

# HUNTER SPORTS HIGH

## H.S.C. COURSE



### ASSESSMENT AND EXAMINATION GUIDELINES

2021 - YEAR 12

STUDENT.....

Version 03/11/2020

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## **MESSAGE FROM THE PRINCIPAL**

It is essential that students and parents are familiar with the assessment policy, procedures and requirements.

Completion of all tasks is vital if you are to reach your goals and gain the best possible H.S.C. Your assessments are an ongoing guide to your progress and could be vital should something happen during the H.S.C. You are strongly advised to read the applicable subject areas and highlight the tasks and dates due. Do not leave it until the last day to complete your task.

### **Use your time wisely**

You will be notified when tasks are not completed on time and this could certainly jeopardize your assessment mark and ultimately your ranking.

Do the right thing for yourself and be committed to completing each and every task regardless of their weighting. Your teachers are there to assist you to achieve your best results.

Ms Byrne  
Principal

# **INTRODUCTION**

Under provisions set down by the NSW Education Standards Authority (NESA), the award of a Higher School Certificate (HSC) will be made to those students who satisfactorily complete the required pattern of at least

**(a) 12 units of Year 11 Courses - which then lead into**

**(b) A minimum of 10 units of Assessments and Examinations in the HSC Courses.**

The HSC course units may be accumulated over a total time span of up to five (5) consecutive examination years. The Year 11 Course is a prerequisite course which must be satisfactorily completed before entry is permitted into the HSC Course. In some circumstances, the Principal may recognise a student's prior learning and experience and allow them to progress immediately into the HSC Course. However, this will be more of an exception rather than the rule. For purposes of the actual HSC examination in each subject, the Year 11 Course work in a subject will be regarded as *assumed knowledge* which has been covered by all candidates. All Year 11 Course work in a subject is to be completed in order to gain a Year 11 Record of School Achievement. For students studying part-time, their Record of School Achievement will be cumulative.

**The purpose of this booklet is to provide information about HSC Courses as well as details of requirements for Assessments and Examinations in these Courses.**

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

- a. have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- c. have completed HSC: All My Own Work (or its equivalent)
- d. have demonstrated a minimum standard of literacy and numeracy (see ACE 4060)
- e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- f. sit for and make a serious attempt at the requisite Higher School Certificate examinations

# **TYPES OF HSC COURSES**

The **Year 11** and **HSC Courses** are divided into:

1. **Board Developed courses;** these are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR.

<p>English</p> <ul style="list-style-type: none"> <li>• English Advanced</li> <li>• English Standard</li> <li>• English Extension 1</li> <li>• Extension 2 (HSC only)</li> <li>• English Studies (Cat B)</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• Mathematics Advanced</li> <li>• Mathematics Standard 2</li> <li>• Mathematics Extension 1</li> <li>• Mathematics Extension 2</li> <li>• Mathematics Standard 1 (Cat B)</li> </ul> <p>HSIE</p> <ul style="list-style-type: none"> <li>• Aboriginal Studies</li> <li>• Ancient History</li> <li>• Business Studies</li> <li>• Economics</li> <li>• Legal Studies</li> <li>• Modern History</li> <li>• Society and Culture</li> <li>• Studies of Religion</li> <li>• History Extension (HSC only)</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>• Japanese Beginners</li> <li>• Japanese Continuers</li> </ul>	<p>Creative Arts</p> <ul style="list-style-type: none"> <li>• Drama</li> <li>• Music 1</li> <li>• Music 2 and Music Extension</li> <li>• Visual Arts</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Earth and Environmental Science</li> <li>• Physics</li> <li>• Investigating Science</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Design and Technology</li> <li>• Engineering Studies</li> <li>• Food Technology</li> <li>• Industrial Technology</li> <li>• Information Processes and Technology</li> <li>• Software Design and Development</li> <li>• Textiles and Design</li> </ul> <p>PDHPE</p> <ul style="list-style-type: none"> <li>• Community and Family Studies</li> <li>• Personal Development, Health and Physical Education</li> </ul>
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- 2. Board Endorsed courses;** these are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

<ul style="list-style-type: none"> <li>• Ceramics</li> <li>• Computing Applications</li> <li>• Exploring Early Childhood</li> <li>• Marine Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Photography, Video and Digital Media</li> <li>• Sport Lifestyle and Recreation Studies</li> <li>• Visual Design</li> <li>• Work Studies</li> </ul>
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**Special education (Life Skills)** - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC.

<ul style="list-style-type: none"> <li>• Citizenship and Society Life Skills</li> <li>• Creative Arts Life Skills</li> <li>• English Life Skills</li> <li>• Human Society and Its Environment Life Skills</li> <li>• Mathematics Life Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Development, Health and Physical Education Life Skills</li> <li>• Science Life Skills</li> <li>• Technology Life Skills</li> <li>• Technological and Applied Studies Life Skills</li> <li>• Work and The Community Life Skills</li> </ul>
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**Vocational Education and Training (VET)** - VET courses can be studied either at school or through TAFE NSW. VET courses can contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR.

<ul style="list-style-type: none"> <li>• Automotive</li> <li>• Business Services</li> <li>• Construction</li> <li>• Electro technology</li> <li>• Entertainment Industry</li> <li>• Hospitality</li> </ul>	<ul style="list-style-type: none"> <li>• Human Services</li> <li>• Information Technology</li> <li>• Manufacturing and Engineering</li> <li>• Primary Industries</li> <li>• Retail Services</li> <li>• Tourism and Events</li> <li>• Fitness</li> </ul>
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The criteria for Category A courses are academic rigour, depth of knowledge and understanding and the degree to which the course contributes to assumed knowledge for tertiary studies. Most BDCs have been classified as Category A. VET BDCs within the seven frameworks are given a nil category except for one 240 hour (2 Units over 2 years) course per framework. Such courses are classified as Category B. The two BDC courses within the non

framework group have also received Category B classification. In order to qualify for the **Award of a HSC**, a student must have satisfactorily completed an appropriate pattern of study in both Year 11 and HSC courses. This pattern can include an assortment of BDCs and BECs provided certain restrictions are met. Further, in order to gain an **ATAR**, a student must have satisfactorily studied a more restricted and relatively academic combination of courses.

To qualify for the Award of a **HSC** students must study an appropriate pattern of Year 11 and HSC Courses.

You must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English, or English Studies
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

To qualify for the Award of an **ATAR** students must study an appropriate pattern of Year 11 and HSC Courses. You must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- At least 2 units of BDC English **or** English Studies (complete optional exam)
- At least 4 BDC Subjects
- At least 10 units of BDCs
- At least 3 BDC Courses of 2 units or more

*Those students who take English Studies in the 2021 HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included in the ATAR calculation. Therefore English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.*



## HUNTER SPORTS HIGH SCHOOL COURSES

All courses offered at Hunter Sports High School are BDCs with the exception of the following BEC's:

- Computer Applications
- Sports, Lifestyle and Recreation (SLR)
- Skills in Vocational education and Training (FSK)
- Sports Coaching (VET) BEC
- Fitness (VET) (BEC)

Additional courses are available to our students which can be found on the TAFE NSW website.

VET courses have an optional board developed course examination which can contribute to the **ATAR**. They are courses which will lead to the award of a HSC and the Year 11/12 Record of School Achievement. The results given for these courses will be the assessment mark and/or competency log.

## LIFE SKILLS

The Government's White Paper for the Higher School Certificate, *Securing Their Future*, provided a commitment to HSC students with special education needs. NESA has developed Stage 6 Life Skills courses for the small percentage of students with special education needs for whom the regular outcomes and content of Board Developed and/ or Board Endorsed Courses are not appropriate. Stage 6 Life Skills courses have Board Developed status, 240 indicative hours (120 hours Year 11 courses and 120 hours HSC courses), and can be used to meet the requirements for the award of the Higher School Certificate.

Stage 6 Life Skills courses have **NO** HSC examinations and results **CANNOT** be used the calculation of a student's **ATAR**.

## TAFE COURSES

TAFE will offer several supplementary courses which will contribute towards a HSC. Most of these will be BEC courses and include **Animal Studies, Automotive, Applied Fashion Design and Technology, Aeroskills, Baking, Beauty Services, Design Fundamentals, Early Childhood Education and Care, Electrotechnology, Entertainment Industry, Outdoor Recreation, Plumbing, Screen and Media, Sport and Recreation, Sports Trainer, Tourism and Events.**

## NSW Record of School Achievement (RoSA)

Students who elect to leave their formal schooling during their Stage 6 Year 11 Year will be provided with a record of their school achievement. Further information is available from the website.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

## **WILL I MEET THE REQUIREMENTS FOR A HSC / ATAR ?**

### **Have I satisfactorily completed my Year 11 Course?**

Taking into account any Year 11 courses that I may have previously completed, along with any Year 11 Courses that I am now currently studying, do I:

→Have at least 12 units of Year 11 course?	Yes	No
→Have at least 2 units of English?	Yes	No
→Have at least 4 Subjects?	Yes	No
→Have at least 6 units of BDC?	Yes	No
→Have at least 3 courses of 2 unit value or greater?	Yes	No

If you intend qualifying for the Award of a HSC, you will need to have answered **Yes** to all the above questions.

### **Will I meet the requirements for an ATAR?**

Taking into account any Year 11 Courses that I may have previously completed, along with any Year 11 Courses that I am now currently studying, do I:

→Have at least 2 units of English or English Studies?	Yes	No
→Have at least 4 BDC Subjects?	Yes	No
→Have at least 10 units of BDC's?	Yes	No
→Have at least 3 BDC courses of 2 unit or greater?	Yes	No

**Remember: if you choose English Studies you cannot count any other Cat B course toward your ATAR calculation**

**If you intend qualifying for an ATAR, you will need to have answered – Yes to all the above questions.**

**If you have any queries, see the Deputy Principal**



## HUNTER SPORTS HIGH SCHOOL

### HUNTER SPORTS HIGH SCHOOL – HSC GLOSSARY OF KEY TERMS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

# YEAR 12 ASSESSMENT PROCEDURE

In working towards your HSC two things become equally important: your HSC exams and the work that you do at school. Both contribute equally to your final result and the ATAR (for those students seeking this).

**NESA requires you to satisfactorily complete each course by:-**

- a) following the course of study
- b) Applying yourself with diligence and sustained effort to the tasks and experiences of each course.
- c) Achieving some or all of the outcomes of each course you study.

One significant part of satisfactorily completing a course is to undertake the Year 11 Assessment Tasks that form part of the course. These are formal assessment tasks over and above normal class work. Your achievement in these tasks **CONTRIBUTES 50% OF YOUR FINAL RESULT**. These tasks are to be treated seriously. NESA expects all tasks to be completed as **GENUINE ATTEMPTS**. Students, who do not complete tasks that comprise at least 51% of the total package, cannot sit for the HSC.

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment is most effective when students:

- are involved in setting learning goals
- know and understand assessment criteria
- are able to monitor their own learning and reflect on their progress
- receive feedback that helps them understand how to improve their learning.

## Number and Value of Tasks

In 2018 the Year 11 and HSC Assessment guidelines changed in all NSW schools. To reduce excessive stress and allow more time for teaching and learning, NESA has mandated that school-based assessment tasks will be capped at three per course in Year 11 and four per course in Year 12. In Year 11 the minimum weighting for an individual task is 20% and the maximum is 40%, whilst in the HSC the minimum is 10% for an individual task and the maximum being 40% (formal examinations can only be a maximum of 30%).

## Nature and Notification of Tasks

Students will receive a minimum of 2 weeks' notice for each assessment task. Students will sign for their assessment tasks on a notification register. Notification of assessment tasks will be communicated to the student in writing and include:

For each task you will be informed of:

- \* the scope of each task e.g. Probability in Mathematics (General)
- \* the form the task will take e.g. 10 short answer questions
- \* the proposed timing and duration of the task e.g. Tuesday 24 May, periods 2 and 3, 60 minutes
- \* the weighting allocated to the task e.g. 15% and component weightings e.g. knowledge 5% and skills 10%
- \* the outcomes being assessed
- \* the marking guidelines – Notification Information sheet
- \* any additional details (students will require calculators)

You should consult with your teacher on a regular basis, to confirm the scheduling of tasks and if you have been absent when Assessment information is given out. You must consult with your classroom teacher upon your return to school or earlier if you have been notified verbally because of your absence.

### **Submission of Tasks**

Tasks should be handed in to the classroom teacher at the time and method notified by the teacher. This may include electronic submission by email, Google Apps for Education or any other technologically based platforms. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty involved, or, in cases where that is not possible, the Deputy Principal. All Tasks should be submitted with your name and the task heading clearly displayed.

### **Students Absent from Tasks**

Students absent from tasks/or absent from school the day a task is due (including school sanctioned events e.g. representation at sporting events, camps, in the event of illness or misadventure etc.) should submit a Misadventure Form and complete the task in the timeframe and format outlined by the Head Teacher or Deputy Principal. This will usually result in the student completing the task the first day back at school after their absence.

## School Business Approved Leave

Misadventure Forms can be obtained for students being granted school approved leave for School Business events. These forms should be submitted prior to when school approved leave begins. These events may be school, regional, state or national sporting representation, creative and performing arts and cultural events or other academic events. It should be completed and the appropriate sections returned to the student's classroom teacher and faculty Head Teacher to organise an appropriate re scheduling and submission of the assessment task that is due at least one week prior to the start of their school business leave. Students may request a copy of the complete Misadventure Form and the final decision from a Deputy Principal.

## Illness or Misadventure

***A misadventure is an unavoidable personal circumstance that makes it impossible for you to attend an assessment. Such circumstances do not include family holidays or social engagements.***

You are expected to attend all class lessons the day an assessment task is to be conducted, or due for submission. If you fail to complete or submit an assessment task through absence or illness then you must:

- Contact your teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than 2 days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the "working notes" of the task must be presented at this time.
- Collect a Misadventure Form from the Year 12 Deputy or the Senior Studies Coordinator on the first day that you return to school.
- Complete the task on the first day or first subject specific period back from absence
- Submit a Misadventure Form, with either Doctor's Certificate or Statutory Declaration attached, to the relevant **Year 12 Deputy within three school days** of when you return to school. In cases of prolonged absence, email documentation to the Senior Studies Coordinator or Year 12 Deputy or have someone else present the certificate and form for you.
- Doctor's Certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case.

***This is a serious situation, which in the event of an illness or misadventure requires a Doctor's Certificate or Statutory Declaration by means of explanation.***

**IF YOU ARE ENROLLED IN A TAFE COURSE, YOU MUST ATTEND SCHOOL ON THE DAY OF A SCHEDULED SCHOOL ASSESSMENT TASK AND ATTEMPT THE TASK. YOU MUST NOTIFY YOUR TAFE TEACHER OF THIS EVENT. (Hunter Sports High School has informed TAFE of this procedure.)**



**APPLICATION FOR MISADVENTURE**

Assessment tasks are a compulsory and necessary component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper application for consideration under the **published rules of the Assessment Procedures.**

**An application for misadventure form is to be completed ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 3 school days.**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Task: \_\_\_\_\_ Subject: \_\_\_\_\_

Due Date: \_\_\_\_\_

Year Group (please circle): Year 11      Year 12

**CIRCUMSTANCES (Tick a box):**

- ☐ Illness/Misadventure      ☐ School Business

**SUPPORTING DOCUMENTATION**

Reason for missing assessment task or application for extension:

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**Doctors Certificate Attached: YES/NO** (Doctors Certificate **MUST** be attached to the form if the reason is **ILLNESS**)

Have you **ATTACHED** further documentation to support your application? **YES/NO**  
(This could include a **Statutory Declaration or Representation Form** detailing your circumstances)

Classroom Teacher Signature: \_\_\_\_\_ Head Teacher Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

**Student needs to complete the task on the first day or first subject specific period back from absence.**

- ☐ Has the task been completed? YES/NO      Date to be completed \_\_\_\_\_  
☐ Comment – *submission, format, alternative task, extension*

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*Students are responsible to collect a copy of the completed Misadventure Form from Deputy Principal.*

**OFFICE USE ONLY**

**Application for Misadventure Panel Decision**

- Head Teacher Determination
- Panel Determination

Has the student submitted supporting documentation to support absence     **YES/NO**

Has the task been completed?     **YES/NO**

**Outcome and Recommendation**

- Zero
- Estimate
- Alternative Task
- Other

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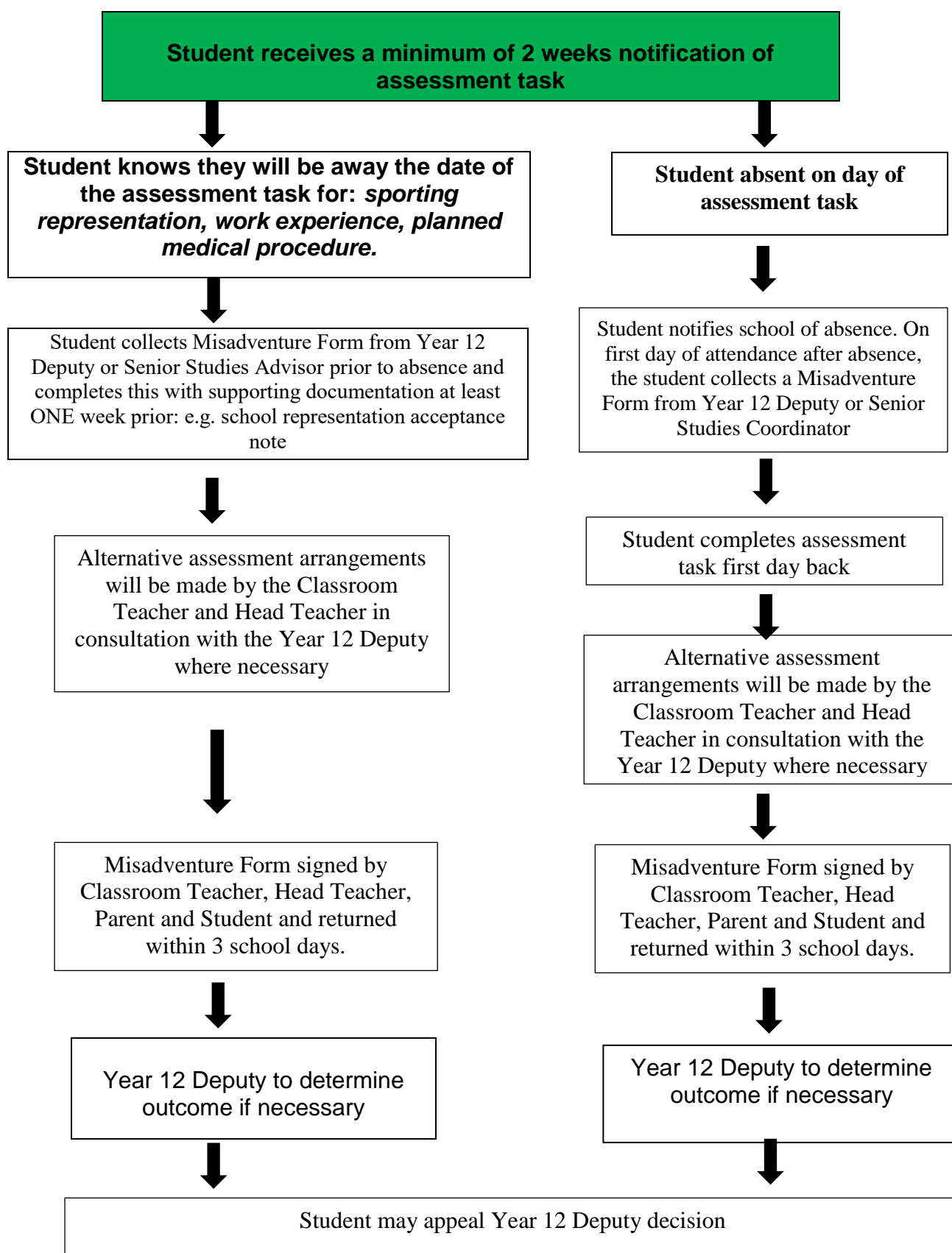
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**Deputy Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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## Student Assessment Task Submission Flow Chart



### **Outcome of submitting Misadventure Form**

If you have a valid reason, such as illness substantiated by a Doctor's Certificate, or endorsed leave, an extension of time or alternative arrangement may be granted or a substitute task scheduled. On occasions an estimate may be given. If an appeal form is NOT submitted- **EXPECT TO BE AWARDED ZERO** marks and have a "**NOT ATTEMPTED**" recorded against the task and an N AWARD issued.

### **Misadventures**

If you complete an assessment task but consider your performance has been affected by misadventure immediately prior to or during the task you must also speak with your class teacher and complete a Misadventure by submitting a Change of Circumstance Form for consideration by the Year 12 Deputy, within the same time-frame as previously detailed.

No task can be submitted or accepted past the due date (i.e. late) without the accompanying Misadventure Form.

**Where a student has no valid reason for not completing a task, or has made a non-genuine attempt then a ZERO MARK will be recorded and an N-AWARD sent home.**

In cases of prolonged absences, where possible, students will complete substitute tasks under supervised conditions or may complete a comparable task on return to school. In general, if the Year 12 Deputy considers the misadventure to be genuine, a mark/grade or estimate will be awarded for the task without alteration. However, prior to final submission to NESAs, the entire pattern will be examined and some adjustments may be made if the results in question are seen to be atypical.

### **Tasks Delivered Over Extended Periods of Time (e.g. Oral Tasks)**

On occasion, tasks may commence during one period and continue into the next period(s). All students should demonstrate their readiness to perform the task at the commencement of the task time, and must maintain readiness over the extended time. Students absent should follow the appeal process.

### **Courses Conducted by TAFE**

Principals of TAFE colleges are responsible for the issuing of assessment procedures for any courses conducted by their respective colleges. Students from Hunter Sports High School who

undertake courses at any TAFE College as part of their HSC preparation will be advised of all of their assessment tasks and commitments by the colleges which they attend.

### **Malpractice**

Cases of malpractice, such as plagiarism or cheating in tasks or examinations will be reviewed by the Year 12 Deputy. Proven cases will normally be awarded **ZERO** marks. Under **NO** circumstances are you allowed to remove the exam paper of a completed in-class task from the classroom. If you have a problem during the task, notify your teacher and submit an appeal form.

### **Technical Failure**

Technical failure is not an excuse for inability to complete tasks on the due date. It is the student's responsibility to back-up any work in progress and keep hard copies of text. Extensions will be given only with the Year 12 Deputy's agreement, and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by a Misadventure Appeal Form, if any consideration is to be given by the Committee. All such cases will be considered individually.

### **In instances of more than one class following the same course**

Common tasks, conditions and marking procedures will be followed in such cases.

### **Feedback**

You have the right to receive meaningful feedback on performance in individual tasks with an indication of your relative performance and general progress. This may be in the form of marks, grades or written comments and marking guidelines with sample responses.

### **Special Provisions for School Assessment Tasks**

If you are a student with special needs you should apply in writing to the HSC Assessment Committee for the provision of similar special needs provisions to those available for the HSC examination. For example: reader, writer, additional time, separate supervision. If granted, you will be issued with a card detailing the special provisions. It becomes your responsibility to present this information to the course teacher (or Head Teacher Admin in case of formal exams) at least one week prior to each scheduled Assessment task. This will allow time for the particular provisions to be organised. **Please Note:** The school will make every effort to replicate provisions granted by NESA but cannot always guarantee to do so. Students requiring writers, computers etc must discuss their needs with the Senior Studies Advisor as early as possible.

## Order of Merit Advice

You may collect Order of Merit advice from the school after the last HSC examination at the school and within the period of time for appeals. No marks will be revealed; rather you will be informed of your assessment ranking in each course.

## Oral Presentations

Many HSC courses involve outcomes relating to a student's ability to communicate, in both written and oral forms. As such, a number of courses will include an Oral Presentation as a compulsory assessment task. Students who have a diagnosed medical or psychological condition which may affect their performance in such a task may submit a Misadventure Appeal Form, **prior** to the due date of the task. This must be substantiated by a current medical certificate (preferably a specialist medical certificate) for consideration. The Year 12 Deputy may offer alternate conditions for the student to demonstrate their skill in oral communication e.g. reduced audience, pre-recorded. The Year 12 Deputy may also impose a marking penalty for oral tasks presented in such alternate conditions. All such cases will be considered individually. Alternatively, students who are absent from an individual oral task due to illness or other reason, should submit a Misadventure Appeal Form in the usual way.

## Invalid or Non Discriminating Tasks

The school will follow the advice of NESAs should such instances occur. You should be aware that in some cases an additional task may be added to the task schedule and the original weightings may be modified.

## Satisfactory completion and "N" Awards

In studying HSC courses you must make a **genuine attempt** to complete course requirements. An official NESAs N-Award Warning letter will be sent to the parents of any student who is in danger of not satisfactorily completing a course or who fails to complete an assessment task. If the outstanding work is not completed within the time set out in the N-Award Warning letter then a follow-up with another N-Award Warning letter. This may involve UPTO three letters for the same outstanding work product. NESAs N-Award Warning letters are issued where required.

If at any time a student receives three N award warnings for the same task, you will receive an official N DETERMINATION warning letter from the school. **This is an extremely serious step.** You will be given the opportunity to redeem satisfactory status by making a serious attempt. If that opportunity is ignored then the school can recommend to NESAs that you have not satisfactorily completed the course. You may not then be eligible for the HSC in that year.

## **Disputes**

The Year 12 Deputy will consider any disputes that cannot be resolved by the class teacher and/or Head Teacher.

Any disputes over an individual task must be resolved at the time the task is returned. Application for a school review of Assessments and any subsequent appeal to the Board can only be on the basis of the Assessment program and the procedures used in arriving at the final Assessment mark.

**Please Note: THE PRINCIPAL OR THEIR NOMINEE HAS THE RIGHT TO MAKE RULINGS IN SPECIAL CASES WHEN EXCEPTIONAL CIRCUMSTANCES MAKE THE PROCEDURES OF THE POLICY INAPPROPRIATE.**

## **Late entry into course**

No student may change course, or enter a course after the commencement of the HSC Assessment program unless the Principal, on advice from the classroom teacher and Head Teacher is satisfied that the student:

- has satisfactorily completed the relevant Preliminary course (or equivalent)
- will be able to complete all HSC course requirements
- will be able to have calculated a fair and valid Assessment mark.

## **Students Right of Appeal**

Students who receive an “N” determination have a right of appeal. At the time the Principal determines that a student has not satisfied the requirements, the Principal will:

- advise the NESA
- advise the student and provide them with a “N” Determination Appeal Form
- advise the parent or guardian in writing of the student’s right to appeal, if the student is under 18 years of age.

The student appeals, in the first instance, to the School. The Principal will then review the determination. If, after the review, the Principal revises the decision, the student and NESA will both be notified. If the Principal, on appeal, does not revise the determination, they will comment on the appeal and forward all the details to NESA. NESA will then consider the appeal and make the final decision. NESA will then notify both the student and the Principal of the result. Closing dates apply to all of these appeal levels. Students will be advised of these dates at the same time as they are given the Appeal Form.

If the “N” determination remains, students will need to either repeat the course or undertake an alternative course.

Students, parents and caregivers are reminded that student absence for a holiday will not form a right of appeal for any Assessment Task.

**Keeping Students, Parents and Staff informed**

An information meeting will be conducted and Student Information Booklets will be distributed online on the schools website prior to the commencement of the Assessment program.

Relevant NESA documents will be available on the school website and are readily available on the Internet.

## **Hunter Sports High Examination Procedure**

Draft Examination timetables will be published two weeks prior to Trial Examinations.

Published examination rules which are consistent with the HSC examination will be provided to students, including **MOBILE PHONES, SMART WATCHES, ANY OTHER ELECTRONIC DEVICE ARE NOT PERMITTED IN AN EXAMINATION ROOM UNDER ANY CIRCUMSTANCES.**

### **Students:**

Must **NOT** write, use any equipment including highlighters, or annotate examination paper in any way during READING TIME.

Must read the instructions on the examination paper carefully as well as all questions.

Write clearly, with black pen.

Write answers in the correct answer booklets.

Must follow the supervisors instructions at all times.

Behave in a polite and courteous manner towards the supervisors and other students.

Make a serious attempt at the examination.

## **ALL MY OWN WORK**

*HSC: All My Own Work* is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work **BEFORE** they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

At HSHS this course is completed in year 10 during the transition weeks in term 4 leading into Stage 6.

NESA investigates allegations of cheating and can penalise students caught cheating in exams and externally marked assessment tasks. Depending on the circumstances of the case, you may be interviewed by a 'malpractice' panel at NESA, receive **ZERO** marks for part or all of the examination and lose the award of the HSC in one or more courses.

**HUNTER SPORTS HIGH follows HSC Rules and Procedures. An allegation of cheating in school assessment tasks is taken VERY SERIOUSLY. You may receive **ZERO** marks for the task and the school may also impose further disciplinary actions.**

**All allegations are reviewed by a Deputy Principal, Head Teacher (from a different faculty) and the Senior Studies Coordinator.**

**This panel will assess the allegation and inform you of the school's decision.**

Here is a reminder of 'What is Plagiarism/Cheating'?

Plagiarism is using the words and ideas of others and presenting them as your own. As a HSC student you must be aware that:

- Copying, purchasing, borrowing or stealing someone else's work in whole or in part and presenting it as your own **-IS PLAGIARISM.**
- Copying a section of a book, and quoting from a source 'word for word' without acknowledging by the use of quotation marks **"-IS PLAGIARISM.**



## **PLAGIARISM IS CONSIDERED CHEATING**

Here are common questions about plagiarism:

Q: "Is it plagiarism if I copy someone else's work exactly and claim it is my own work?"

**A: Definitely, yes**

Q: Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

**A: Yes. You are using someone else's thoughts and words without acknowledgement.**

Q: Is it plagiarism if someone else proofreads my written work and changes my final draft?

**A: It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or**

**tutor or anyone else makes major changes to the working of your draft, the final version is no longer your own work.**

Q: Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

**A: No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.**

Q: Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

**A: This is not plagiarism. You have taken steps to show you are presenting another's words or ideas.**

## **ASSESSMENT TASK DETAILS – COURSE BY COURSE**

The specific nature of the Assessment Tasks for each of the Courses is presented on the following pages. They are listed alphabetically. The relative weights of each of the tasks, with component weightings for knowledge and skill acquisition in particular subjects, as well as the weights of the Half Yearly and Trial HSC Examination are included.

Courses which do not have a HSC examination and which operate on a Competency Assessment System have not been included. These will be assessed using a competency log which will be set up for each group to record the demonstration of the required competencies.

Remember: Students' Rights in HSC Assessment

- Be informed of the Assessment procedures of Hunter Sports High School and NESA
- Receive clear guidelines relating to the requirements of each assessment task
- Be told in advance of the due date of each assessment task
- Receive meaningful feedback that assists to review work
- Expect a consistent interpretation and application of the school's policy on assessment.
- Query the mark for an individual task at the time it is returned

### **Student responsibilities:**

- **Follow a pattern of study that meets their educational needs and not make any unapproved changes.**
- **Communicate to their Teacher/ Head Teacher/ Senior Studies Coordinator/Year 12 Deputy any changes in their circumstances that may impact on their HSC performance.**
- **Adhere to the HSC assessment guidelines.**

**STUDENTS NEED TO BE MINDFUL OF WHAT CYCLE/WEEK OF THEIR ASSESSMENT IN 2021.**

**MISREADING A TIMETABLE CYCLE WILL NOT BE AN EXCUSE FOR FAILURE TO SUBMIT RESPECTIVE TASKS DUE**

## Year 12 2020/2021 Assessment Calendar

Wk	Term 4 2020	Term 1 2021
1		
2	Construction Work Placement	Visual Arts Task 1
3	Hospitality Work Placement	
4		
5		Music Task 2
6	Mathematics Advanced Task 1 Biology Task 1	Food Technology Task 2 Sports Coaching Event 7
7	Investigating Science Task 1 Food Technology Task 1 Industrial Technology – Timber Task 1	Hospitality Work Placement
8	Aboriginal Studies Task 1 Mathematics Standard 1 Task 1 English Standard, Advanced and Studies – Task 1	Aboriginal Studies Task 2 Legal Studies Task 2 Mathematics Standard 1 Task 2 Mathematics Standard 2 Task 2 English Standard, Advanced and Studies – Task 2 Construction Work Placement
9	Business Studies Task 1 Legal Studies Task 1 Modern History Task 1 Mathematics Standard 2 Task 1 Mathematics Extension 1 Task 1 CAFS Task 1 Music Task 1 Hospitality Event 2	Business Studies Task 2 Industrial Technology – Timber Task 2 Modern History Task 2 PDHPE Task 2 SLR Task 2 CAFS Task 2 Visual Arts Task 2 Mathematics Extension 1 Task 2
10	PDHPE Task 1 Sports Coaching Event 4 SLR Task 1	Investigating Science Task 2 Manufacturing & Engineering Cluster 4 Mathematics advanced Task 2 Biology Task 2

## Year 12 2021 Assessment Calendar

Wk	Term 2 2021	Term 3 2021
1		
2		
3		Aboriginal Studies Trial Exam Business Studies Trial Exam Food Technology Trial Exam Industrial Technology – Timber Trial Exam Legal Studies Trial Exam Modern History Trial Exam Mathematics Standard 2 Trial Exam Mathematics Advanced Trial Exam Mathematics Extension 1 Trial Exam PDHPE Trial Exam CAFS Trial Exam English Standard, Advanced and Studies – Trial Biology Trial Exam Investigating Science Trial Exam Visual Arts Trial Exam Music Trial Exam Construction Trial Exam Hospitality Trial Exam Sports Coaching Trial Exam (if required) Manufacturing & Engineering Trial Exam (if required)
4		
5		Construction Event 4
6	Food Technology Task 3 Modern History Task 3 Biology Task 3 Visual Arts Task 3	SLR Task 4
7	Mathematics Standard 1 Task 3 Mathematics Standard 2 Task 3 Mathematics Extension 1 Task 3 CAFS Task 3 PDHPE Task 3 Construction Event 5	Mathematics Standard 1 Task 3
8	Business Studies Task 3 Industrial Technology – Timber Task 3 SLR Task 3 English Studies – Task 3 Music Task 3	Construction Event 6 Manufacturing & Engineering Cluster 5
9	Aboriginal Studies Task 3 Legal Studies Task 3 Mathematics Advanced Task 3 Investigating Science Task 3 Hospitality Event 3	Hospitality Event 4
10	English Standard and Advanced – Task 3 Sports Coaching Event 5	Sports Coaching Event 6

Hunter Sports High School  
**HSC ABORIGINAL STUDIES**

Assessment Schedule 2021

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	In-class response	Research task	Major project	Trial HSC examination	
<b>Date</b>	Term 4 week 8	Term 1 week 8	Term 2 week 9	Term 3 during the examination period	
<b>Outcomes</b>	H1.2, H1.3, H3.1, H3.3, H4.3	H1.2, H3.1, H3.2, H3.3, H4.1, H4.3	H4.1, H4.2	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3	
<b>Component</b>					
Knowledge and understanding of course content	5	5	10	20	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	10	10		25
Research and inquiry methods, including aspects of the Major Project		5	15		20
Communication of information, ideas and issues in appropriate forms	5	5	5		15
<b>Task Weighting</b>	<b>15</b>	<b>25</b>	<b>40</b>	<b>20</b>	100

**SYLLABUS OUTCOMES****ABORIGINAL STUDIES**

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

**Assessment Components and Weightings**

The mandatory components and weightings for the HSC course are set out below:

Component	Weighting
Knowledge and understanding of course content	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25
Research and inquiry methods, including aspects of the Major Project	20
Communication of information, ideas and issues in appropriate forms	15
	100

Hunter Sports High School

# HSC BIOLOGY

## Assessment Schedule 2021

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	Modelling in Science: Genetic Modelling	Depth Study	Practical Investigation Design and conduct a practical investigation	Trial HSC Examination	
<b>Date</b>	Term 4 Week 6	Term 1 Week 11	Term 3 Week 6	Term 3 During Exam Period	
<b>Outcomes</b>	Outcomes Assessed: BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-12	Outcomes Assessed: BIO11/12-1 BIO11/12-3 BIO11/12-5 BIO11/12-7 BIO12-12 BIO12-13 BIO12-15	Outcomes Assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO11/12-14	A variety of outcomes from BIO11/12-2 to BIO12-15	
<b>Skills in Working Scientifically</b>	15	10	25	10	60
<b>Knowledge and Understanding</b>	5	10	5	20	40
<b>Task Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**SYLLABUS OUTCOMES****BIOLOGY**

<b>Outcome</b>	<b>Description</b>
<b>BIO11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>BIO11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>BIO11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>BIO11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>BIO11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>BIO11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>BIO11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>BIO11-8</b>	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
<b>BIO11-9</b>	Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
<b>BIO11-10</b>	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
<b>BIO11-11</b>	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem
<b>BIO12-12</b>	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
<b>BIO12-13</b>	Explains natural genetic change and the use of genetic technologies to induce genetic change
<b>BIO12-14</b>	Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
<b>BIO12-15</b>	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

**Assessment Components and Weightings**

The mandatory components and weightings for the HSC course are set out below:

Knowledge and understanding	40
Skills in Working Scientifically	60
<b>Task Weighting</b>	<b>100</b>



Hunter Sports High School  
**HSC BUSINESS STUDIES**

**Assessment Schedule 2021**

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	Research Business Report	Case Study Analysis	Financial statement analysis and report	Trial HSC Examination	
<b>Date</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 During exam period	
<b>Outcomes</b>	H1, H2, H5, H7	H4, H6, H7, H8, H9	H2, H6, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
<b>Component</b>					
<b>Knowledge and understanding of course content</b>	5	10	10	15	40
<b>Stimulus Based Skills</b>	10			10	20
<b>Inquiry and Research</b>		10	10		20
<b>Communication of Business information, ideas and issues in application forms</b>	5	5	5	5	20
<b>Task Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**SYLLABUS OUTCOMES****BUSINESS STUDIES**

<b>Outcome</b>	<b>Description</b>
<b>H1</b>	Critically analyses the role of business in Australia and globally
<b>H2</b>	Evaluates management strategies in response to changes in internal and external influences
<b>H3</b>	Discusses the social and ethical responsibilities of management
<b>H4</b>	Analyses business functions and processes in large and global businesses
<b>H5</b>	Explains management strategies and their impact on businesses
<b>H6</b>	Evaluates the effectiveness of management in the performance of business
<b>H7</b>	Plans and conducts investigations onto contemporary business issues
<b>H8</b>	Organises and evaluates information for actual and hypothetical business
<b>H9</b>	Communicates business information, issues and concepts in appropriate forms
<b>H10</b>	Applies mathematical concepts appropriately in business situations

**Assessment Components and Weightings**

The mandatory components and weightings for the HSC course are set out below:

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of course content	40
Stimulus-based skills	20
Inquiry and research	20
Communication of business information, ideas and issues in appropriate forms	20
<b>Task Weighting</b>	<b>100</b>

**Hunter Sports High School**  
**HSC COMMUNITY AND FAMILY STUDIES**

**Assessment Schedule 2021**

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	IRP Analysis and Discussion	Groups in Context (Case Study of Community Groups)	Parenting and Caring (Presentation on Support Service)	Trial Examination	
<b>Core/Option</b>	Core 4	Core 5	Core 7	Core 4, 5, 7	
<b>Date</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 6/7	Term 3 Week 3/4	
<b>Outcomes</b>	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H5.1,	H2.2, H3.2, H4.2, H5.1, H5.2	H1.1 to H6.2	
<b>Component</b>					
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
<b>Task Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	100

**SYLLABUS OUTCOMES****COMMUNITY AND FAMILY STUDIES**

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

**Assessment Components and Weightings**

The mandatory components and weightings for the HSC course are set out below:

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of course content	40
Skills in critical thinking, research methodology, analysing and communicating	60
<b>Task Weighting</b>	<b>100</b>

Hunter Sports High School  
**HSC ENGLISH– ENGLISH STANDARD**

**Assessment Schedule 2021**

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	<b>Common Module - Texts and Human Experiences</b> Multimodal presentation including related material	<b>Module A – Language, Culture and Identity</b> Analytical response	<b>Module C - Craft of Writing (20%)</b> Imaginative text and reflection	<b>Trial HSC Examination</b> Common Module Modules A and B Craft of Writing (5%)	
<b>Date</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 10	Term 3 Week 3-4	
<b>Outcomes</b>	EN12-1, EN12-4 EN12-6, EN12-7	EN12-1, EN12-3 EN12-6, EN12-7	EN12-2, EN12-3, EN12-5, EN12-8 EN12-9	EN12-2, EN12-4, EN12-5, EN12-8	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to purpose, audience and context across all modes	15	10	10	15	50
<b>Task Weighting</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	100

## ENGLISH - STANDARD

### SYLLABUS OUTCOMES

Outcome	Description
EN12-1	<ul style="list-style-type: none"><li>A student independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li></ul>
EN12-2	<ul style="list-style-type: none"><li>A student uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</li></ul>
EN12-3	<ul style="list-style-type: none"><li>A student analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning</li></ul>
EN12-4	<ul style="list-style-type: none"><li>A student adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</li></ul>
EN12-5	<ul style="list-style-type: none"><li>A student thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments</li></ul>
EN12-6	<ul style="list-style-type: none"><li>A student investigates and explains the relationships between texts</li></ul>
EN12-7	<ul style="list-style-type: none"><li>A student explains and evaluates the diverse ways texts can represent personal and public worlds</li></ul>
EN12-8	<ul style="list-style-type: none"><li>A student explains and assesses cultural assumptions in texts and their effects on meaning</li></ul>
EN12-9	<ul style="list-style-type: none"><li>A student reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner</li></ul>

### Assessment Components and Weightings

The mandatory components and weightings for the HSC course are set out below:

Component	Weighting
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to purpose, audience and context across all modes	50

No more than 30% may be allocated to tests and examinations

Hunter Sports High School  
**HSC ENGLISH - ADVANCED**  
 Assessment Schedule 2021

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	<b>Common Module - Texts and Human Experiences</b> Multimodal presentation including related material	<b>Module A – Textual Conversations</b> Evaluative/Critical response	<b>Module C - Craft of Writing (20%)</b> Imaginative text and reflection	<b>Trial HSC Examination</b> Common Module Modules A and B Craft of Writing (5%)	
<b>Date</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 10	Term 3 Week 3-4	
<b>Outcomes</b>	EA12-1, EA12-4 EA12-6, EA12-7	EA12-1, EA12-3 EA12-6, EA12-7	EA12-2, EA12-3, EA12-5, EA12-8 EA12-9	EA12-2, EA12-4, EA12-5, EA12-8	
<b>Component</b>					
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to purpose, audience and context across all modes	15	10	10	15	50
<b>Task Weighting</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	100

## ENGLISH – ADVANCED

### SYLLABUS OUTCOMES

Outcome	Description
EA12-1	student independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA12-2	A student uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA12-3	A student 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	A student strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA12-5	A student thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA12-6	A student investigates and evaluates the relationships between texts
EA12-7	student evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA12-8	A student explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
EA12-9	A student reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

### Assessment Components and Weightings

The mandatory components and weightings for the HSC course are set out below:

Component	Weighting
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to purpose, audience and context across all modes	50

No more than 30% may be allocated to tests and examination



Hunter Sports High School  
**HSC ENGLISH - STUDIES**  
 Assessment Schedule 2021

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	<b>Multimodal presentation incorporating related material</b>  Common Module Texts and Human Experiences	<b>Travel Writing Task</b> Elective Module: On the Road	<b>Collection of classwork (Including Reflection)</b>  All modules	<b>Trial HSC Examination</b>  Mandatory module and Elective – Playing the Game	
<b>Date</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 3-4	
<b>Outcomes</b>	ES12-2 ES12-4 ES12-6 ES12-8 ES12-9	ES12-2 ES12-4 ES12-6 ES12-8 ES12-9	ES12-1 ES12-3 ES12-5 ES12-7 ES12-10	ES12-1 ES12-3 ES12-5 ES12-7	
<b>Component</b>					
Knowledge and understanding of course content	15	10	20	5	50
Skills in: <ul style="list-style-type: none"> <li>Comprehending Texts</li> <li>Communicating Ideas</li> <li>Using language accurately, appropriately and effectively</li> </ul>	10	15	20	5	50
<b>Task Weighting</b>	<b>25</b>	<b>25</b>	<b>40</b>	<b>10</b>	100

## ENGLISH STUDIES

### SYLLABUS OUTCOMES

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

### Assessment Components and Weightings

The mandatory components and weightings for the HSC course are set out below:

Component	Weighting
Knowledge and understanding of course content	50
Skills in: <ul style="list-style-type: none"><li>• <input type="checkbox"/> comprehending texts</li><li>• <input type="checkbox"/> communicating ideas</li><li>• <input type="checkbox"/> using language accurately, appropriately and effectively</li></ul>	50
	100

Hunter Sports High School  
**HSC Food Technology**  
 Assessment Schedule 2021

Task number	Task 1	Task 2	Task 3	Task 4	Component weighting
Nature of tasks	Food Industry Report	Food Manufacture Experiment and Preparation	Contemporary Nutrition Issues Investigation	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1, Week 6	Term 2, Week 6	Term 3, Weeks 3–4	
Outcomes assessed	H1.2, H1.4, H3.1	H1.1, H4.2	H2.1, H3.2, H4.1, H5.1	H1.1, H1.3, H1.4, H5.1	
Component					
Knowledge and understanding of course content			10	30	40
Knowledge and skills in designing, researching, analysing and evaluating	15	10	5		30
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		30
Total %	15	25	30	30	100

**SYLLABUS OUTCOMES****FOOD TECHNOLOGY**

<b>Outcome</b>	<b>Description</b>
<b>H1.1</b>	explains manufacturing processes and technologies used in the production of food products
<b>H1.2</b>	examines the nature and extent of the Australian food industry
<b>H1.3</b>	justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
<b>H1.4</b>	evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
<b>H2.1</b>	evaluates the relationship between food, its production, consumption, promotion and health
<b>H3.1</b>	investigates operations of one organisation within the Australian food industry
<b>H3.2</b>	independently investigates contemporary nutrition issues
<b>H4.1</b>	develops, prepares and presents food using product development processes
<b>H4.2</b>	applies principles of food preservation to extend the life of food and maintain safety
<b>H5.1</b>	develops, realises and evaluates solutions to a range of food situations

**Assessment Components and Weightings**

The mandatory components and weightings for the HSC course are set out below:

<b>Component</b>	<b>Weighting</b>
<b>Knowledge and understanding of course content</b>	40
<b>Knowledge and skills in designing, researching, analysing and evaluating</b>	30
<b>Skills in experimenting with and preparing food by applying theoretical concepts</b>	30
<b>Task Weighting</b>	100

Hunter Sports High School  
**HSC INDUSTRIAL TECHNOLOGY- TIMBER PRODUCTS & FURNITURE TECHNOLOGIES**  
 Assessment Schedule 2021

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	<i>Industry Study</i>	<i>Product Analysis</i>	<i>Research Task</i>	<i>Trial HSC</i>	
<b>Date</b>	Week: 7 Term: 4 2021	Week: 9 Term: 1, 2021	Week: 8 Term: 2, 2021	Week: 3/4 Term: 3, 2021	
<b>Outcomes</b>	H1.1, H1.3, H3.2, H5.1, H6.2, H7.1, H7.2	H3.2, H4.3, H5.2, H6.1	H1.2, H2.1, H3.1, H4.1, H4.2, H4.3	All Outcomes	
<b>Component</b>					
Knowledge and understanding of course content	<b>10%</b>	<b>5%</b>	<b>15%</b>	<b>10%</b>	<b>40%</b>
Knowledge and skills in the design, management, communication and production of a major project	<b>20%</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>60%</b>
<b>Task Weighting</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

**SYLLABUS OUTCOMES****INDUSTRIAL TECHNOLOGY- TIMBER PRODUCTS & FURNITURE TECHNOLOGIES**

<b>Outcome</b>	<b>Description</b>
<b>H1.1</b>	Investigates industry through the study of businesses in one focus area
<b>H1.2</b>	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
<b>H1.3</b>	Identifies important historical development in the focus area industry
<b>H2.1</b>	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
<b>H3.1</b>	Demonstrates skills in sketching, producing and interpreting drawings
<b>H3.2</b>	Selects and applies appropriate research and problem – solving skills
<b>H3.3</b>	Applies and justifies design principles through the production of a Major Project
<b>H4.1</b>	Demonstrates competency in a range of practical skills appropriate to the Major Project
<b>H4.2</b>	Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
<b>H4.3</b>	Critically applies knowledge and skills related to properties and characteristics of materials/ components
<b>H5.1</b>	Selects and uses communication and information processing skills
<b>H5.2</b>	Examines and applies appropriate documentation techniques to project management
<b>H6.1</b>	Evaluates the characteristics of quality manufactured products
<b>H6.2</b>	Applies the principles of quality and quality control
<b>H7.1</b>	Explains the impact of the focus area industry on the social and physical environment
<b>H7.2</b>	Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

**Assessment Components and Weightings**

The mandatory components and weightings for the HSC course are set out below:

<b>Component</b>	<b>Weighting</b>
<b>Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area</b>	40
<b>Knowledge, skills and understanding in designing, managing, problem- solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project</b>	60
<b>Task Weighting</b>	100

Hunter Sports High School  
**HSC INVESTIGATING SCIENCE**  
 Assessment Schedule 2021

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	<b>Practical Investigation</b>	<b>Secondary sourced research task</b>	<b>Depth Study Critical Review</b>	<b>Trial HSC Examination</b>	
	Module 5	Module 5 and 6	Module 7 and 8		
<b>Date</b>	Term 4 Week 7	Term 1 Week 10	Term 2 Week 9	Term 3 During Examination Period	
<b>Outcomes</b>	<b>Outcomes Assessed</b> INS11/12-1 INS11/12-2 INS11-12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-12	<b>Outcomes Assessed</b> INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-7 INS12-12 INS12-13	<b>Outcomes Assessed</b> INS11/12-1 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14 INS 12-15	<b>Outcomes Assessed</b> INS11/12-1 INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-6 INS12-12 INS12-13 INS12-14 INS 12-15	
<b>Knowledge and understanding of</b>	10	5	10	15	40
<b>Skills in Working Scientifically</b>	10	15	20	15	60
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**SYLLABUS OUTCOMES****INVESTIGATING SCIENCE**

Outcome	Description
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
INS11-8	Identifies that the collection of primary and secondary data initiates scientific investigations
INS11-9	Examines the use of inferences and generalisations in scientific investigations
INS11-10	Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INS11-11	Describes and assesses how scientific explanations, laws and theories have developed
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

**ASSESSMENT COMPONENTS AND WEIGHTINGS**

The mandatory components and weightings for the HSC course are set out below.

Components	Weighting
Knowledge and understanding of	40
Skills in Working Scientifically	60
	100



Hunter Sports High School  
**HSC LEGAL STUDIES**  
 Assessment Schedule 2021

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	Part I: Crime – Investigation	Part II: Human Rights – ICT submission and Presentation	Part III: Optional Studies – Extended response	Parts I, II, III Trial HSC Exam	
<b>Date</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 During exam period	
<b>Outcomes</b>	H1, H3, H7, H8, H9	H2, H3, H4, H7, H8, H9	H3, H5, H6, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9	
<b>Component</b>					
Knowledge and understanding of course content		5	5	30	40
Analysis and evaluation	10	5	5		20
Inquiry and research	10	10			20
Communication of legal information, issues and ideas in appropriate forms	5	5	10		20
<b>Task Weighting</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## **LEGAL STUDIES**

### **SYLLABUS OUTCOMES**

<b>Outcome</b>	<b>Description</b>
<b>H1</b>	Identifies and applies legal concepts and terminology
<b>H2</b>	Describes and explains key features of and the relationship between Australian and international law
<b>H3</b>	Analyses the operation of domestic and international legal systems
<b>H4</b>	Evaluates the effectiveness of the legal system in addressing issues
<b>H5</b>	Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
<b>H6</b>	Assesses the nature of the interrelationship between the legal system and society
<b>H7</b>	Evaluates the effectiveness of the law in achieving justice
<b>H8</b>	Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
<b>H9</b>	Communicates legal information using well-structured and logical arguments
<b>H10</b>	Analyses differing perspectives and interpretations of legal information and issues

### **ASSESSMENT COMPONENTS AND WEIGHTINGS**

The mandatory components and weightings for the HSC course are set out below.

<b>Components</b>	<b>Weightings</b>
Knowledge and understanding of course content	40
Analysis and evaluation	20
Inquiry and research	20
Communication of legal information, issues and ideas in appropriate forms	20
	100

Hunter Sports High School  
**HSC MATHEMATICS Standard 1**  
 Assessment Schedule 2021

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	Investigation	In- class supervised test	Open Book Topic Test	Extended modelling and problem -solving task	
<b>Date</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 7	
<b>Outcomes</b>	MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-8 MS1-12-9 MS1-12-10	ALL	ALL	
<b>Component</b>					
<b>Understanding, Fluency and Communication</b>	15	15	5	15	50
<b>Problem Solving, Reasoning and Justification</b>	15	15	5	15	50
<b>Task Weighting</b>	<b>30</b>	<b>30</b>	<b>10</b>	<b>30</b>	100

**SYLLABUS OUTCOMES****MATHEMATICS – STANDARD 1**

<b>Outcome</b>	<b>Description</b>
<b>MS1-12-1</b>	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
<b>MS1-12-2</b>	analyses representations of data in order to make predictions and draw conclusions
<b>MS1-12-3</b>	interprets the results of measurements and calculations and makes judgements about their reasonableness
<b>MS1-12-4</b>	analyses simple two-dimensional and three-dimensional models to solve practical problems
<b>MS1-12-5</b>	makes informed decisions about financial situations likely to be encountered post-school
<b>MS1-12-6</b>	represents the relationships between changing quantities in algebraic and graphical forms
<b>MS1-12-7</b>	solves problems requiring statistical processes
<b>MS1-12-8</b>	applies network techniques to solve network problems
<b>MS1-12-9</b>	chooses and uses appropriate technology effectively and recognises appropriate times for such use
<b>MS1-12-10</b>	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

**Assessment Components and Weightings**

The mandatory components and weightings for the HSC course are set out below:

<b>Component</b>	<b>Weighting</b>
Understanding, Fluency and Communicating.	50
Problem Solving, Reasoning and Justification	50
	100

Hunter Sports High School  
**HSC MATHEMATICS Standard 2**  
 Assessment Schedule 2021

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	Investigation	In- class supervised test	Field study.	Trial Exam	
<b>Date</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Examination Period	
<b>Outcomes</b>	MS2-12-3 MS2-12-4 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	All outcomes assessed	
<b>Component</b>					
<b>Understanding, Fluency and Communication</b>	10	10	15	15	50
<b>Problem Solving, Reasoning and Justification</b>	10	10	15	15	50
<b>Task Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	100

**SYLLABUS OUTCOMES****MATHEMATICS - STANDARD 2**

<b>Outcome</b>	<b>Description</b>
<b>MS2-12-1</b>	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
<b>MS2-12-2</b>	Analyses representations of data in order to make inferences, predictions and draw conclusions
<b>MS2-12-3</b>	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
<b>MS2-12-4</b>	Analyses two-dimensional and three-dimensional models to solve practical problems
<b>MS2-12-5</b>	Makes informed decisions about financial situations, including annuities and loan repayments
<b>MS2-12-6</b>	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms
<b>MS2-12-7</b>	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
<b>MS2-12-8</b>	Solves problems using networks to model decision-making in practical problems
<b>MS2-12-9</b>	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
<b>MS2-12-10</b>	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

**Assessment Components and Weightings**

The mandatory components and weightings for the HSC course are set out below:

<b>Component</b>	<b>Weighting</b>
<b>Understanding, Fluency and communicating</b>	50
<b>Problem Solving, Reasoning and Justification</b>	50

Hunter Sports High  
**HSC MATHEMATICS**

**Assessment Schedule 2021**

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>In-class topic test</b> Topic: Graphs and Equations (F2, T3)	<b>In-class test</b>  Topics: Calculus – Integration, Exponential, Logarithmic & Trigonometric Functions) (C2, C3, C4, F2, T3)	<b>Assignment</b>  Topics: Statistical Analysis (S2, S3, F2, C4.2)	<b>Trial HSC Examination</b> All Topics	
	Term 4, Week 6	Term 1, Week 11	Term 2, Week 9	Term 3 Examination Period	
	<b>Outcomes assessed</b> MA12-1, 5, 9, 10	<b>Outcomes assessed</b> MA12-1, 3, 5, 6, 7, 9, 10	<b>Outcomes assessed</b> MA12-8, 9, 10	<b>Outcomes assessed</b> All: MA12-1:10	
Understanding, Fluency & Communication	8	12	15	15	<b>50</b>
Problem-Solving, Reasoning & Justification	7	13	15	15	<b>50</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

**SYLLABUS OUTCOMES****MATHEMATICS**

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

**Assessment Components and Weightings**

The mandatory components and weightings for the HSC course are set out below:

Component	Weighting
Understanding, Fluency and Communication	50
Problem Solving, Reasoning and Justification	50



Hunter Sports High School  
**HSC MATHEMATICS – EXTENSION 1**

**Assessment Schedule 2021**

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>In-class topic test</b> Topic: Vectors (V1.1, V1.2)	<b>In-class test</b>  Topics: Trigonometric Equations & Differential Equations (T3, C2, C3.2)	<b>Assignment</b>  Topics: Further Calculus (C2, C3.1)	<b>Trial HSC Examination</b> All Topics	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 7	Term 3 Examination Period	
	<b>Outcomes assessed</b> ME12-2, 6, 7	<b>Outcomes assessed</b> ME12-1, 3, 4, 6, 7	<b>Outcomes assessed</b> ME12-1, 4, 6, 7	<b>Outcomes assessed</b> ME12-1:7	
Understanding, Fluency & Communication	10	13	12	15	<b>50</b>
Problem-Solving, Reasoning & Justification	10	12	13	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**SYLLABUS OUTCOMES****MATHEMATICS – EXTENSION 1**

Outcome	Description
<b>ME12-1</b>	applies techniques involving proof or calculus to model and solve problems
<b>ME12-2</b>	applies concepts and techniques involving vectors and projectiles to solve problems
<b>ME12-3</b>	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
<b>ME12-4</b>	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
<b>ME12-5</b>	applies appropriate statistical processes to present, analyse and interpret data
<b>ME12-6</b>	chooses and uses appropriate technology to solve problems in a range of contexts
<b>ME12-7</b>	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

**Assessment Components and Weightings**

The HSC School Based Assessment mark is a mark out of 50. The weightings of the course will reflect this at the completion of the HSC.

Component	Weighting
Understanding, Fluency and Communication	50
Problem Solving, Reasoning and Justification Reasoning and Communication	50
	100

Hunter Sports High School  
**HSC MODERN HISTORY**

**Assessment Schedule 2021**

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	Source analysis CORE: Power and Authority in the Modern World 1919-1946	In class essay NATIONAL STUDIES: Russia and the Soviet Union 1917-1941	Historical analysis – Research and oral presentation CONFLICT AND PEACE: Conflict in the Pacific 1935-1951	Trial HSC Exam	
<b>Date</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 6	Term 3 During exam period	
<b>Outcomes</b>	MH12-1, MH12-3, MH12-4, MH12-5, MH12-6	MH12-2, MH12-3, MH12-4, MH12-5, MH12-9	MH12-2, MH12-4, MH12-6, MH12-8	MH12-3, MH12-4, MH12-5, MH12-7, MH12-9	
Knowledge and understanding of course content	10	10	5	15	40
Historical skills in the analysis and evaluation of courses and interpretations	10			10	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
<b>Task Weighting</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	100

**SYLLABUS OUTCOMES****MODERN HISTORY**

Outcomes	Description
<b>MH12-1</b>	accounts for the nature of continuity and change in the modern world
<b>MH12-2</b>	proposes arguments about the varying causes and effects of events and developments
<b>MH12-3</b>	evaluates the role of historical features, individuals, groups and ideas in shaping the past
<b>MH12-4</b>	analyses the different perspectives of individuals and groups in their historical context
<b>MH12-5</b>	assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
<b>MH12-6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument
<b>MH12-7</b>	discusses and evaluates differing interpretations and representations of the past
<b>MH12-8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>MH12-9</b>	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

**ASSESSMENT COMPONENTS AND WEIGHTINGS**

The mandatory components and weightings for the HSC course are set out below.

Components	Weighting
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of courses and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

# Hunter Sports High School

## HSC MUSIC

### Assessment Schedule 2021

MUSIC	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	Musicology written assignment task (includes listening examples) + presentation of Elective 1. (Depending on the Elective this may be a performance, or a musicology viva voce or portfolio, or material from the composition portfolio)	Computer compositional activity representing current topic + detailed aural analysis of 2 listening pieces.	Core performance piece + presentation of Electives 2 and 3. (Depending on the Elective this may be a performance, or a musicology viva voce or portfolio, or material from the composition portfolio)	Aural skills examination + presentation of Electives 1, 2 and 3. (Depending on the Elective this may be a performance, or a musicology viva voce or portfolio, or material from the composition portfolio)	
<b>Date</b>	Term 4 Week 9	Term 1 Week 5	Term 2 Week 8	Term 3 During exam period	
<b>Outcomes</b>	H1 – H8*	H3, H4, H6, H7, H8	H1 - H8*	H1 - H8*	
Performance Core			10		10
Composition Core		10			10
Musicology Core\32	10				10
Aural Core		10		15	25
Elective 1	10			5	15
Elective 2			10	5	15
Elective 3			10	5	15
<b>Task Weighting</b>	20	20	30	30	100

\* Teachers will select the appropriate outcomes based on the elective options selected by each student

## MUSIC

### SYLLABUS OUTCOMES

Outcome s	Description
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

### ASSESSMENT COMPONENTS AND WEIGHTINGS

The mandatory components and weightings for the HSC course are set out below.

Component	Weighting %
Performance	10
Composition	10
Musicology	10
Aural	25
Electives	45
	100

Hunter Sports High School

**HSC PDHPE**

**Assessment Schedule 2021**

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	Health Priority Investigation	Training Plan and Response	Sports Med Injury and assessment plan/ response	Trial HSC	
<b>Core/Option</b>	Core 1	Core 2	Option Sports Med	Core 1 & 2 Option 3 and 4	
<b>Due Date</b>	Term 4 Week 9/10	Term 1 Week 8/9	Term 2 Week 7/8	Term 3 Week 3/4	
<b>Outcomes</b>	H1, H2, H3, H4, H5, H15, H16	H7, H8, H10, H11, H17	H8, H13, H16, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H13, H14, H15, H16	
<b>Component</b>					
Knowledge and understanding of course content	10	10	5	15	40
Skills in critical thinking, research, analysis and communicating	20	20	5	15	60
<b>Task Weighting</b>	<b>30%</b>	<b>30%</b>	<b>10%</b>	<b>30%</b>	<b>100</b>

**SYLLABUS OUTCOMES****PDHPE**

Outcomes	Description
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

**ASSESSMENT COMPONENTS AND WEIGHTINGS**

The mandatory components and weightings for the HSC course are set out below.

Component	Weighting
Knowledge and understanding of course content	40
Skills in critical thinking, research, analysis and communicating	60



Hunter Sports High School  
**Year 12 Sport, Lifestyle and Recreation**  
 Assessment Schedule 2021

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Description</b>	Designing a weights training program & practical application of weight training techniques	Designing and Implementing a Fitness Training program	Coaching Strategies and developing a Sports Coaching Program	Theory and Practical Assessment of Individual Sport and Application 11	
Core/Option	Resistance Training	Fitness	Sports Coaching and Training	Individual Games and Sport Applications	
Due Date	Term 4 Week 10	Term 1 Week 9	Term 2 Week 8	Week 5/6 Term 3	
Outcomes Assessed	1.3, 2.2, 2.3, 3.2, 4.4	1.2, 1.3,2.2,3.2,3.3,4.1	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.1, 1.3,3.1, 4.4	
Component					
• Knowledge and Understanding of outcomes & content	15	10	15	10	50
• Skills outcomes and content	10	15	10	15	50
<b>Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	100%

**SYLLABUS OUTCOMES****SPORT, LIFESTYLE AND RECREATION**

Outcomes	Description
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
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 and meet individuals needs, interests and abilities
2.4	Describes how social influences impact on the nature of Sport in Australia
2.5	Describes the relationship between anatomy, physiology and p[erformance
3.1	Select 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

**ASSESSMENT COMPONENTS AND WEIGHTINGS**

The mandatory components and weightings for the HSC course are set out below.

Components	Weighting
Knowledge and understanding	50
Skills	50
	100

**Hunter Sports High School**  
**HSC VISUAL ARTS**  
**Assessment Schedule 2021**

	Task 1	Task 2	Task 3	Task 4	Component Weighting
<b>Task Description</b>	Art Criticism and Art History- Artists Case Study	Development of body of work- Investigations of art making practice evident in Visual Arts Process Diary and Interview	Development of body of work- Works under development; VAPD, interview about intentions, conceptual framework relationships and viewpoint/s	Trial HSC Art Criticism and Art History	
<b>Date</b>	Term 1 Week 2	Term 1 Week 9	Term 3 Week 6	Term 3 Week 3/4	
<b>Outcomes</b>	H7, H8, H9, H10	H1, H2, H3, H4	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
<b>Component</b>					
<b>Artmaking</b>		15	35		50
<b>Art Criticism &amp; Art History</b>	20			30	50
<b>Task Weighting</b>	<b>20</b>	<b>15</b>	<b>35</b>	<b>30</b>	<b>100</b>

## SYLLABUS OUTCOMES

Outcomes	Description
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 art making
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

## ASSESSMENT COMPONENTS AND WEIGTHINGS

The mandatory components and weightings for the HSC course are set out below.

Component	Weighting
Artmaking	50
Art criticism and art history	50



# Hunter Sports High School

## 2021 VET COURSES

**Hunter Sports High School**  
**CPC20211 Certificate II in Construction Pathways**

Assessment Events for Certificate II in Construction Pathways CPC20211		Event 4	Event 4	Event 5	Work Placement	Yearly Exam
		Levelling	Tiling	Major Project		
		Date: TBA Week: 5 Term: 3 2021	Date: TBA Week: 7 Term: 2 2021	Date: TBA Week: 8 Term: 3 2021	Date: TBA Week: 8 Term: 1 2021	Date: TBA Week: 3/4 Term: 3 2021
Code	Unit of Competency					
CPCCWF2001A	Handle wall and floor tiling materials		X			
CPCCWF2002A	Use wall and floor tiling tools and equipment		X			
CPCCCM2006	Apply basic leveling procedures	X				
CPCCCN2005B	Use construction tools and equipment			X		
CPCCCM1012	Work effectively and sustainably in the construction industry			X		
CPCCCM1013	Plan and organise work			X		
CPCCCM1015A	Carry out measurements and calculations			X		
CPCCCM2001	Read and interpret plans and specifications			X		
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry			X		

Depending on the achievement of units of competency, the possible HSC qualification outcome is Certificate II in Construction Pathways. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

**Hunter Sports High School**

**SIT20316 Certificate II Hospitality STRATEGY A**

Assessment Events for Certificate II in Hospitality SIT20316		Topic Quiz Online These quizzes combined with event assessments will determine outcome of unit	Event 2 Working in Industry  Date: TBA Week: 9 Term: 4 2020	Event 3 Light Bites  Date: TBA Week: 9 Term: 2 2021	Event 4 Let's get inducted  Date: TBA Week: 9 Term: 3 2021	Event 5 E - Portfolio Checks 2, 3 & 4  Term: 4 2020 Term: 1 2021 Term: 3 2021	Work Placement 35 hrs  Date: 8 – 14/3/21 Week: 7 Term: 1	Trial Exam  Date: TBA Week: 3 & 4 Term: 3 2021
Code	Unit of Competency							
SITHFAB007	Serve food and beverage		X			Portfolio checks and feedback on student's skill and knowledge development		
SITHFAB004	Prepare non-alcoholic beverages		X			√		
BSBWOR203	Work effectively with others	Wk 9 T4	X			√		
SITHCCC006	Prepare appetisers and salads	Wk 7 T1		X		√		
SITHCCC002	Prepare and present simple dishes	Wk 3 T2		X		√		
SITHCCC001	Use food preparation equipment	Wk 3 T2		X				
SITXCOM002	Show social and cultural sensitivity	Wk 3 T1				√	X	
SITXCCS003	Interact with customers	Wk 9 T4	X			√		
SITHIND002	Source and use information on the hospitality industry	Wk 6 T2			X	√		
SITHIND003	Use Hospitality Skills effectively					√	X	

Depending on the achievement of units of competency, the possible qualification outcome is SIT20316 Certificate II in Hospitality or a Statement of Attainment towards a Certificate II in Hospitality SIT20316. Assessment Components in this course are competency based. This means a course mark is not allocated.

Hunter Sports High School  
**SIS30519 Certificate III in Sport Coaching**

Assessment Events for Certificate III in Sport Coaching SIS30519		Event 4	Event 5	Event 6	Event 7	Event
		Coaching the Individual	Next Level Coaching	First Aid	People with Disabilities	Yearly Exam*
		Week 10 Term 4 2020	Week 10 Term 2 2021	Week 10 Term 3 2021	Week 6 Term 1 2021	Week 3/4 Term 3
Code	Unit of Competency					
SISSSCO002	Work in community coaching role	X				
SISSSCO005	Continuously improve coaching skills and knowledge	X				
SISXDIS001	Facilitate inclusion for people with a disability				X	
SISSSCO012	Coach sports participants up to an intermediate level		X			
HLTAID003	Provide first aid			X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Sport Coaching SIS30519 or a Statement of Attainment towards a Certificate III in Sport Coaching SIS30519.

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and/or NESA reporting requirements.**

**\*Selected units only to be confirmed by your teacher.**

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



Hunter Sports High School

## MEM10119 Certificate I in Manufacturing and Engineering & SOA towards MEM20413 Certificate II in Manufacturing and Engineering Pathways

Assessment Events for Certificate I in Manufacturing Engineering MEM10119		Cluster 4	Cluster 5	Work	Yearly Exam*
		Can we build it	Sparks and Noise	Placement 35hrs	
		Week 10 Term 1 2021	Week 8 Term 3 2021	Term: T4 2020 or T1 2021	Date: TBA Week: 3/4 Term: 3
Code	Unit of Competency				
MEMPE006A	Undertake a basic engineering project	X			
MEMPE001A	Use engineering workshop machines	X			
MEMPE005A	Develop a career plan for the engineering and manufacturing industry	X			
MEMPE002A	Use Electric welding machines		X		
MEMPE004A	Use fabrication equipment		X		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways** or a Statement of Attainment towards a **MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways**.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. \* Indicates no mark is collected for external assessment.