



2021/22

## HSC ASSESSMENT BOOKLET



**Macintyre High School**

Swanbrook Road, Inverell



## Table of Contents

|   |    |
|---|----|
| Purpose of this booklet                           | 4  |
| Marks placed on the HSC                           | 4  |
| Satisfactory completion of a course               | 4  |
| The assessments                                   | 5  |
| Subject schedules                                 | 6  |
| Timing of assessment tasks                        | 6  |
| Invalid or unreliable assessment tasks            | 6  |
| Completion of tasks                               | 6  |
| Submission of tasks                               | 7  |
| Extensions  | 8  |
| Legitimate absences                               | 8  |
| Notification of parents/caregivers                | 8  |
| Malpractice                                       | 8  |
| Feedback  | 9  |
| School based appeals process                      | 9  |
| VET   | 9  |
| Life Skills                                       | 9  |
| Special provisions                                | 10 |
| Final HSC assessment marks and review process     | 10 |
| Answers to some important questions               | 11 |
| Macintyre High School                             | 13 |
| Appendix A  | 13 |
| Appendix B  | 14 |
| Appendix C  | 15 |
| VET courses                                       | 17 |
| Aboriginal Studies                                | 20 |
| Agriculture                                       | 21 |
| Certificate II in Agriculture                     | 22 |
| Certificate III in Agriculture                    | 23 |
| Ancient History                                   | 24 |
| Biology   | 25 |
| Certificate II in Business Services               | 26 |
| Business Studies                                  | 27 |
| Chemistry   | 28 |
| Community & Family Studies                        | 29 |
| Certificate II in Construction Pathways           | 30 |
| Design & Technology                               | 31 |
| Engineering Studies                               | 32 |
| Certificate II in Engineering Pathways            | 33 |
| English Advanced                                  | 34 |
| English Standard                                  | 35 |
| English Studies                                   | 36 |
| Extension 1 English                               | 37 |
| Extension 2 English                               | 38 |
| Exploring Early Childhood                         | 39 |
| Food Technology                                   | 40 |
| History Extension                                 | 41 |
| Industrial Technology                             | 42 |
| Italian   | 43 |
| Legal Studies                                     | 44 |
| Mathematics Advanced                              | 45 |
| Mathematics Standard Pathway I                    | 46 |
| Mathematics Standard Pathway II                   | 47 |
| Mathematics Extension I                           | 48 |
| Mathematics Extension 2                           | 49 |
| Modern History                                    | 50 |
| Music 1   | 51 |
| Personal Development, Health & Physical Education | 52 |
| Photography                                       | 53 |
| Physics   | 54 |
| Sport, Lifestyle and Recreation Studies           | 55 |
| Textiles & Design                                 | 56 |
| Visual Arts                                       | 57 |
| Conduct during the examination/assessment tasks   | 58 |
| Glossary of key words                             | 59 |
| Assessment task calendar                          | 61 |

# Macintyre High School Students are 21st Century Learners

## Self Management & Organisation

- **Seek** the learning intentions and success criteria of the learning at hand
- **Plan** their own work and seek support when needed
- **Seek and act on feedback** to improve their learning
- **Work independently**
- **Actively** engage in their own learning
- **Prioritise** agreed deadlines and seek feedback in advance
- **Prepared** for the learning at hand

## Collaboration

- Work **together** in pairs or groups
- Accept **shared responsibility**
- Make important **decisions** with others about their work
- Work **interdependently**
- **Tolerate** a variety of different viewpoints

## Communication

- Communicate ideas **logically**
- Use **strategies and tools** to align with message, audience and purpose
- communicate using multiple forms of media
- Articulate thoughts and ideas effectively using **oral, written and non verbal ways**
- **Reflect on their learning** to improve their communication

## Critical & Creative Thinking

- **Generate** new ideas
- **Justify** arguments
- **Transfer** problem solving skills
- **Evaluate** evidence
- **Ask** deep questions
- Are **curious and imaginative**

## Flexibility

- **Adapt** to change
- Accept varied **roles and responsibilities**
- **Incorporate feedback** effectively
- Deal positively with **praise, challenges and criticism**
- **Value** diversity and difference
- Set **goals and adjust** them as needed

## Use of ICT

- Use ICT to **construct knowledge** in ways that add value to learning
- Use ICT to **design and create** new ideas, products and solutions
- Demonstrate **ethical use of ICT**
- Demonstrate **responsible digital citizenship**
- **Acknowledge** sources of information
- **Think critically** about information
- Use a **wide range of information sources**

## Descriptors

- A: Consistently
- B: Usually
- C: Sometimes
- D: Developing
- E: Rarely

## Purpose of this Booklet

The New South Wales Education Standards Authority [NESA] prescribes that schools must submit an internal assessment mark for each student in each course for students to be eligible for the Higher School Certificate [HSC]. Assessment is the collection and evaluation of evidence of a student's learning.

This document outlines the Macintyre High School assessment policy and procedures, which will be followed in producing the School Assessment mark. This document has been written in accordance with NESA guidelines as outlined in the Assessment, Certification and Examination Manual. For more information about NESA requirements, please see <https://educationstandards.nsw.edu.au>.

## Marks Placed on the HSC

The HSC will record two marks for each Board Developed Course [BDC] studied: an examination mark; and a scaled school based assessment mark.

The examination mark will be decided by the individual's performance in the HSC examination, held in October/November. Some subjects will also involve examinable components such as major works, performance and written submissions. Vocational Education courses, which are competency based, may also include practical examinations.

The assessment mark will be based on tasks set by the school during Term 4 and Terms 1, 2 and 3, in the following year. The school records marks for each assessment task and prepares a final assessment mark when all tasks are completed. The assessment mark for each subject is submitted to NESA. Assessment marks for 2 unit subjects are recorded as a mark out of 100. 1 unit courses are recorded as a mark out of 50. Students are placed in rank order depending on their assessment mark within the group. The assessments marks prepared by the school are moderated by NESA comparing them in course groups with the students' HSC examination marks and adjusting them as necessary to eliminate variations from school to school. Students retain the rank order submitted by the school.

For Board Endorsed Courses [BEC] the HSC will record a single mark provided by the school at the conclusion of the course. This mark is not moderated, nor can it be used as part of an application to UAC for University admission.

If students apply for an Australian Tertiary Admission Rank [ATAR] both the examination mark and the moderated assessment mark are added together to determine the mark for each subject. These marks are then further scaled before being added together and aligned with a rank. The University Admissions Centre [UAC] will then send this rank to students.

## Satisfactory Completion of a Course

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

- **followed** the course developed or endorsed by the NESA;
- **applied** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school; and
- **achieved** some or all of the course outcomes.
- make a **genuine attempt** in assessment tasks which contribute in **excess of 50% of the available marks**. The completion of assessment tasks worth exactly 50% is not sufficient.
- Complete **70 hours of work placement** for each Vocational Education course studied.

While NESA does not mandate attendance requirements, Principals may determine that, as a result of absences, the course completion criteria (see above) may not be met. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. Principals must give students early written warning of the consequences of absences in terms of course completion criteria.

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

Students who have not complied with the above requirements for any Course cannot be regarded as having satisfactorily completed that Course and the Principal will apply the 'N' determination. Where a student receives an 'N' determination in a Course, that Course will not appear on the Student's Record of Achievement. In some cases the student may not then meet the pattern of study requirements and hence be ineligible for the award of the HSC.

As with all other HSC courses, students undertaking **VET courses** may be deemed to have either completed or not completed requirements. The course completion criteria listed above form the basis for this decision. If a student fails to undertake the mandatory work placement component it may be determined that the student has not made a genuine attempt to complete the course requirements and a 'N' determination may be made. If at any stage a student appears to be at risk of receiving a 'N' determination in a VET course the Principal will follow the same procedures as for any other HSC course.

## The Assessments

For the HSC, assessments compile progressively during Term 4 and Terms 1, 2 & 3 of the following year.

The assessments will:

- enable a wider range of syllabus outcomes to be assessed;
- enable measurements and observations to be made throughout the course;
- reflect the variety of components to be measured. These components are the skills and knowledge which students are expected to acquire during the course;
- reflect the different weightings for each component; and
- show the relative value of each task.

Continuing assessment provides an opportunity for the student to demonstrate diligence and sustained effort and demonstrate the completion of course outcomes. It also provides opportunities to be assessed through a wider range of tasks as well as preparing for the HSC examination.

Measuring achievement at points during the course can provide a better indication of student achievement than a single examination. It increases accuracy of the final assessment of each student's achievement by using multiple measurements.

There will be a **maximum of 4 tasks** per course in Year 12, of various types [including the HSC Trial examination with a maximum weighting of 30%]. Individual tasks would not normally be worth more than 10% or less than 40% of the total weighted mark. There is no requirement to assess every outcome or for weightings to increase towards the end of the course.

## Subject Schedules

Each faculty has prepared an assessment schedule for each of the courses it offers. These schedules indicate:

- the components which will be assessed;
- the weightings of the components;
- the specific tasks which make up the assessment schedule;
- the number of tasks for each subject;
- the approximate time when the tasks will be administered; and
- the relative values of each task.

**All students will be required to sign a FORM [given to the Principal or Principal's delegate] indicating they have read the contents of this assessment booklet and received all relevant assessment details and schedules for all subjects in which the student is enrolled. This usually happens on the Study Skills Day.**

## Timing of Assessment Tasks

Subject schedules set out the approximate dates for each task. Typically, two weeks' written notice of a task should be given by your class teacher showing;

- the exact assessment task date;
- the nature/description of the task;
- the topic areas to be assessed;
- related syllabus outcomes, and;
- marking criteria and weightings for each of these.

Students will be expected to sign a receipt sheet when the task is issued. Variations to dates for assessment tasks must be negotiated when the task is handed out (min. of 2 days notice still applies) and approved by the Head Teacher/Principal.

In addition, there will be one 'task free zone'. This will be a period of 5 school days before the Trial HSC examination, where tasks will not be required to be submitted.

It is the **student's responsibility** to be alert to the notification of tasks and if absent from school, check with the class teacher as the time approaches for tasks as shown on the schedules. Generally, students should only have one task per day to complete at school, except during scheduled examination periods. Tasks set as assignments or research may form a second task. Students should alert their teachers where there is more than one task scheduled on any one day so that staff can negotiate alternative due dates if possible.

## Invalid or Unreliable Assessment Tasks

Where the Head Teacher determines that an assessment task produces an invalid or unreliable (e.g. does not differentiate students) an additional task may be set, but this very rarely occurs. The marks from the invalid or unreliable task will not be discarded.

## Completion of Tasks

- Students who **complete** all aspects of the task and submit it on or before the due date are eligible for the full mark allocated to the task;
- Students who **attend** an assessment task which is to be completed at school are eligible for the full mark allocated to the task;



- Students who **fail to submit** an assessment task by the due date/time will be given **zero** if they have no valid reason;
- Students who **fail to attend** an assessment task which is to be completed at school, but who **have a valid reason** must be given an opportunity to do the task or an equivalent task at a later date. In exceptional circumstances an estimate may be given. These students are eligible for full marks.
- **Responses** to tasks will need to be considered **genuine and serious attempts**.  
A non-serious attempt is where a student writes a response that is offensive and/or irrelevant to the task or is considered a non-attempt ie where a student's effort is below a minimum standard [this includes instances where a student only attempts the **multiple choice questions** in a task].
- Teachers who determine an assessment task or examination response to be a non-serious attempt will refer the student's work to a panel, which will include the Head Teacher of the Faculty, the Deputy Principal and other relevant staff.
- Students who submit a task judged by the Panel to be a **non-serious attempt** may be given a **zero mark** for all or part of the task.
- Where a task or examination is deemed to be a **non-serious attempt** by the panel, an "N" warning will be issued and the student will be required to resubmit a genuine attempt at the task or examination.
- Where a student is absent from school three or more days just prior to the due date of an assessment task, a medical certificate maybe required.
- **Valid reasons** for **lateness** in submitting a task or applications for **an extension of time** to submit a task must be explained by submitting a **Special Consideration/Illness/Misadventure** form (also called Appendix A). You must submit independent evidence from a medical professional or some other person qualified to comment on your claim/application.  
Blanket medical certificates for Stage 6 are not acceptable. A new medical certificate is required for each assessment task, along with a Special Consideration/Illness/Misadventure form. The student's career/parent should phone the school on the due date of task, noting the unforeseen circumstances.
- Assessment tasks may have separate parts, but all parts will be due on the same date.
- Procedures for N-determination Award flowchart are outlined in Appendix B.

## Submission of Tasks

Assessment tasks due to be handed in on a specific date must be handed to the **Faculty Staffroom** by **9:00am [Telstra time]** on the due date. Students must sign the register to indicate that the task has been submitted. Any later and the task is deemed to be late. In-class tasks must be handed in at the conclusion of the time allotted for the task.

Students are strongly encouraged to **submit tasks the day before it is due** to their classroom teacher.

Please note:

- Tasks submitted late ie after 9:00am on the due date will receive zero marks.
- Where a student is absent from a task to be completed at school, the student should contact the school and the Head Teacher or class teacher will be advised of the absence. **On the first day of their return** to school the student should collect an Appendix A form from the Head Teacher or class teacher, complete the form and attach a medical certificate or other requested information and return the form to the Head Teacher or class teacher. A zero mark will be awarded if this process is not followed. The Head Teacher will consider the Appendix A and make a recommendation to the Deputy Principal. If the Head Teacher recommends that the student should be allowed to do the original task or a substitute task, the student can be required to sit for the task **immediately**.



- Assessment Tasks can be submitted **electronically**, but need to meet all the requirements outlined above, i.e. submitted before 9:00am. It is the sole responsibility of the student to make sure that tasks are submitted on time and in a readable format. Technical difficulties are not grounds for an extension in time or resubmission of the assessment task. If emailing students must also forward a copy to the schools' email address [Macintyre-h.school@det.nsw.edu.au](mailto:Macintyre-h.school@det.nsw.edu.au) or the class teacher and request a **Read Receipt** on the email. What is received in by the due time, is what will be marked. A hard-copy of the assessment task should be submitted by the student to the class teacher for marking purposes [no additional material will be considered for marking ie only the latest version submitted by due time/date will be marked].

## Extensions

- Students who are **unable to submit** an assessment task by the due date, but who **have a valid reason** should be allocated an extension of time. These students are eligible for the full mark and must submit an Appendix A; and
- Where a student knows they will be absent from school on the day a task is due, they should make every effort to submit the task before the due date. If this is not possible, or their work is affected by illness or misadventure, the student should collect an Appendix A, complete it, attach supporting documentation and return it to the Head Teacher or class teacher. The Head Teacher will consider the Appendix A and make a recommendation about an extension of time. Deputy Principal/Principal may be consulted.
- Students who are on work placement need to make arrangements to submit any due tasks on or prior to the due date. Work placement is **not** a valid reason for the late submission of tasks.
- In class assessments that are timed to occur during work placement should be rescheduled with the class teacher prior to commencing work placement using the appropriate form [Appendix A].

## Legitimate Absences

Where students are absent because of genuine ill health or misadventure they will not be disadvantaged as a result of these procedures. The policies outlined are designed to prevent students from gaining an unfair advantage over others by late submission of work. While illness may be acceptable on occasions as a reason for late submission of an assessment task it cannot be used as a reason for non-completion of tasks.

## Notification of Parents/Caregivers

Where students have failed to meet procedures, parents will be notified in writing.

## Malpractice

**Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.** It includes, but is not limited to:

- Copying someone else's work in part or in whole and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another's work and presenting it as your own.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone to write or prepare material for you.
- Breaching published school examination rules.

- Using non-approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

Students who cheat in any way; plagiarize, make a non-serious attempt, or truant from an assessment task to gain an unfair advantage (e.g. truant in order to prepare for or finalise an assessment task) will score a **zero mark** for part or the whole of the assessment task.

In addition, the task will be recorded as a non-serious attempt in terms of the requirement that students' complete tasks, which must total more than 50% of the available marks.

The Principal or Principal's delegate must be notified of any malpractice incident by the classroom teacher. All malpractice is recorded on the Register of Malpractice and submitted to NESA at the end of Term 3.

## Feedback

Meaningful feedback will be provided after each assessment task about the assessment mark and ranking. Students may seek further advice from their teachers about aspects of their task which were not awarded full marks and may request guidance towards improving future performance.

Students may seek feedback on draft assessment tasks up to five school days prior to the due date of the completed assessment task.

## School Based Appeals Process (also applies to VET courses)

- Where students are dissatisfied with their assessment mark they should approach the class teacher in the first instance. This should be done immediately after the return of the task;
- Where students are dissatisfied with any aspect of the assessment process or the response of the class teacher they should appeal to the Head Teacher; and
- Where students are dissatisfied with the decision of the Head Teacher they should appeal to the Principal who will convene a meeting with the Year Adviser and another Head Teacher. In the case of VET, the Tamworth Office's VET consultant may be included to represent the RTO.
- Decisions of the Appeal Panel will be conveyed to the student in writing setting out the reasons for the decision.

## VET

- To be awarded an HSC in any VET framework, students must have satisfied requirements of their 120/240 hour course, including completion of 35/70 hours work placement.
- For further information see Appendix C

## Life Skills

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Additional Life Skills information about eligibility, programming, planning and assessment is available on the NESA website

## Special Provisions

It is a requirement under the Disability Standards for Education 2005 for schools to ensure that students with special education needs can access and participate in education on the same basis as other students.

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content.

These may include:

- adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or scribe or specific technology
- adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions
- alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Year 11 and Year 12. To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NSW Education Standards Authority (NESA). Providing adjustment does not restrict a student's access to the full range of grades or marks.

Examples of adjustments to assessment for students with special education needs can be found in course support materials. Additional advice is available on the NESA web

## Final HSC Assessment Marks & Review Process

NESA requires that the final HSC assessment marks remain confidential. It is not possible for students to merely add up the assessment marks sent home, apply the weightings and arrive at the HSC assessment mark. This is because the confidential marks the school submits to NESA may be moderated. The school will send the final Assessment Marks to NESA in September of the HSC year. NESA will send the school a printed record for each student detailing the student's rank in each subject. If students wish to receive this record, it is the individual student's responsibility to collect it from the year advisor from late November (approximately).

Students will be able to request an **assessment review** based on the rank order placement and feedback on performance during the course. Students may also seek a **review of an 'N' determination**. Students must apply in writing to the Principal by the prescribed date.

The review will be conducted by an Appeal Panel at the school consisting of the Principal/Principals delegate, Year Advisor and Deputy Principal or subject Head Teacher.

This assessment review will focus on the school's **procedures for determining** the final assessment mark or N determination. The panel will review the process to ensure the NESA's guidelines have been followed and that no computation or clerical errors have been made and then make a decision. Students are not entitled to seek a review on the teachers' judgments of the worth of individual performance in assessment tasks, therefore marks and grades awarded will not be subject to review as part of the process. The student will be advised of the outcome of the review and the provision of the appeal process to NESA.

If the student is not satisfied with the outcome of that review, a further appeal may be made directly to NESA. Appeals to NESA will focus on whether the school review properly and correctly considered the matters before it. Students studying VET courses may appeal to the Registered Training Organisation.

## ANSWERS TO SOME IMPORTANT QUESTIONS

### **When will assessment begin?**

The school's HSC Assessment Program will commence at the beginning of Term 4 [immediately following the completion of the Preliminary HSC year and will conclude in Term 3, the following year.

### **How much notice will be given of each task?**

The Calendar of HSC assessment tasks (this booklet) provide students with an outline of the schedule of assessment tasks. Teachers in each subject will provide additional notice where applicable at least two weeks prior to the assessment task using the Macintyre High School standardised assessment pro-forma. Where there is sufficient reason for the school to change the assessment date, students will be given adequate notice of the revised date [at least one week].

### **When and where do you hand a task in?**

Assessment tasks may be handed in early to the classroom teacher. On the due date, students are to hand assessment tasks in to the appropriate Faculty Staffroom **before 9:00am**. The student must sign the confirmation sheet that the task has been submitted.

### **What happens if you are ill or unable to complete a task for some reason?**

Students are expected to perform all the tasks, which are part of their assessment program. The HSC Assessment will not compensate for factors such as extended illness, misadventure or domestic problems that might affect the preparation or performance of a student throughout the course. If a student is absent or unable to complete an assessment task for some valid reason it is the student's responsibility to approach the class teacher **immediately after the absence** to make appropriate arrangements to do the task in the shortest possible time frame [preferably the first day of return] and submit the completed relevant paperwork ie Appendix A. A medical certificate must be provided in the case of illness.

If the Head Teacher and the class teacher consider that the student had sufficient reason (supported by medical certificate) for not attempting or completing the task, a substitute assessment task may be arranged. Where a student does not complete the substitute task, a zero mark will be recorded for this task.

Where students **take the day of the assessment task away from school or arrive late** because they are finishing the task, it will be assumed that they have deliberately advantaged themselves over the other students and will be awarded a **zero**. In exceptional circumstances, where giving a substitute task may be unreasonable, difficult to arrange or not feasible, the Principal or Principal delegate, may authorise that an estimate is given for this task.

### **What if you know in advance that you will be absent?**

If a student knows that they will be absent with sufficient reason (e.g. a funeral or an operation), then the student should explain the circumstances in writing before the absence to their class teacher. In this situation a substitute assessment task may be arranged. (See applications for special consideration or extension for an assessment task).

### **What if you have been absent from school when a task is notified?**

Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit to the Head Teacher an Appendix A form.

**How many assessment tasks must you do?**

Students must complete all their HSC assessment tasks. If students fail to complete assessment tasks that make up 50% or more of the total assessment marks in a course, they will be deemed to not have completed the course.

**What happens if you hand work in late?**

Unless a student provides a doctor's certificate or other relevant evidence for late submission of an assessment task, supported by a written statement or contact from a parent or guardian, a zero will be recorded. Each case will be individually looked at by the assessment panel. However, the teacher will assess the work.

**What if my computer crashes or the email doesn't send?**

Any technical difficulties are your responsibility and cannot be used for an extension of time or resubmission of the assessment task. It is really important that you keep multiple back-ups of your work. The rule of 3 backups: USB, home computer and cloud storage (school server, Google Drive, One Drive, iCloud, etc...) is strongly recommended.

It is strongly advised that if you request to submit an assessment tasks by email, that you do so the night before it is due. This is to allow you time to address any technical difficulties if they arise. When submitting by email forward a copy to the school's email address [Macintyre-h.school@det.nsw.edu.au](mailto:Macintyre-h.school@det.nsw.edu.au), as well as the class teacher and request a *Read Receipt* on the email.

**What about students who get outside help or copy other people's work?**

A zero penalty maybe imposed for copying, plagiarism, cheating or disturbance in an examination and the incident will be recorded in the mal-practice register and submitted to NESA.

**What if you do not make a serious attempt?**

If you do not make a serious attempt in an assessment task, or you produce irrelevant or offensive material, you will be awarded a zero mark. Each case will be considered by the teacher in consultation with the Head Teacher.

**What do I need to do to be considered for a Principal Recommendation?**

This includes recommendations for the following:

- Principal Recommendations for University entry
- Apprenticeships/ Traineeships
- School references
- Scholarships
- And any other University or employment pathways

To be eligible to be considered for a Recommendation in Year 12 a student at Macintyre High School must demonstrate that they possess the attributes suitable for university/ employment success and as such will be required to meet the following expectations during Year 11 and 12:

1. Satisfactory completion of the Assessment Tasks and Examinations in accordance with the Macintyre High School Assessment Guidelines.
2. Treat all members of the Macintyre High School community with dignity and respect.

Greater consideration will be given to students who also actively participate in the different aspects of school life including: sport, volunteering, leadership, cultural and community pursuits.

**Remember .....** It isn't a case of good luck with Assessment. Your HSC Assessment mark and your rank will be determined by the amount of effort that you apply to your studies in each subject. The Subject Assessment guidelines provide general information about HSC Assessment in each subject. Each subject will provide more specific information to students.

# Macintyre High School

## Appendix A

Application for [tick appropriate bubble]:

☐ **Special Consideration** [min. notice of 2 days prior to due date]

☐ **Illness/Misadventure** [complete and submit max. 2 days upon return date to school]

Variation to

## ASSESSMENT TASK

To be considered an application must be requested in writing 2 days before due date.

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

Course/Subject: \_\_\_\_\_

Course teacher: \_\_\_\_\_

Task: \_\_\_\_\_ Task Weight: \_\_\_\_\_ Date due: \_\_\_\_\_

Reason for variation: \_\_\_\_\_

\_\_\_\_\_

Is the task an examination? YES NO Circle ONE.

If not possible to fit the examination into the current examination timetable, then where \_\_\_\_\_ and when \_\_\_\_\_ will it occur?

In applying for this special consideration, I assure the principal that I am not seeking unfair advantage over other students in this course.

Students Signature: \_\_\_\_\_

Parents Signature: \_\_\_\_\_

Please get the following teachers to complete and sign the following sections; then drop form at student office.

1 Course Teacher: \_\_\_\_\_ Variation is: Granted Refused

Head Teacher: (signature) \_\_\_\_\_ New date : \_\_\_\_\_

2 Year Adviser: \_\_\_\_\_

3 Principal/Principal Delegate: \_\_\_\_\_

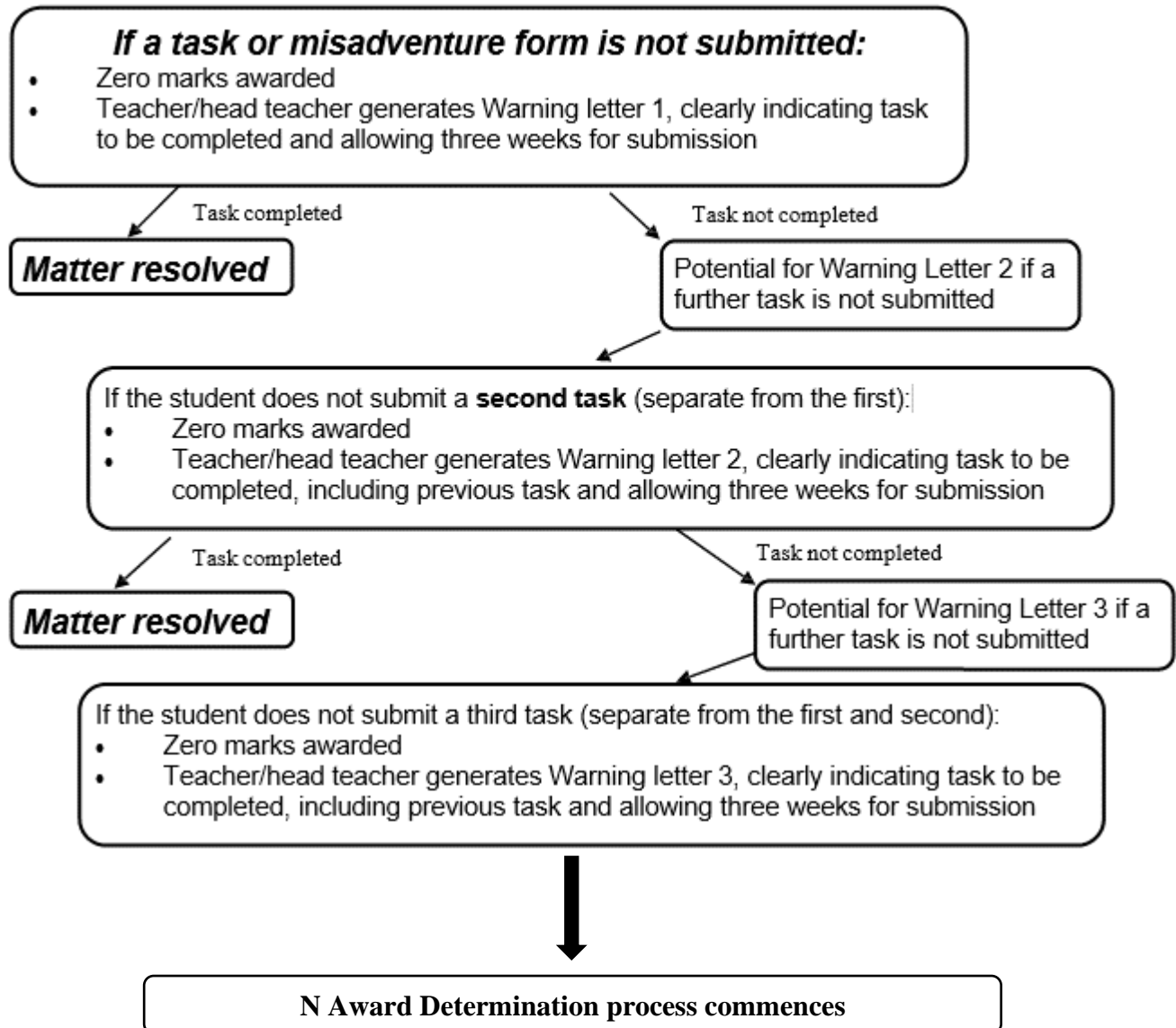
4 Drop completed form at Student Office – file in student folder.

If an **exam** – place one copy into examination box.

# Macintyre High School

## Appendix B

Flowchart showing Procedures for N Award Warnings





# Macintyre High School

## Appendix C

### Procedures for VOCATIONAL, EDUCATION & TRAINING [VET] COURSES

VET Industry Curriculum Frameworks offered at Macintyre High School include:-

|   |                       |
|---|-----------------------|
| • Construction Pathways                     | CPC20211              |
| • Information, Media and Digital Technology | ICT30118              |
| • Metals & Engineering                      | MEM10216 and MEM20413 |
| • Primary Industries                        | AHC20116              |
| • Kitchen Operations                        | SIT20416              |
| • Business Services                         | BSB20115              |

### REQUIREMENTS OF VET COURSES IN HIGHER SCHOOL CERTIFICATE AND RECORD OF ACHIEVEMENT

VET Courses are competency based.

The Board of Studies and the Vocational Education and Training in Schools (VETIS) requires that for each student a competency based approach to assessment be used. The school will keep a record of the competencies achieved by students.

For students to meet course requirements in a VET/Industry Curriculum Framework Course they must –

- Attend the course for the prescribed number of hours
- Demonstrate competency in the skills and knowledge relevant to their course. Students will be assessed as being competent or not yet competent against the performance criteria established in the training packages. Achievement of competence is recorded on the electronic BOS system and their school report; and:
- Meet the mandatory work placement requirement (70 hours in total)

For each of the VET courses the following will apply for Assessment:

- Competency based assessment will be used
- Students will be assessed **progressively** throughout the course
- Achievement of competencies will be by the teacher.

For units of competency to be achieved students will need to meet

- a. **all** the assessment criteria for that unit of competency; and
- b. performance criteria as established by industry.

Failure to meet any or all of these course requirements may lead to an “N” award

Students wishing to have a VET/Industry Curriculum Framework included in their Higher School Certificate will need to –

- Have studied the course for 240 hours
- Meet all assessment criteria and course requirements. Students will need to present for the Trial Examination. This examination result is also used in the case of a lodgment for illness or misadventure appeal during the HSC.

- The HSC examination is optional and need only be undertaken by students wishing to achieve an ATAR. Please see your Careers Advisor or VET Coordinator for further information.

### Students Recognition for Prior Learning (RPL) and Credit Transfer (RCC)

Students who are in paid employment or who have existing skills in areas of competency in the framework they are studying, may gain credit for these competencies if they can produce:

- Documentation from a recognised training authority or TAFE:
- References from previous employers; or
- Work samples.

To gain RPL a student must make a formal application to the Principal, showing evidence of their experiences using the form "Application for Recognition of Prior Learning".

Should a student be deemed competent, then there is no need for the student to repeat the competency.

### Student Appeals against a determination of a competency

This guide describes the appeal process and your rights. You have the right to have your appeal dealt with confidentially, fairly, promptly and without fuss.

- You have the right to lodge an appeal against the assessment of your competency on the following grounds:
- The assessment process did not provide you with a fair and reasonable opportunity to demonstrate your competency.
- You were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way.
- You were ill at the time of assessment (must be supported by a medical certificate).  
The appeal must be lodged with the school within five working days of the actual assessment.
- The school must deal with your appeal within ten working days.
- An appeals panel appointed by the school is given responsibility to manage the appeals system. Refer to the HSC/Preliminary assessment policy for further information
- In response to your appeal the appeals panel may:
  - ~ interview any of the people involved in your assessment process
  - ~ request another assessor to review you case
  - ~ schedule another assessment
  - ~ uphold or reject your appeal at any stage.
- You have the right to have a support person of your choice during the appeals process to help you and to be your witness.
- The school must accurately document all appeals procedures and outcomes and provide you with copies.
- A student Assessment Appeals Form is included in this document.

### VET COURSE ASSESSMENT

*All students undertaking a 240 hour Industry Curriculum Framework course will have ongoing competency based assessment which was commenced in the Preliminary Year.*

*This process of assessment will be used for the award of an Australian Qualifications Framework Qualification and the Higher School Certificate.*

*To meet Course Requirement in the Industry Curriculum Frameworks students must have:*

- *Achieved a level of competency in the course.*
- *Completed the mandatory structured work placement components of 70 hours (over 2 years)*

*Students wishing to have an Industry Curriculum Framework course included as part of their Australian Tertiary Admission Rank (ATAR) must attempt the school based Trial Examination and the external HSC Examination. Failure to meet any or all of these course requirements may lead to an "N" award.*

*Note: Should students be in paid employment and are able to show competency against performance criteria for some of the modules being delivered, they can apply for consideration in meeting these competencies through a process called Recognition for Prior Learning. Application forms are available from the VET Coordinator. The following is an outline of each of the Industry Curriculum Framework*

## **VET COURSES**

**All VET courses are required to follow Teaching and Assessment Strategy (TAS) document as outlined by the Registered Training Organisation (RTO).**

Students are also required to carry out 35 hours or one week of industry specific work placement.

Students will be assessed for the competencies using the following:

- Observation
- Project
- Simulation
- Portfolio
- Test/Examinations

| Time        | Task                         | Weighting |
|-------------|------------------------------|-----------|
| Term 3 2021 | Preliminary Exit Examination | 30%       |
| Term 3 2022 | Final Examination            | 70%       |

**Application for Recognition of Prior Learning and Credit Transfer**  
**RTO 90162**

Student's Name: \_\_\_\_\_

School: \_\_\_\_\_

Course Name: \_\_\_\_\_

Please note that your application will be assessed on the following criteria:

Validity                      Authenticity                      Reliability                      Currency                      Sufficiency

I wish to apply for Recognition of Prior Learning for:

| Competency | Evidence attached | RPL/RCC granted |    | Recorded on eBOS |
|------------|-------------------|-----------------|----|------------------|
|            |                   | Yes             | No |                  |
|            |                   |                 |    |                  |
|            |                   |                 |    |                  |
|            |                   |                 |    |                  |
|            |                   |                 |    |                  |

Student's signature: \_\_\_\_\_

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

Evidence can be:

- Previous training - attach copies of certificate and actual units/modules/subjects and results\
- Work experience - attach copies of letter/testimonials from employer, which are on letterhead and can be verified, reports, samples of work, log books
- Life experience - attaché documentary evidence that can be verified, awards, job descriptions

Vocational Education Student Assessment Appeals Form

Name: (print) \_\_\_\_\_  
Course: \_\_\_\_\_  
Teacher: \_\_\_\_\_

Please identify in the table below the units of competency that are the subject of the assessment appeal.

| Unit Code (s) | Unit of competency titles |  |
|---------------|---------------------------|--|
|               |                           |  |
|               |                           |  |
|               |                           |  |
|               |                           |  |
|               |                           |  |

Assessor’s name: \_\_\_\_\_

Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process. Attach further information or evidence if appropriate.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Grounds for the appeal:

Office use only:

|                |              |
|----------------|--------------|
| Date received: | Received by: |
| Date Reviewed: | Decision:    |

| ABORIGINAL STUDIES  |                          | TASK 1                                    | TASK 2           | TASK 3                           | TASK 3                 | TOTAL       |
|---|--------------------------|---|------------------|----------------------------------|------------------------|-------------|
|   |                          | TERM 4                                    | TERM 1           | TERM 2                           | TERM 3                 |             |
|   |                          | WEEK 6                                    | WEEK 10          | WEEK 6                           | WEEK 6                 |             |
| COMPONENTS<br>(SYLLABUS)  |                          | H1.2<br>H3.1 H3.3                         | H4.1<br>H4.2     | H1.2<br>H4.3 H4.1                | H1.1 H2.2<br>H3.1 H3.2 | TOTAL       |
|   | WEIGHTINGS<br>(SYLLABUS) | Social Justice &<br>Human Rights<br>Essay | Major<br>Project | Comparative<br>Study<br>Tutorial | Trial Examination      |             |
| Knowledge and understanding of the<br>course content  | 40%                      | 5   | 0                | 5                                | 30                     | 40%         |
| Investigation, analysis, synthesis and<br>evaluation of information from a<br>variety of sources and perspectives | 25%                      | 5   | 15               | 5                                | 0                      | 25%         |
| Research and inquiry methods,<br>including aspects of the Local<br>Community Case Study                           | 20%                      | 0   | 20               | 0                                | 0                      | 20%         |
| Communication of information, ideas<br>and issues in appropriate forms  | 15%                      | 5   | 5                | 5                                | 0                      | 15%         |
| <b>MARKS</b>  | <b>100%</b>              | <b>15%</b>                                | <b>40%</b>       | <b>15%</b>                       | <b>30%</b>             | <b>100%</b> |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| AGRICULTURE   |                          | TASK 1   | TASK 2                 | TASK 3                          | TASK 4                         | TOTAL       |
|---|--------------------------|--|------------------------|---------------------------------|--------------------------------|-------------|
|   |                          | TERM 4   | TERM 2                 | TERM 2                          | TERM 3                         |             |
|   |                          | WEEK 9   | WEEK 3                 | WEEK 10                         | WEEK 5/6                       |             |
| COMPONENTS<br>(SYLLABUS)  | SYLLABUS<br>OUTCOMES     | H2.1, H2.2, H3.1,<br>H3.2, H3.3, H3.4,<br>H5.1 | H2.1, H3.3,<br>H3.1    | H1.1, H2.1, H2.2,<br>H4.1, H5.1 | A selection of all<br>outcomes |             |
|   | WEIGHTINGS<br>(SYLLABUS) | Farm Product<br>Study Report                   | Research<br>Assignment | Experimental Trial              | Trial HSC<br>Examination       |             |
| Knowledge and understanding of:<br>- The physical, chemical, biological,<br>social, historical and economic<br>factors that interact in agricultural<br>production systems.<br>- The impact of innovation, ethics<br>and current issues on Australian<br>agricultural systems.                | 40%                      | 10   | 10                     | 5                               | 15                             | 40%         |
| Knowledge, understanding and skills<br>required to manage agricultural<br>production systems in a socially and<br>environmentally responsible manner.<br>Knowledge of and skills in evaluation<br>of technology and management<br>techniques used in sustainable<br>production and marketing. | 40%                      | 10   | 10                     | 10                              | 10                             | 40%         |
| Skills in effective research,<br>experimentation and communication  | 20%                      | -  | 5                      | 10                              | 5                              | 20%         |
| <b>MARKS</b>  | <b>100%</b>              | <b>20%</b>                                     | <b>25%</b>             | <b>25%</b>                      | <b>30%</b>                     | <b>100%</b> |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.



**COURSE: HSC Primary Industries – Agriculture**

| Assessment Events for<br>AHC20116 Certificate II in Agriculture |           |   | Event 5         | Event 6          | Event 7<br><i>Livestock</i> | Event 81<br><i>Livestock</i> | Event 12<br>$\frac{1}{2}$ yearly<br>Exam** | Event 13<br>Work<br>Placement 2* | Event 14<br>Trial Exam"" |
|---|-----------|---|-----------------|------------------|-----------------------------|------------------------------|--|----------------------------------|--------------------------|
|   |           |   | Term4<br>Week 4 | Term 1<br>Week 2 | Term 1<br>Week 8            | Term3<br>Week 3              | Term 1<br>Week 10                          | Term<br>Week                     | Term3<br>Week 6          |
| Cluster   | Code      | Unit of Competency  |                 |                  |                             |                              |  |                                  |                          |
| 3   | AHCWRK201 | Observe and report on weather                             |                 | XX               |                             |                              |  |                                  |                          |
| 2   | AHCWRK204 | Work effectively in the industry                          | XX              |                  |                             |                              |  |                                  |                          |
| 2   | AHCWRK205 | Participate in workplace communication                    | XX              |                  |                             |                              |  |                                  |                          |
| 2   | AHCWRK209 | Participate in environmentally sustainable work practices | XX              |                  |                             |                              |  |                                  |                          |
| AND   |           |   |                 |                  |                             |                              |  |                                  |                          |
| 8   | AHCLSK209 | Monitor water supplies                                    |                 |                  | XX                          |                              |  |                                  |                          |
| 8   | AHCLSK211 | Provide feed for livestock                                |                 |                  | XX                          |                              |  |                                  |                          |
| 5   | AHCLSK202 | Care for health and welfare of livestock                  |                 |                  |                             | XX                           |  |                                  |                          |
| 5   | ACHLSK204 | Carry out regular livestock observation                   |                 |                  |                             | XX                           |  |                                  |                          |
| 5   | AHCLSK205 | Handle livestock using basic techniques                   |                 |                  |                             | XX                           |  |                                  |                          |
| 5   | AHCLSK206 | Identify and mark livestock                               |                 |                  |                             | XX                           |  |                                  |                          |

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Agriculture (AHC20116) or a Statement of Attainment towards a Certificate II in Agriculture (AHC20116).

**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.

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| Assessment Events for<br><b>AHC30116 Certificate III Agriculture</b><br>(Must be edited to suit school delivery – refer to TAS) |  |  | Event 1          | Event 2          | Event 3          | Event 4           | EVENT 5           | Event 6           | Event                      | Event            |
|---|--|--|------------------|------------------|------------------|-------------------|-------------------|-------------------|----------------------------|------------------|
|   |  |  |                  |                  |                  |                   |                   |                   | Event<br>Work<br>Placement | Event            |
|   |  |  | Week 3<br>Term 4 | Week 4<br>Term 4 | Week 8<br>Term 4 | Week 10<br>Term 1 | Week 10<br>Term 3 | Week 10<br>Term 2 | Week tba<br>Term           | Week 5<br>Term 3 |
| Cluster   | Code   | Unit of Competency   |                  |                  |                  |                   |                   |                   |                            |                  |
| Cluster 4<br>Sustainability   | AHCWRK309<br>AHCCHM303<br>AHCCHM304<br>AHCWRK302 | Apply environmentally sustainable work practices<br>Prepare and apply chemicals<br>Transport, handle and store chemicals<br>Monitor weather conditions                   |                  |                  |                  | XX                |                   |                   |                            | XX               |
| Cluster 5<br>Feeding and<br>watering  | AHCLSK305<br>AHCLSK311                           | Maintain livestock water supplies<br>Implement feeding plans for livestock   |                  |                  |                  |                   |                   | XX                |                            |                  |
| Cluster 6<br>Breeding   | AHCLSK312<br>AHCLSK314<br>AHCWRK306              | Coordinate artificial insemination and fertility<br>management of livestock<br>Prepare animals for parturition<br>Comply with industry quality assurance<br>requirements |                  |                  |                  |                   | XX                |                   |                            |                  |
| Cluster 8<br>Fencing  | AHCINF302<br>AHCINF301                           | Plan and construct an electric fence<br>Plan and construct conventional fencing  | XX               |                  |                  |                   |                   |                   |                            |                  |
| Cluster 9<br>Farm Vehicles  | AHCMOM202<br>AHCMOM201                           | Operate tractors<br>Operate two wheel vehicles   |                  | XX               | XX               |                   |                   |                   |                            |                  |
| Cluster 10  | HLTAID003  | Provide first aid  |                  |                  | XX               |                   |                   |                   |                            |                  |

Students completing this will already have completed the AHC20116 Certificate II in Agriculture

Depending on the achievement of units of competency, the possible qualification outcome is a **AHC30116 Certificate III Agriculture** or a Statement of Attainment towards a AHC30116 Certificate III Agriculture

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

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| ANCIENT HISTORY   |                   | TASK 1   | TASK 2   | TASK 3   | TASK 4   | TOTAL       |
|---|-------------------|--|--|--|--|-------------|
|   |                   | <b>TERM 4</b><br><b>WEEK 9</b><br><b>Historical analysis</b><br>Cities of Vesuvius:<br>Pompeii and Herculaneum | <b>TERM 1</b><br><b>WEEK 8</b><br><b>HSC Question</b><br>Ancient Society | <b>TERM 3</b><br><b>WEEK 2</b><br><b>Research Task</b> | <b>TERM 3</b><br><b>WEEK 6</b><br><b>Trial HSC Examination</b> |             |
| COMPONENTS (SYLLABUS)   | SYLLABUS OUTCOMES | AH12-3 AH12-6<br>AH12-9 AH12-10  | AH12-3 AH12-4<br>AH12-5 AH12-6   | AH12-1 AH12-5<br>AH12-6 AH12-7<br>AH12-8 AH12-9        | AH12-1 AH12-2<br>AH12-3 AH12-4<br>AH12-6 AH12-9                |             |
| Knowledge and understanding of course content.                                  | 40%               | 5  | 15   | 5  | 15   | 40%         |
| Historical skills in the analysis and evaluation of sources and interpretations | 20%               | 5  | 5  | 5  | 5  | 20%         |
| Historical inquiry and research   | 20%               | 5  |  | 10   | 5  | 20%         |
| Communication of historical understanding in appropriate forms                  | 20%               |  | 5  | 10   | 5  | 20%         |
| <b>MARKS</b>  | <b>100%</b>       | <b>15%</b>   | <b>25%</b>   | <b>30%</b>   | <b>30%</b>   | <b>100%</b> |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| BIOLOGY                          |                          | TASK 1  | TASK 2   | TASK 3   | TASK 4                           | TOTAL       |
|----------------------------------|--------------------------|---|--|--|----------------------------------|-------------|
|                                  |                          | TERM 4  | TERM 1   | TERM 2   | TERM 3                           |             |
|                                  |                          | WEEK 6  | WEEK 8   | WEEK 8-9   | WEEK 6-7                         |             |
| COMPONENTS<br>(SYLLABUS)         | SYLLABUS<br>OUTCOMES     | BIO 12-3<br>BIO 12-4<br>BIO 12-6<br>BIO 12-7<br>BIO 12-12 | BIO12-1<br>BIO12-4<br>BIO 12-6<br>BIO 12-7<br>BIO 12-13                        | BIO12-1<br>BIO12-2<br>BIO12-3<br>BIO11/12-5<br>BIO12-14                | BIO12 – 1 -> 15                  |             |
|                                  | WEIGHTINGS<br>(SYLLABUS) | Module 5<br>Heredity<br><br><b>Building a model</b>       | Module 6<br>Genetic change<br><br><b>Depth Study -<br/>research and report</b> | Module 7<br>Diseases<br><br><b>Investigation and<br/>data analysis</b> | <b>Trial HSC<br/>Examination</b> |             |
| Skills in Working Scientifically | 60%                      | 15  | 15   | 20   | 10                               | 60%         |
| Knowledge and understanding      | 40%                      | 5   | 10   | 5  | 20                               | 40%         |
| <b>MARKS</b>                     | <b>100%</b>              | <b>20%</b>  | <b>20%</b>   | <b>30%</b>   | <b>30%</b>                       | <b>100%</b> |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| Assessment Events for Certificate II in Business Services BSB20115 |   | Event 3                | Event 4                     | Event 5                            | Event 6          | Event             | Event         |
|--|---|------------------------|-----------------------------|------------------------------------|------------------|-------------------|---------------|
|  |   | Finance & Spreadsheets | Sustainability & Innovation | Workplace Information & Technology | Customer Service | Work Placement 1* | TRIAL Exam*   |
|  |   | Week 10 Term 4         | Week 10 Term 1              | Week 5 Term 2                      | Week 10 Term 3   | Week Term         | Week 5 Term 3 |
| Code   | Unit of Competency  |                        |                             |                                    |                  |                   |               |
| BSBINN201  | Contribute to workplace innovation                        |                        | X                           |                                    |                  |                   |               |
| BSBSUS201  | Participate in environmentally sustainable work practices |                        | X                           |                                    |                  |                   |               |
| BSBINM201  | Process and maintain workplace information                |                        | X                           | X                                  |                  |                   |               |
| BSBWOR203  | Work effectively with others                              |                        |                             | X                                  | X                |                   |               |
| BSBWOR202  | Organise and complete daily work activities               |                        |                             | X                                  | X                |                   |               |
| BSBWOR204  | Use business technology                                   |                        | X                           | X                                  |                  |                   |               |
| BSBCUS201  | Deliver a service to customers                            |                        |                             |                                    |                  |                   |               |
| BSBINM202  | Handle mail   |                        | X                           | X                                  |                  |                   |               |
| BSBITU212  | Create & use spreadsheets                                 | X                      |                             |                                    |                  |                   |               |
| TLIP2029   | Prepare & process financial documents                     | X                      |                             |                                    |                  |                   |               |

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

**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.

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| BUSINESS STUDIES  |                          | TASK 1                          | TASK 2                     | TASK 3                          | TASK 4                         | TOTAL |
|---|--------------------------|---------------------------------|----------------------------|---------------------------------|--------------------------------|-------|
|   |                          | TERM 4<br>WEEK 10               | TERM 1<br>WEEK 8           | TERM 2<br>WEEK 8                | TERM 3<br>WEEK 6               |       |
| COMPONENTS<br>(SYLLABUS)  | SYLLABUS<br>OUTCOMES     | H2, H4, H5, H6, H8,<br>H9       | H2, H3, H4, H5, H6<br>H7   | H2, H4, H5, H8, H10             | H2, H3, H4, H5, H6,<br>H9, H10 |       |
|   | WEIGHTINGS<br>(SYLLABUS) | Operations Extended<br>Response | Marketing Plan<br>Analysis | Financial Statement<br>Analysis | Trial HSC<br>Examination       |       |
| Knowledge and<br>understanding of course<br>content                                   | 40%                      | 10                              | 10                         | 5                               | 15                             | 40%   |
| Stimulus-based skills   | 20%                      | -                               | 5                          | 10                              | 5                              | 20%   |
| Inquiry and research  | 20%                      | 5                               | 10                         | 5                               | -                              | 20%   |
| Communication of<br>business information,<br>ideas and issues in<br>appropriate forms | 20%                      | 5                               | -                          | 5                               | 10                             | 20%   |
| MARKS   | 100%                     | 20%                             | 25%                        | 25%                             | 30%                            | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| CHEMISTRY   |                          | TASK 1   | TASK 2   | TASK 3   | TASK 4  | TOTAL |
|---|--------------------------|--|--|--|---|-------|
|   |                          | TERM 4<br>WEEK 9   | TERM 1<br>WEEK 7   | TERM 2<br>WEEK 4                               | TERM 3<br>WEEK 6  |       |
| COMPONENTS<br>(SYLLABUS)                            | SYLLABUS OUTCOMES        | CH11/12-1<br>CH11/12-2<br>CH11/12-3<br>CH11/12-4<br>CH11/12-7<br>CH12-15 | CH11/12-1<br>CH11/12-4<br>CH11/12-5<br>CH11/12-6<br>CH11/12-7<br>CH12-15 | CH11/12-2<br>CH11/12-3<br>CH11/12-5<br>CH12-13 | CH11/12-2<br>CH11/12-3<br>CH11/12-4<br>CH11/12-5<br>CH11/12-6<br>CH11/12-7<br>CH12-12<br>CH12-13<br>CH12-14 |       |
|   | WEIGHTINGS<br>(SYLLABUS) | Open book<br>research  | Depth study<br>(Titration)   | Practical Work<br>(ongoing)                    | Trial Examination   |       |
| Skills in working scientifically                    | 60%                      | 15   | 10   | 15   | 20  |       |
| Knowledge and<br>understanding of course<br>content | 40%                      | 10   | 10   | 5  | 15  | 40%   |
| MARKS   | 100%                     | 25%  | 20%  | 20%  | 35%   | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.



| COMMUNITY & FAMILY STUDIES   |                          | TASK 1                          | TASK 2                                    | TASK 3                          | TASK 4                                 | TOTAL |
|--|--------------------------|---------------------------------|---|---------------------------------|--|-------|
|  |                          | TERM 4<br>WEEK 10               | TERM 1<br>WEEK 10                         | TERM 3<br>WEEK 1                | TERM 3<br>WEEK 5/6                     |       |
| COMPONENTS<br>(SYLLABUS)   | SYLLABUS<br>OUTCOMES     | H2.3, H3.4, H4.1,<br>H4.2, H6.1 | H1.1, H2.1,<br>H2.2, H2.3,<br>H3.2, H5.2, | H4.1, H4.2,                     | H1.1, H2.2, H2.3,<br>H3.4, H5.2, H6.2. |       |
|  | WEIGHTINGS<br>(SYLLABUS) | Individuals and<br>Work         | Groups in Context                         | Independent<br>Research Project | Trial HSC<br>Examination               |       |
| Knowledge and understanding of<br>course content                                     | 40%                      | 10                              | 10  | 5                               | 15                                     |       |
| Skills in critical thinking, research<br>methodology, analysing and<br>communicating | 60%                      | 15                              | 15  | 15                              | 15                                     | 60%   |
| MARKS  | 100%                     | 25%                             | 25%                                       | 20%                             | 30%                                    | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| <b>Construction Pathways</b><br><br><b>Assessment Events for</b><br><br>Certificate II in Construction Pathways CPC20211 |  | Event 4                   | Event 5                  | Event 6                  |                | Work Placement | Yearly Exam |
|--|--|---------------------------|--------------------------|--------------------------|----------------|----------------|-------------|
|  |  | Levelling                 | Carpentry                | Construction Project     | Holistic       |                |             |
|  |  | Week 5<br>Term: 4<br>2021 | Week 5<br>Term 1<br>2022 | Week 8<br>Term 3<br>2022 | Week:<br>Term: |                |             |
| Code   | Unit of Competency                             |                           |                          |                          |                |                |             |
| CPCCCM2006   | Apply basic levelling procedures               | *                         |                          |                          |                |                |             |
| CPCCWF2001A  | Tiling, handle wall and floor tiling materials |                           | *                        |                          |                |                |             |
| CPCCCO2002A  | Use wall and floor tiling tools and equipment  |                           | *                        |                          |                |                |             |
| CPCCCO2013A  | Carry out concreting to simple forms           |                           | *                        |                          |                |                |             |
| CPCCCM2005B  | Use construction tools and equipment           |                           |                          | *                        |                |                |             |

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

| DESIGN & TECHNOLOGY   |                          | TASK 1                           | TASK 2   | TASK 3  | TASK 4                                | TOTAL |
|---|--------------------------|----------------------------------|--|---|---------------------------------------|-------|
|   |                          | TERM 4<br>WEEK 6                 | TERM 1<br>WEEK 10                                      | TERM 2<br>WEEK 8                                | TERM 3<br>WEEK 6 & 7                  |       |
| COMPONENTS<br>(SYLLABUS)  | SYLLABUS<br>OUTCOMES     | H2.1, H4.1, H4.2                 | H2.2, H3.1, H3.2,<br>H6.2                              | H4.3, H5.1, H5.2,<br>H6.1                       | H1.1, H1.2, H2.1,<br>H2.2, H3.1, H6.2 |       |
|   | WEIGHTINGS<br>(SYLLABUS) | Project Proposal<br>Presentation | Innovation and<br>Emerging<br>Technology Case<br>Study | Project<br>Development and<br>Management Report | Trial HSC<br>Examination              |       |
| Knowledge and understanding<br>of course content  | 40                       |                                  | 20   |   | 20                                    |       |
| Knowledge and skills in<br>designing, managing, producing<br>and evaluating a major design<br>project | 60                       | 20                               |  | 30  | 10                                    | 60    |
| MARKS   | 100                      | 20                               | 20   | 30  | 30                                    | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| ENGINEERING STUDIES  |                          | TASK 1                                   | TASK 2                                      | TASK 3   | TASK 4                    | TOTAL |
|--|--------------------------|--|---|--|---------------------------|-------|
|  |                          | TERM 4<br>WEEK 8                         | TERM 1<br>WEEK 10                           | TERM 2<br>WEEK 10  | TERM 3<br>WEEK 6,7        |       |
| COMPONENTS<br>(SYLLABUS)   | SYLLABUS<br>OUTCOMES     | H2.1, H4.1, H4.2                         | H2.2, H3.1, H3.2,<br>H6.2                   | H4.3, H5.1, H5.2,<br>H6.1                                  | H4.3, H5.1, H5.2,<br>H6.1 |       |
|  | WEIGHTINGS<br>(SYLLABUS) | Civil Engineering<br>Solution and Report | Transport<br>Engineering<br>Problem-Solving | Aeronautical<br>Engineering<br>Materials &<br>Modification | Trial HSC<br>Examination  |       |
| Knowledge and<br>understanding of course<br>content  | 60                       | 10                                       | 15  | 15   | 20                        | 60    |
| Knowledge and skills in<br>research, problem solving<br>and communication related<br>to engineering practice | 40                       | 15                                       | 10  | 5  | 10                        | 40    |
| MARKS  | 100                      | 25                                       | 25  | 20   | 30                        | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| Certificate I in engineering MEM10119 And MEM20413 SOA<br>Cert II in Engineering Pathways Assessment Events for: |  | Cluster 4       | Cluster 5        | Cluster 5           |                 | Yearly Exam* | Work Placement 1* |
|--|--|-----------------|------------------|---------------------|-----------------|--------------|-------------------|
|  |  | Can We Build it | Sparks and Noise |                     |                 |              |                   |
|  |  | Term 1<br>Week: | Term2<br>Week:   | Term 3<br>Week<br>: | Term 4<br>Week: | Week<br>Term | Week<br>Term      |
| Code   | Unit of Competency   |                 |                  |                     |                 |              |                   |
| MEMPE006A  | Undertake a basic engineering project                                | X               | X                | X                   |                 |              |                   |
| MEMPE001A  | Use engineering workshop machines                                    | X               | X                | X                   |                 |              |                   |
| MEMPE005A  | Develop a career plan for the engineering and manufacturing industry | X               | X                | X                   |                 |              |                   |
| MEMPE002A  | Use Electric welding machines  |                 | X                | X                   |                 |              |                   |
| MEMPE004A  | Use fabrication equipment  |                 | X                | X                   |                 |              |                   |
|  |  |                 |                  |                     |                 |              |                   |

**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

| ENGLISH ADVANCED   |                          | TASK 1  | TASK 2  | TASK 3   | TASK 4   | TOTAL |
|--|--------------------------|---|---|--|--|-------|
|  |                          | TERM 4<br>WEEK 8  | TERM 1<br>WEEK 8  | TERM 2<br>WEEK 9                                 | TERM 3<br>WEEK 6                                   |       |
| COMPONENTS<br>(SYLLABUS)   | SYLLABUS<br>OUTCOMES     | EA12-1,EA12-2<br>EA 12-3,EA 12-5<br>EA 12-6, EA 12-7          | EA12-1,EA12-3<br>EA12-5,EA12-6<br>EA12-8                  | EA12-2,EA12-3<br>EA12-4,EA12-5<br>EA12-7,EA12-9  | EA12-3,EA12-4<br>EA12-5,Ea12-6<br>EA12-8           |       |
|  | WEIGHTINGS<br>(SYLLABUS) | Common Module<br>Texts and Human<br>Experiences<br>Multimodal | Module A<br>Comparative essay<br>Textual<br>Conversations | Module C<br>Imaginative task<br>Craft of Writing | Trial HSC<br>Common Module<br>Module A<br>Module B |       |
| Knowledge and<br>understanding of course<br>content  | 50%                      | 10  | 15  | 10   | 15   |       |
| Skills in responding to texts<br>and communication of<br>ideas appropriate to<br>audience, purpose and<br>context across all modes | 50%                      | 10  | 10  | 15   | 15   |       |
| MARKS  | 100%                     | 20%   | 25%   | 25%  | 30%  | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| ENGLISH STANDARD   |                          | TASK 1  | TASK 2   | TASK 3   | TASK 4  | TOTAL |
|--|--------------------------|---|--|--|---|-------|
|  |                          | TERM 4<br>WEEK 8  | TERM 1<br>WEEK 8   | TERM 2<br>WEEK 9                                     | TERM 3<br>WEEK 6  |       |
| COMPONENTS<br>(SYLLABUS)   | SYLLABUS<br>OUTCOMES     | EN12-1, EN12-2,<br>EN12-3, EN12-4,<br>EN12-6, EN12-7          | EN12-1, EN12-3,<br>EN12-5, EN12-7,<br>EN12-8                         | EN12-1, EN12-2,<br>EN12-3, EN12-4,<br>EN12-5, EN12-9 | EN12-1, EN12-3,<br>EN12-5, EN12-6,<br>EN12-7                      |       |
|  | WEIGHTINGS<br>(SYLLABUS) | Common Module<br>Texts and Human<br>Experiences<br>Multimodal | Module A<br>Language, Culture<br>and Identity<br>Analytical response | Module C<br>Imaginative task<br>Craft of Writing     | Trial HSC<br>Examination<br>Common Module<br>Module A<br>Module B |       |
| Knowledge and<br>understanding of course<br>content  | 50%                      | 15  | 10   | 10   | 15  | 50%   |
| Skills in responding to<br>texts and communication<br>of ideas appropriate to<br>audience, purpose and<br>context across all modes | 50%                      | 10  | 15   | 15   | 10  | 50%   |
| MARKS  | 100%                     | 25%   | 25%  | 25%  | 25%   | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.



| ENGLISH STUDIES  |                          | TASK 1  | TASK 2  | TASK 3                                       | TASK 4   |       |
|--|--------------------------|---|---|--|--|-------|
|  |                          | TERM 4<br>WEEK 8  | TERM 2<br>WEEK 9  | TERM 3<br>WEEK 4                             | TERM 3<br>WEEK 6                                   |       |
| COMPONENTS<br>(SYLLABUS)   | SYLLABUS<br>OUTCOMES     | ES12-1, ES12-2,<br>ES 12-5, ES 12-6,<br>ES 12-7, ES12-8 | ES12-1, ES12-2,<br>ES12-3, ES12-4,<br>ES12-10                 | ES12-3, ES12-4,<br>ES12-6, ES12-7,<br>ES12-9 | ES12-3, ES12-5,<br>ES12-6, ES12-8                  | TOTAL |
|  | WEIGHTINGS<br>(SYLLABUS) | Texts and Human<br>Experiences                          | On the Road<br><br>Travel Itinerary and<br>Reflective Writing | The Family                                   | Cross Course Texts<br>Portfolio<br>The Big Picture |       |
| Knowledge and<br>understanding of course<br>content  | 50%                      | 10  | 10  | 15   | 15   | 50%   |
| Skills in responding to<br>texts and communication<br>of ideas appropriate to<br>audience, purpose and<br>context across all modes | 50%                      | 10  | 10  | 15   | 15   | 50%   |
| MARKS  | 100%                     | 20%   | 20%   | 30%  | 30%  | 100%  |

| EXTENSION 1 ENGLISH<br>Intersecting Worlds   |                          | TASK 1                              | TASK 2                   | TASK 3           | TOTAL |
|--|--------------------------|-------------------------------------|--------------------------|------------------|-------|
|  |                          | TERM 4<br>WEEK 8                    | TERM 2<br>WEEK 8         | TERM 3<br>WEEK 6 |       |
| COMPONENTS (SYLLABUS)  | SYLLABUS<br>OUTCOMES     | 1,2,3                               | 1,2,4                    | 1,2,3,4          |       |
|  | WEIGHTINGS<br>(SYLLABUS) | In class essay<br>Critical response | Tutorial<br>presentation | Trial HSC        |       |
| Knowledge of and understanding of<br>complex texts and of how and why<br>they are valued.  | 50%                      | 10                                  | 20                       | 20               | 50%   |
| Skills in: <ul style="list-style-type: none"> <li>Complex analysis</li> <li>Sustained composition</li> </ul> Independent investigation | 50%                      | 20                                  | 20                       | 10               | 50%   |
| MARKS  | 100%                     | 30%                                 | 40%                      | 30%              | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| EXTENSION 2 ENGLISH   |                          | TASK 1           | TASK 2            | TASK 3                         | TOTAL |
|---|--------------------------|------------------|-------------------|--------------------------------|-------|
|   |                          | TERM 4<br>WEEK 6 | TERM 1<br>WEEK 10 | TERM 3<br>WEEK 5               |       |
| COMPONENTS (SYLLABUS)   | SYLLABUS<br>OUTCOMES     | EE12 -1          | EE12-2            | EE 12 -1,2,3                   |       |
|   | WEIGHTINGS<br>(SYLLABUS) | Viva voce        | Report            | Draft version of<br>Major work |       |
| Objective 1<br>Skills in extensive independent<br>investigation | 50%                      | 10               | 20                | 20                             | 50%   |
| Objective 2<br>Skills in sustained composition                  | 50%                      | 10               | 10                | 30                             | 50%   |
| MARKS   | 100%                     | 20%              | 30%               | 50%                            | 100%  |

| EXPLORING EARLY CHILDHOOD   |                          | TASK 1   | TASK 2   | TASK 3   | TASK 4                            | TOTAL |
|-----------------------------|--------------------------|--|--|--|-----------------------------------|-------|
|                             |                          | TERM 4<br>WEEK 10  | TERM 1<br>WEEK 10                                    | TERM 2<br>WEEK 6   | TERM 3<br>WEEK 7                  |       |
| COMPONENTS<br>(SYLLABUS)    | SYLLABUS<br>OUTCOMES     | 1.2 1.3 1.4 4.1  | 1.4 2.1 2.2 2.4 6.1                                  | 1.5 2.1 2.2 2.3  | 2.1 2.2 2.4 6.1 6.2               |       |
|                             | WEIGHTINGS<br>(SYLLABUS) | Young Children and<br>the Media<br>Cinderella-create<br>your own story | Children's literature-<br>Write a children's<br>book | Children with<br>Special Needs<br>Research and<br>PowerPoint | Starting school<br>in class essay |       |
| Knowledge and understanding | 50%                      | 15   | 10   | 15   | 10                                | 50%   |
| Skills                      | 50%                      | 15   | 10   | 15   | 10                                | 50%   |
| MARKS                       | 100%                     | 30%  | 20%  | 30%  | 20%                               | 100%  |

| FOOD TECHNOLOGY  |                          | TASK 1   | TASK 2  | TASK 3  | TASK 4  |       |
|--|--------------------------|--|---|---|---|-------|
|  |                          | TERM 4<br>WEEK 9   | TERM 1<br>WEEK 8  | TERM 2<br>WEEK 8  | TERM 3<br>WEEK 6  |       |
| COMPONENTS<br>(SYLLABUS)   | SYLLABUS<br>OUTCOMES     | H2.1, H3.2, H5.1   | H1.1, H4.2  | H1.3, H4.1  | H1.1, H1.2, H1.3,<br>H1.4, H2.1, H3.1,<br>H3.2, H4.1, H4.2,<br>H5.1 | TOTAL |
|  | WEIGHTINGS<br>(SYLLABUS) | Contemporary<br>Nutrition<br>Research,<br>Practical & Test | Food Manufacture<br>Packaging and<br>Storage Experiment | Food Product<br>Development<br>SWOT Analysis<br>and Marketing<br>Strategy | Trial HSC<br>Examination  |       |
| Knowledge and understanding of<br>course content                                       | 40%                      | -  | -   | 15  | 25  | 40%   |
| Knowledge and skills in designing,<br>researching, analysing and<br>evaluating         | 30%                      | 20   | 5   | 5   | -   | 30%   |
| Skills in experimenting with and<br>preparing food by applying<br>theoretical concepts | 30%                      | 5  | 25  | 5   | -   | 30%   |
| MARKS  | 100%                     | 25%  | 25%   | 25%   | 25%   | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| HISTORY EXTENSION   |                          | TASK 1  | TASK 2                               | TASK 3                     | TOTAL |
|---|--------------------------|---|--------------------------------------|----------------------------|-------|
|   |                          | TERM 2<br>Week 2<br>History Project                                   | TERM 3<br>Week 2<br>History Project  | TERM 3<br>Week TBA         |       |
| COMPONENTS<br>(SYLLABUS)  | SYLLABUS<br>OUTCOMES     | HE12-2<br>HE12-3<br>HE12-4  | HE12-1<br>HE12-2<br>HE12-3<br>HE12-4 | HE12-1<br>HE12-3<br>HE12-4 |       |
|   | WEIGHTINGS<br>(SYLLABUS) | Historical Process<br>Proposal<br>Process log<br>Annotated<br>sources | Essay                                | Trial HSC Exam             |       |
| Knowledge and understanding about significant historiographical ideas and processes | 40                       | 10  | 10                                   | 20                         |       |
| Skills in designing, undertaking and communicating historical inquiry and analysis  | 60                       | 20  | 30                                   | 10                         | 60%   |
| MARKS   | 100%                     | 30%   | 40%                                  | 30%                        | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| INDUSTRIAL TECHNOLOGY   |                          | TASK 1                                 | TASK 2                             | TASK 3  | TASK 4  | TOTAL |
|---|--------------------------|--|------------------------------------|---|---|-------|
|   |                          | TERM 4<br>WEEK 8                       | TERM 1<br>WEEK 6                   | TERM 2<br>WEEK 8  | TERM 3<br>WEEK 5 & 6                              |       |
| COMPONENTS<br>(SYLLABUS)  | SYLLABUS<br>OUTCOMES     | H3.1, H3.2, H3.3,<br>H5.1              | H3.2, H4.3, H5.2,<br>H6.1          | H2.1, H3.3, H4.1,<br>H5.1, H5.2, H6.2   | H1.1, H1.2, H1.3, H3.1,<br>H4.3, H6.1, H7.1, H7.2 |       |
|   | WEIGHTINGS<br>(SYLLABUS) | Designing and<br>Planning Presentation | Hand Drawing & CAD<br>Presentation | Project Design,<br>Modifications and<br>Problem Solving -<br>Video Presentation | Trial HSC Examination                             |       |
| Knowledge & understanding of course content   | 40%                      | 5                                      | 5                                  | 10  | 20  | 40%   |
| Knowledge and skills in the design, management, communication and production of a major project | 60%                      | 15                                     | 15                                 | 20  | 10  | 60%   |
| MARKS   | 100%                     | 20%                                    | 20%                                | 30%   | 30%   | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| ITALIAN               |                   | TASK 1   | TASK 2   | TASK 3   | TASK 4   | TOTAL |
|-----------------------|-------------------|--|--|--|--|-------|
|                       |                   | TERM 4<br>WEEK 8<br>Response in English to written texts<br>Education and work | TERM 1<br>WEEK 5<br>Response in English to spoken texts/speech<br>People, places and communities | TERM 2<br>WEEK 5<br>Response in (Language) to a written text<br>Future plans and aspirations | TERM 3<br>WEEK 3<br>Trial HSC Examination                            |       |
| COMPONENTS (SYLLABUS) | OUTCOMES ASSESSED | 2.1, 2.2, 2.5, 2.6   | 1.1, 1.2, 1.3, 3.1   | 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4  | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 |       |
| Listening             | 30%               |  | 20   |  | 10   | 30%   |
| Reading               | 30%               | 10   |  | 10   | 10   | 30%   |
| Speaking              | 20%               |  | 15   |  | 5  | 20%   |
| Writing               | 20%               |  |  | 15   | 5  | 20%   |
| MARKS                 | 100%              | 10%  | 35%  | 25%  | 30%  | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.



| LEGAL STUDIES  |                          | TASK 1                         | TASK 2  | TASK 3                         | TASK 4  | TOTAL       |
|--|--------------------------|--------------------------------|---|--------------------------------|---|-------------|
|  |                          | TERM 4                         | TERM 1  | TERM 2                         | TERM 3  |             |
|  |                          | WEEK 9                         | WEEK 9  | WEEK 6                         | WEEK 5  |             |
| COMPONENTS<br>(SYLLABUS)   | SYLLABUS<br>OUTCOMES     | H1, H7, H8, H9,<br>H10         | H1, H2, H3, H4,<br>H5, H6, H7, H8,<br>H9, H10         | H1, H3, H4, H7,<br>H8, H9, H10 | H1, H2, H3, H4,<br>H5, H6, H7, H8,<br>H9, H10 | TOTAL       |
|  | WEIGHTINGS<br>(SYLLABUS) | Criminal case<br>research task | Human rights<br>presentation and<br>extended response | Extended<br>Response           | Trial HSC<br>Examination                      |             |
| Knowledge & understanding of course<br>content                               | 60%                      | 5                              | 15  | 15                             | 25  | 60%         |
| Inquiry and research   | 20%                      | 10                             | 10  | -                              | -   | 20%         |
| Communication of legal information,<br>ideas and issues in appropriate forms | 20%                      | 5                              | 5   | 5                              | 5   | 20%         |
| <b>MARKS</b>   | <b>100%</b>              | <b>20%</b>                     | <b>30%</b>  | <b>20%</b>                     | <b>30%</b>                                    | <b>100%</b> |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| MATHEMATICS ADVANCED             |                          | TASK 1  | TASK 2  | TASK 3                                     | TASK 4                                     | TOTAL |
|----------------------------------|--------------------------|---|---|--|--|-------|
|                                  |                          | TERM 4<br>WEEK 9  | TERM 1<br>WEEK 9  | TERM 2<br>WEEK 9                           | TERM 3<br>WEEK 6                           |       |
| COMPONENTS<br>(SYLLABUS)         | SYLLABUS<br>OUTCOMES     | MA12 –<br>2, 4, 8, 9, 10  | MA12 –<br>2, 3, 4, 6, 7, 8, 9, 10   | MA12 –<br>1, 2, 3, 4, 5, 6, 7, 8, 9,<br>10 | MA12 –<br>1, 2, 3, 4, 5, 6, 7, 8, 9,<br>10 |       |
|                                  | WEIGHTINGS<br>(SYLLABUS) | Open Book Task<br>– utilising handwritten<br>class notes &<br>homework sets | Learning Log Task -<br>utilising individually<br>created Learning Logs<br>on each topic<br>[1 page/topic] | Assignment/<br>Research                    | Trial HSC<br>Examination                   |       |
| Concepts, skills &<br>techniques | 50%                      | 5   | 15  | 15   | 15   | 50%   |
| Reasoning &<br>communication     | 50%                      | 5   | 15  | 15   | 15   | 50%   |
| MARKS                            | 100%                     | 10%   | 30%   | 30%  | 30%  | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| MATHEMATICS STANDARD PATHWAY I               |                          | TASK 1   | TASK 2  | TASK 3   | TOTAL |
|--|--------------------------|--|---|--|-------|
|  |                          | TERM 4<br>WEEK 9   | TERM 1<br>WEEK 10   | TERM 3<br>WEEK 4   |       |
| COMPONENTS<br>(SYLLABUS)                     | SYLLABUS OUTCOMES        | MS1-12-3, MS1-12-9, MS1-12-10<br>MALS6-3, MALS6-13, MALS6-14 | MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10<br>MALS6-1, MALS6-7, MALS6-13, MALS6-14 | MS1-12-5, MS1-12-9, MS1-12-10<br>MALS6-1, MALS6-13, MALS6-14 |       |
|  | WEIGHTINGS<br>(SYLLABUS) | ASSIGNMENT/<br>INVESTIGATION                                 | ASSIGNMENT/<br>INVESTIGATION  | MODELLING TASK<br>INVESTIGATION                              |       |
| Understanding, fluency, and communication    | 50%                      | 15   | 15  | 20   | 50%   |
| Problem solving, reasoning and justification | 50%                      | 15   | 15  | 20   | 50%   |
| MARKS  | 100%                     | 30%  | 30%   | 40%  | 100%  |

| MATHEMATICS STANDARD PATHWAY II                 |                          | TASK 1                  | TASK 2                                    | TASK 3   | TASK 4                   | TOTAL |
|---|--------------------------|-------------------------|---|--|--------------------------|-------|
|   |                          | TERM 4<br>WEEK 8        | TERM 1<br>WEEK 9                          | TERM 2<br>WEEK 8                               | TERM 3<br>WEEK 5/6       |       |
| COMPONENTS<br>(SYLLABUS)                        | SYLLABUS<br>OUTCOMES     | MS12-<br>1,2,6,8,9,10   | MS12-<br>1,2,5,6,8,9,10                   | MS12-<br>1-6,8,9,10                            | MS12 -<br>1-10           |       |
|   | WEIGHTINGS<br>(SYLLABUS) | Take-home<br>Assignment | Half-yearly<br>Examination – Open<br>Book | Learning Logs Task<br>– In Class<br>Assessment | Trial HSC<br>Examination |       |
| Understanding, fluency, and<br>communication    | 50%                      | 15                      | 10  | 10   | 15                       | 50%   |
| Problem-solving, reasoning<br>and justification | 50%                      | 15                      | 10  | 10   | 15                       | 50%   |
| MARKS   | 100%                     | 30%                     | 20%                                       | 20%  | 30%                      | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| MATHEMATICS EXTENSION 1                         |                          | TASK 1                              | TASK 2  | TASK 3                  | TASK 4                   | TOTAL |
|---|--------------------------|-------------------------------------|---|-------------------------|--------------------------|-------|
|   |                          | TERM 4<br>WEEK 9                    | TERM 2<br>WEEK 1  | TERM 3<br>WEEK 2        | TERM 3<br>WEEK 5/6       |       |
| COMPONENTS<br>(SYLLABUS)                        | SYLLABUS<br>OUTCOMES     | ME12-<br>1,2,6,7                    | ME12-<br>1,2,3,5,6,7  | ME12-<br>1,2,3,4,5,6,7  | ME12-<br>1,2,3,4,5,6,7   |       |
|   | WEIGHTINGS<br>(SYLLABUS) | In-Class Test<br><br>Open-book test | Half-yearly Test<br><br>Using one A4 page<br>learning log allowed<br>for each topic studied | Assignment/<br>Research | Trial HSC<br>Examination |       |
| Understanding, fluency,<br>and communication    | 50%                      | 10                                  | 10  | 15                      | 15                       |       |
| Problem-solving,<br>reasoning and justification | 50%                      | 10                                  | 15  | 10                      | 15                       | 50%   |
| MARKS   | 100%                     | 20%                                 | 25%   | 25%                     | 30%                      | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| MATHEMATICS EXTENSION 2                         |                          | TASK 1                          | TASK 2  | TASK 3                    | TASK 4                    | TOTAL |
|---|--------------------------|---------------------------------|---|---------------------------|---------------------------|-------|
|   |                          | TERM 4<br>WEEK 9                | TERM 2<br>WEEK 1  | TERM 3<br>WEEK 4          | TERM 3<br>WEEK 5/6        |       |
| COMPONENTS<br>(SYLLABUS)                        | SYLLABUS<br>OUTCOMES     | MEX12-<br>1,4,7,8               | MEX12-<br>1,4,7,8   | MEX12-<br>1,2,3,4,5,6,7,8 | MEX12-<br>1,2,3,4,5,6,7,8 |       |
|   | WEIGHTINGS<br>(SYLLABUS) | In-Class Test<br>Open-book test | Half-yearly Exam<br>One individual A4<br>learning log allowed<br>for each topic | Research<br>Assignment    | Trial Examination         |       |
| Understanding, fluency and<br>communication     | 50%                      | 15%                             | 10%   | 15%                       | 15%                       | 50%   |
| Problem-solving, reasoning<br>and justification | 50%                      | 15%                             | 15%   | 10%                       | 15%                       | 50%   |
| MARKS   | 100%                     | 20%                             | 25%   | 25%                       | 30%                       | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| MODERN HISTORY  |                          | TASK 1   | TASK 2   | TASK 3  | TASK 4   | TOTAL |
|---|--------------------------|--|--|---|--|-------|
|   |                          | Term 4<br>Week 7<br>Peace & Conflict<br>Indochina<br>1954-79 | Term 1<br>Week 9<br>Core: Power &<br>Authority | Term 2<br>Week 9<br>USA 1919-41                 | Term 3<br>Week 6<br>Trial HSC  |       |
| COMPONENTS<br>(SYLLABUS)  | SYLLABUS<br>OUTCOMES     | MH12-2 MH12-5<br>MH12-7 MH12-8                               | MH12-3 MH12-4<br>MH12-6 MH12-7<br>MH12-9       | MH12-2 MH12-3<br>MH12-4 MH12-5<br>MH12-8 MH12-9 | MH12-1, MH12-2,<br>MH12-3, MH12-4,<br>MH12-5, MH12-6,<br>MH12-7, MH12-8,<br>MH12-9 |       |
|   | WEIGHTINGS<br>(SYLLABUS) | Document Study   | Source Seminar                                 | Essay Response                                  | Exam   |       |
| Knowledge and understanding of course content.                                  | 40%                      | 10   | 5  | 10  | 15   |       |
| Historical skills in the analysis and evaluation of sources and interpretations | 20%                      | 5  |  | 5   | 10   | 20%   |
| Historical inquiry and research   | 20%                      | 5  | 10   | 5   |  | 20%   |
| Communication of historical understanding in appropriate forms                  | 20%                      | 5  | 5  | 5   | 5  | 20%   |
| MARKS   | 100%                     | 25%  | 20%  | 25%   | 30%  | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| MUSIC 1                  |                          | TASK 1  | TASK 2   | TASK 3  | TASK 4  | TOTAL       |
|--------------------------|--------------------------|---|--|---|---|-------------|
|                          |                          | TERM 4  | TERM 1   | TERM 2  | TERM 3  |             |
|                          |                          | WEEK 9  | WEEK 7   | WEEK 4  | WEEK 6  |             |
| COMPONENTS<br>(SYLLABUS) | SYLLABUS<br>OUTCOMES     | H1, H2, H4, H5, H6  | H2, H4, H5, H6,<br>H7, H8  | H1–8*   | H1–8*   | TOTAL       |
|                          | WEIGHTINGS<br>(SYLLABUS) | <b>Presentation of Performance and Viva Voce</b><br><br>Topic 2<br>Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic | <b>Composition Portfolio and Aural Analysis</b><br><br>Topic 1<br>Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic | <b>Presentation or Submission: Elective Option for Topics 1 and 2</b><br><br>Presentation of performance and/or composition portfolio and/or musicology outline and viva voce | <b>Trial HSC Examination</b><br><br>Aural Skills Examination<br><br>Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3<br><br>(Topic 1 and 2 elective need to be presented in the examination style to certify the elective for NESA. They will not generate a mark for this assessment). |             |
| Performance core         | 10%                      | 10  |  |   |   | 10%         |
| Composition core         | 10%                      |   | 10   |   |   | 10%         |
| Musicology core          | 10%                      | 10  |  |   |   | 10%         |
| Aural Core               | 25%                      |   | 10   |   | 15  | 25%         |
| HSC Electives (1, 2, 3)  | 45%                      |   |  | 15 + 15   | 15  | 45%         |
| <b>MARKS</b>             | <b>100%</b>              | <b>20%</b>  | <b>20%</b>   | <b>30%</b>  | <b>30%</b>  | <b>100%</b> |

\* Supervising teacher will select appropriate outcomes based on Elective options selected by each student.  
 In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.



| PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION   |                          | TASK 1                     | TASK 2                              | TASK 3                   | TASK 4   | TOTAL |
|---|--------------------------|----------------------------|-------------------------------------|--------------------------|--|-------|
|   |                          | TERM 4<br>WEEK 9           | TERM 1<br>WEEK 8                    | TERM 3<br>WEEK 2         | TERM 3<br>WEEK 5/6   |       |
| COMPONENTS<br>(SYLLABUS)  | SYLLABUS<br>OUTCOMES     | H7, H8, H9, H10, H11       | H1, H2, H3, H4, H5<br>H14, H15, H16 | H7, H10, H11, H13        | H1, H2, H3, H4, H5,<br>H7, H8, H9, H10,<br>H11, H13, H14,<br>H15 |       |
|   | WEIGHTINGS<br>(SYLLABUS) | Core 2<br>Athlete Analysis | Core 1<br>Research Task             | Options<br>In Class Task | Trial HSC<br>Examination   |       |
| Knowledge and understanding of factors that affect health and the way the body moves  | 40%                      | 10                         | 5                                   | 10                       | 15   | 40%   |
| Skills in influencing personal and community health and taking-action to improve participation and performance in physical activity | 30%                      | 10                         | 10                                  | 5                        | 5  | 30%   |
| Skills in critical thinking, research and analysis  | 30%                      | 5                          | 10                                  | 5                        | 10   | 30%   |
| MARKS   | 100%                     | 25%                        | 25%                                 | 20%                      | 30%  | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| PHOTOGRAPHY              |                          | TASK 1   | TASK 2                         | TASK 3  | TASK 4             | TOTAL |
|--------------------------|--------------------------|--|--------------------------------|---|--------------------|-------|
|                          |                          | TERM 4<br>WEEK 9                                 | TERM 1<br>WEEK 9               | TERM 2<br>WEEK 9  | TERM 3<br>WEEK 4   |       |
| COMPONENTS<br>(SYLLABUS) | SYLLABUS<br>OUTCOMES     | M1-6   | CH1-5                          | CH1-5   | M1-6               |       |
|                          | WEIGHTINGS<br>(SYLLABUS) | Mini Body of Work<br>and Photographic<br>Journal | Theory<br>Photography<br>Study | Evaluation of<br>conceptual and<br>material practice of<br>the student body of<br>works | Body<br>of<br>Work |       |
| Making                   | 50%                      | 25   | -                              | -   | 25                 | 50%   |
| Theory                   | 50%                      | -  | 25                             | 25  | -                  | 50%   |
| MARKS                    | 100%                     | 25%  | 25%                            | 25%   | 25%                | 100%  |

| PHYSICS                          |                          | TASK 1  | TASK 2  | TASK 3  | TASK 4   | TOTAL |
|----------------------------------|--------------------------|---|---|---|--|-------|
|                                  |                          | TERM 4  | TERM 1  | TERM 2  | TERM 3   |       |
|                                  |                          | WEEK 9  | WEEK 10   | WEEK 8  | WEEK 6 & 7   |       |
| COMPONENTS<br>(SYLLABUS)         | SYLLABUS<br>OUTCOMES     | PH11/12-2<br>PH11/12-3<br>PH11/12-4<br>PH11/12-5<br>PH12-12 | PH11/12-2<br>PH11/12-4<br>PH11/12-6<br>PH11/12-7<br>PH12-13 | PH11/12-1<br>PH11/12-3<br>PH11/12-4<br>PH11/12-6<br>PH11/12-7<br>PH12-14<br>PH12-15 | PH11/12-2<br>PH11/12-4<br>PH11/12-5<br>PH11/12-6<br>PH12-12<br>PH12-13<br>PH12-14<br>PH12-15 |       |
|                                  | WEIGHTINGS<br>(SYLLABUS) | Practical Task<br>Advanced<br>Mechanics                     | Processing/<br>Modelling Task<br>Electromagnetism           | Depth Study<br>Light & the Universe<br>Astrophysics                                 | Trial HSC<br>Examination   |       |
| Knowledge & understanding        | 40%                      | 5   | 10  | 5   | 20   | 40%   |
| Skills in Working Scientifically | 60%                      | 20  | 10  | 20  | 10   | 60%   |
| MARKS                            | 100%                     | 25%   | 20%   | 25%   | 30%  | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| SPORTS, LIFESTYLE & RECREATION STUDIES |                          | TASK 1  | TASK 2                                      | TASK 3   | TASK 4  | TOTAL |
|--|--------------------------|---|---|--|---|-------|
|  |                          | TERM 4<br>WEEK 7                                    | TERM 1<br>WEEK 7                            | TERM 2<br>WEEK 7   | TERM 3<br>WEEK 5  |       |
| COMPONENTS<br>(SYLLABUS)               | SYLLABUS<br>OUTCOMES     | 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5              | 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4 | 1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4                           | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 4.1, 4.2, 4.4, 4.5 |       |
|  | WEIGHTINGS<br>(SYLLABUS) | Coaching Analysis<br>Sport Coaching and<br>Training | Movement Skill and<br>Performance           | Movement Skill and<br>Performance-Games<br>and Sport Application | Trial HSC<br>Examination  |       |
| Knowledge and understanding            | 50%                      | 10  | 10  | 5  | 25  | 50%   |
| Practical skills                       | 50%                      | 15  | 15  | 20   | -   | 50%   |
| MARKS                                  | 100%                     | 25%   | 25%   | 25%  | 25%   | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| TEXTILES & DESIGN  |                          | TASK 1  | TASK 2   | TASK 3                       | TOTAL |
|--|--------------------------|---|--|------------------------------|-------|
|  |                          | TERM 4<br>WEEK 9                                | TERM 2<br>WEEK 10                                | TERM 3<br>WEEK 5 & 6         |       |
| COMPONENTS<br>(SYLLABUS)   | SYLLABUS<br>OUTCOMES     | H1.2, H2.1, H5.1, H6.1                          | H1.1, H2.2, H2.3, H4.1, H4.2                     | H1.3, H3.1, H3.2, H5.2, H6.1 |       |
|  | WEIGHTINGS<br>(SYLLABUS) | MTP Designing and Planning<br>Oral Presentation | MTP Project Development<br>and Management Report | Trial HSC Examination        |       |
| Knowledge and<br>understanding of course<br>content  | 50%                      | 10  | 10   | 30                           |       |
| Skills and knowledge in<br>the design, manufacture,<br>and management of a<br>major textiles project | 50%                      | 20  | 30   |                              | 50%   |
| MARKS  | 100%                     | 30%   | 40%  | 30%                          | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

| VISUAL ARTS                   |                          | TASK 1            | TASK 2   | TASK 3           | TASK 4           | TOTAL |
|-------------------------------|--------------------------|-------------------|--|------------------|------------------|-------|
|                               |                          | TERM 4<br>WEEK 9  | TERM 1<br>WEEK 8                               | TERM 3<br>WEEK 4 | TERM 3<br>WEEK 6 |       |
| COMPONENTS<br>(SYLLABUS)      | SYLLABUS<br>OUTCOMES     | H1-6              | H7-10  | H1-10            | H7-10            |       |
|                               | WEIGHTINGS<br>(SYLLABUS) | Mini Body of Work | Structured essay<br>based on One<br>case study | BOW              | Trial Exam       |       |
| Artmaking                     | 50%                      | 25                |  | 25               |                  | 50%   |
| Art criticism/<br>Art history | 50%                      |                   | 25   |                  | 25               | 50%   |
| MARKS                         | 100%                     | 25%               | 25%  | 25%              | 25%              | 100%  |

In the event that the trial examination does not take place, results from the half-yearly examination may be used instead.

## Conduct during the Examinations/Assessment Tasks

- i. You **must** follow the day-to-day rules of Macintyre High School for your examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course or non-award of a Higher School Certificate. You are required to remain until the end of each examination/assessment task, unless instructed otherwise by the supervising teacher.
- ii. You **must** behave in a polite and courteous manner towards the supervisors/teachers and other students.
- iii. You must **NOT**:
  - a. take a mobile phone or programmable watch or device into the examination room
  - b. take any electronic device including a digital media player or electronic tablet into the examination room, unless approved NESA
  - c. speak to any person other than a supervisor/teacher during an examination
  - d. behave in any way likely to disturb the work of any other student or upset the conduct of the examination
  - e. attend an examination while under the influence of alcohol or illegal drugs
  - f. take into the examination room, or refer to during the examination, any books or notes, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
  - g. eat in the examination room except as approved by the presiding officer, eg for diabetic students
  - h. take any writing booklets, whether used or not, from the examination room.
- iv. If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room and will be reported to the Principal. The penalty may involve parent notification, an n-determination award and a zero mark.
- v. If you do not make a serious attempt at an examination, you may not receive a result in that course and may not be eligible for the award of the Higher School Certificate. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious. Supervisors of marking will bring to the Principal's attention examination answers that contain frivolous or objectionable material.

Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.
- vi. You may wear a watch in the examinations, but once you sit down you will have to take it off and place it in clear view on your desk. You may also bring a bottle of water in a clear bottle.

## A GLOSSARY OF KEY WORDS

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.

|                                      |  |
|--------------------------------------|--|
| <b>Account</b>                       | Account for; state reasons for, report on. Give an account of. narrate a series of events or transactions                                  |
| <b>Analyse</b>                       | Identify components and the relationship between them; draw out and relate implications  |
| <b>Apply</b>                         | Use, utilise, employ in a particular situation   |
| <b>Appreciate</b>                    | Make a judgement about the value of  |
| <b>Assess</b>                        | Make a judgment of value, quality, outcomes, results or size   |
| <b>Calculate</b>                     | Ascertain /determine from given facts, figures or information  |
| <b>Clarify</b>                       | Make clear or plain  |
| <b>Classify</b>                      | Arrange or include in classes/ categories  |
| <b>Compare</b>                       | Show how things are similar or different   |
| <b>Construct</b>                     | Make; build; put together items or arguments   |
| <b>Contrast</b>                      | Show how things are different or opposite  |
| <b>Critically (analyse/evaluate)</b> | Add a degree or level of accuracy, depth, knowledge and understanding, logic, Questioning, reflection and quality to (analysis/evaluation) |
| <b>Deduce</b>                        | Draw conclusions   |
| <b>Define</b>                        | State meaning and identify essential qualities   |
| <b>Demonstrate</b>                   | Show by example  |
| <b>Describe</b>                      | Provide characteristics and features   |
| <b>Discuss</b>                       | Identify issues and provide points for and/or against  |
| <b>Distinguish</b>                   | Recognise or note/indicate as being distinct or different from; to note differences between  |
| <b>Evaluate</b>                      | Make a judgement based on criteria; determine the value of   |
| <b>Examine</b>                       | Inquire into   |
| <b>Explain</b>                       | Relate cause and effect; make the relationships between things evident; provide reasons why  |
| <b>Extract</b>                       | Choose relevant and/or appropriate details   |



|                    |   |
|--------------------|---|
| <b>Identify</b>    | Recognise and name  |
| <b>Interpret</b>   | Draw meaning from   |
| <b>Investigate</b> | Plan, inquire into and draw conclusions about   |
| <b>Justify</b>     | Support an argument or conclusion   |
| <b>Outline</b>     | Sketch in general terms; indicate the main features of  |
| <b>Predict</b>     | Suggest what may happen based on available information  |
| <b>Propose</b>     | Put forward (for example a point of view, idea, argument, suggestion) for consideration or action |
| <b>Recall</b>      | Present remembered ideas, facts or experiences  |
| <b>Recommend</b>   | Provide reasons in favour   |
| <b>Recount</b>     | Retell a series of events   |
| <b>Summarise</b>   | Express, concisely, the relevant details  |
| <b>Synthesise</b>  | Putting together various elements to make a whole   |

# ASSESSMENT TASK CALENDAR

This is an overall assessment calendar for all courses offered at Macintyre High for the HSC. You will need to check that you do not have any clashes or too many due in the same week. Hopefully this will help you map your assessment tasks and assist in time management.

| Assessment Task Calendar |               |               |               |               |
|--------------------------|---------------|---------------|---------------|---------------|
|                          | Term 4 - 2021 | Term 1 - 2022 | Term 2 - 2022 | Term 3 - 2022 |
| Week 1                   |               |               |               |               |
| Week 2                   |               |               |               |               |
| Week 3                   |               |               |               |               |
| Week 4                   |               |               |               |               |
| Week 5                   |               |               |               | Trial<br>HSC  |
| Week 6                   |               |               |               |               |
| Week 7                   |               |               |               |               |
| Week 8                   |               |               |               |               |
| Week 9                   |               |               |               |               |
| Week 10                  |               |               |               |               |
| Week 11                  |               |               |               |               |

# SENIOR ALARM STEPS

PROPOSE  
CONSTRUCT  
APPRECIATE  
EXTRAPOLATE  
INVESTIGATE  
JUSTIFY/ASSESS

## INTERPRET

COMPARE  
CONTRAST  
DISCUSS  
RECOMMEND

## ANALYSE

What is the impact? How does this relate to the set criteria/main idea? What does it lead to? Pros & Cons

What is the function or purpose? Give examples and evidence.

What are the features and characteristics?

What is the main component?

## EVALUATE

To what extent is impact effective? Why does it matter? How well?

What is the impact? How does this relate to the set criteria/main idea? What does it lead to? Pros & Cons

What is the function or purpose? Give examples and evidence.

What are the features and characteristics?

What is the main component?

APPLY  
EXPLAIN  
ACCOUNT  
WHAT/WHY

## EXPLAIN

What is the function or purpose? Give examples and evidence.

What are the features and characteristics?

What is the main component?

EXTRACT  
OUTLINE  
CLASSIFY  
DISTINGUISH  
DEMONSTRATE

## DESCRIBE

What are the features and characteristics?

What is the main component?

NAME  
CLARIFY  
DEFINE  
LIST  
RECALL  
RECOUNT  
SUMMARISE

## IDENTIFY (MAIN CONCEPT)

What is the main component?

**T**  
TOPIC

**E**  
ELABORATE

**E**  
EXPLAIN

**A**  
ANALYSE

**L**  
LINK

# PARAGRAPH SCAFFOLD



**NAME AND  
DEFINE**

What is it?  
Define in terms of topic

**T**  
TOPIC

**WHAT?**

**DEFINE /  
DESCRIBE**

What are the main  
components / methods / strategies?  
What are the features or  
characteristics of each component /  
method / strategy?

**E**  
ELABORATE

**WHY?**

**EXPLAIN  
SIGNIFICANCE**

Why is the purpose of each  
feature important?  
What is the impact or effect  
of each feature on specific  
performance requirements?  
Give examples

**E**  
EXPLAIN

**HOW?**

**ANALYSE**

Once the purpose is established  
explain how or why it is carried out.  
How does it achieve this effect?  
What relationships are there  
between the features?  
How does it affect what  
happens after?

**A**  
ANALYSE



**CRITICALLY  
ANALYSE**

Explain how each feature  
is beneficial or unbeneficial.  
Explain why each feature  
is positive or negative.

**SO  
WHAT?**

**EVALUATE  
ASSESS/JUSTIFY  
ARGUE/COMPARE  
RECOMMEND  
APPRECIATE**

To what extent is the feature  
effective in achieving the  
design purpose? By how much  
do the positives outweigh  
the negatives? How does this  
feature link to the higher  
order verbs or other points  
in the question?

**L**  
LINK



## Success : If it's going to be, it's up to me

