

Hoxton Park High School

HSC

Assessment Booklet

2022/2023



Education



Introduction

Your final year of secondary school has commenced. The Preliminary Course is complete and the Year 12 year starts day 1 in Term 4. The work that you are now completing goes towards your Higher School Certificate mark (HSC).

You are now a Year 12 student.

This booklet is designed to help you to plan for the school assessment component of your HSC. It informs you of all the important rules and regulations, the tasks due, the date and the weighting of each task.

Keep in mind the following:

- Assessment is cumulative. School Assessment marks contribute to 50% of your final HSC marks.
- All units are of equal value – give all subjects equal study time.
- Focus on using all resources available to you to maximise your assessment rank.
- If you cannot sit for an HSC Examination and your reason is accepted by NESAs, your final HSC mark for that subject will be derived from your assessment mark. **A good assessment mark is good insurance.**
- Do not miss any assessment tasks. Get each task in on time.
- Each task is **due in your class period for that day** unless stated otherwise. You must attend all lessons on the due date.
- Tasks not completed due to illness or a misadventure must be supported by a Medical Certificate and must be presented to the Head Teacher of the affected subject **immediately** upon your return to school.
- Be organised. Enter all of your tasks into the school diary provided and refer to it regularly. Start your tasks early and work diligently to complete them on time. Plan and organise your time.
- Allocate as much time on your tasks as possible by organising your time between the notification of the task and the due date.
- Consult with your teacher. Ensure that you know what is expected of you for each task. Ask for help if you need it.
- Communicate any assessment issues you may have to school staff at the time of the task.
- Keep a balance in your life – healthy eating, exercise, relaxation and **study**.
- Reduce stress where possible – seek help when needed.
- Support each other – tell someone if you are worried about yourself or a friend.
- The Principal, at his/her discretion, may determine an assessment task void.

We wish you well in your efforts.

Leny Wallace
Principal

HSC Assessment Schedule

- **School based assessment will contribute 50% to your final HSC mark and your ATAR**
- **Your HSC examination mark will contribute to the other 50%**

The school is responsible for submitting an Assessment Rank to the National Educational Standards Authority (NESA) based on your performance in school based assessment tasks. This schedule outlines your assessment tasks for each subject – their weighting for your final assessment rank, the nature of the task and the week they are due.

You will receive an assessment notification in writing at least two weeks prior to each task. This notification will give you greater detail including the task requirements, return date and marking guidelines.

Tasks must be submitted on the due date as published for that task during the timetabled period for that subject unless otherwise specified. If tasks are not submitted on or before the due date, a mark of zero will be awarded for that task. The exception to this is if a student is absent or prevented from completing/submitting a task due to illness or misadventure. See below for the process in this case.

You must attend school for the whole day on the date a task is due. Students cannot be deemed to have gained an advantage through absence from school in order to work on a task and then submit the task before the end of the day.

In Term 3, Weeks 4 and 5, HSC students will complete their HSC Trial examinations. The timetable for these examinations will be issued within two weeks of the examination period.

The final HSC examinations are held in October/November and the timetable for these examinations will be issued by NESA in early Term 2. Subjects which have performances e.g. Drama, Dance and Music; submitted works e.g. Industrial Technology and Visual Arts and oral components e.g. Language examinations will have HSC examination dates in Term 3 of the same year.

HSC EXAMINATION DATES CANNOT BE CHANGED.

HSC Examination Timetables are set by NESA (NSW Education Standards Authority)

Hoxton Park High School

Assessment Policy (ver 2.7)

1. Introduction

1.1 What is assessment?

- Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. The Assessment Booklet contains Assessment Schedules, the Assessment Policy and student responsibilities.
- Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formative and summative assessment tasks will be used to determine student progress over the duration of each course.
- Formative tasks, such as homework, assignments, portfolios and classwork not included in the formal assessment schedule are of significance as they:
 - assist in skill and knowledge development.
 - identify areas for extension or remediation for the teacher and student.
 - provide opportunities for students to consolidate conceptual understanding.
 - provide evidence of sustained and diligent effort.

As such, all work set must be completed and submitted as required.

1.2 Why is there school assessment?

- It allows the student to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those parts of courses, such as fieldwork and practical work, which are difficult to examine formally.
- It increases the accuracy of a student's final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.
- A school assessment mark will inform the course grade of students studying in Years 7 to 11.
- A school assessment mark will inform 50% of a HSC student's mark.

1.3 How will these assessments be made?

Some or all of the following, may form the assessment program:

- Oral/aural tests
- Reports
- Essays
- Assignments
- Research
- Submitted practical work
- Fieldwork
- Lectures and oral presentations given
- Practical performance
- Formal examinations

1.4 Schedule of Assessment Tasks

- Tasks will occur regularly throughout each course.
- All students will be issued an *Assessment Booklet* indicating the assessment week(s) for each course.

1.5 What does great work look like?

The **Junior Secondary (7-10)** Common Grade Scale shown below can be used to report student achievement in all courses.

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

The **Preliminary Stage 6** (Year 11) Common Grade Scale shown below can be used to report student achievement in all courses.

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

2. Assessment Processes

2.1 Notification of Assessment Tasks

Formal notification for all assessment tasks must satisfy the following:

- Issued at least 2 weeks (10 school days) prior to the due date
- Issued in writing and includes:
 - Assessment Task Name
 - Due Date
 - Task requirements – What you need to do
 - Course outcomes assessed
 - Marking Criteria (with the exception of examinations)

The *Assessment Task Record of Issue* is a record of when an Assessment Task is issued. It is to be signed and dated by students as acknowledgement of receiving the formal notification of the task. This is retained by the teacher for their records.

Students absent on the day of receipt of notification have the responsibility to meet with their teacher, upon their return, to receive work missed during their absence, including formal notification of an assessment task. At this time an alternate due date may be negotiated (if necessary) with the Head Teacher.

2.2 Completion of Tasks

It is the expectation that all students will:

- complete all set classwork, homework and assessment tasks to the best of their ability.
- Where there is an opportunity to provide drafts for feedback, students may only submit **one draft** to their **class teacher at least 3 school days** prior to the due date.
- submit their own original work.
- complete and submit all tasks by the due date.

2.3 Submission of Assessment Tasks

- Students must submit all assessment tasks **on or before the due date**.
- Students must **attend school for the whole day** on the date a task is due. Students cannot be deemed to have gained an advantage through absence from school in order to work on a task and then submit the task before the end of the day.
- All assessment tasks must be submitted with a completed *Assessment Task Cover Sheet* to their teacher, or another teacher of that faculty.
- The student must **retain a signed receipt** (the bottom section of the *Assessment Task Cover Sheet*) **as proof of submission**.

Failure to complete/submit an assessment task on the due date and time will result in a ZERO (0) mark and an N Determination Warning letter issued.

It is essential that all assessment tasks are submitted even if they are late. A student who does not complete 50% of the assessment task weighted marks in a course may not be certified as satisfactory in that course and may not be eligible for a ROSA, Preliminary HSC or HSC.

2.4 Attitude and Effort

All tasks must be completed by the student to the best of their ability with diligence and sustained effort:

- Poor attitude and effort that result in lack of achievement of course outcomes and non-completion of work will result in faculty action. This may mean a letter home &/or telephoning parents. Students are expected to complete all work.
- Attitude and effort will form part of the School Report.
- An assessment task submitted that is deemed to be a non-serious attempt by the teacher will be referred to the Head Teacher for review, who will determine a suitable course of action to support the student, but the task may be awarded ZERO (0) and an N Determination Warning letter issued.

2.5 Feedback

All students will receive meaningful, constructive feedback from their assessment tasks, which is communicated via the mark achieved, the 'Marking Criteria' and additional teacher comments and discussion.

All feedback will aim to:

- explicitly communicate feedback on the components / outcomes being assessed.
- communicate explicit teacher feedback including descriptions of the student's strengths and areas of development.

2.6 School Reports

Assessment marks that students receive are reflected on their school reports. All work that students are set can be reflected in the student report. Students are able to self-evaluate the progress of their learning at the end of each reporting period.

2.7 Satisfactory Completion of Courses

A Course has been satisfactorily completed, when the student has:

- *Followed the course developed/endorsed by the NSW Education Standards Authority (NESA).*
- *Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.*
- *Achieved some or all of the course outcomes.*

Students **must satisfactorily complete the components** of a stage to be eligible to proceed into the next stage. Similarly, students **must satisfactorily complete the Preliminary component** of a Course, as mandated by NSW Education Standards Authority (NESA), to be eligible to proceed into the HSC component in Year 12.

Where a student is at risk of receiving an N Determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a ZERO (0) mark in an assessment task, this warning and advice will be given.

Students whose **attendance** is poor may not satisfy course completion criteria. It is expected that all students will maintain an attendance rate of **85% or above**.

2.8 Keeping Records of All Assessment Marks and Copies of All Documentation Issued to Students

The school will support students by providing written notice of:

- Formal notification of the Assessment components and weightings
- The nature of each assessment task including assessment criteria
- The timing of each task (minimum of 2 weeks (10 school days) notice in writing)
- The mark value of each task
- The school policy for valid absences/lateness
- Providing feedback after each task of what the student did well and what they can do to improve
- Verifying assessment work that is completed outside the school
- Providing an assessment free zone before course examinations
- Providing marking criteria for each assessment item

It is the student's responsibility to:

- Work to the best of their ability
- Submit their own original work
- Keep evidence of work submitted
- Catch up on work including tasks issued/missed during absence

2.9 Retaining Student Work Samples

The awarding of Stage 5 and Stage 6 (Preliminary) grades places significant value on teachers' professional judgements about student achievements.

- Schools award grades based on student achievements in the Stage 5 and Stage 6 Preliminary courses they complete (except Life Skills and VET). These grades are reported on students' credentials.
- To strengthen the consistency of teachers' professional judgements in relation to state-wide standards, faculties are required to keep student work samples and corresponding assessment tasks for Years 10 and Preliminary students.
- Faculties are required to keep a minimum of three (3) work samples representing the upper, middle and lower range of achievement of their Years 10 and 11 cohorts for all their Stage 5 and Preliminary courses. Each of these work samples should demonstrate performance towards the end of the year that is typical of the student(s) awarded a particular grade (A to E) by the school.

2.10 Access to NSW Education Standards Authority (NESA) Documents

Students and parents have access to NESA, Subject Manuals and Prescribed Texts, Topics, Projects and works.

- The NESA website can be found at: <http://educationstandards.nsw.edu.au>
- Additional resources for the 7 to 12 courses and specific courses may be found in the school library, via the Year Adviser or the teacher and Head Teacher of the course concerned.

3. Specific Information

3.1 Extensions

Extensions for Assessment Tasks are only granted in circumstances where a student may be disadvantaged due to a circumstance that is outside of their control.

A request for an extension for an assessment task can be made by:

- submitting the *Application for Extension - Assessment Task* to the Head Teacher of the subject, **at least 3 school days** before the assessment is due. Classroom teachers cannot grant an extension for Assessment Tasks.
- including all supporting documents, including a medical certificate or other written documents.

The Head Teacher will decide based on the evidence presented and that will not disadvantage the other students completing the task.

Students who submit tasks after the due date without appropriate documents will be awarded a ZERO (0) mark, which could result in the loss of the RoSA (Record of School Achievement), Preliminary HSC or HSC.

3.1.1 Special Consideration for religious observances

Students may apply for special consideration for an *in-class* assessment task/examination that falls on the day of an important religious/cultural event.

To be considered you must complete the *Special Consideration Form* and attach appropriate evidence/documentation and submit to the Head Teacher of the course **at least 3 school days prior to the task**.

This **does not** apply to any take home task that is due on the day of religious observance. As you are given a minimum of 2 weeks notice to complete the task then it is your responsibility to hand in the task **before** the scheduled event.

No consideration will be given to students who do not follow this process.

This **DOES NOT** apply to any key dates and events set by NESA (<http://educationstandards.nsw.edu.au>)

3.2 Absence

In the event of an unavoidable absence on the day that an assessment task is due or test is to be held, students **must**:

Years 7 and 8 (Stage 4)

- Report to the teacher and Head Teacher of the faculty/KLA **on the first day that they return to school**.
- Submit the task or negotiate an alternate date for in class tasks.
- Supply the relevant documentation (e.g. parent note, doctor's certificate, funeral notice) to the Head Teacher of the faculty.

Years 9, 10, 11 and 12 (Stages 5 and 6)

- Report to the teacher and Head Teacher of the faculty/KLA **on the first day that they return to school**.
- Complete *Illness / Misadventure Appeal Form*.
- Submit the task or negotiate an alternate date for in class tasks.
- Supply the relevant documentation (e.g. doctor's certificate, funeral notice) to the Head Teacher of the faculty. A 'parent note' by itself is NOT sufficient and must be supported by additional relevant documentation.

The Head Teacher will then decide if the student will:

<p>In the case of a test:</p> <ul style="list-style-type: none">• Sit for the test or a substitute test• Receive an estimate• Be awarded ZERO (0) for that task and an N Determination Warning letter issued	<p>In the case of a hand-in task:</p> <ul style="list-style-type: none">• Be awarded ZERO (0) for that task and a N Determination Warning letter issued
--	---

In the case of absence when a task is due to be handed in:

- the student should try to ensure that the task is received by the teacher that day. This may mean a friend or relative bringing it to the school.
- If the student is aware that they are going to be absent on the due date, then it is the students responsibility to **submit the task prior to their absence**. If the task is an examination, in-class test, practical examination, etc., then the student needs to notify the Head Teacher of that subject to seek an alternate arrangement or extension for the task.
- If this is not possible, then a doctor's certificate or appropriate documentation must accompany the assessment task, which must be handed in to the Head Teacher on the **first day back at school after an absence or illness**.

Students will always be given adequate time to complete a task, a minimum of 10 school days. Being absent from school on the day a task is issued is **no** excuse for not completing a task. **It is the responsibility of each student to find out what work has been missed due to absence and this includes classwork, homework, assignments or assessment tasks.**

Failure to follow these instructions or to have a suitable explanation, will lead to a ZERO (0) mark for that Assessment Task and an N Determination Warning letter issued.

3.3 Illness / Misadventure Appeals (Stage 5 and 6)

The Illness / Misadventure appeal procedures at Hoxton Park High School are based on the NESA rules for illness / misadventure appeals. Illness / Misadventure appeals can apply to all types of official assessment tasks used to calculate the School-based Assessment mark and rank.

Students who become ill or suffer a misadventure (e.g. accident, family bereavement) that may adversely affect performance in an examination or assessment task are entitled to submit an Illness / Misadventure Appeal. The Illness / Misadventure Appeal Form must be completed in full to support the appeal. This includes the student statement and independent documentary evidence.

Independent documentary evidence may be in the form of a statement in the relevant section of, or attached to, the Illness / Misadventure Form. Such evidence may be provided by medical practitioners, school counsellors, Police and so on, who can attest to the nature of the illness / misadventure and how it is likely to affect performance in an exam or task. Medical evidence must be dated with a date on or before the assessment task date (i.e. cannot be post-dated).

It is important that students and/or parents contact the school as soon as possible if an issue arises that may lead to an illness / misadventure appeal. The school will provide advice and put in place the procedures necessary to support students through both the assessment and appeal processes.

The illness / misadventure process is designed to support individual students to achieve results that might accurately reflect their ability and effort. The process must also ensure the integrity of school-based assessment for all students in each course. Accordingly, students must be aware that each illness / misadventure appeal is considered on its merits and there is no guarantee that the appeal will be upheld.

3.4 Technology Failure

Computer technology fails from time to time and appropriate measures must be taken to back up work during the course of an assessment task. Computer or printer failure or malfunction cannot be taken as an acceptable reason for failure to submit an assessment task on time. It is the student's responsibility to save their work frequently and back it up to their hard drive, cloud (Google drive) and USB regularly. If computer failure occurs, the student must submit their last printed hard copy as evidence of work completed. If the assignment is to be submitted on USB, the last saved copy is to be submitted.

Students can email work to their own DoE email address and can **only** print during the allocated library opening times prior to the task being due. Allocated times will be before school (8:30am until roll call), Break 1 (except for Fridays) and Break 2.

3.5 Malpractice

Malpractice is defined as copying, cheating, talking, and disrupting others during an Assessment Task including examinations. Malpractice also occurs when there is an attempt to gain an unfair advantage over other students.

Types of malpractice in assessment tasks may include, but are not limited to:

- Plagiarism
- Possession of use of unauthorised notes
- Use of electronic device
- Submitted late (e.g. to have additional time to work on a task to gain an advantage over another student)
- Offensive behaviour
- Non-serious attempt
- Collusion with another student
- Copying another student
- Unacknowledged assistance
- Unauthorised access to exam
- Unauthorised alteration to task or marks
- Making a false claim

All Assessment Tasks must be:

- **The student's own original work.** You cannot submit a task that is not your own work or is identical to that of another student. You may work on a task with a friend / relative etc., but the final copy must be in your own words: i.e. it must be your original interpretation of the task. You cannot copy work from another source such as the internet.
- **Completed by a student in the current assessment period.** You may not hand in a task or part of a task completed for another assignment in this or previous years.

Speaking, disrupting, behaving inappropriately during an examination or carrying a mobile phone into an examination is malpractice.

The Head Teacher, in consultation with the class teacher, will establish if malpractice has occurred and parents/guardians will be advised in writing. If a student can produce conclusive evidence that malpractice has not occurred, an appeal may be lodged with the Deputy Principal in writing. An interview with the student will follow and the decision made will be final.

In situations where it is established that the student has copied from another student or misrepresented work copied from a source or committed any other type of malpractice, then a ZERO (0) mark will be awarded for the assessment task and an N Determination Warning letter issued. The student may be provided with a substitute task to demonstrate achievement of the relevant outcomes.

3.5.1 Plagiarism

Plagiarism is defined as presenting the ideas and words of others as if they were your own. Creating your own work and using the work of others which you have acknowledged is not plagiarism.

What you must do to avoid plagiarism:

1. You must give a reference if you take a fact or idea directly from someone else.
2. If you use the exact words of your source (if you quote), then you must enclose the whole quotation in inverted commas. If you don't use quotation marks, you can be accused of plagiarism.
3. Use your own words if you take information from other sources.

The school reserves the right to award a ZERO (0) mark to work that contains any plagiarism at all.

Referencing

Referencing is a way of acknowledging the work of others which you have used in your assessment task. The order for documenting references for books, journals and periodicals is as follows:

- Author's surname and initials with maximal capitalisation
- Year of publication
- Title of publication in italics with maximal capitalisation
- Title of series, volume number, edition, if applicable
- Editor, reviser, compiler or translator, if other than the author
- Publisher
- Place of publication
- Page number or numbers, if applicable

For example:

Popper, K.R. 1961, *The Poverty of Historicism*, Routledge & Kegan Paul, London.

Online (electronic) material:

For electronic media (www, disk or CD-ROM) the order for references is as follows:

- Author's surname and initials
- Date of publication
- Date of revision in parentheses in day-month-year format
- Date accessed in parentheses in day-month-year format
- Title of article in single quotation marks with minimal capitalisation
- Title of work in italics with maximal capitalisation
- Address of site, written on a separate line if necessary to avoid hyphenation, which can cause confusion

For example, an internet site may be quoted like this:

Harris, R. 1997 (updated 15 May 2003, accessed 10 Sept. 2006) Evaluating Internet research sources. http://www.sccu.edu/faculty/R_Harris/evalu8it.htm

Teaching and Learning Centre. UNE. The University of New England Style Guide. (last modified 28/03/06) <http://www.une.edu.au/tlc/styleguide/author.htm>

NB. A Google search reference is NOT an acceptable website reference. References must specify the actual website.

Example: **Not acceptable**

<https://www.google.com.au/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=avtoros>

Acceptable

<http://avtoros.info/en/landings/shaman/>

3.6 Student claims to have submitted a 'missing' Assessment Task

In the unlikely event that an assessment task cannot be located by the teacher, the student will be asked to provide their **signed receipt** (the bottom section of the *Assessment Task Cover Sheet*) **as proof of submission**.

- Head Teacher will decide if the student will resubmit the completed task or receive an estimate.
- If the student cannot produce the signed receipt, then it is assumed that the student did not submit the task and will receive a ZERO (0) mark and an N Determination Warning letter.

3.7 N Determinations

- Students who do not satisfactorily complete the required classwork, homework, assignments or assessment tasks will be nominated for N Determination.
- Students with any aspect of their work incomplete will receive a warning letter outlining what they need to do to have satisfactory completion. The letter will give the student 2 weeks to complete the outstanding work.
- Completion of the work does not negate the N Determination Warning letter.
- Students who have **TWO (2) or more** N Determination Warning letters of outstanding work in a subject will be considered for an N Determination.
- Students will only receive **ONE (1)** N Determination Warning letter for each task. No reminder letters will automatically be sent. It is the student's responsibility to complete that task promptly.
- The decision to nominate a student for N Determination is made by the Head Teacher of the faculty concerned.
- Students are given the opportunity to appeal an N Determination via the NESA N Determination appeals process. This is provided to the student at the point of N Determination.
- Final decisions on N Determination are made by the Principal.

3.7.1 What is an N Determination?

An N Determination is a Non-Determination which is applicable for the Record of Student Achievement (RoSA in Year 10), Preliminary HSC or HSC. It is an unsatisfactory determination in a particular course and may affect the awarding of the RoSA, Preliminary HSC Course or the HSC for a student.

3.7.2 What is the N Determination Warning Letter?

This is an official letter warning students regarding unsatisfactory progress in a particular subject. It is addressed to the parent/guardian. A student will receive an N Determination Warning letter if they do not satisfy one or more of the following criteria:

- a) Followed the course developed or endorsed by the NESAs; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the course outcomes

3.7.3 What happens when I receive an N Determination Warning Letter?

- The official N Determination Warning letter will stipulate the task or issue for which you have been warned and the date the task was due. The letter will also stipulate a new due date and advice on how to satisfactorily complete the task.
- Submitting a task after an official warning letter has been sent does not nullify the initial warning. This warning remains on your file/record.
- It is important to be aware that N Determination Warning letters are not task specific, they are subject specific. Therefore, ALL warning letters for that subject accumulate and are numbered as such i.e. N Determination Warning 1, Warning 2, etc.

3.7.4 What happens when I receive two or more N Determination Warning letters in one subject?

When you receive two or more N Determination Warning letters for one subject, an N Determination nomination may be made by the Head Teacher of that subject. The Principal will then make the final decision on issuing the N Determination. This is usually done towards the end of the course on a date specified by NESAs.

3.7.5 What happens when I receive two or more N Determination Warning letters in more than one subject?

- At Hoxton Park High School, we will attempt to assist students to redeem themselves if they are at risk of being N Determined.
- Students who have been issued with 2 or more N Determination Warning letters will be interviewed by the Deputy Principal or Principal as part of the school review process. Support and advice will be provided specific to that student.

3.7.6 What happens when I receive an N Determination?

- For Stage 5 mandatory courses, An N Determination will result in that subject appearing on your Record of Student Achievement (RoSA) as *'Not Completed'*. For elective courses, this will result in that subject not appearing on your RoSA.
- For the Preliminary HSC, an N Determination will result in that subject not appearing on your Record of School Achievement (RoSA). Remember, if you do not successfully complete 12 Preliminary Units, you will not be awarded with a RoSA. This is a pre-requisite for the HSC Record of Achievement. To move on to the HSC, you may need to pick up a new Preliminary Course and this may mean taking longer to complete your HSC. If you are N Determined in English, you will not be eligible to continue on to Year 12 to complete the HSC Course.
- For the HSC, an N Determination will result in that subject not appearing on your HSC. Remember, if you do not successfully complete 10 HSC Units, you will not be awarded with the HSC. If you are N Determined in English, you will not be eligible for the HSC.

3.7.7 Deputy Principal Student Interview

The Deputy Principal has the following purposes:

- Students will be interviewed 'to show cause' when they have not fulfilled assessment requirements or are performing at an unacceptable level. Post-compulsory students (over 17 years old) must demonstrate active participation in the learning process.

When a student is interviewed by the Deputy Principal, the following may occur:

- Discuss the options available and consequences.
- Discuss and establish a student contract (if necessary).
- Inform parents of the situation in writing.
- Organise and conduct a parent interview (if needed with the appropriate school personnel).

3.7.8 Deputy Principal's Review Panel

The Deputy Principal's Review Panel enables students to be interviewed when they fail to meet Assessment requirements, or when an error may have been made in accumulated marks or ranking. The panel acts as an appeal mechanism within the school if a mark or ranking is challenged.

3.7.9 Appeals against Assessment Decisions in Assessment Tasks

The teacher's professional judgement will not be open to question, in line with the NES policy on assessment appeals.

Where a student is awarded a ZERO (0) on an assessment task or they believe the assessment task process is unfair, they have the right of appeal:

- All formal student appeals must be in writing on the Hoxton Park High School *Illness/Misadventure Form*.
- Students may discuss an assessment mark or decision with their course teacher or Head Teacher to seek clarification or to point out an error. The teacher or Head Teacher may adjust the assessment mark if there has been an error (e.g. an examination question marked incorrectly).
- If the student wishes to appeal an assessment mark or decision (such as a ZERO (0) mark or the

fairness of the assessment task or procedure) they must put their appeal in writing and hand it **in person** to the Deputy Principal responsible for their year group. Students must use the *Hoxton Park High School Illness/Misadventure form*.

- If the student is incapacitated (illness, injury) a person or guardian may lodge the appeal.
- The appeal must give full details: name, roll class, the nature of the task, any relevant documentation (e.g. doctor's certificate), and the specific reason for the appeal.
- The appeal cannot question teacher's assessment judgements, that is, they cannot question the mark given. Appeals can **only be based** on the school's failure to follow our assessment policy and processes, fairly and professionally.
- The student must lodge the appeal within a reasonable time frame, usually **within ten school days** from the time they receive the assessment mark for the task.
- The Deputy Principal will, usually within five school days, convene an Appeal Panel. The panel will comprise the Deputy Principal, the Year Adviser or nominee and a nominated student representative. The panel will meet to consider the appeal. The panel may seek clarifications from the student and the teaching staff. The panel will only examine the assessment process, not the professional assessment judgement made by a teacher. The panel will communicate its decision in writing to the student and the faculty Head Teacher within a reasonable timeframe. This would normally be within five school days from the time the panel is convened. A record of the appeal and decision will be kept on file.

The panel may decide:

- To reject the appeal.
- To uphold the appeal and advise the Head Teacher to follow procedures that restore equity and validity to the assessment task, this could include setting an alternative task, giving an estimate, restoring marks, re-marking the task or sections of it, deleting the task from the weightings or reducing the weighting of the task.
- If a student wishes to appeal the Panel's decision, they must put their appeal in writing to the Principal within five school days from the time they received the Panel's written decision. The Principal's decision is final.
- Appeals to NESAs are handled directly by the Principal.

3.7.10 Appealing an N Determination decision

The Principal will notify the NESA of any student who has not met NESA requirements. They may be given an N Determination for a course or may not be awarded a NSW Record of School Achievement (RoSA) on the grounds of unsatisfactory attendance or application.

The Principal will also notify the student of his / her actions and pass on appropriate information including an appeal form to be given to the student / parent. Final dates for submission will be notified at that time. A student may be N Determined in Year 10 due to work not completed in Years 7, 8 and 9.

4 Vocational Education and Training (VET) Assessment

4.1 VET Specific Information for Courses

Current VET courses offered include Construction, Hospitality (Stage 5), Hospitality – Food and Beverage, Information and Digital Technology (IDT), Retail Services and Primary Industries. Certificate I & II can be awarded through a variety of frameworks.

4.2 Assessment Policy – HSC VET – Industry Curriculum Framework Courses

VET courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Assessment for the HSC VET courses within Industry Curriculum Frameworks has two purposes:

- Assessment for Australian Qualification Framework (AQF) VET qualifications – competency based assessment.
- Assessment for the Australian Tertiary Admissions Rank (ATAR)

Assessment for VET Courses is competency based and a holistic integration of competencies is recommended. Students are given the opportunity to develop skills over time and are allowed a number of attempts to satisfy the performance criteria. VET Assessment schedules do not require a percentage (%) weighting of each assessment activity but reflect the holistic competencies based nature of assessment.

Assessment of competence is criteria – referenced, this means the individual student's performance is judged against a prescribed standard, not against the performance of other students. Students will be judged as **'competent'** or **'not yet competent'**. This judgement will be arrived at on the basis of evidence, which may be in a variety of forms.

Students are given feedback concerning their progress through access to Competency Records and via verbal and written feedback from the teacher in relation to learning activities.

Some forms of assessment will be gathered on an on-going basis. Other evidence will be collected through specific assessment tasks such as projects and assignments, written and practical tests and role plays and simulations. The student's classroom teacher and/or workplace supervisor will conduct assessment if they are a qualified assessor.

Work Placement is a key component of successfully completing a VET course. Students are mandated to complete 35 hours work placement in the preliminary course and 35 hours work placement in the HSC course.

The rules and processes applying to an N Determination apply to a student undertaking a VET course.

4.3 VET HSC Optional Examination

The HSC examination is independent of competency based assessment requirements for AQF qualifications. It is optional for students of VET courses and intended for Australian Tertiary Admissions Rank (ATAR) purposes only.

Only 1 VET course (2 units) may be included in the students 10 units for ATAR.

Students wishing to withdraw from the HSC Examination must do so prior to the HSC Examination by completing the "Student Request to Withdraw from the HSC Examination" form.

4.4 Estimate Mark

The school will provide an estimate mark to the NESA for all students undertaking a VET course. The Estimate Mark will consist of an aggregate mark:

Preliminary Course Yearly Examination 30% HSC Trial Examination 70%

4.5 Appeals for Unsatisfactory Course Completion – Student Appeals

Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
- They were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way.
- They were ill or suffered a misadventure at the time of the assessment. This must be supported a medical certificate.

Formal appeals must be based on identified problems with the assessment process rather than an unsuccessful assessment result. Appeals must be lodged within five (5) school days from the date of assessment.

Where there are grounds for appeal, a teacher/qualified assessor, other than the classroom teacher/assessor used to moderate course assessment, will then assess the student's competence. This assessor may be a teacher from another school or TAFE.

4.6 Work Placement

4.6.1 Work Placement is a mandatory requirement for each VET course

Failure to complete a Work Placement will render the student ineligible for the award of a HSC credential. Students **MUST** complete their work placement at times given to them by the school or they will be N determined and they will need to organise their own replacement work placement.

A minimum of 70 hours of work placement in the Preliminary and HSC Course for each VET course is a mandatory NESAs requirement. The first 35 hour work placement is to be completed in the Preliminary year with the second 35 hour work placement completed in the HSC year.

4.6.2 Student Responsibilities for Assessment Tasks Due During Work Placement:

- You may submit the assessment task on the day before you go to work placement or make arrangements for the task to be submitted on your behalf on the due date.
- No extensions will be granted for work placement.
- Work Placement is not a reason for the non-completion of assessment tasks.

4.6.3 Non-Attendance at the Workplace

- If you are absent from the workplace you must inform your employer before the workplace starting time, and also inform school, on any day you cannot attend work placement.
- Days missed must be made up, so that you successfully complete the minimum hours. You must submit assessment tasks on the day before you go to work placement if your work placement is only one day per week.

HOXTON PARK HIGH SCHOOL

ASSESSMENT TASK COVER SHEET

All assessment tasks must be submitted with this completed and attached *Assessment Task Cover Sheet* to their teacher, or another teacher of that faculty.

Students must:

- submit all assessment tasks **on or before the due date**.
- **attend school for the whole day** on the date a task is due. Students cannot be deemed to have gained an advantage through absence from school to work on a task and then submit the task before the end of the day.
- **retain a signed receipt** ('Part B' of this form) **as proof of submission**.

Failure to complete/submit an assessment task on the due date and time will result in a ZERO (0) mark and an N Determination Warning letter issued.

All applications for an extension of time should be in writing prior to the due date of submission of the assessment task as per the Hoxton Park High School Assessment Policy.

ASSESSMENT TASK COVER SHEET – PART A *(To be securely attached to the Assessment Task)*

STUDENT'S NAME:

SUBJECT: CLASS:

CLASS TEACHER:

ASSESSMENT TITLE:

DUE DATE:/...../..... DATE SUBMITTED:...../...../.....

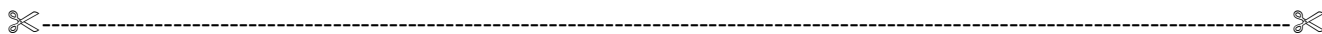
Statement of Originality:

The work contained in this assessment, other than that specifically referenced to another source, is my own work. I declare that it contains no material that has been previously published or written by another person.

Student

Signature:

MEMBER OF STAFF: SIGNED:



ASSESSMENT TASK COVER SHEET – PART B

(Once a staff member has received & signed for the Assessment Task, the student retains this as a receipt)

STUDENT'S NAME:

SUBJECT: CLASS:

CLASS TEACHER:

ASSESSMENT TITLE:

DUE DATE:/...../..... DATE SUBMITTED:/...../.....

MEMBER OF STAFF: SIGNED:

HOXTON PARK HIGH SCHOOL

APPLICATION FOR EXTENSION - ASSESSMENT TASK

Extensions for Assessment Tasks are only granted in circumstances where a student may be disadvantaged due to a circumstance that is outside of their control. A request for an extension for an assessment task can be made by submitting the *Application For Extension - Assessment Task* to the Head Teacher of the subject, **at least 3 days before the assignment is due. Classroom teachers cannot grant extension for Assessment Tasks** and include all supporting documents, including a medical certificate or other written documents.

Name: Class:

Subject: Teacher:

Assessment Task No: Due Date: / /

Assessment Task Title:

REASON FOR APPLICATION:
.....
.....

NOTE: *Appropriate evidence must accompany this application (e.g.: Doctor's Certificate)*

.....
Student's signature

.....
Parent's signature

INFORMATION FOR STUDENTS

1. Extensions for Assessment Tasks are only granted in circumstances where a student may be disadvantaged due to a circumstance that is outside of their control.
2. **Late assessment tasks will receive a ZERO 'O' result.**
3. An extension may be granted in genuine cases of illness or misadventure. To be considered, an application for extension must be **requested in writing no less than 3 days prior to the due date.**
4. Hand in your assessment task even if it is late. A student who does not complete 50% of the assessment task marks in a course may not be certified as satisfactory in that course and may not be eligible for a ROSA, Preliminary HSC or HSC.

REPLY TO APPLICATION FOR EXTENSION FOR ASSESSMENT TASK

Granted: Yes / No Extension to: / /

Refused because:
.....

Head Teacher's signature: Date: / /

HOXTON PARK HIGH SCHOOL

Illness / Misadventure Form

Students who become ill or suffer a misadventure (eg. accident, family bereavement) that may adversely affect performance in an examination or assessment task are entitled to submit an Illness-Misadventure Appeal. The Illness Misadventure Form must be completed in full to support the appeal. This includes the student statement and independent documentary evidence.

Name: Class:

Subject: Teacher:

Assessment Task No: Due Date:/...../.....

Assessment Task Title:

Reason for request for consideration:

.....

.....

Student Signature: Date:/...../.....

Supporting Documentation: Yes / No e.g. Doctor's Certificate

How has the reason provided affected the completion of the task:

.....

.....

NB. Part A or B (overleaf) will also need to be completed

Parents Name: Phone No.:

Parents Signature: Date:/...../.....

Teacher Comment:

.....

.....

Teacher Signature: Date:/...../.....

Approval – Completed by the Head Teacher	Application Approval: Yes / No
Explanation:	
.....	
New Submission Date (if appropriate):/...../.....	
Head Teacher Signature:	Date:/...../.....

Illness / Misadventure Form

The person completing this form must not be related to the student

Part A - Independent Evidence of Illness

Diagnosis of medical condition:

Date of onset of illness:/...../..... Date(s) and Times(s) of all consultations related to illness:

.....

.....

Please describe how the student's condition/symptoms could impede their performance in the relevant task.

.....

.....

Name of Doctor or Health care professional:

Profession: Place of Work:

Address:

Contact Number: Signed: Date:/...../.....

Part B - Independent Evidence of Misadventure

Date of Event causing misadventure:/...../..... Were you a witness to the event: Yes / No

If No, how did you obtain the information you are providing?

What is your relationship to the student?

Describe the event:

.....

Name: Profession:

Contact Number: Signed: Date:/...../.....

HOXTON PARK HIGH SCHOOL

Special Consideration Form

Students may apply for special consideration for an *in class* assessment task/examination that falls on the day of an important religious / cultural event. To be considered you must complete the *Special Consideration Form* and attaching appropriate evidence/documentation and submit to the Head Teacher of the course **at least 3 school days prior to the task.**

Name: Class:

Subject: Teacher:

Assessment Task No: Due Date:/...../.....

Assessment Task Title:

Reason for request for consideration:

.....

.....

Student Signature: Date:/...../.....

Supporting Documentation: Yes / No

How has the reason provided affected the completion of the task:

.....

.....

Parents Name: Phone No.:

Parents Signature: Date:/...../.....

Teacher Comment:

.....

.....

Teacher Signature: Date:/...../.....

Approval – Completed by the Head Teacher	Application Approval: Yes / No
Explanation:	
.....	
New Submission Date (if appropriate):/...../.....	
Head Teacher Signature:	Date:/...../.....

Student Examination Procedures

1. The examination will take place according to the timetable.
2. Examinations will be held in the Hall or room specified on the timetable.
3. Full school uniform must be worn. There must be no hats, no mobile phones, no dark glasses, no head phones/air pods, no smart watches and no programmable calculators (only NESAs approved calculators are permitted).
4. Students' bags/folders etc must be left at the front of the examination room in the place designated by the teacher in charge.
5. Students should report to the examination venue 10 minutes prior to the commencement of each examination. No extra time is given to late arrivals. Students are to **line up outside the Hall or other allocated venue**. For students accessing Special Provisions, all examinations will be held in a room specified by Head Teacher Administration.
6. Students will not be attending morning assemblies or roll call.
7. Attendance slips must be completed prior to each examination.
8. Examination attendance is compulsory and marks gained form part of the final assessment. Students must remain in the examination venue for the duration of their examination.
9. Parents should phone the school on 9607 4222 by 8.45am in the event of student absence. **Students must obtain a Medical Certificate that specifies the nature of the illness, which must be handed in immediately upon returning to school. Students must comply with the School's Assessment Policy and follow the appropriate protocols. Refer to the Assessment Policy for further details.**
10. When a student fails to sit an examination, it is not the student's automatic right to sit that examination at a later date. This is a serious matter and will be dealt with by the Head Teacher and Head Teacher Administration. Zero marks may be given unless the circumstances are accepted by the school as genuine, unavoidable and as per the Assessment Policy. Students should report to the appropriate Head Teacher on the next day they attend school with all appropriate documentation. Students must comply with the school's Assessment Policy and follow the appropriate protocols. Students must see the Head Teacher Administration for the rescheduling of examinations.
11. Misbehaviour will not be tolerated and all incidents will be recorded on Sentral. At the conclusion of the examination the faculty Head Teacher will be notified, who will issue consequences, e.g. Contact parents or refer to the relevant DP. The details will be entered on Sentral and an appropriate consequence issued. **Note:** That in extreme cases of misbehaviour the supervising teacher will remove the student from the examination room and refer to the relevant Deputy Principal. As this is a formal examination, it is likely that a zero mark and an N-Determination Course Warning Letter will be issued.
12. **Mobile phones are not to be brought into the examination room. You are to keep them at home or hand in to the Front Office prior to your examination.** If a mobile phone causes a disturbance it will be confiscated and processed as per mobile phone policy. The incident will be recorded on Sentral. If a phone rings in a bag, the bag is to be confiscated and processed at the Fees Office as per mobile phone policy. Bringing a mobile phone into an examination room is considered malpractice. A zero mark and an N Determination warning will be issued.
13. No borrowing of materials or other equipment is allowed. Ensure that you have the appropriate materials for each examination. For Mathematics you will need a NESAs approved calculator, pens, ruler, etc. It is your

responsibility to ensure the calculator is functioning correctly and that the battery is charged. For NESA approved calculators, visit: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

You **can** bring the following items into your exams:

- A clear pencil case
- black pens
- pencils (must be at least grading 2B), erasers and a sharpener
- a ruler marked in millimetres and centimetres
- highlighter pens
- a clear bottle of water
- a non-programmable watch, which you must take off, place on your desk in clear view and not touch during the examination.

You **cannot** bring any of the following into the examination room:

- mobile phones
- programmable watches, like smart watches
- any electronic devices (except a NESA approved calculator, if allowed), including communication devices, organisers, tablets, music players, earphones, air pods or electronic dictionaries
- paper or any printed or written material (including your exam timetable)
- dictionaries (except in language examinations, if allowed)
- correction fluid or correction tape.

You cannot borrow equipment during exams. Teachers may inspect your equipment when you enter the room, and will tell you where to place any unauthorised items. They are not responsible for these items.

14. Anyone found cheating (Malpractice) in an examination will be referred to the Head Teacher of the subject and may be awarded zero marks in that examination and an N-Determination Course Warning Letter (as per the Assessment Policy).
15. **Year 11 & 12 Only:** Please be reminded that during the Examination period, students are on a flexible timetable. This means that they only attend school when they have a scheduled examination. Students will be able to leave school after their examination and study at home. This time should be used to study and prepare for their success in the HSC. Students are welcome to remain at school only if they are utilising the Senior Study Room in the Library for private study. As per normal procedure, students should follow the sign in procedures in the Library and the Front Office and sign in as a visitor.
16. Students who have TAFE commitments must see the Head Teacher Administration prior the commencement of the Examination period.

FEES LIST FOR 2023

Year 7

Core Fee	\$30
Mathletics	\$11
TAS – Technology Mandatory	\$50
Visual Arts	\$25

Year 10

Core Fee	\$30
Agriculture	\$20
Design and Technology	\$60
Diary	\$10
Food & Beverages	\$60
Industrial Technology	\$70
Timber/Construction	
Mathletics	\$11
Music	\$10
Photographic & Digital Media	\$25
Textiles Technology	\$50
Visual Arts	\$40
Visual Design	\$40

Year 8

Core Fee	\$30
Diary	\$10
Mathletics	\$11
TAS – Technology Mandatory	\$50
Visual Arts	\$25
Music	\$10

Year 11

Core Fees	\$30
Construction	\$75
Design and Technology	\$50
Diary	\$10
Hospitality	\$100
Retail	\$15
Textiles & Design	\$50
Visual Arts	\$50
Visual Design	\$50

Year 9

Core Fee	\$30
Agriculture	\$20
Design and Technology	\$60
Diary	\$10
Food Technology	\$60
Industrial Technology Timber	\$60
Mathletics	\$11
Music	\$10
Photographic & Digital Media	\$25
Textiles Technology	\$50
Visual Arts	\$40
Visual Design	\$40

Year 12

Core Fees	\$30
Construction	\$100
Design and Technology	\$60
Diary	\$10
Hospitality	\$120
Retail	\$15
Textiles & Design	\$50*
Visual Arts	\$20*
Visual Design	\$20*

* Additional costs / materials are required for major projects in:
 Textiles and Design
 Industrial Technology Timber
 Visual Arts
 Visual Design

Year 11 Construction WHS White Card Fee: \$30 (or as determined by the course provider)

HSC Assessment Calendar Term 4, 2022

Term 4		Tasks due	
Week 1 [A]		Week 6 [B]	Work Studies Task 1: In-class Task (20%)
Week 2 [B]		Week 7 [A]	CAFS Task 1: Essay (25%) Mathematics Advanced Task 1 - Topic Test with Summary (20%) Mathematics CEC Numeracy Task 1 - Research task (20%) Mathematics Standard 1 Task 1 - Topic Test with Summary (20%) Mathematics Standard 2 Task 1 - Topic Test with Summary (20%) Modern History Task 1: Source-Based Task (20%) Music Task 1: Composition and Performance (Elective 1) (25%) Visual Arts Task 1: Written Task (10%)
Week 3 [A]		Week 8 [B]	Ancient History Task 1: Source Analysis (20%) Biology Task 1: Practical Investigation (20%) Mathematics Extension 1 Task 1 - Topic Test with Summary (20%) Mathematics Extension 2 Task 1 - Topic Test with Summary (20%) PDHPE Task 1: Sports Medicine Task (15%) Physics Task 1: Practical Investigation (20%) Society and Culture Task 1: Research Report (30%)
Week 4 [B]		Week 9 [A]	Chemistry Task 1: Practical Investigation (20%) English Advanced Task 1: Human Experience (20%) English EAL/D Task 1: Texts and Human Experiences (25%) English Standard Task 1: Texts and Human Experiences (20%) English Studies ATAR Task 1: Human Experiences (20%) English Studies Task 1: Common Module (20%) Investigating Science Task 1: Practical Investigation (20%) Marine Studies Task 1: First-Hand Investigation (40%) Mathematics Extension 2 Task 1: Test with Summary (20%) SLR Task 1: Fitness (50%) Textiles and Design Task 1: Oral Presentation (20%)
Week 5 [A]		Week 10 [B]	Business Studies Task 1: Research and In-class Task (20%) Legal Studies Task 1: Topic Test (25%) Visual Design Task 1: Developing Design (20%)

HSC Assessment Calendar Term 1, 2023

Term 1		Tasks due	
Week 1 [A]		Week 6 [B]	English Studies ATAR Task 2: The Big Screens – Essay Response (30%) English Studies Task 2: The Big Screens (25%) Legal Studies Task 2: Research & In-class structured Response (20%) Physics Task 2: Depth Study (20%) Textiles and Design Task 2: Experimentation (30%)
Week 2 [B]		Week 7 [A]	Chemistry Task 2: Depth Study (20%) English Standard Task 2: Language, Identity and Culture (25%) Investigating Science Task 2: Depth Study (20%) Mathematics Advanced Task 2 - Topic Test with Summary (25%) Mathematics CEC Numeracy Task 2 - Topic Test (25%) Mathematics Standard 1 Task 2 - Topic Test with Summary (25%) Mathematics Standard 2 Task 2 - Topic Test with Summary (25%) PDHPE Task 2: Research and Presentation (30%) Society and Culture Task 2: Core Topic Test (20%) Visual Arts Task 2: Development of the Body of Work (30%)
Week 3 [A]		Week 8 [B]	Ancient History Task 2: Research Project (30%) Business Studies Task 2: Topic Test (25%) English Advanced Task 2: Textual conversations (25%) Marine Studies Task 2: Research Task/Presentation (30%) Mathematics Extension 1 Task 2 - Topic Test with Summary (25%) Mathematics Extension 2 Task 2 - Topic Test with Summary (25%)
Week 4 [B]	Modern History Task 2: Historical Analysis (30%) Work Studies Task 2: Topic Test (25%)	Week 9 [A]	CAFS Task 2: IRP (20%)
Week 5 [A]	Biology Task 2: Depth Study (20%) Music Task 2: Viva Voce and Performance (30%)	Week 10 [B]	English EAL/D Task 2: Language, Identity and Culture (25%) Visual Design Task 2: DesignPractice (20%)
		Week 11 [A]	

HSC Assessment Calendar Term 2, 2023

Term 2		Tasks due each week	
Week 1 [A]		Week 6 [B]	Modern History Task 3: Research and In-class Task (20%) Music Task 3: Presentation of Elective 2 (15%) Society and Culture Task 3: Depth Study Report (20%) Visual Arts Task 3: Extended Written Response (20%)
Week 2 [B]		Week 7 [A]	Biology Task 3: Practical Investigation (30%) Business Studies Task 3: In-class Extended Response (25%) English Standard Task 3: Craft of Writing (25%) Legal Studies Task 3: Extended Response (25%) PDHPE Task 3: Essay (25%)
Week 3 [A]		Week 8 [B]	Ancient History Task 3: In-class Response (20%) Chemistry Task 3: Practical Investigation (30%) English Studies ATAR Task 3: Who do I think I am? (20%) English Studies Task 3: Who do I think I am? (35%) Investigating Science Task 3: Practical Investigation (30%) Marine Studies Task 3: Yearly Examination (30%) Mathematics Advanced Task 3 - Investigative task (25%) Mathematics CEC Numeracy Task 3 - Investigative task (25%) Mathematics Standard 1 Task 3 - Investigative task (25%) Mathematics Standard 2 Task 3 - Investigative task (25%)
Week 4 [B]		Week 9 [A]	English EAL/D Task 3: Focus on Writing (20%) Mathematics Extension 1 Task 3 - Investigative task (25%) Mathematics Extension 2 Task 3 - Investigative task (25%) Physics Task 3: Practical Investigation (30%) Work Studies Task 4: Research Project (30%)
Week 5 [A]	English Advanced Task 3: Craft of Writing (25%) Textiles and Design Task 3: Investigation of a Designer (25%) Visual Design Task 2: Research Project (30%) Work Studies Task 3: Research and In-class Task (25%)	Week 10 [B]	CAFS Task 3: Research (25%) SLR Task 2: Healthy Lifestyle (50%)

HSC Assessment Calendar Term 3, 2023

Term 3		Tasks due	
Week 1 [A]		Week 5 [A]	Visual Design Task 4: Submitted Major Work (30%)
Week 2 [B]		Week 6 [B]	
Week 3 & 4 [A & B]	Ancient History Task 4: Trial Examination (30%) Biology Task 4: Trial Examination (30%) Business Studies Task 4: Trial Examination (30%) CAFS Task 4: Trial Examination (30%) Chemistry Task 4 Trial Examination (30%) English Advanced Task 4: Trial Examination (30%) English EAL/D Task 4 Trial Examinations (30%) English Standard Task 4: Trial Examination (30%) English Studies ATAR Task 4: Trial Examinations (30%) English Studies Task 4: Folio Task (20%) Investigating Science Task 4: Trial Examination (30%) Legal Studies Task 4: Trial Examination (30%) Mathematics Advanced Task 4 - Trial Examination (30%) Mathematics CEC Numeracy Task 4 - Trial Examination (30%) Mathematics Extension 1 Task 4 - Trial Examination (30%) Mathematics Extension 2 Task 4 - Trial Examination (30%) Mathematics Standard 1 Task 4 - Trial Examination (30%) Mathematics Standard 2 Task 4 - Trial Examination (30%) Modern History Task 4: Trial Examination (30%) Music Task 4: Trial Examination (30%) PDHPE Task 4: Trial Examination (30%) Physics Task 4 Trial Examination (30%) Society and Culture Task 4: Trial Examination (30%) Textiles and Design Task 4: Trial Examination (25%) Visual Arts Task 4: Trial Examination (30%)	Week 7, 8, 9 & 10 [A,B, A & B]	

Hoxton Park High School - HSC Assessment Schedule

Faculty: HSIE

Course: Ancient History

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 8	Due: Term 1 Week 8	Due: Term 2 Week 8	Due: Term 3 Trial Examination Period
		Source Analysis	Research Project	In Class Response	Trial Examination
		OUTCOMES AH12-1, AH12-2, AH12-5, AH12-6, AH12-10	OUTCOMES AH12-4, AH12-5, AH12-6, AH12-8, AH12-9	OUTCOMES AH12-1, AH12-2, AH12-3, AH12-9	OUTCOMES AH12-3, AH12-4, AH12-6, AH12-7, AH12-9
Knowledge and understanding of course content	40%	10%		10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	10%		
Historical inquiry and research	20%		10%	10%	
Communication of historical understanding in appropriate forms	20%		10%		10%
Total Marks	100%	20%	30%	20%	30%

Ancient History

Outcomes:

The Student:

- AH12-1 accounts for the nature of continuity and change in the ancient world
- AH12-2 proposes arguments about the varying causes and effects of events and developments
- AH12-3 evaluates the role of historical features, individuals and groups in shaping the past
- AH12-4 analyses the different perspectives of individuals and groups in their historical context
- AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world
- AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12-7 discusses and evaluates differing interpretations and representations of the past
- AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Hoxton Park High School - HSC Assessment Schedule

Faculty: **SCIENCE**

Course: **Biology**

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 8	Due: Term 1 Week 5	Due: Term 2 Week 7	Due: Term 3 Trial Examination Period
		Practical Investigation Design and conduct a Practical Investigation	Depth Study Research, Design and conduct a Practical Investigation	Practical Investigation Design and conduct a Practical Investigation	Trial Examination
		OUTCOMES BIO11/12-2 BIO11/12-3 BIO11/12-6 BIO11/12-7 BIO12-12	OUTCOMES BIO11/12-1 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-14 BIO12-15	OUTCOMES BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-6 BIO11/12-7 BIO12-14	OUTCOMES BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15
Skills in Working Scientifically	60%	15%	10%	25%	10%
Knowledge and Understanding	40%	5%	10%	5%	20%
Total Marks	100%	20%	20%	30%	30%

Biology

Outcomes:

The Student:

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Hoxton Park High School - HSC Assessment Schedule

Faculty: **HSIE**

Course: **Business Studies**

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 10	Due: Term 1 Week 8	Due: Term 2 Week 7	Due: Term 3 Trial Examination Period
		Research and In-Class Response	Topic Test	Extended Response	Trial Examination
		OUTCOMES H1, H2, H4, H7, H9	OUTCOMES H6, H8, H10	OUTCOMES H5, H7, H8	OUTCOMES H1, H2, H3, H4, H5, H6, H10
Knowledge and understanding	40%		25%		15%
Stimulus-based skills	20%			10%	10%
Inquiry and research	20%	5%		15%	
Communication of business information, ideas and issues	20%	15%			5%
Total Marks	100%	20%	25%	25%	30%

Business Studies

Outcomes:

The Student:

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

Hoxton Park High School - HSC Assessment Schedule

Faculty: **SCIENCE**

Course: **Chemistry**

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 9	Due: Term 1 Week 7	Due: Term 2 Week 8	Due: Term 3 Trial Examination Period
		Practical Investigation Design and conduct a Practical Investigation	Depth Study Research, Design and conduct a Practical Investigation	Practical Investigation Design and conduct a Practical Investigation	Trial Examination
		OUTCOMES CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH12-12	OUTCOMES CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-6 CH12-13	OUTCOMES CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	OUTCOMES CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15
Skills in Working Scientifically	60%	15%	10%	25%	10%
Knowledge and Understanding	40%	5%	10%	5%	20%
Total Marks	100%	20%	20%	30%	30%

Chemistry

Outcomes:

The Student:

- CH11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5** analyses and evaluates primary and secondary data and information
- CH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13** describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14** analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15** describes and evaluates chemical systems used to design and analyse chemical processes

Hoxton Park High School - HSC Assessment Schedule

Faculty: PDHPE

Course: Community and Family Studies (CAFS)

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 7	Due: Term 1 Week 9	Due: Term 2 Week 10	Due: Term 3 Trial Examination Period
		Essay	IRP	Research Task	Trial Examination
		OUTCOMES H 2.3, 3.4, 6.1	OUTCOMES H 4.1, 4.2	OUTCOMES H 2.3, 3.3, 5.1, 6.2	OUTCOMES H 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2
Knowledge and understanding of course content	40%	15%		10%	15%
Skills in critical thinking, research methodology, analysing and communicating.	60%	10%	20%	15%	15%
Total Marks	100%	25%	20%	25%	30%

Community & Family Studies (CAFS)

Outcomes:

The Student:

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

Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: English

Course: English Advanced

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 9	Due: Term 1 Week 8	Due: Term 2 Week 5	Due: Term 3 Trial Examination Period
		Common Module: Human Experience	Module A: Textual Conversations (Multi Modal)	Module C: Craft of Writing	Trial HSC Examination. Common Module Module A Module B Module C
		Outcomes EA12-1,EA12-3, EA12-7	Outcomes EA12-2, EA12-4, EA12-6,	Outcomes EA12-5, EA12-8 EA12-7	Outcomes EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9 EA12-1, EA12-6,
Knowledge and understanding of course content.	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	10%	15%	10%	15%
Total Marks	100%	20%	25%	25%	30%

English Advanced

Outcomes:

The Student:

EA12-1

independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2

uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EAL12-3

critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EAL12-4

strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EAL12-5

thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EAL12-6

investigates and evaluates the relationships between texts

EAL12-7

evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EAL12-8

explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EAL12-9

reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Hoxton Park High School - HSC Assessment Schedule

Course: English EAL/D – Year 12

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 9	Due: Term 1 Week 10	Due: Term 2 Week 9	Due: Term 3 Trial Examination Period
		Module A: Texts and Human Experiences Multimodal Presentation	Module B: Language, Identity and Culture Analytical Response	Module D: Focus on Writing Written Composition	Modules A, B, C and D Trial HSC Examination
		Outcomes EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7	Outcomes EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8	Outcomes EAL12-2, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9	Outcomes EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8
Knowledge and understanding of course content.	50%	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	15%	10%	10%	15%
Total Marks	100%	25%	25%	20%	30%

English EAL/D

Outcomes:

The Student:

EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts

EAL12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL12-3 selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning

EAL12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts

EAL 12-6 investigates and evaluates the relationships between texts

EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds

EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning

EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Hoxton Park High School - HSC Assessment Schedule

Faculty: English

Course: English Standard

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 9	Due: Term 1 Week 7	Due: Term 2 Week 6	Due: Term 3 Trial Examination Period
		Common Module: Texts and Human Experience	Module A: Language, Identity and Culture (Multi Modal)	Module C: Craft of Writing	Trial HSC Examination: Common Module Module A Module B Module C
		Outcomes EN12-5, EN12-6, EN12-7	Outcomes EN12-3, EN12-4, EN12-7, EN12-8	Outcomes EN12-1, EN12-2, EN12-9	Outcomes EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	10%	15%
Total Marks	100%	20%	25%	25%	30%

English Standard

Outcomes:

The Student:

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Hoxton Park High School - HSC Assessment Schedule

Faculty: English

Course: English Studies ATAR

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 9	Due: Term 1 Week 6	Due: Term 2 Week 8	Due: Term 3 Week 3
		Common Module: Human Experience: Essay Response and Short Answer Questions	The Big Screens: Module Extended Response and Essay Response	Who do I think I am? Multimodal Presentation and Creative Writing Folio	Trial HSC Examination
		OUTCOMES ES12-1, ES12-5, ES12-7	OUTCOMES ES12-3, ES12-4, ES12-9	OUTCOMES ES12-2, ES12-6, ES12-8	OUTCOMES ES12-4, ES12-6, ES12-10
Knowledge and understanding of course content.	50%	10%	10%	15%	15%
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	50%	10%	15%	10%	15%
Total Marks	100%	20%	30%	20%	30%

English Studies

Outcomes:

The Student:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Hoxton Park High School - HSC Assessment Schedule

Faculty: English

Course: English Studies

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 9	Due: Term 1 Week 6	Due: Term 2 Week 8	Due: Term 3 Week 4
		Common Module	The Big Screen	Who do I think I am	Folio Task
		OUTCOMES ES12-1, ES12-5, ES12-7	OUTCOMES ES12-3, ES12-4, ES12-9	OUTCOMES ES12-2, ES12-6, ES12-8	OUTCOMES ES12-4, ES12-6, ES12-10
Knowledge and understanding of course content.	50%	10%	10%	15%	15%
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	50%	10%	15%	20%	5%
Total Marks	100%	20%	25%	35%	20%

English Studies

Outcomes:

The Student:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Hoxton Park High School - HSC Assessment Schedule

Faculty: **SCIENCE**

Course: **Investigating Science**

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 9	Due: Term 1 Week 7	Due: Term 2 Week 8	Due: Term 3 Trial Examination Period
		Practical Investigation Design and conduct a Practical Investigation	Depth Study Research, Design and conduct a Practical Investigation	Practical Investigation Design and conduct a Practical Investigation	Trial Examination
		OUTCOMES INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-12 INS12-14	OUTCOMES INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14 INS12-15	OUTCOMES INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-14 INS12-15	OUTCOMES INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-13 INS12-14 INS12-15
Skills in Working Scientifically	60%	15%	10%	25%	10%
Knowledge and Understanding	40%	5%	10%	5%	20%
Total Marks	100%	20%	20%	30%	30%

Investigating Science

Outcomes:

The Student:

- INS11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5** analyses and evaluates primary and secondary data and information
- INS11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS12-12** develops and evaluates the process of undertaking scientific investigations
- INS12-13** describes and explains how science drives the development of technologies
- INS12-14** uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
- INS12-15** evaluates the implications of ethical, social, economic and political influences on science

Hoxton Park High School - HSC Assessment Schedule

Faculty: HSIE

Course: Legal Studies

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 10	Due: Term 1 Week 6	Due: Term 2 Week 7	Due: Term 3 Trial Examination Period
		Topic Test	Research and In-Class Structured Response	Extended Response	Trial Examination
		OUTCOMES H1, H2, H3, H7	OUTCOMES H3, H4, H8, H10	OUTCOMES H7, H8, H9	OUTCOMES H1, H2, H3, H4, H5, H6, H7, H9, H10
Knowledge and understanding	60%	25%		15%	20%
Inquiry and research	20%		20%		
Communication of Legal Studies information, issues and ideas	20%			10%	10%
Total Marks	100%	25%	20%	25%	30%

Legal Studies

Outcomes:

The Student:

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

Hoxton Park High School - HSC Assessment Schedule

Faculty: Science

Course: Marine Studies

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 4 Week 9	Due: Term 1 Week 8	Due: Term 2 Week 8-9
		First-Hand Investigation	Research task/ presentation	Yearly Examination
		OUTCOMES 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2, 5.3, 5.4	OUTCOMES 1.1, 1.3, 2.1, 2.3, 3.1, 5.4	OUTCOMES 1.1, 1.2, 1.3, 1.4, 1.5, 2.1 2.2, 3.3, 3.4, 4.2, 5.1, 5.2 5.3
Knowledge and understanding of course content	50%	15%	25%	10%
<ul style="list-style-type: none"> communicating ideas in Marine context collaboration and management critical thinking research and analysis safe work practice 	50%	25%	5%	20%
Total Marks	100%	40%	30%	30%

Marine Studies Course Outcomes:

A Student:

MS1.1 Relates with a respectful and caring attitude to the ocean and its life forms

MS1.2 Identifies the roles of individuals or groups involved in maritime activities

MS1.3 Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course

MS1.4 Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea

MS1.5 Demonstrates an awareness of the value of the ocean as a source of historical information

MS2.1 Appreciates the importance of effective management practice

MS2.2 Works effectively within a group

MS2.3 Communicates information by writing reports, giving short talks and contributing to discussions

MS3.1 Evaluates information, situations, equipment manuals and written or manual procedures

MS3.2 Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing

MS3.3 Generates information from data by calculating, inferring, interpreting and generalising

MS3.4 Carries out planned research activities using appropriate measurements, observations, classification and recording skills

MS4.1 Identifies marine vocations and a range of leisure pursuits

MS4.2 Appreciates marine environments as sources of employment and leisure

MS5.1 Values the rules and operating principles of marine equipment and applies them

MS5.2 Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment

MS5.3 Interprets and follows instructions, with accuracy

MS5.4 Selects, organises, assembles, dismantles, cleans, and returns equipment

Hoxton Park High School - HSC Assessment Schedule

Faculty: Mathematics

Course: Mathematics Advanced

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 7	Due: Term 1 Week 7	Due: Term 2 Week 8	Due: Term 3 Trial Examination Period
		Topic Test with Summary	Topic Test with Summary	Investigative task	Trial Examination
		OUTCOMES MA12-1 - 10	OUTCOMES MA12-1 - 10	OUTCOMES MA12-1 - 10	OUTCOMES MA11-1 – MA12-10
Concepts, skills and techniques	50%	10%	15%	10%	15%
Reasoning and communication	50%	10%	10%	15%	15%
Total Marks	100%	20%	25%	25%	30%

Mathematics Advanced

Outcomes:

The Student:

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context
- MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA12-3 applies calculus techniques to model and solve problems
- MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA12-6 applies appropriate differentiation methods to solve problems
- MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA12-8 solves problems using appropriate statistical processes
- MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Hoxton Park High School - HSC Assessment Schedule

Faculty: Mathematics

Course: Mathematics CEC Numeracy

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 7	Due: Term 1 Week 7	Due: Term 2 Week 8	Due: Term 3 Trial Examination Period
		Topic test	Topic test	Investigative task	Trial Examination
		OUTCOMES N6-1. – N6-3.2	OUTCOMES N6-1. – N6-3.2	OUTCOMES N6-1. – N6-3.2	OUTCOMES N6-1. – N6-3.2
Concepts, skills and techniques	50%	10%	15%	10%	15%
Reasoning and communication	50%	10%	10%	15%	15%
Total Marks	100%	20%	25%	25%	30%

Mathematics CEC Numeracy

Outcomes:

The Student:

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

Hoxton Park High School - HSC Assessment Schedule

Faculty: Mathematics

Course: Mathematics Extension 1

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 8	Due: Term 1 Week 8	Due: Term 2 Week 9	Due: Term 3 Trial Examination Period
		Topic Test with Summary	Topic Test with Summary	Investigative task	Trial Examination
		OUTCOMES ME12-1 –7	OUTCOMES ME12-1 –7	OUTCOMES ME12-1 –7	OUTCOMES ME11-1 - ME12-7
Concepts, skills and techniques	50%	10%	15%	10%	15%
Reasoning and communication	50%	10%	10%	15%	15%
Total Marks	100%	20%	25%	25%	30%

Mathematics Extension 1

Outcomes:

The Student:

- ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2 manipulates algebraic expressions and graphical functions to solve problems
- ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

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

Hoxton Park High School - HSC Assessment Schedule

Faculty: Mathematics

Course: Mathematics Extension 2

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 8	Due: Term 1 Week 8	Due: Term 2 Week 9	Due: Term 3 Trial Examination Period
		Topic Test with Summary	Topic Test with Summary	Investigative task	Trial Examination
		OUTCOMES MEX12-1 - 3	OUTCOMES MEX12-4 - 6	OUTCOMES MEX12-6 - 8	OUTCOMES MEX12-1 - 8
Concepts, skills and techniques	50%	10%	15%	10%	15%
Reasoning and communication	50%	10%	10%	15%	15%
Total Marks	100%	20%	25%	25%	30%

Mathematics Extension 2

Outcomes:

The Student:

- MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
- MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
- MEX12-3 uses vectors to model and solve problems in two and three dimensions
- MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
- MEX12-5 applies techniques of integration to structured and unstructured problems
- MEX12-6 uses mechanics to model and solve practical problems
- MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
- MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

Hoxton Park High School - HSC Assessment Schedule

Faculty: Mathematics

Course: Mathematics Standard 1

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 7	Due: Term 1 Week 7	Due: Term 2 Week 8	Due: Term 3 Trial Examination Period
		Topic Test with Summary	Topic Test with Summary	Investigative Task	Trial Examination
		OUTCOMES MS1-12-1 - 10	OUTCOMES MS1-12-1 - 10	OUTCOMES MS1-12-1 - 10	OUTCOMES MS11-1 - 8 MS1-12-1 - 10
Concepts, skills and techniques	50%	10%	15%	10%	15%
Reasoning and communication	50%	10%	10%	15%	15%
Total Marks	100%	20%	25%	25%	30%

Mathematics Standard 1

Outcomes:

The Student:

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events

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

Hoxton Park High School - HSC Assessment Schedule

Faculty: Mathematics

Course: Mathematics Standard 2

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 7	Due: Term 1 Week 7	Due: Term 2 Week 8	Due: Term 3 Trial Examination Period
		Topic Test with Summary	Topic Test with Summary	Investigative Task	Trial Examination
		OUTCOMES MS2-12-1 - 10	OUTCOMES MS2-12-1 - 10	OUTCOMES MS2-12-1 - 10	OUTCOMES MS11-1 - 8 MS2-12-1 - 10
Concepts, skills and techniques	50%	10%	15%	10%	15%
Reasoning and communication	50%	10%	10%	15%	15%
Total Marks	100%	20%	25%	25%	30%

Mathematics Standard 2

Outcomes:

The Student:

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events

- MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions
- MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
- MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MS2-12-8 solves problems using networks to model decision-making in practical problems
- MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
- MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Hoxton Park High School - HSC Assessment Schedule

Faculty: **HSIE**

Course: **Modern History**

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 7	Due: Term 1 Week 4	Due: Term 2 Week 6	Due: Term 3 Trial Examination Period
		Source-Based Task	Historical Analysis	Research and In-Class Task	Trial Examination
		OUTCOMES MH12-1, MH12-2, MH12-3, MH12-4, MH12-6	OUTCOMES MH12-6, MH12-7, MH12-8, MH12-9	OUTCOMES MH12-4, MH12-5, MH12-7, MH12-8	OUTCOMES MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
Knowledge and understanding of course content	40%	10%		10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	10%		
Historical inquiry and research	20%		10%	10%	
Communication of historical understanding in appropriate forms	20%		10%		10%
Total Marks	100%	20%	30%	20%	30%

Modern History

Outcomes:

The Student:

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

Hoxton Park High School - HSC Assessment Schedule

Faculty: Creative and Performing Arts

Course: Music 1

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 7	Due: Term 1 Week 5	Due: Term 2 Week 6	Due: Term 3 Trial Examination Period
		Viva Voce	Composition and Performance (Elective 1)	Presentation of Elective 2 and Core Performance	Trial Examination
		OUTCOMES H2, H6, H8	OUTCOMES H3 ,H5, H7	OUTCOMES H1, H10, H11	OUTCOMES H4, H9
Performance Core	10%			10%	
Composition Core	10%		10%		
Musicology Core	10%	10%			
Aural Core	25%	10%			15%
Electives	45%		15%	15%	15%
Total Marks	100%	20%	25%	25%	30%

Music 1

Outcomes:

The Student:

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

Hoxton Park High School - HSC Assessment Schedule

Faculty: PDHPE

Course: Personal Development, Health and Physical Education (PDHPE)

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 8	Due: Term 1 Week 7	Due: Term 2 Week 7	Due: Term 3 Trial Examination Period
		Sports Medicine Task	Research and Presentation	Essay	Trial Examination
		OUTCOMES H8, H13, H17	OUTCOMES H1, H2, H3, H4, H5, H14, H15, H16	OUTCOMES H7, H8, H9, H10, H11, H16, H17	OUTCOMES H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17
Knowledge and understanding of course content	40%	5%	15%	5%	15%
Skills in critical thinking, research, analysis and communicating.	60%	10%	15%	20%	15%
Total Marks	100%	15%	30%	25%	30%

Personal Development, Health and Physical Education (PDHPE)

Outcomes:

The Student:

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

Hoxton Park High School - HSC Assessment Schedule

Faculty: **SCIENCE**

Course: **Physics**

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 8	Due: Term 1 Week 6	Due: Term 2 Week 9	Due: Term 3 Trial Examination Period
		Practical Investigation Design and conduct a Practical Investigation	Depth Study Research, Design and conduct a Practical Investigation	Practical Investigation Design and conduct a Practical Investigation	Trial Examination
		OUTCOMES PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	OUTCOMES PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-13	OUTCOMES PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	OUTCOMES PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15
Skills in Working Scientifically	60%	15%	10%	25%	10%
Knowledge and Understanding	40%	5%	10%	5%	20%
Total Marks	100%	20%	20%	30%	30%

Name Course

Outcomes:

The Student:

PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11/12-5 analyses and evaluates primary and secondary data and information

PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Hoxton Park High School - HSC Assessment Schedule

Faculty: **HSIE**

Course: **Society and Culture**

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 8	Due: Term 1 Week 7	Due: Term 2 Week 6	Due: Term 3 Weeks 3/4
		Research and Report	Core Topic Test	Depth Study Report	Trial Examination
		OUTCOMES H1, H4, H6, H7, H8, H10	OUTCOMES H1, H2, H5, H9, H10	OUTCOMES H2, H5, H7, H9, H10	OUTCOMES H1, H2, H3, H4, H5, H9
Knowledge and understanding	50%		20%		30%
Application and evaluation of social and cultural research methods	30%	20%		10%	
Communication of information, issues and ideas	20%	10%		10%	
Total Marks	100%	30%	20%	20%	30%

Society and Culture

Outcomes:

The Student:

- H1 evaluates and effectively applies social and cultural concepts
- H2 explains the development of personal, social and cultural identity
- H3 analyses relationships and interactions within and between social and cultural groups
- H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5 analyses continuity and change and their influence on personal and social futures
- H6 evaluates social and cultural research methods for appropriateness to specific research tasks
- H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Special Instructions:

- ***PIP Certification outcomes must also be met by all students***
- ***Please refer to document on certification requirements for more information***

Hoxton Park High School - HSC Assessment Schedule

Faculty: PDHPE

Course: Sport, Lifestyle and Recreation Studies (SLR)

COMPONENTS	WEIGHTING %	TASK 1	TASK 2
		Due: Term 4 Week 9	Due: Term 2 Week 10
		Fitness	Healthy Lifestyle
		OUTCOMES 1.2, 1.3, 2.2, 3.2, 3.3, 4.1	OUTCOMES 1.5, 2.3, 3.5, 4.3
Knowledge and understanding	50%	25%	25%
Skills	50%	25%	25%
Total Marks	100%	50%	50%

Sport, Lifestyle and Recreation Studies (SLR)

Outcomes:

The Student:

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

Hoxton Park High School - HSC Assessment Schedule

Faculty: TAS Course: Textiles and Design

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 9	Due: Term 1 Week 6	Due: Term 2 Week 5	Due: Term 3 Week 3/4
		Oral Presentation	Experimentation	Investigation of a Designer	Trial Examination
		OUTCOMES H1.1, H1.2, H2.1, H2.3	OUTCOMES H2.1, H2.2, H3.1, H4.1, H4.2	OUTCOMES H5.1, H5.2, H6.1	OUTCOMES H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1
Knowledge and understanding of course content	50%			25%	25%
Skills and knowledge in the design, manufacture and management of a major textiles project	50%	20%	30%		
Total Marks	100%	20%	30%	25%	25%

Textiles and Design

Outcomes:

The Student:

H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project

H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements

H1.3 identifies the principles of colouration for specific end-uses

H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences

H2.2 demonstrates proficiency in the manufacture of a textile item/s

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

H3.1 explains the interrelationship between fabric, yarn and fibre properties

H3.2 develops knowledge and awareness of emerging textile technologies

H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses

H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use

H5.1 investigates and describes aspects of marketing in the textile industry

H5.2 analyses and discusses the impact of current issues on the Australian textiles industry

H6.1 analyses the influence of historical, cultural and contemporary developments on textiles

Hoxton Park High School - HSC Assessment Schedule

Faculty: Creative and Performing Arts

Course: Visual Arts

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 7	Due: Term 1 Week 7	Due: Term 2 Week 6	Due: Term 3 Trial Examination Period
		Written Task	Development of the Body of Work	Extended Written Response	Trial HSC Examination Written Examination & Resolving the Body of Work
		OUTCOMES H7, H8	OUTCOMES H1, H3, H4	OUTCOMES H9, H10	OUTCOMES H7, H8, H9, H10 H1, H2, H4, H5, H6
Artmaking	50%		30%		20%
Art Criticism and Art History	50%	10%		20%	20%
Total Marks	100%	10%	30%	20%	40%

Visual Arts Course

Outcomes:

A Student:

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

Hoxton Park High School - HSC Assessment Schedule

Faculty: Creative & Performing Arts

Course: Visual Design

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 10	Due: Term 1, Week 10	Due: Term 2 Week 5	Due: Term 3 Week 5
		Task 1: Developing Design	Task 2: Design practice	Task 3: Research Project	Task 4: Submitted Major Work
		OUTCOMES DM1, DM2,	OUTCOMES DM2, DM3,DM4	OUTCOMES CH1, CH2, CH3, CH4	OUTCOMES DM4, DM5, DM6
Designing and Making	70%	20%	20%		30%
Critical and Historical Studies	30%			30%	
Total Marks	100%	20%	20%	30%	30%

Visual Design Course Outcomes:

The Student:

DM1 generates a characteristic style that is increasingly self-reflective in their design practice

DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works

DM3 investigates different points of view in the making of designed works

DM4 generates images and ideas as representations/simulations

DM5 develops different techniques suited to artistic and design intentions in the making of a range of works

DM6 takes into account issues of Work Health and Safety in the making of a range of works

CH1 generates in their critical and historical practice ways to interpret and explain design

CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations

CH3 distinguishes between different points of view, using the frames in their critical and historical investigations

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Hoxton Park High School - HSC Assessment Schedule

Faculty: HSIE

Course: Work Studies

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 6	Due: Term 1 Week 4	Due: Term 2 Week 5	Due: Term 2 Week 9
		In-Class Task	Topic Test	Research and In-Class Task	Research Project
		OUTCOMES 2, 3, 8, 9	OUTCOMES 7, 8, 9	OUTCOMES 5, 6, 7	OUTCOMES 5, 6, 7, 9
Knowledge and Understanding	30%	10%	5%	5%	10%
Skills	70%	10%	20%	20%	20%
Total Marks	100%	20%	25%	25%	30%

Work Studies

Outcomes:

The Student:

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

ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

Preliminary 2022 – HSC 2023

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
 BUSINESS SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023
 QUALIFICATION: BSB30120 Certificate III in Business
 Training Package: BSB Business Services (Version 7.2)

NESA Course Code:
 2 U X 2 YR - 26111
2023 HSC Exam:
 26199
LMBR UI Code:
 BSB30120126111B

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%	
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs 35 hrs Work placement	
	BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	E E	M E	15 10	Cluster 1: Let's get tech savvy Direct observation, produce based method, questioning		
Terms 1-2	BSBWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	C E	M E	20 20	Cluster 2: Organise business safety Direct observation, produce based method, questioning	30% Preliminary Exam	
Terms 2-3	BSBXCM301 BSBOPS201	Engage in workplace communication Work effectively in business environments	C E	M E	15 25	Cluster 3: Working in industry Direct observation, produce based method, questioning		
Term 4	7 HSC UOCs							35 hrs Work placement 70% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	BSBPEF201	Support personal wellbeing in the workplace	C	M	10	Cluster 4: Wellbeing Direct observation, produce based method, questioning		
Terms 4-5	BSBPEF301 BSBTEC301	Organise personal work priorities Design and produce business documents	E E	M E	20 25	Cluster 5: Mastering document design Direct observation, produce based method, questioning		
Terms 5-6	BSBSUS211 BSBTWK301 BSBTEC303	Participate in sustainable work practices Use inclusive work practices Create electronic presentations	C C E	M M E	15 15 15	Cluster 6: Sharing is caring Direct observation, produce based method, questioning		
Term 7	BSBCRT311	Apply critical thinking skills in a team environment	C	M	20	Cluster 7: Thinking critically Direct observation, produce based method, questioning		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 225			Units of competency from the HSC focus areas will be included in the optional HSC examination.		



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2022 - HSC 2023

QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Training Package: CPC08 Construction, Plumbing and Services (version 6.5)

NB: The information may change in 2022 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.

NESA course code
 2 U X 2 YR - 26211
2022 HSC Exam:
26299
LMBR UI Code:
 CPC20220126211B
 or
 CPC20120126211B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%	
6 PRELIMINARY UOCs								
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	240 Indicative Hours over 2 years 30% Preliminary Exam 35 hrs. Work placement	
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe		
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out		
Term 3	CPPCCOM2001 CPCCPM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning		
11 HSC UOCs								
Terms 4/5 Option 2	CPCCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	CP-E C-E	E E	35	Cluster 5 – Wall and Floor Tiling		35 hrs. Work placement
Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	70% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.	
Terms 5/6/7	CPCCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235-240-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.		



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023

QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2)

Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA Course Code
2 U X 2 YR – 26511
2022 HSC Exam: 26589
LMBR UI Code
(11 OR 12) SIT20316126511B

Term	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement 30% Prelim Yearly Exam
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	Cluster B: Sustainable Kitchen Practices Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Working Relationships Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							35 hrs Work placement 70% HSC Trial Exam
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023
 QUALIFICATION: SIR30216 Certificate III in Retail (Release 4)
 Training Package: SIR Retail Services (Release 6)

NESA course code
 2 U X 2 YR - 26911
HSC Exam: 26999
LMBR UI Code:
 (11 OR 12)
 SIR30216126911B

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation	
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	35 hrs Work placement
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence	30% Preliminary Exam
Term 4-5	7 HSC UOCs						35 hrs Work placement 70% Trial HSC Exam
	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	Cluster D: Sales & Security Questioning, scenario, role play	
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours		245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	