks to model decision-making in practical problems</p> <p>MS1-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use</p> <p>MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response</p>					
		TASK 1	TASK 2	TASK 3	TASK 4
	Task	Assignment	Topic Test (with annotated reference sheet)	Question Bank Task	Trial HSC Examination
	Content	Simultaneous Linear Equations, Non-Right-Angled Trigonometry	Non-Linear Relationships, Networks	Investments, Depreciation and Loans, Rates and Ratios	All topics
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 8 TASK DUE: Term 4 Week 10	TASK ISSUED: Term 1 Week 7 TASK DUE: Term 1 Week 9	TASK ISSUED: Term 2 Week 6 TASK DUE: Term 2 Week 8	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5
Understanding, Fluency and Communication	50%	10%	12.5%	12.5%	15%
Problem Solving, Reasoning and Justification	50%	10%	12.5%	12.5%	15%
Outcomes		MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, 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
TOTAL WEIGHTINGS %	100%	20%	25%	25%	30%

Highlighted in the above document are changes on the Assessment Schedule - these were made on 08/02/2022 and communicated to students.


2021 - 2022 HSC Assessment Schedule		HSC Mathematics Advanced (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
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 concepts and techniques of indefinite and definite integrals in the solution of problems						
MA12-8 solves problems using appropriate statistical processes						
MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use						
MA12-10 constructs argument to prove and justify results and provides reasoning to support conclusions which are appropriate to the context						
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Assignment	Topic Test (with annotated reference sheet)	Question Bank Task	Trial HSC Examination	
	Content	Differentiation	Calculus	Graphing Techniques, Trigonometry, Sequence and Series	All HSC and Preliminary Topics	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 8 TASK DUE: Term 4 Week 10	TASK ISSUED: Term 1 Week 6 TASK DUE: Term 1 Week 8	TASK ISSUED: Term 2 Week 5 TASK DUE: Term 2 Week 7	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Understanding, Fluency and Communication	50%	10%	12.5%	12.5%	15%	
Problem Solving, Reasoning and Justification	50%	10%	12.5%	12.5%	15%	
Outcomes		MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-3, MA12-6,MA12-9, MA12-10	MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
TOTAL WEIGHTINGS %	100%	20%	25%	25%	30%	

2021 - 2022 HSC Assessment Schedule		HSC Mathematics Extension 1 (Board Developed Course - 1 unit)				CHESTER HILL HIGH SCHOOL
OUTCOMES						
ME12-1 applies techniques involving proof or calculus to model and solve problems ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution ME12-5 applies appropriate statistical processes to present, analyse and interpret data MA12-6 chooses and uses appropriate technology to solve problems in a range of contexts MA12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms						
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Assignment	Topic Test	Question Bank Task	Trial HSC Examination	
	Content	Trigonometry and Transformations	Vectors & Projectiles	Proof	All HSC and Preliminary Topics	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 6 TASK DUE: Term 4 Week 8	TASK ISSUED: Term 1 Week 8 TASK DUE: Term 1 Week 10	TASK ISSUED: Term 2 Week 6 TASK DUE: Term 2 Week 8	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Understanding, Fluency and Communication	50%	10%	12.5%	12.5%	15%	
Problem Solving, Reasoning and Justification	50%	10%	12.5%	12.5%	15%	
Outcomes		ME12-3, ME12-6,ME12-7	ME12-1, ME12-6	ME12-1,ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	
TOTAL WEIGHTINGS %	100%	20%	25%	25%	30%	

NOTE:


The content-specific outcomes included in each assessment task may vary slightly depending on the progress of the course.

Students studying the 'Mathematics Extension 1' course will also complete all of the tasks in the 'Mathematics Advanced' course. For these students, the 'Mathematics Extension 1' course is out of **50 marks**.

2021 - 2022 HSC Assessment Schedule		HSC Mathematics Extension 2 (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
OUTCOMES						
<p>MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts</p> <p>MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings</p> <p>MEX12-3 uses vectors to model and solve problems in two and three dimensions</p> <p>MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems</p> <p>MEX12-5 applies techniques of integration to structured and unstructured problems</p> <p>MEX12-6 uses mechanics to model and solve practical problems</p> <p>MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems</p> <p>MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument</p>						
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Topic Test	Question Bank Task	Assignment	Trial HSC Examination	
	Content	Complex Numbers	Proof, Vectors	Mechanics	All Topics	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 8 TASK DUE: Term 4 Week 10	TASK ISSUED: Term 1 Week 7 TASK DUE: Term 1 Week 9	TASK ISSUED: Term 2 Week 8 TASK DUE: Term 2 Week 10	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Understanding, Fluency and Communication	50%	12.5%	12.5%	10%	15%	
Problem Solving, Reasoning and Justification	50%	12.5%	12.5%	10%	15%	
Outcomes		MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-7, MEX12-8	MEX12-6, MEX12-7, MEX12-8	MEX12-1, MEX12-2, EX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	
TOTAL WEIGHTINGS %	100%	25%	25%	20%	30%	

NOTE:

The content-specific outcomes included in each assessment task may vary slightly depending on the progress of the course.


2021 - 2022 HSC Assessment Schedule		HSC Modern History (Board Developed Course - 2 unit)			CHESTER HILL HIGH SCHOOL
OUTCOMES					
MH12-1 accounts for the nature of continuity and change in the modern world MH12-2 proposes arguments about the varying causes and effects of events and developments MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past MH12-4 analyses the different perspectives of individuals and groups in their historical context MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument MH12-7 discusses and evaluates differing interpretations and representations of the past MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms					
		TASK 1	TASK 2	TASK 3	TASK 4
	Task	Historical Analysis - Take home task	Essay - In class task	Essay - Take home task	Trial HSC Examination
	Content	Core: Power and Authority in the Modern World 1919-1946	National Studies: Russia and the Soviet Union	Peace and Conflict: Conflict in Europe	All topics
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 7 TASK DUE: Term 4 Week 9	TASK ISSUED: Term 1 Week 8 TASK DUE: Term 1 Week 10	TASK ISSUED: Term 2 Week 7 TASK DUE: Term 2 Week 9	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%			10%
Historical inquiry and research	20%		10%	10%	
Communication of historical information in appropriate forms	20%	5%	5%	5%	5%
Outcomes		MH12-2, MH12-3, MH12-4, MH12-6	MH12-3, MH12-5, MH12-8, MH12-9	MH12-1, MH12-2, MH12-5, MH12-7, MH12-8, MH12-9	MH12-3, MH12-4, MH12-5, MH12-7, MH12-9
TOTAL WEIGHTINGS %	100%	25%	25%	25%	25%




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

		TASK 1	TASK 2	TASK 3	TASK 4
	Task	Composition Portfolio & Aural Analysis	Presentation of Performance & Viva Voce	Presentation: Elective Options for Topics 1 & 2	Trial HSC Written Examination Trial HSC Aural Skills Examination
	Content	Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic	Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of concepts of music relevant to the chosen topic	Presentation of performance and/or composition portfolio and/or musicology outline and viva voce	Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 2 TASK DUE: Term 4 Week 9	TASK ISSUED: Term 1 Week 3 TASK DUE: Term 1 Week 9	TASK ISSUED: Term 2 Week 2 TASK DUE: Term 2 Week 9	TASK ISSUED: Term 3 Weeks 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5
Performance	10%		10%		
Composition	10%	10%			
Musicology	10%		10%		
Aural	25%	10%			15%
Electives	45%			30%	15%
Outcomes		H2, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1, H2 ,H3,H4, H5, H6, H7, H8	H1, H2 ,H3,H4, H5, H6, H7, H8
TOTAL WEIGHTINGS %	100%	20%	20%	30%	30%

2021 - 2022 HSC Assessment Schedule		HSC Personal Development, Health and Physical Education (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
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					
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Report	Research Task	Analysis Task	Trial HSC Examination	
	Content	Core 1 - Health Priorities in Australia	Core 2 - Factors Affecting Performance	Option 3 - Sports Medicine	Core 1, Core 2, Option 3 Option 4-improving Performance	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 5 TASK DUE: Term 4 Week 7	TASK ISSUED: Term 1 week 6 TASK DUE: Term 1 Week 8	TASK ISSUED: Term 2 Week 6 TASK DUE: Term 2 Week 8	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Knowledge and understanding of course content	40%	10%	10%	10%	10%	
Skills in critical thinking, research, analysis and communicating	60%	15%	15%	10%	20%	
Outcomes		H1, H2, H3, H4, H5, H14, H15,	H7, H8, H9, H16, H17	H8, H13, H16	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
TOTAL WEIGHTINGS %	100%	25%	25%	20%	30%	


2021 - 2022 HSC Assessment Schedule		HSC Physics (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
OUTCOMES						
PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation						
PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information						
PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information						
PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media						
PH11/12-5 analyses and evaluates primary and secondary data and information						
PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes						
PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose						
PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles						
PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively						
PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world						
PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom						
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Depth Study Investigation	Practical Task	Research Task	Trial HSC Examination	
	Content	Advanced Mechanics	Electromagnetism	Nature of Light	All modules	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 6 TASK DUE: Term 4 Week 8	TASK ISSUED: Term 1 Week 5 TASK DUE: Term 1 Week 7	TASK ISSUED: Term 2 Week 2 TASK DUE: Term 2 Week 5	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Skills in working scientifically	60%	20%	15%	15%	10%	
Knowledge and understanding of course content	40%	10%	5%	5%	20%	
Outcomes		PH12-1, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12	PH12-2, PH12-3, PH12-5, PH12-6, PH12-13	PH12-2, PH12-3, PH12-4, PH12-5, PH12-7, PH12-14	PH12-2, PH12-4, PH12-5, PH12-6, PH12-12, PH12-13, PH12-14, PH12-15	
TOTAL WEIGHTINGS %	100%	30%	20%	20%	30%	


TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1 2021	7 PRELIMINARY UOCs						
	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation	240 Indicative Hours over 2 years
Term 1-2 2021	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	35 hrs Work placement 0% Preliminary Exam
Term 2-3 2021 Extended to T4W4 27/10/21 for Practicals	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence	
Term 1 2022 Issued: T1 W2 Due: T1 W10	7 HSC UOCs						
	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	Cluster D: Sales & Security Questioning, scenario, role play	35 hrs Work placement 100% Trial HSC Exam The final estimated exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 2 2022 Issued: T2W2 Due: T2W9	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning	
Term 3 2022 Issued: T3W2 Due: T3W8	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	


2021 - 2022 HSC Assessment Schedule		HSC Society and Culture (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
OUTCOMES						
H1 evaluates and effectively applies social and cultural concepts						
H2 explains the development of personal, social and cultural identity						
H3 analyses relationships and interactions within and between social and cultural groups						
H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy						
H5 analyses continuity and change and their influence on personal and social futures						
H6 evaluates social and cultural research methods for appropriateness to specific research tasks						
H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias						
H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex						
H9 applies complex course language and concepts appropriate for a range of audiences and contexts						
H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms						
		TASK 1	TASK 2	Task 3	TASK 4	
	Task	Investigation Task	Essay (in-class)	Research Evaluation and Reflection Form	Trial HSC Examination	
	Content	Continuity and Change	Depth study 1: Popular Culture	Personal Interest Project	All topics	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 7 TASK DUE: Term 4 Week 9	TASK ISSUED: Term 1 Week 8 TASK DUE: Term 1 Week 10	TASK ISSUED: Term 2 Week 5 TASK DUE: Term 3 Week 1	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Knowledge and understanding of course content	50%	15%	20%		15%	
Application and evaluation of social and cultural research methods	30%	5%	5%	15%	5%	
Communication of information, ideas and issues in appropriate forms	20%	5%	5%		10%	
Outcomes		H1, H3, H4, H5, H7, H10	H1, H2, H5, H9, H10	H6, H7, H8	H1, H2, H3, H4, H5, H6, H7, H9, H10	
TOTAL WEIGHTINGS %	100%	25%	30%	15%	30%	

NOTE:

Additionally, as non-assessed items, students will complete three (3) progress tasks related to the completion of their Personal Interest Projects. These are due in: Term 4, Week 9/10; Term 1, Week 9; and Term 2, Week 9.

2021 - 2022 HSC Assessment Schedule		HSC Sport, Lifestyle and Recreation (SLR) (Content Endorsed Course - 2 unit) NON-ATAR			CHESTER HILL HIGH SCHOOL
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		
		TASK 1	TASK 2	TASK 3	TASK 4
	Task	Lesson plan & Practical coaching demonstration	Event management Research Task	Information Brochure	Problem solving task
	Content	Sports Coaching	Sports Administration	Application in Games	Games & Sports Application
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 7 TASK DUE: Term 4 Week 9	TASK ISSUED: Term 1 Week 6 TASK DUE: Term 1 Week 8	TASK ISSUED: Term 2 Week 4 TASK DUE: Term 2 Week 6	TASK ISSUED: Term 3 Week 1 TASK DUE: Term 3 Week2
Knowledge and understanding	50%	10%	20%	10%	10%
Skills	50%	15%	5%	15%	15%
Outcomes		1.1, 2.1, 2.2, 3.1, 3.2, 4.2,	1.3, 1.6, 2.4, 4.5	2.1, 3.1, 4.1, 4.4	1.1, 1.3, 3.2, 4.4,
TOTAL WEIGHTINGS %	100%	25%	25%	25%	25%

2021 - 2022 HSC Assessment Schedule		HSC Studies of Religion II (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
OUTCOMES						
H1 explains aspects of religion and belief systems H2 describes and analyses the influence of religion and belief systems on individuals and society H3 examines the influence and expression of religion and belief systems in Australia H4 describes and analyses how aspects of religious traditions are expressed by their adherents H5 evaluates the influence of religious traditions in the life of adherents H6 organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias H7 conducts effective research about religion and evaluates the findings from the research H8 applies appropriate terminology and concepts related to religion and belief systems H9 coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms						
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Research Task - Data Analysis	In-class extended writing task	Comparative study research task	Trial Examination	
	Content	Religion and Belief Systems in Australia post-1945	Religious Depth Study 1 - Buddhism	Religious Depth Study 2 Judaism and 3 Hinduism	All topics	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 8 TASK DUE: Term 4 Week 10	TASK ISSUED: Term 1 Week 8 TASK DUE: Term 1 Week 10	TASK ISSUED: Term 2 Week 5 TASK DUE: Term 2 Week 10	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Knowledge and understanding of course content	40%	5%	10%	10%	15%	
Source-based skills	20%	5%	5%	5%	5%	
Investigation and research	20%	5%	5%	5%	5%	
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%	
Outcomes		H1, H3, H7, H8	H4, H5, H6, H9	H4, H7, H8, H9	All outcomes	
TOTAL WEIGHTINGS %	100%	20%	25%	25%	30%	

2021 - 2022 HSC Assessment Schedule		HSC Textiles and Design (Board Developed Course - 2 unit)				CHESTER HILL HIGH SCHOOL
OUTCOMES						
<p>H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project</p> <p>H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements</p> <p>H1.3 identifies the principles of colouration for specific end uses</p> <p>H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences</p> <p>H2.2 demonstrates proficiency in the manufacture of a textile item/s</p> <p>H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion</p> <p>H3.1 explains the interrelationship between fabric, yarn and fibre properties</p> <p>H3.2 develops knowledge and awareness of emerging textile technologies</p> <p>H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses</p> <p>H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use</p> <p>H5.1 investigates and describes aspects of marketing in the textile industry</p> <p>H5.2 analyses and discusses the impact of current issues on the Australian textiles industry</p> <p>H6.1 analyses the influence of historical, cultural and contemporary developments on textiles</p>						
		TASK 1	TASK 2	TASK 3	TASK 4	
	Task	Major Textile Project Presentation and Plan	Practical Task	Technologies Investigation	Trial HSC Examination	
	Content	Major Textiles Project	Design	Properties and Performance of Textiles and the Australian Textiles Industry	All topics	
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 4 TASK DUE: Term 4 Week 10	TASK ISSUED: Term 1 Week 4 TASK DUE: Term 1 Week 8	TASK ISSUED: Term 2 Week 4 TASK DUE: Term 2 Week 8	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5	
Knowledge and understanding of course content	50%		10%	15%	25%	
Skills and knowledge in the design, manufacture and management of a major textiles project	50%	30%	20%			
Outcomes		H1.1, H1.2, H2.1, H2.3	H1.3, H2.2, H4.2	H3.2, H5.1, H5.2	H3.1, H4.1, H5.2, H6.1	
TOTAL WEIGHTINGS %	100%	30%	30%	15%	25%	

2021 - 2022 HSC Assessment Schedule (AMENDED)	HSC Visual Arts (Board Developed Course - 2 unit)	CHESTER HILL HIGH SCHOOL
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OUTCOMES

H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
H3 demonstrates an understanding of the frames when working independently in the making of art
H4 selects and develops subject matter and forms in particular ways as representations in artmaking
H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
H7 applies their understanding of practice in art criticism and art history
H8 applies their understanding of the relationships among the artist, artwork, world and audience
H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

		TASK 1	TASK 2	TASK 3	TASK 4
	Task	Body of Work Progress #1	Case Study #3 Essay	Body of Work Progress #2	Trial HSC Examination
	Content	Artmaking	Art criticism and historical studies	Artmaking	Art criticism and historical studies
COMPONENTS	WEIGHTING	TASK ISSUED: Term 4 Week 2 TASK DUE: Term 4 Week 10	TASK ISSUED: Term 1 Week 4 TASK DUE: Term 1 Week 10	TASK ISSUED: Term 2 Week 1 TASK DUE: Term 3 Week 2	TASK ISSUED: Term 3 Week 2 TASK DUE: Trial HSC Period Term 3 Weeks 4/5
Artmaking	50%	20%		30%	
Art criticism and art history	50%		30%		20%
Outcomes		H1, H2, H3, H4, H7	H7, H8, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10
TOTAL WEIGHTINGS %	100%	20%	30%	30%	20%

Highlighted in the above document are changes to the Assessment Schedule - these were made 04/02/2022 and communicated to students

My HSC Assessment Calendar Term 4 2021 – Term 3 2022

TM/WK	W1 and W2	W3	W4	W5	W6	W7	W8	W9	W10	W11
T4 2021			Retail Services			PDHPE	Ancient History Chemistry Legal Studies Mathematics Extension 1 Physics	Biology Business Studies Community and Family Studies Drama Economics English – Standard English – Advanced Geography Information Processes and Technology Japanese Continuers Modern History Music 1 Society and Culture Sport, Leisure and Recreation	Engineering Studies English EAL/D English Studies Food Technology Investigating Science Mathematics Advanced Mathematics Extension 2 Mathematics Standard 1 Mathematics Standard 2 Studies of Religion II Textiles and Design Visual Arts	
	W1 and W2	W3	W4	W5	W6	W7	W8	W9	W10	W11
T1 2022		English Extension 1	Japanese Extension			Physics	Biology Business Services Business Studies Drama Mathematics Advanced PDHPE Sport, Leisure and Recreation Textiles and Design	Chemistry Engineering Studies Legal Studies Mathematics Extension 2 Mathematics Standard 2 Music 1 Retail Services	Ancient History Community and Family Studies Economics English – Standard English – Advanced English EAL/D Geography Mathematics Extension 1 Mathematics Standard 1 Modern History Retail Services Society and Culture Studies of Religion II Visual Arts	Food Technology Information Processes and Technology Investigating Science

TM/WK	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10
T2 2022				Japanese Continuers Japanese Extension	Physics	Ancient History Sport, Lifestyle and Recreation	Business Studies Mathematics Standard 1 Mathematics Advanced	Drama Economics English EAL/D Japanese Continuers History Extension Legal Studies Mathematics Standard 2 Mathematics Extension 1 PDHPE Textiles and Design	Engineering Studies English – Standard English – Advanced English Studies Geography Investigating Science Modern History Music 1 Retail Services	Biology Business Services Chemistry Community and Family Studies English Extension 1 History Extension Hospitality Mathematics Extension 2 Studies of Religion II
TM/WK	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10
T3 2022	Food Technology Information Processes and Technology Society and Culture	English Studies Sport Lifestyle and Recreation Visual Arts		Trial HSC Examinations		Hospitality		Business Services Retail Services		