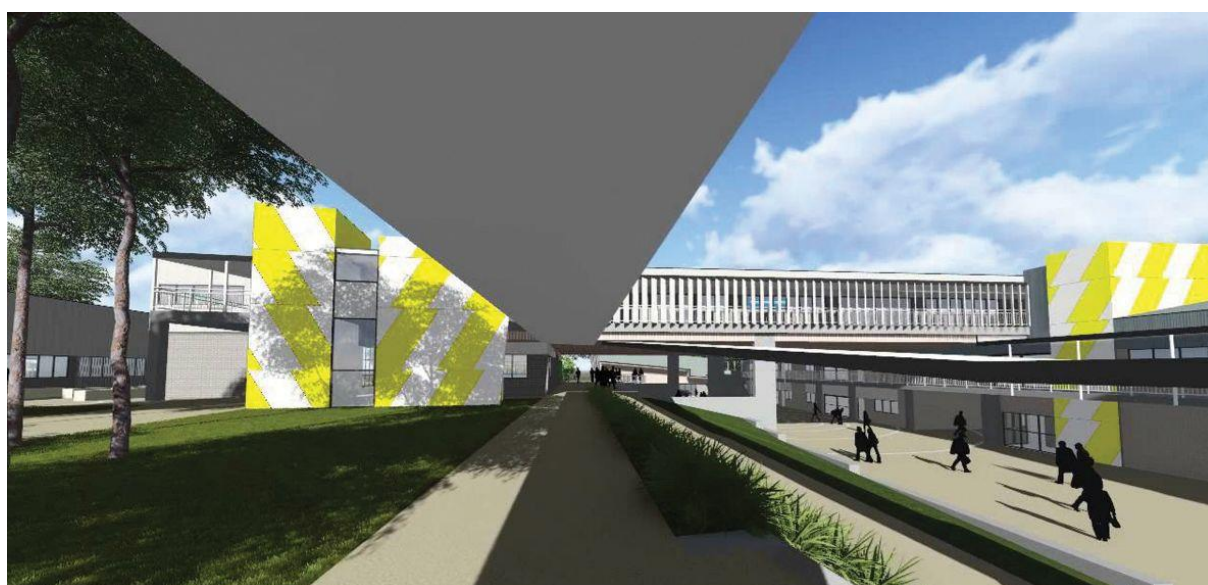


# HUNTER SPORTS HIGH

## H.S.C. COURSE



### ASSESSMENT AND EXAMINATION GUIDELINES

2019 - YEAR 12

**STUDENT.....**

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## **MESSAGE FROM THE PRINCIPAL**

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

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

### **Use your time wisely**

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

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

Ms Byrne  
Principal

## **INTRODUCTION**

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

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

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

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

**The purpose of this booklet is to provide information about Year 12 Courses as well as details of requirements for Assessments and Examinations in these Courses.**

At Hunter Sports High School the HSC courses commence in Term 4 of Year 11 and are completed with the **HSC Examination** at the beginning of Term 4 in Year 12. It is not necessary for students to have satisfactorily completed Year 11 Courses in all their subjects before they can commence some HSC Courses. It would be quite possible for a full-time student to progress into the HSC Course in most subjects, while at the same time repeating a Year 11 Course which was not satisfactorily completed, or even studying an alternative Year 11 Course in its place. For Part-time students, it is obvious that they will have combinations of Year 11 and HSC Courses at any time after their first year.

# TYPES OF HSC COURSES

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

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

|   |  |
|---|--|
| <p><b>English</b></p> <ul style="list-style-type: none"> <li>● English Advanced</li> <li>● English Standard</li> <li>● English Extension 1</li> <li>● Extension 2 (HSC only)</li> <li>● English as an Additional Language/Dialect</li> <li>● English Studies</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>● Standard Mathematics 1 and 2</li> <li>● Mathematics</li> <li>● Mathematics Extension 1</li> <li>● Mathematics Extension 2</li> </ul> <p><b>HSIE</b></p> <ul style="list-style-type: none"> <li>● Aboriginal Studies</li> <li>● Ancient History</li> <li>● Business Studies</li> <li>● Economics</li> <li>● HSC History Extension</li> <li>● Legal Studies</li> <li>● Modern History</li> <li>● Society and Culture</li> <li>● Studies of Religion</li> </ul> | <p><b>Creative Arts</b></p> <ul style="list-style-type: none"> <li>● Dance</li> <li>● Drama</li> <li>● Music 1</li> <li>● Music 2 and Music Extension</li> <li>● Visual Arts</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>● Biology</li> <li>● Chemistry</li> <li>● Earth and Environmental Science</li> <li>● Physics</li> <li>● Investigating Science</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>● Agriculture</li> <li>● Design and Technology</li> <li>● Engineering Studies</li> <li>● Food Technology</li> <li>● Industrial Technology</li> <li>● Information Processes and Technology</li> <li>● Software Design and Development</li> <li>● Textiles and Design</li> </ul> <p><b>PDHPE</b></p> <ul style="list-style-type: none"> <li>● Community and Family Studies</li> <li>● Personal Development, Health and Physical Education</li> </ul> |
|---|--|

**Board Endorsed courses;** these are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Ceramics</li> <li>● Computing Applications</li> <li>● Exploring Early Childhood</li> <li>● Marine Studies</li> </ul> | <ul style="list-style-type: none"> <li>● Photography, Video and Digital Media</li> <li>● Sport Lifestyle and Recreation Studies</li> <li>● Visual Design</li> <li>● Work Studies</li> </ul> |
|---|---|

**Special education (Life Skills)** - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC.

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Citizenship and Society Life Skills</li> <li>● Creative Arts Life Skills</li> <li>● English Life Skills</li> <li>● Human Society and Its Environment Life Skills</li> <li>● Mathematics Life Skills</li> </ul> | <ul style="list-style-type: none"> <li>● Personal Development, Health and Physical Education Life Skills</li> <li>● Science Life Skills</li> <li>● Technology Life Skills</li> <li>● Technological and Applied Studies Life Skills</li> <li>● Work and The Community Life Skills</li> </ul> |
|---|---|

**Vocational Education and Training (VET)** - VET courses can be studied either at school or through TAFE NSW and other training providers. VET courses can contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR.

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Automotive</li> <li>● Business Services</li> <li>● Construction</li> <li>● Electro technology</li> <li>● Entertainment Industry</li> <li>● Hospitality</li> </ul> | <ul style="list-style-type: none"> <li>● Human Services</li> <li>● Information Technology</li> <li>● Metal and Engineering</li> <li>● Primary Industries</li> <li>● Retail Services</li> <li>● Tourism and Events</li> <li>● Fitness</li> </ul> |
|--|---|

The criteria for Category A courses are academic rigour, depth of knowledge and understanding and the degree to which the course contributes to assumed knowledge for tertiary studies. Most BDCs have been classified as Category A. VET BDCs within the seven frameworks are given a nil category except for one 240 hour (2 Units over 2 years) course per framework. Such courses are classified as Category B. The two BDC courses within the non framework group have also received Category B classification. In order to qualify for the **Award of a HSC**, a student must have satisfactorily completed an appropriate pattern of study in both Year 11 and HSC courses. This pattern can include an assortment of BDCs and BECs provided certain restrictions are met. Further, in order to gain an **ATAR**, a student must have satisfactorily studied a more restricted and relatively academic combination of courses.

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

You must satisfactorily complete:

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

Both patterns of study must include at least:

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

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

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

Both patterns of study must include at least:

- At least 2 units of BDC English **or** English Studies
- At least 4 BDC Subjects
- At least 10 units of BDCs
- At least 3 BDC Courses of 2 units or more

*Those students who take English Studies in the 2019 HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included in the ATAR calculation. Therefore English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.*

A **Notional ATAR** for students, who are of mature age, may be available through local universities.



## **HUNTER SPORTS HIGH SCHOOL COURSES**

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

- Sports Coaching BEC
- Fitness BEC
- Sports Lifestyle and Recreation Studies CEC
- Animal Studies BEC
- Beauty BEC
- Community Services BEC
- Community Recreation BEC
- Outdoor Recreation BEC

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

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

## **LIFE SKILLS**

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

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

## **TAFE COURSES**

TAFE will offer several supplementary courses which will contribute towards a HSC. Most of these will be BEC courses.

## **NSW Record of School Achievement (RoSA)**

<http://www.boardofstudies.nsw.edu.au/rosa/students.html>

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

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

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

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

Please Circle

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

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

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

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

Please Circle

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

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

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

If you have any queries, see the Deputy Principal



## HUNTER SPORTS HIGH SCHOOL

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

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

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

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

## YEAR 12 ASSESSMENT PROCEDURE

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

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

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

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

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

Assessment is most effective when students:

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

### **Number and Value of Tasks**

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

### **Nature and Notification of Tasks**

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

For each task you will be informed of:

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

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

### **Submission of Tasks**

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

### **Students Absent from Tasks**

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

### **School Business Approved Leave**

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

### **Illness or Misadventure**

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

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

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

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

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



APPLICATION FOR MISADVENTURE

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

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

Student Name: Date:

Task: Subject:

Due Date:

Year Group (please circle): Year 11 Year 12

CIRCUMSTANCES (Tick a box):

- Illness/Misadventure School Business

SUPPORTING DOCUMENTATION

Reason for missing assessment task or application for extension:

Three horizontal lines for text entry.

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

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

Classroom Teacher Signature: Head Teacher Signature:

Parent/Guardian Signature: Student Signature:

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

- Has the task been completed? YES/NO Date to be completed
Comment - submission, format, alternative task, extension

Two horizontal lines for text entry.

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

**OFFICE USE ONLY**

**Application for Misadventure Panel Decision**

- Head Teacher Determination
- Panel Determination

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

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

**Outcome and Recommendation**

- Zero
- Estimate
- Alternative Task
- Other

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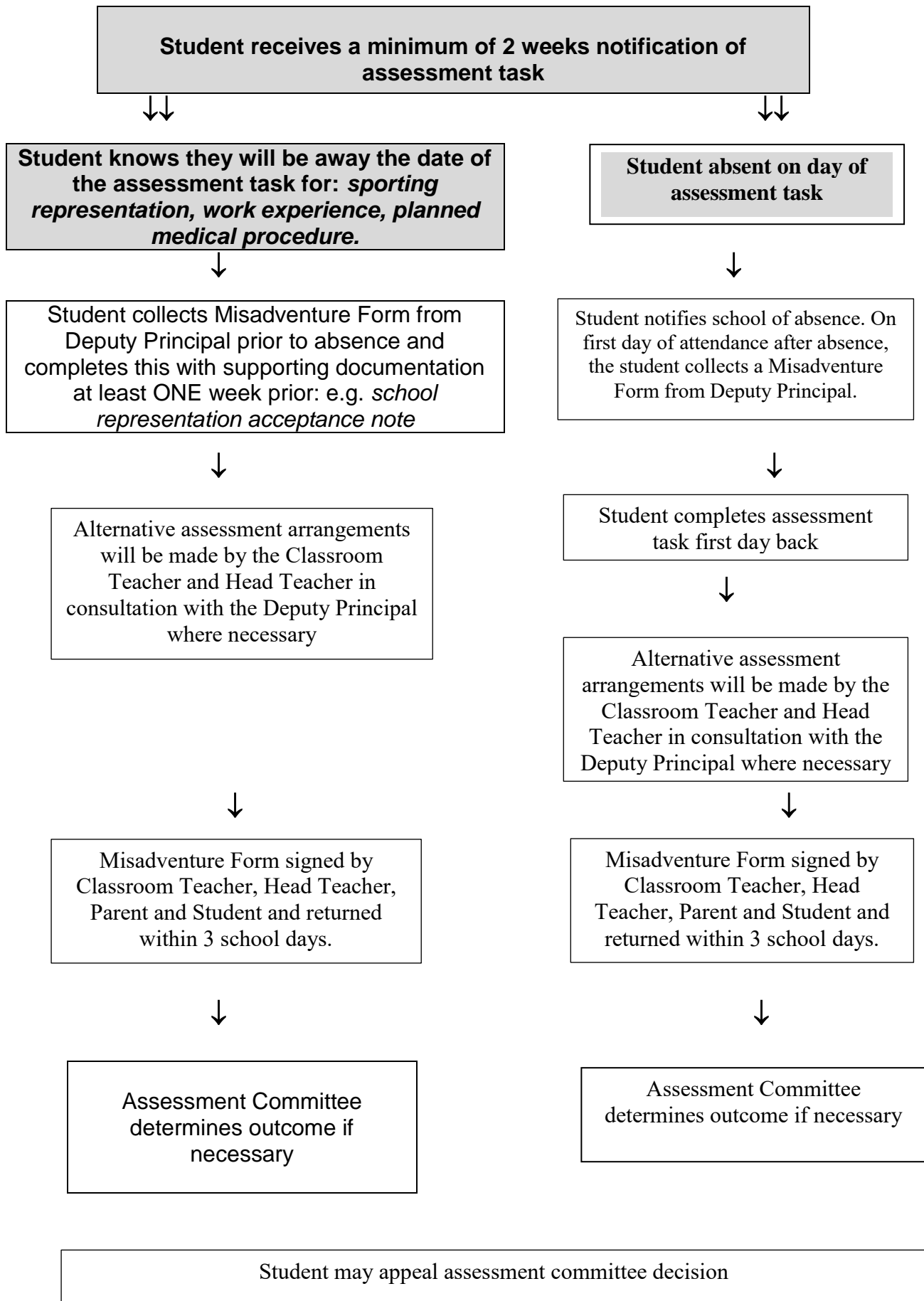
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**Deputy Principal Signature:** \_\_\_\_\_      **Date:** \_\_\_\_\_



## Student Assessment Task Submission Flow Chart



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

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

### **Misadventures**

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

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

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

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

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

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

### **Courses Conducted by TAFE**

Principals of TAFE colleges are responsible for the issuing of assessment procedures for any courses conducted by their respective colleges. Students from Hunter Sports High School who undertake courses at any TAFE College as part of their HSC preparation will be advised of all of their assessment tasks and commitments by the colleges which they attend.

### **Malpractice**

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

### **Technical Failure**

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

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

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

### **Feedback**

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

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

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

### **Order of Merit Advice**

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

### **Oral Presentations**

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

### **Invalid or Non Discriminating Tasks**

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

### **Satisfactory completion and "N" determinations**

In studying HSC courses you must make a **genuine attempt** to complete course requirements. As stated, these include applying yourself with diligence and sustained effort to the set tasks and experiences provided. Assessment tasks that contribute in excess of 50% of the total Assessment mark must be attempted or you will not be able to sit for the HSC examination. (In the case of Extension Courses, students who fail to meet the Assessment requirements of the Common part of the course will not receive a result in the course at all.)

If at any time you are in danger of not being satisfactory, you will receive an official warning letter from the school. **This is an extremely serious step.** You will be given the opportunity to redeem satisfactory status but if you choose to ignore the opportunity, a second letter will be issued. If that opportunity is ignored then the school can recommend to NESAs that you have not satisfactorily completed the course. You may not then be eligible for the award of the HSC in that year.

### **Disputes**

The HSC Assessment Review Panel will consider any disputes that cannot be resolved by the class teacher and/or Head Teacher.

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

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

### **Late entry into course**

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

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

### **Students Right of Appeal**

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

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

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

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

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

### **Keeping Students, Parents and Staff informed**

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

Relevant NESAs documents will be available in the school library and are readily available on the Internet.

## **Hunter Sports High Examination Procedure**

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

Published examination rules which are consistent with the HSC examination will be provided to students, including **MOBILE PHONES AND ELECTRONIC DEVICES, MP3 PLAYERS AND DICTIONARIES, ARE NOT PERMITTED IN AN EXAMINATION ROOM UNDER ANY CIRCUMSTANCES.**

### **Students:**

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

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

Write clearly, preferably with black pen.

Write answers in the correct answer booklets.

Must follow the supervisors instructions at all times.

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

Make a serious attempt at the examination.

### **Please Note:**

- 1) **The HSC Assessment Committee will consist of:**  
**Deputy Principal – (Year 12)**  
**Year Adviser**  
**Relevant Head Teacher**
  
- 2) **The HSC Review Panel will consist of:**  
**Principal**  
**Deputy Principal – (Year 11)**  
**Year 12 Head Teacher nominated by Principal**

## ALL YOUR OWN WORK

NESA 'HSC Assessments and Submitted Works Advice to Students' pamphlet informs you that: **You** have the responsibility to:

- Avoid behaviour which could be considered cheating, including plagiarism and ensure that all assessment work is YOUR OWN and that you acknowledge the contribution of others.

NESA outlines what plagiarism is, what is considered cheating and informs you of the consequences if you were found to have cheated.

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

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

**All allegations are reviewed by a Deputy Principal, Head Teacher (from a different faculty) and Year Adviser.**

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

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

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

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

### **PLAGIARISM IS CONSIDERED CHEATING**

Here are common questions about plagiarism:

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

**A: Definitely, yes**

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

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

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

**A: It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the working of your draft, the final version is no longer your own work.**

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

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

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

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

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

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

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

Remember: Students' Rights in HSC Assessment

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

### **Student responsibilities:**

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

**STUDENTS NEED TO BE MINDFUL OF WHAT CYCLE/WEEK OF THEIR ASSESSMENT IN 2018.**

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

### Year 12 2018/2019 Assessment Calendar

| Wk | Term 4 2018   | Term 1 2019   |
|----|---|---|
| 1  |   |   |
| 2  |   |   |
| 3  |   |   |
| 4  |   |   |
| 5  |   | English Extension 1 Task 1  |
| 6  | Biology Task 1<br>Extension 2 Mathematics Task 1  | Extension 2 Mathematics Task 2  |
| 7  |   | Work Studies Task 2<br>CASFS Task 2<br>Metals and Engineering Event 5<br>English (Advanced) Task 2<br>English (Standard) Task 2   |
| 8  | Modern History Task 1<br>Standard 1/ 2 Mathematics Task 1<br>Chemistry Task 1<br>Industrial Technology Timber Task 1<br>English Extension 2 Task 1  | Aboriginal Studies Task 2<br>Legal Studies Task 2<br>Standard 1/ 2 Mathematics Task 2<br>Chemistry Task 2<br>Sports Coaching Event 3  |
| 9  | Aboriginal Studies Task 1<br>Business Studies Task 1<br>Legal Studies Task 1<br>Work Studies Task 1<br>Visual Arts Task 1<br>Extension 1 Mathematics Task 1<br>Investigating Science Task 1<br>Physics Task 1<br>SLR Task 1<br>English (Advanced) Task 1<br>English (Standard) Task 1<br>English Studies Task 1 | Business Studies Task 2<br>Modern History Task 2<br>Visual Arts Task 2<br>Mathematics Task 1<br>PDHPE Task 2<br>Investigating Science Task 2<br>Industrial Technology Timber Task 2<br>SLR Task 2 |
| 10 | Mathematics Task 1<br>PDHPE Task 1<br>CAFS Task 1   | Extension 1 Mathematics Task 2<br>Physics Task 2<br>English Studies Task 2<br>English Extension 2 Task 2  |



### Year 12 2019 Assessment Calendar

| Wk | Term 2 2019   | Term 3 2019   |
|----|---|---|
| 1  | Metals and Engineering Event 6  | Visual Arts Task 3  |
| 2  |   | SLR Task 4<br>English Extension 2 Task 3  |
| 3  | Biology Depth Study<br>Extension 2 Mathematics Task 3   | English (Advanced) Task 4<br>English (Standard) Task 4<br>English Extension 1 Task 3  |
| 4  | English Extension 1 Task 2  | Aboriginal Studies Task 4 (Trial exam)<br>Business Studies Task 4 (Trial exam)<br>Legal Studies Task 4 (Trial exam)<br>Modern History Task 4 (Trial exam)<br>Visual Arts Task 4 (Trial exam)<br>Standard 2 Mathematics (Trial Exam)<br>Mathematics (Trial Exam)<br>Extension 1 Mathematics (Trial Exam)<br>Extension 2 Mathematics (Trial Exam)<br>PDHPE Task 4 (Trial Exam)<br>CAFS Task 4 (Trial Exam)<br>Investigating Science (Trial Exam)<br>Physics (Trial Exam)<br>Chemistry (Trial Exam)<br>Biology (Trial Exam)<br>Industrial Technology Timber (Trial Exam)<br>Construction (Trial Exam)<br>Metals and Engineering (Trial Exam) |
| 5  |   | Work Studies Task 4<br>Metals and Engineering Event 8   |
| 6  | Modern History Task 3<br>Work Studies Task 3  | English Studies Task 4  |
| 7  | Business Studies Task 3<br>Standard 2 Mathematics Task 3<br>PDHPE Task 3<br>Industrial Technology Timber Task 3<br>Construction Event 5                               | Standard 1 Mathematics Task 3<br>Construction Event 4   |
| 8  | Aboriginal Studies Task 3<br>Mathematics Task 3<br>CAFS Task 3<br>Physics Depth Study<br>SLR Task 3<br>English (Advanced) Task 3<br>English (Standard) Task 3         |   |
| 9  | Legal Studies Task 3<br>Investigating Science Depth Study<br>Construction Event 3<br>English (Advanced) Task 3<br>English (Standard) Task 3<br>English Studies Task 3 |   |
| 10 | Chemistry Depth Study<br>Extension 1 Mathematics Task 3<br>Metals and Engineering Event 7<br>Sports Coaching Event 8  | Sports Coaching Event 9   |

**Hunter Sports High School  
HSC ABORIGINAL STUDIES  
Assessment Schedule 2019**

|   | <b>Task 1</b>        | <b>Task 2</b>                            | <b>Task 3</b>                   | <b>Task 4</b>                | <b>Component Weighting</b> |
|---|----------------------|--|---------------------------------|------------------------------|----------------------------|
| <b>Task Description</b>   | <b>Major Project</b> | <b>Research Task</b>                     | <b>In-Class Essay</b>           | <b>Trial HSC Examination</b> |                            |
| <b>Date</b>   | Term 4<br>Week 9     | Term 1<br>Week 8                         | Term 2<br>Week 8                | Term 3<br>During exam period |                            |
| <b>Outcomes</b>   | H4.1, H4.2           | H1.2, H3.1, H3.2,<br>H3.3, H4.1,<br>H4.3 | H1.2, H1.3, H3.1,<br>H3.3, H4.3 | All outcomes may be assessed |                            |
| <b>Component</b>  |                      |  |                                 |                              |                            |
| Knowledge & understanding of course content   | 10                   | 5  | 5                               | 20                           | 40                         |
| Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 10                   | 10                                       | 5                               |                              | 25                         |
| Research and inquiry methods, including aspects of the Major Projects                                       | 10                   | 5  | 5                               |                              | 20                         |
| Communication of information, ideas and issues in appropriate forms   | 10                   | 5  |                                 |                              | 15                         |
| <b>Task Weighting</b>   | <b>40</b>            | <b>25</b>                                | <b>15</b>                       | <b>20</b>                    | <b>100</b>                 |

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

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

**Assessment Components and Weightings**

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

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

**Hunter Sports High School**  
**HSC BIOLOGY**  
**Assessment Schedule 2019**

|   | <b>Task 1</b>   | <b>Task 2</b>   | <b>Task 3</b>   | <b>Task 4</b>   | <b>Component Weighting</b> |
|---|---|---|---|---|----------------------------|
| <b>Task Description</b>                 | Modelling in Science:<br>Genetic Modelling  | Depth Study   | Practical Investigation<br>Design and conduct a practical investigation                               | Trial HSC Examination   |                            |
| <b>Date</b>                             | Term 4<br>Week 6  | Term 2<br>Week 3  | Term 3<br>Week 3  | Term 3<br>During Exam Period  |                            |
| <b>Outcomes</b>                         | Outcomes Assessed<br>BIO11/12-3<br>BIO11/12-4<br>BIO11/12-6<br>BIO11/12-7<br>BIO12-12 | Outcomes Assessed<br>BIO11/12-1<br>BIO11/12-4<br>BIO11/12-6<br>BIO11/12-7<br>BIO12-13 | Outcomes Assesed<br>BIO11/12-1<br>BIO11/12-2<br>BIO11/12-3<br>BIO11/12-5<br>BIO11/12-7<br>BIO11/12-14 | Outcomes Assessed<br>BIO11/12-1<br>BIO11/12-2<br>BIO11/12-4<br>BIO11/12-5<br>BIO11/12-6<br>BIO11/12-7<br>BIO12-12<br>Bio12-13<br>BIO12-14<br>BIO12-15 |                            |
| <b>Skills in Working Scientifically</b> | 15  | 10  | 25  | 10  | 60                         |
| <b>Knowledge and Understanding</b>      | 5   | 10  | 5   | 20  | 40                         |
| <b>Task Weighting</b>                   | <b>20</b>   | <b>20</b>   | <b>30</b>   | <b>30</b>   | <b>100</b>                 |

**SYLLABUS OUTCOMES****BIOLOGY**

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

**Assessment Components and Weightings**

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

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

**Hunter Sports High School  
HSC BUSINESS STUDIES  
Assessment Schedule 2019**

|   | <b>Task 1</b>            | <b>Task 2</b>       | <b>Task 3</b>                           | <b>Task 4</b>                | <b>Component Weighting</b> |
|---|--------------------------|---------------------|---|------------------------------|----------------------------|
| <b>Task Description</b>   | Research Business Report | Case Study Analysis | Financial statement analysis and report | Trial HSC Examination        |                            |
| <b>Date</b>   | Term 4<br>Week 9         | Term 1<br>Week 9    | Term 2<br>Week 7                        | Term 3<br>During exam period |                            |
| <b>Outcomes</b>   | H1, H2, H5, H7           | H4, H6, H7, H8, H9  | H2, H6, H7, H9, H10                     | All outcomes may be assessed |                            |
| <b>Component</b>  |                          |                     |   |                              |                            |
| <b>Knowledge and understanding of course content</b>                                | 5                        | 10                  | 10                                      | 15                           | 40                         |
| <b>Stimulus Based Skills</b>  | 10                       |                     |   | 10                           | 20                         |
| <b>Inquiry and Research</b>   |                          | 10                  | 10                                      |                              | 20                         |
| <b>Communication of Business information, ideas and issues in application forms</b> | 5                        | 5                   | 5                                       | 5                            | 20                         |
| <b>Task Weighting</b>   | <b>20</b>                | <b>25</b>           | <b>25</b>                               | <b>30</b>                    | <b>100</b>                 |

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

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

**Assessment Components and Weightings**

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

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

**Hunter Sports High School**  
**HSC CHEMISTRY**  
**Assessment Schedule 2019**

|  | <b>Task 1</b>   | <b>Task 2</b>  | <b>Task 3</b>  | <b>Task 4</b>   | <b>Component Weighting</b> |
|--|---|--|--|---|----------------------------|
| <b>Task Description</b>                  | Research Task<br>Module 5   | Practical Task<br>Module 6                                     | Depth Study<br>Modules 6 and 7   | Trial HSC<br>Examination<br>Modules 5,6,7,8   |                            |
| <b>Date</b>                              | Term 4<br>2018<br>Week 8  | Term 1<br>2019<br>Week 8                                       | Term 2<br>2019<br>Week 10  | Term 3<br>2019<br>During Exam<br>Period   |                            |
| <b>Outcomes</b>                          | CH11/12-1<br>CH11/12-3<br>CH11/12-4<br>CH11/12-5<br>CH11/12-7<br>CH11/12-12 | CH11/12-2<br>CH11/12-3<br>CH11/12-5<br>CH11/12-6<br>CH11/12-13 | CH11/12-1<br>CH11/12-2<br>CH11/12-3<br>CH11/12-4<br>CH11/12-5<br>CH11/12-7<br>CH11/12-13<br>CH11/12-14 | A selection<br>from:<br>CH11/12-2<br>CH11/12-4<br>CH11/12-5<br>CH11/12-6<br>CH11/12-7<br>CH11/12-8<br>CH11/12-9<br>CH11/12-10<br>CH11/12-11<br>CH11/12-12<br>CH11/12-13<br>CH11/12-14<br>CH11/12-15 |                            |
| <b>Skills in Working Scientifically:</b> | 10  | 20   | 20   | 10  | 60                         |
| <b>Knowledge and Understanding:</b>      | 5   | 5  | 10   | 20  | 40                         |
| <b>Task Weighting</b>                    | <b>15</b>   | <b>25</b>  | <b>30</b>  | <b>30</b>   | <b>100</b>                 |



## SYLLABUS OUTCOMES

CHEMISTRY

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

Assessment Components and Weightings

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

| Component                         | Weighting  |
|-----------------------------------|------------|
| Knowledge & understanding of:     | 40         |
| Skills in Working Scientifically: | 60         |
| <b>Task Weighting</b>             | <b>100</b> |

**Hunter Sports High School**  
**HSC COMMUNITY AND FAMILY STUDIES**  
**Assessment Schedule 2019**

|  | <b>Task 1</b>                                    | <b>Task 2</b>                                      | <b>Task 3</b>  | <b>Task 4</b>      | <b>Component Weighting</b> |
|--|--|--|--|--------------------|----------------------------|
| <b>Task Description</b>  | Research Methodology (Independent Research Task) | Groups in Context (Case Study of Community Groups) | Parenting and Caring (Presentation on Support Service) | Trial Examination  |                            |
| <b>Core/Option</b>   | Core 4   | Core 5   | Core 7   | Core 4, 5, 7       |                            |
| <b>Date</b>  | Term 4<br>Week 10                                | Term 1<br>Week 7                                   | Term 2<br>Week 8                                       | Term 3<br>Week 3/4 |                            |
| <b>Outcomes</b>  | H4.1, H4.2                                       | H1.1, H2.2, H2.3, H3.1, H3.3, H5.1,                | H2.2, H3.2, H4.2, H5.1, H5.2                           | H1.1 to H6.2       |                            |
| <b>Component</b>   |  |  |  |                    |                            |
| Knowledge and understanding of course content                                  | 5  | 10   | 10   | 15                 | 40                         |
| Skills in critical thinking, research methodology, analysing and communicating | 15   | 15   | 15   | 15                 | 60                         |
| <b>Task Weighting</b>  | <b>20</b>  | <b>25</b>  | <b>25</b>  | <b>30</b>          | 100                        |

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

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

**Assessment Components and Weightings**

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

| <b>Component</b>   | <b>Weighting</b> |
|--|------------------|
| Knowledge & understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> <li>• Resource management</li> <li>• Positive relationships</li> <li>• Range of societal factors</li> <li>• Nature of groups, families and communities</li> </ul> | 40               |
| Skills in: <ul style="list-style-type: none"> <li>• Applying management processes to meet the needs of individuals, groups, families and communities</li> <li>• Planning to take responsible action to promote wellbeing</li> </ul>                                      | 25               |
| Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating   | 35               |
| <b>Task Weighting</b>  | <b>100</b>       |

**Hunter Sports High School**  
**HSC ENGLISH– ENGLISH EXTENSION 1**  
**Assessment Schedule 2019**

|  | <b>Task 1</b>                      | <b>Task 2</b>             | <b>Task 3</b>                     | <b>Component Weighting</b> |
|--|------------------------------------|---------------------------|-----------------------------------|----------------------------|
| <b>Task Description</b>  | Creative Composition and Viva Voce | Analytical Essay          | Trial HSC Exam                    |                            |
| <b>Date</b>  | Term 1<br>Week 5                   | Term 2<br>Week 4          | Term 3<br>Week 3-4                |                            |
| <b>Outcomes</b>  | EE12-2, EE12-3,<br>EE12-4, EE12-5  | EE12-1, EE12-3,<br>EE12-4 | EE12-1, EE12-2,<br>EE12-3, EE12-4 |                            |
| Knowledge and understanding of complex texts and or how and why they are valued      | 20                                 | 15                        | 15                                | 50                         |
| Skills in:<br>Complex analysis<br>Sustained composition<br>Independent investigation | 20                                 | 15                        | 15                                | 50                         |
| <b>Task Weighting</b>  | <b>40</b>                          | <b>30</b>                 | <b>30</b>                         | 100                        |

**SYLLABUS OUTCOMES****ENGLISH – EXTENSION 1**

| <b>Outcome</b> | <b>Description</b>  |
|----------------|---|
| <b>EE12-1</b>  | A student demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies                                   |
| <b>EE12-2</b>  | A student analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts                                     |
| <b>EE12-3</b>  | A student independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts |
| <b>EE12-4</b>  | A student critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts   |
| <b>EE12-5</b>  | A student reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes  |

**Assessment Components and Weightings**

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

| <b>Component</b>  | <b>Weighting</b> |
|---|------------------|
| Knowledge and understanding of complex texts and of how and why they are valued | 50               |
| Skills in complex analysis, sustained composition and independent investigation | 50               |

**Hunter Sports High School**  
**HSC ENGLISH– ENGLISH EXTENSION 2**  
**Assessment Schedule 2019**

|   | <b>Task 1</b>                     | <b>Task 2</b>                                     | <b>Task 3</b>   | <b>Component Weighting</b> |
|---|-----------------------------------|---|---|----------------------------|
| <b>Task Description</b>                     | Viva Voce<br>+ Major Work Journal | Literature Review<br>+ Major Work Journal         | Critique of the<br>Creative Process<br>+ Major Work Journal | <b>2018-19</b>             |
| <b>Date</b>                                 | Term 4<br>Week 8                  | Term 1<br>Week 10                                 | Term 3<br>Week 2  |                            |
| <b>Outcomes</b>                             | EEX12-3, EEX12-4,<br>EEX12-5      | EEX12-1, EEX12-2,<br>EEX12-3, EEX12-4,<br>EEX12-5 | EEX12-3, EEX12-4,<br>EEX12-5                                |                            |
| Skills in extensive<br>independent research | 15                                | 20  | 15  | 50                         |
| Skills in sustained<br>composition          | 15                                | 20  | 15  | 50                         |
| <b>Task Weighting</b>                       | <b>30</b>                         | <b>40</b>   | <b>30</b>   | 100                        |

**SYLLABUS OUTCOMES****ENGLISH – EXTENSION 2**

| <b>Outcome</b> | <b>Description</b>  |
|----------------|---|
| <b>EEX12-1</b> | A student demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology |
| <b>EEX12-2</b> | A student strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context   |
| <b>EEX12-3</b> | A student applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition                                 |
| <b>EEX12-4</b> | A student undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea   |
| <b>EEX12-5</b> | A student reflects on and evaluates the composition process and the effectiveness of their own published composition  |

**Assessment Components and Weightings**

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

| <b>Component</b>                         | <b>Weighting</b> |
|--|------------------|
| Skills in extensive independent research | 50               |
| Skills in sustained composition          | 50               |

**Hunter Sports High School**  
**HSC ENGLISH– ENGLISH STANDARD**  
**Assessment Schedule 2019**

|  | <b>Task 1</b>                                | <b>Task 2</b>                                | <b>Task 3</b>                                | <b>Task 4</b>                                | <b>Component Weighting</b> |
|--|--|--|--|--|----------------------------|
| <b>Task Description</b>  | Own Related Text and Extended Response       | Short Answer Questions                       | Imaginative Text and Viva Voce               | Trial HSC Examination                        |                            |
| <b>Date</b>  | Term 4<br>Week 9                             | Term 1<br>Week 7                             | Term 2<br>Week 8-9                           | Term 3<br>Week 3-4                           |                            |
| <b>Outcomes</b>  | EN12-1, EN12-5,<br>EN12-6, EN12-7,<br>EN12-9 | EN12-3, EN12-5,<br>EN12-6, EN12-7,<br>EN12-8 | EN12-1, EN12-2,<br>EN12-3, EN12-4,<br>EN12-9 | EN12-1, EN12-3,<br>EN12-4, EN12-5,<br>EN12-6 |                            |
| Knowledge and understanding of course content  | 10   | 15   | 10   | 15   | 50                         |
| Skills in responding to texts and communication of ideas appropriate to purpose, audience and context across all modes | 15   | 10   | 15   | 10   | 50                         |
| <b>Task Weighting</b>  | <b>25</b>                                    | <b>25</b>                                    | <b>25</b>                                    | <b>25</b>                                    | 100                        |



**SYLLABUS OUTCOMES****ENGLISH - STANDARD**

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

**Assessment Components and Weightings**

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

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

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

**Hunter Sports High School  
HSC ENGLISH - ADVANCED  
Assessment Schedule 2019**

|  | <b>Task 1</b>                          | <b>Task 2</b>                  | <b>Task 3</b>                  | <b>Task 4</b>                  | <b>Component Weighting</b> |
|--|--|--------------------------------|--------------------------------|--------------------------------|----------------------------|
| <b>Task Description</b>  | Own Related Text and Extended Response | Short Answer Questions         | Imaginative Text and Viva Voce | Trial HSC Examination          |                            |
| <b>Date</b>  | Term 4<br>Week 9                       | Term 1<br>Week 7               | Term 2<br>Week 8-9             | Term 3<br>Week 3-4             |                            |
| <b>Outcomes</b>  | EA12-1, EA12-3, EA12-5, EA12-6, EA12-9 | EA12-3, EA12-6, EA12-7, EA12-8 | EA12-2, EA12-4, EA12-5, EA12-9 | EA12-1, EA12-3, EA12-5, EA12-8 |                            |
| <b>Component</b>   |  |                                |                                |                                |                            |
| Knowledge and understanding of course content  | 10                                     | 15                             | 10                             | 15                             | 50                         |
| Skills in responding to texts and communication of ideas appropriate to purpose, audience and context across all modes | 15                                     | 10                             | 15                             | 10                             | 50                         |
| <b>Task Weighting</b>  | <b>25</b>                              | <b>25</b>                      | <b>25</b>                      | <b>25</b>                      | 100                        |

**SYLLABUS OUTCOMES****ENGLISH - ADVANCED**

| <b>Outcome</b> | <b>Description</b>  |
|----------------|---|
| <b>EA12-1</b>  | student independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure                            |
| <b>EA12-2</b>  | A student uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies                                 |
| <b>EA12-3</b>  | A student critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning |
| <b>EA12-4</b>  | A student strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts  |
| <b>EA12-5</b>  | A student thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments              |
| <b>EA12-6</b>  | A student investigates and evaluates the relationships between texts  |
| <b>EA12-7</b>  | student evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued  |
| <b>EA12-8</b>  | A student explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning  |
| <b>EA12-9</b>  | A student reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner   |

**Assessment Components and Weightings**

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

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

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

**Hunter Sports High School**  
**HSC ENGLISH STUDIES**  
**Assessment Schedule 2019**

|   | <b>Task 1</b>                                    | <b>Task 2</b>                     | <b>Task 3</b>                     | <b>Task 4</b>                      | <b>Component Weighting</b> |
|---|--|-----------------------------------|-----------------------------------|------------------------------------|----------------------------|
| <b>Task Description</b>   | Comparative Response                             | Half-Yearly Exam                  | Film Review                       | Portfolio of Work from ALL Modules |                            |
| <b>Date</b>   | Week 9, Term 4, 2018                             | Term 1<br>Week 10                 | Week 9, Term 2,                   | Week 6, Term 3                     |                            |
| <b>Outcomes</b>   | ES12-1, ES12-2,<br>ES12-5, ES12-7,<br>ES12-8     | ES12-1, ES12-3,<br>ES12-7, ES12-8 | ES12-3, ES12-4,<br>ES12-5, ES12-9 | ES12-6, ES12-7,<br>ES12-9, ES12-10 |                            |
| <b>Component</b>  | Common Module –<br>Texts and Human<br>Experience | Module C – On The<br>Road         | Module E – Playing the<br>Game    | All Modules                        |                            |
| Knowledge and understanding of course content   | 15   | 10                                | 10                                | 15                                 | 50                         |
| Skills in: <ul style="list-style-type: none"> <li>• Comprehending Texts</li> <li>• Communicating Ideas</li> <li>• Using language accurately, appropriately and effectively</li> </ul> | 10   | 10                                | 15                                | 15                                 | 50                         |
| <b>Task Weighting</b>   | <b>25</b>  | <b>20</b>                         | <b>25</b>                         | <b>30</b>                          | 100                        |

**SYLLABUS OUTCOMES****ENGLISH STUDIES**

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

**Assessment Components and Weightings**

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

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

**Hunter Sports High School**  
**HSC INDUSTRIAL TECHNOLOGY- TIMBER PRODUCTS & FURNITURE TECHNOLOGIES**  
**Assessment Schedule 2019**

|   | <b>Task 1</b>   | <b>Task 2</b>                         | <b>Task 3</b>                    | <b>Task 4</b>                                    | <b>Component Weighting</b> |
|---|---|---------------------------------------|----------------------------------|--|----------------------------|
| <b>Task Description</b>   | <i>Proposal and Communication of Ideas Presentation</i> | <i>Industry Study</i>                 | <i>Research Task</i>             | <i>Trial HSC</i>                                 |                            |
| <b>Date</b>   | Week: 8<br>Term: 4                                      | Week: 9<br>Term: 1, 2019              | Week: 7<br>Term: 2, 2019         | Week: 3/4<br>Term: 3, 2019<br>During exam period |                            |
| <b>Outcomes</b>   | H3.1 H3.3 H5.1 H5.2<br>H6.1                             | H1.1 H1.3 H3.2 H5.1<br>H6.2 H7.1 H7.2 | H1.2 H2.1 H3.2 H4.1<br>H4.2 H4.3 | H1.2 H4.3 H6.1 H7.1<br>H7.2                      |                            |
| <b>Component</b>  |   |                                       |                                  |  |                            |
| Knowledge and understanding of course content   | <b>5%</b>   | <b>10%</b>                            | <b>15%</b>                       | <b>10%</b>                                       | <b>40%</b>                 |
| Knowledge and skills in the design, management, communication and production of a major project | <b>15%</b>  | <b>20%</b>                            | <b>15%</b>                       | <b>10%</b>                                       | <b>60%</b>                 |
| <b>Task Weighting</b>   | <b>20%</b>  | <b>30%</b>                            | <b>30%</b>                       | <b>20%</b>                                       | <b>100%</b>                |

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

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

**Assessment Components and Weightings**

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

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

**Hunter Sports High School**  
**HSC Investigating Science**  
**Assessment Schedule 2019**

|   | <b>Task 1</b>  | <b>Task 2</b>   | <b>Task 3</b>   | <b>Task 4</b>   | <b>Component Weighting</b> |
|---|--|---|---|---|----------------------------|
| <b>Task Description</b>                 | <b>Depth Study</b><br>Evaluating the Scientific Method                                       | <b>Data Analysis</b>  | <b>Depth Study</b><br>Testing Claims Report   | <b>Trial HSC Examination</b>  |                            |
| <b>Date</b>                             | Term 4<br>2018<br>Week 9   | Term 1<br>Week 9  | Term 2<br>Week 9  | Term 3<br>During Examination Period   |                            |
| <b>Outcomes</b>                         | <b>Outcomes Assessed</b><br>INS11/12-1<br>INS11/12-2<br>INS11-12-3<br>INS11/12-7<br>INS12-12 | Outcomes Assessed<br>INS11/12-1<br>INS11/12-4<br>INS11/12-5<br>INS11/12-7<br>INS12-13 | Outcomes Assessed<br>INS11/12-1<br>INS11/12-4<br>INS11/12-5<br>INS11/12-6<br>INS11/12-7<br>INS12-14 | Outcomes Assessed<br>INS11/12-5<br>INS11/12-6<br>INS12-12<br>INS12-13<br>Ins12-14<br>Ins12-15 |                            |
| <b>Knowledge and understanding of</b>   | 10   | 5   | 10  | 15  | 40                         |
| <b>Skills in Working Scientifically</b> | 10   | 15  | 20  | 15  | 60                         |
| <b>Weighting</b>                        | <b>20</b>  | <b>20</b>   | <b>30</b>   | <b>30</b>   | <b>100</b>                 |



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

| <b>Outcome</b>    | <b>Description</b>   |
|-------------------|--|
| <b>INS11/12-1</b> | Develops and evaluates questions and hypotheses for scientific investigation   |
| <b>INS11/12-2</b> | Designs and evaluates investigations in order to obtain primary and secondary data and information                     |
| <b>INS11/12-3</b> | Conducts investigations to collect valid and reliable primary and secondary data and information                       |
| <b>INS11/12-4</b> | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| <b>INS11/12-5</b> | Analyses and evaluates primary and secondary data and information  |
| <b>INS11/12-6</b> | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes         |
| <b>INS11/12-7</b> | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose       |
| <b>INS11-8</b>    | Identifies that the collection of primary and secondary data initiates scientific investigations                       |
| <b>INS11-9</b>    | Examines the use of inferences and generalisations in scientific investigations  |
| <b>INS11-10</b>   | Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes         |
| <b>INS11-11</b>   | Describes and assesses how scientific explanations, laws and theories have developed                                   |
| <b>INS12-12</b>   | Develops and evaluates the process of undertaking scientific investigations  |
| <b>INS12-13</b>   | Describes and explains how science drives the development of technologies  |
| <b>INS12-14</b>   | Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis                           |
| <b>INS12-15</b>   | Evaluates the implications of ethical, social, economic and political influences on science                            |

**ASSESSMENT COMPONENTS AND WEIGHTINGS**

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

| <b>Components</b>                | <b>Weighting</b> |
|----------------------------------|------------------|
| Knowledge and understanding of   | 40               |
| Skills in Working Scientifically | 60               |
|                                  | 100              |

**Hunter Sports High School**  
**HSC LEGAL STUDIES**  
**Assessment Schedule 2019**

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

**SYLLABUS OUTCOMES****LEGAL STUDIES**

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

**ASSESSMENT COMPONENTS AND WEIGHTINGS**

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

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

**Hunter Sports High School  
HSC MATHEMATICS Standard 1  
Assessment Schedule 2019**

|                                       | <b>Task 1</b>                                 | <b>Task 2</b>   | <b>Task 3</b>                                | <b>Component Weighting</b> |
|---------------------------------------|---|---|--|----------------------------|
| <b>Task Description</b>               | Investigation                                 | In- class supervised test   | Extended modelling and problem -solving task |                            |
| <b>Date</b>                           | Term 4<br>Week 8                              | Term 1<br>Week 8  | Term 3<br>Week 7                             |                            |
| <b>Outcomes</b>                       | MS1-12-2<br>MS1-12-7<br>MS1-12-9<br>MS1-12-10 | MS1-12-3<br>MS1-12-4<br>MS1-12-5<br>MS1-12-8<br>MS1-12-9<br>MS1-12-10 | ALL  |                            |
| <b>Component</b>                      |   |   |  |                            |
| <b>Concepts Skills and Techniques</b> | 20  | 15  | 15   | 50                         |
| <b>Reasoning &amp; Communication</b>  | 15  | 15  | 20   | 50                         |
| <b>Task Weighting</b>                 | <b>35</b>                                     | <b>30</b>   | <b>35</b>                                    | 100                        |

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

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

**Assessment Components and Weightings**

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

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

**Hunter Sports High School  
HSC MATHEMATICS Standard 2  
Assessment Schedule 2019**

|                                       | <b>Task 1</b>                                 | <b>Task 2</b>   | <b>Task 3</b>   | <b>Task 4</b>                | <b>Component Weighting</b> |
|---------------------------------------|---|---|---|------------------------------|----------------------------|
| <b>Task Description</b>               | Investigation                                 | In- class supervised test   | Field study.  | Trial Exam                   |                            |
| <b>Date</b>                           | Term 4<br>Week 8                              | Term 1<br>Week 8  | Term 2<br>Week 7  | Term 3<br>Examination Period |                            |
| <b>Outcomes</b>                       | MS2-12-3<br>MS2-12-4<br>MS2-12-9<br>MS2-12-10 | MS2-12-3<br>MS2-12-4<br>MS2-12-5<br>MS2-12-8<br>MS2-12-9<br>MS2-12-10 | MS2-12-1<br>MS2-12-2<br>MS2-12-5<br>MS2-12-6<br>MS2-12-7<br>MS2-12-9<br>MS2-12-10 | All outcomes assessed        |                            |
| <b>Component</b>                      |   |   |   |                              |                            |
| <b>Concepts Skills and Techniques</b> | 10  | 10  | 15  | 15                           | 50                         |
| <b>Reasoning &amp; Communication</b>  | 10  | 10  | 15  | 15                           | 50                         |
| <b>Task Weighting</b>                 | <b>20</b>                                     | <b>20</b>   | <b>30</b>   | <b>30</b>                    | 100                        |

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

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

**Assessment Components and Weightings**

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

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

**Hunter Sports High  
HSC MATHEMATICS  
Assessment Schedule 2019**

|  | <b>Task 1</b>          | <b>Task 2</b>                  | <b>Task 3</b>              | <b>Task 4</b>                | <b>Component Weighting</b> |
|--|------------------------|--------------------------------|----------------------------|------------------------------|----------------------------|
| <b>Task Description</b>                | Class Test             | In class assisted exam         | Assignment                 | Trial Exam                   |                            |
| <b>Date</b>                            | Term 4<br>Week 10      | Term 1<br>Week 9               | Term 2<br>Week 8           | Term 3<br>Examination Period |                            |
| <b>Outcomes</b>                        | H1, H2, H4, H6, H7, H9 | H1, H2, H4, H5, H6, H7, H8, H9 | H1, H3, H5, H6, H7, H8, H9 | All outcomes assessed        |                            |
| <b>Component</b>                       |                        |                                |                            |                              |                            |
| <b>Concepts, skills and Techniques</b> | 10                     | 15                             | 10                         | 15                           | 50                         |
| <b>Reasoning &amp; Communication</b>   | 10                     | 15                             | 10                         | 15                           | 50                         |
| <b>Task Weighting</b>                  | <b>20</b>              | <b>30</b>                      | <b>20</b>                  | <b>30</b>                    | 100                        |



**SYLLABUS OUTCOMES****MATHEMATICS**

| <b>Outcome</b> | <b>Description</b>  |
|----------------|---|
| <b>H.1</b>     | Seeks to apply mathematical techniques to problems in a wide range of practical contexts                                    |
| <b>H.2</b>     | Constructs arguments to prove and justify results   |
| <b>H.3</b>     | Manipulates algebraic expressions involving logarithmic and exponential functions   |
| <b>H.4</b>     | Expresses practical problems in mathematical terms based on simple given models   |
| <b>H.5</b>     | Applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems |
| <b>H.6</b>     | Uses the derivative to determine the features of the graph of a function  |
| <b>H.7</b>     | Uses the features of a graph to deduce information about the derivative   |
| <b>H.8</b>     | Uses techniques of integration to calculate areas and volumes   |
| <b>H.9</b>     | Communicates using mathematical language, notation, diagrams and graphs   |

**Assessment Components and Weightings**

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

| <b>Component</b>                | <b>Weighting</b> |
|---------------------------------|------------------|
| Concepts, skills and techniques | 50               |
| Reasoning and communication     | 50               |

**Hunter Sports High School**  
**HSC MATHEMATICS – EXTENSION 1**  
**Assessment Schedule 2019**

|                                      | <b>Task 1</b>      | <b>Task 2</b>          | <b>Task 3</b>      | <b>Task 4</b>                | <b>Component Weighting</b> |
|--------------------------------------|--------------------|------------------------|--------------------|------------------------------|----------------------------|
| <b>Task Description</b>              | In Class Test      | In Class assisted test | Assignment         | Yearly Exam                  |                            |
| <b>Date</b>                          | Term 4<br>Week 9   | Term 1<br>Week 10/11   | Term 2<br>Week 10  | Term 3<br>Examination period |                            |
| <b>Outcomes</b>                      | HE1, HE2, HE4, HE7 | HE1, HE3, HE6, HE7     | HE1, HE3, HE5, HE7 | All outcomes may be assessed |                            |
| <b>Component</b>                     |                    |                        |                    |                              |                            |
| <b>Concept Skills and Techniques</b> | 10                 | 15                     | 10                 | 15                           | 50                         |
| <b>Reasoning &amp; Communication</b> | 10                 | 15                     | 10                 | 15                           | 50                         |
| <b>Task Weighting</b>                | <b>20</b>          | <b>30</b>              | <b>20</b>          | <b>30</b>                    | 100                        |

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

| <b>Outcome</b> | <b>Description</b>   |
|----------------|--|
| <b>HE1</b>     | Appreciates interrelationships between ideas drawn from different areas of mathematics   |
| <b>HE2</b>     | Uses inductive reasoning in the construction of proofs   |
| <b>HE3</b>     | Uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay |
| <b>HE4</b>     | Uses the relationship between functions, inverse functions and their derivatives   |
| <b>HE5</b>     | Applies the chain rule to problems including those involving velocity and acceleration as functions of displacement  |
| <b>HE6</b>     | Determines integrals by reduction to a standard form through a given substitution  |
| <b>HE7</b>     | Evaluates mathematical solutions to problems and communicates them in an appropriate form  |

**Assessment Components and Weightings**

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

| <b>Component</b>                | <b>Weighting</b> |
|---------------------------------|------------------|
| Concepts, Skills and Techniques | 50               |
| Reasoning and Communication     | 50               |
|                                 | 100              |

**Hunter Sports High School**  
**HSC MATHEMATICS – EXTENSION 2**  
**Assessment Schedule 2019**

|                                      | <b>Task 1</b>          | <b>Task 2</b>      | <b>Task 3</b>    | <b>Task 4</b>                | <b>Component Weighting</b> |
|--------------------------------------|------------------------|--------------------|------------------|------------------------------|----------------------------|
| <b>Task Description</b>              | In Class Assisted Test | Assignment         | In Class Test    | Yearly Exam                  |                            |
| <b>Date</b>                          | Term 4<br>Week 6       | Term 1<br>Week 6   | Term 2<br>Week 3 | Term 3<br>Examination period |                            |
| <b>Outcomes</b>                      | E2, E3, E9             | E2, E3, E4, E6, E9 | E2, E4, E8, E9   | E2-E9                        |                            |
| <b>Component</b>                     |                        |                    |                  |                              |                            |
| <b>Concept Skills and Techniques</b> | 10                     | 10                 | 15               | 15                           | 50                         |
| <b>Reasoning &amp; Communication</b> | 10                     | 10                 | 15               | 15                           | 50                         |
| <b>Task Weighting</b>                | <b>20</b>              | <b>20</b>          | <b>30</b>        | <b>30</b>                    | 100                        |

**SYLLABUS OUTCOMES****MATHEMATICS – EXTENSION 2**

| <b>Outcome</b> | <b>Description</b>   |
|----------------|--|
| <b>E1</b>      | Appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems   |
| <b>E2</b>      | Chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings  |
| <b>E3</b>      | Uses the relationship between algebraic and geometric representations of complex numbers and of conic sections                                     |
| <b>E4</b>      | Uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials |
| <b>E5</b>      | Uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion         |
| <b>E6</b>      | Combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions                        |
| <b>E7</b>      | Uses the techniques of slicing and cylindrical shells to determine volumes   |
| <b>E8</b>      | Applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems                  |
| <b>E9</b>      | Communicates abstract ideas and relationships using appropriate notation and logical argument  |

**Assessment Components and Weightings**

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

| <b>Component</b>                | <b>Weighting</b> |
|---------------------------------|------------------|
| Concepts, Skills and Techniques | 50               |
| Reasoning and Communication     | 50               |
|                                 | 100              |

**HSC MODERN HISTORY**  
**Assessment Schedule 2019**

|   | <b>Task 1</b>                                | <b>Task 2</b>  | <b>Task 3</b>                           | <b>Task 4</b>                                | <b>Component Weighting</b> |
|---|--|--|---|--|----------------------------|
| <b>Task Description</b>   | Research and presentation                    | In class essay                                       | Historical analysis - Oral presentation | Trial HSC Exam                               |                            |
| <b>Date</b>   | Term 4<br>Week 8                             | Term 1<br>Week 9                                     | Term 2<br>Week 6                        | Term 3<br>During exam period                 |                            |
| <b>Outcomes</b>   | MH12-3, MH12-4,<br>MH12-6, MH12-7,<br>MH12-9 | MH12-2, MH12-3,<br>MH12-4, MH12-5,<br>MH12-8, MH12-9 | MH12-2, MH12-5,<br>MH12-7, MH12-8       | MH12-3, MH12-4,<br>MH12-5, MH12-7,<br>MH12-9 |                            |
| <b>Component</b>  |  |  |   |  |                            |
| Knowledge and understanding of course content                                   | 5  | 10   | 10                                      | 15   | 40                         |
| Historical skills in the analysis and evaluation of courses and interpretations |  | 5  | 5                                       | 10   | 20                         |
| Historical inquiry and research   | 10   | 5  | 5                                       |  | 20                         |
| Communication of historical understanding in appropriate forms                  | 5  | 5  | 5                                       | 5  | 20                         |
| <b>Task Weighting</b>   | <b>20</b>                                    | <b>25</b>  | <b>25</b>                               | <b>30</b>                                    | <b>100</b>                 |

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

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

**ASSESSMENT COMPONENTS AND WEIGHTINGS**

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

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

**Hunter Sports High School**  
**HSC PDHPE**  
**Assessment Schedule 2019**

|   | <b>Task 1</b>                               | <b>Task 2</b>               | <b>Task 3</b>                                  | <b>Task 4</b>  | <b>Component Weighting</b> |
|---|---|-----------------------------|--|--|----------------------------|
| <b>Task Description</b>   | Health Priority Portfolio and Investigation | Training & Performance Plan | Sports Med Injury and assesment plan/ response | Trial HSC  |                            |
| <b>Core/Option</b>  | Core 1                                      | Core 2                      | Option Sports Med                              | Core 1 & 2<br>Option 3 and 4                                 |                            |
| <b>Due Date</b>   | Term 4<br>Week 10                           | Term 1<br>Week 8/9          | Term 2<br>Week 6/7                             | Term 3<br>Week 3/4   |                            |
| <b>Outcomes</b>   | H1, H2, H3, H4, H5, H15, H16                | H7, H8, H10, H11, H17       | H8, H13, H16, H17                              | H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16 |                            |
| <b>Component</b>  |   |                             |  |  |                            |
| Knowledge and understanding of course content                     | 10  | 10                          | 5  | 15   | 40                         |
| Skills in critical thinking, research, analysis and communicating | 20  | 20                          | 5  | 15   | 60                         |
| <b>Task Weighting</b>   | <b>30%</b>                                  | <b>30%</b>                  | <b>10%</b>                                     | <b>30%</b>   | <b>100</b>                 |



**SYLLABUS OUTCOMES****PDHPE**

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

**ASSESSMENT COMPONENTS AND WEIGHTINGS**

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

| <b>Component</b>  | <b>Weighting</b> |
|---|------------------|
| Knowledge and understanding of: <ul style="list-style-type: none"> <li>• Factors that affect health</li> <li>• The way the body moves</li> </ul>  | 40               |
| Skills in: <ul style="list-style-type: none"> <li>• Influencing personal and community health</li> <li>• Taking action to improve participation and performance in physical activity</li> </ul> | 30               |
| Skills in: <ul style="list-style-type: none"> <li>• Critical thinking, research and analysis</li> </ul>   | 30               |

**Hunter Sports High School**  
**HSC PHYSICS**  
**Assessment Schedule 2019**

|  | <b>Task 1</b>   | <b>Task 2</b>   | <b>Task 3</b>   | <b>Task 4</b>   | <b>Component Weighting</b> |
|--|---|---|---|---|----------------------------|
| <b>Task Description</b>                  | Practical Investigation<br>Advanced Mechanics                                     | Processing/Modelling Task<br>Electromagnetism                                     | Depth Study<br>Literature Review and Investigation<br>Nature of Light                                       | Trial HSC Examination   |                            |
| <b>Date</b>                              | Term 4<br>2018<br>Week 9  | Term 1<br>Week 10   | Term 2<br>Week 8  | Term 3<br>During Exam Period  |                            |
| <b>Outcomes</b>                          | Outcomes Assessed<br>PH11/12-2<br>PH11/12-3<br>PH11/12-5<br>PH11/12-6<br>PH 12-12 | Outcomes Assessed<br>PH11/12-1<br>PH11/12-5<br>PH11/12-6<br>PH11/12-7<br>PH 12-13 | Outcomes Assessed<br>PH11/12-1<br>PH11/12-2<br>PH11/12-3<br>PH11/12-4<br>PH11/12-5<br>PH11/12-7<br>PH 12-14 | Outcomes Assessed<br>PH11/12-2<br>PH11/12-4<br>PH11/12-5<br>PH11/12-6<br>PH11/12-7<br>PH 2-12<br>PH 12-13<br>PH 12-14<br>PH 12-15 |                            |
| <b>Component</b>                         |   |   |   |   |                            |
| <b>Knowledge and understanding of:</b>   | 5   | 5   | 10  | 20  | 40                         |
| <b>Skills in Working Scientifically:</b> | 20  | 15  | 15  | 10  | 60                         |
| <b>Weighting</b>                         | <b>25</b>   | <b>20</b>   | <b>25</b>   | <b>30</b>   | <b>100</b>                 |

**SYLLABUS OUTCOMES****PHYSICS**

| <b>Outcome</b> | <b>Description</b>   |
|----------------|--|
| PH11/12-1      | Develops and evaluates questions and hypotheses for science 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.  |
| PH11-8         | Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration |
| PH11-9         | Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy   |
| PH11-10        | Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles  |
| PH11-11        | Explains and quantitatively analyses electric fields, circuitry and magnetism.   |
| PH12-12        | Describes and analyses qualitatively and quantitatively circular motion in a gravitational field, in particular, the projectile motion and 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.                                       |
| PH-12-14       | 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.         |

**ASSESSMENT COMPONENTS AND WEIGHTINGS**

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

| <b>Components</b>                 | <b>Weighting</b> |
|-----------------------------------|------------------|
| Knowledge and understanding of:   | 40               |
| Skills in Working Scientifically: | 60               |
|                                   | 100              |

**Hunter Sports High School**  
**Year 12 SLR COURSE**  
**Assessment Schedule 2019**

|  | <b>Task 1</b>  | <b>Task 2</b>   | <b>Task 3</b>  | <b>Task 4</b>  | <b>Component Weighting</b> |
|--|--|---|--|--|----------------------------|
| <b>Description</b>   | Designing a weights training program & practical application of weight training techniques | Practical and theoretical assessment of the principles of aquatics and water safety | Coaching Strategies and developing a Sports Coaching Program | Theory and Practical Assessment of Individual Sport and Application 11 |                            |
| Core/Option  | Resistance Training  | Aquatics  | Sports Coaching and Training                                 | Individual Games and Sport Applications                                |                            |
| Due Date   | Term 4<br>Week 8   | Term 1<br>Week 9  | Term 2<br>Week 8   | Week 2<br>Term 3   |                            |
| Outcomes Assessed  | 1.3, 2.2, 2.3, 3.2, 4.1, 4.4   | 1.3, 3.1, 3.6, 4.5  | 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5                       | 1.1, 1.3, 3.1, 4.4   |                            |
| Component  |  |   |  |  |                            |
| • Cheers Knowledge and Understanding of outcomes & content | 15   | 10  | 15   | 10   | 50                         |
| • Skills outcomes and content                              | 10   | 15  | 10   | 15   | 50                         |
| <b>Weighting</b>   | <b>25%</b>   | <b>25%</b>  | <b>25%</b>   | <b>25%</b>   | 100%                       |

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

| <b>Outcomes</b> | <b>Desciption</b>   |
|-----------------|---|
| 1.1             | Applies the rules and conventions that relate to participation in a range of physical activities              |
| 1.2             | Explains the relationship between physical activity, fitness and healthy lifestyle                            |
| 1.3             | Demonstrates ways to enhance safety in physical activity  |
| 1.4             | Investigates and interprets the patterns of participation in sport and physical activity in Australia         |
| 1.5             | Critically analyses the factors affecting lifestyle balance and their impact on health                        |
| 1.6             | Describes administrative procedures that support successful performance outcomes                              |
| 2.1             | Explains the principles of skill development and training   |
| 2.2             | Analyses the fitness requirements of specific activities  |
| 2.3             | Selects and participates in physical activities and meet individuals needs, interests and abilities           |
| 2.4             | Describes how social influences impact on the nature of Sport in Australia                                    |
| 2.5             | Describes the relationship between anatomy, physiology and p[erformance                                       |
| 3.1             | Select appropriate strategies and tactics for success in a range of movement contexts                         |
| 3.2             | Designs programs that respond to performance needs  |
| 3.3             | Measures and evaluates physical performance capacity  |
| 3.4             | Composes, performs and appraises movement   |
| 3.5             | Analyses personal health practices  |
| 3.6             | Assesses and responds appropriately to emergency care situations  |
| 3.7             | Analyses the impact of professionalism in sport   |
| 4.1             | Plans strategies to achieve performance goal  |
| 4.2             | Demonstrates leadership skills and a capacity to work cooperatively in movement context                       |
| 4.3             | Makes strategic plans to overcome the barriers to personal and community health                               |
| 4.4             | Demonstrates competence and confidence in movement contexts   |
| 4.5             | Recognises the skills and abilities required to adopt roles that support health, safety and physical activity |

**ASSESSMENT COMPONENTS AND WEIGHTINGS**

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

| <b>Components</b>           | <b>Weighting</b> |
|-----------------------------|------------------|
| Knowledge and understanding | 50               |
| Skills                      | 50               |
|                             | 100              |

**Hunter Sports High School  
HSC VISUAL ARTS  
Assessment Schedule 2019**

|  | <b>Task 1</b>   | <b>Task 2</b>   | <b>Task 3</b>   | <b>Task 4</b>                              | <b>Component Weighting</b> |
|--|---|---|---|--|----------------------------|
| <b>Task Description</b>                | Art Criticism and Art History<br>Essay based on class work and research about related artists' practice | Development of body of work<br>Investigations of art making practice evident in Visual Arts Process Diary | Development of body of work<br>Works under development; VAPD, oral or written presentation about intentions, conceptual framework relationships and viewpoint/s | Trial HSC<br>Art Criticism and Art History |                            |
| <b>Date</b>                            | Term 4<br>Week 9  | Term 1<br>Week 9  | Term 3<br>Week 1  | Term 3<br>Week 3/4                         |                            |
| <b>Outcomes</b>                        | H7, H8, H9  | H1, H2, H3, H4  | H1, H2, H3, H4, H5, H6  | H7, H8, H9, H10                            |                            |
| <b>Component</b>                       |   |   |   |  |                            |
| <b>Artmaking</b>                       |   | 20  | 30  |  |                            |
| <b>Art Criticism &amp; Art History</b> | 15  |   |   | 35   | 50                         |
| <b>Task Weighting</b>                  | <b>15</b>   | <b>20</b>   | <b>30</b>   | <b>35</b>                                  | <b>100</b>                 |

## SYLLABUS OUTCOMES

### VISUAL ARTS

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

### ASSESSMENT COMPONENTS AND WEIGHINGS

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

| Component                            | Weighting |
|--------------------------------------|-----------|
| <b>Artmaking</b>                     | 50        |
| <b>Art criticism and art history</b> | 50        |

**Hunter Sports High School**  
**HSC WORK STUDIES**  
**Assessment Schedule 2019**

|   | <b>Task 1</b>               | <b>Task 2</b>                                      | <b>Task 3</b>                         | <b>Task 4</b>  | <b>Component Weighting</b> |
|---|-----------------------------|--|---------------------------------------|--|----------------------------|
| <b>Task Description</b>                       | Workplace Issues media file | Work-life balance around the world – research task | Personal finance strategy examination | Developing independence – working interstate or overseas research task |                            |
| <b>Date</b>                                   | Term 4 Week 9               | Term 1 Week 7                                      | Term 2 Week 6                         | Term 3 Week 5  |                            |
| <b>Outcomes</b>                               | 1, 5, 6, 8                  | 2, 5, 8, 9   | 7, 8, 9                               | 1, 2, 8, 9   |                            |
| <b>Component</b>                              |                             |  |                                       |  |                            |
| Knowledge and understanding of course content | 5                           | 10   | 10                                    | 5  | 30                         |
| Skills  | 20                          | 15   | 15                                    | 20   | 70                         |
| <b>Task Weighting</b>                         | <b>25</b>                   | <b>25</b>  | <b>25</b>                             | <b>25</b>  | 100                        |



## SYLLABUS OUTCOMES WORK STUDIES

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

## ASSESSMENT COMPONENTS AND WEIGHTINGS

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

|   |     |
|---|-----|
| Knowledge and understanding of course content | 30  |
| Skills  | 70  |
|   | 100 |

# Hunter Sports High School

## 2019 VET COURSES

**Hunter Sports High School**  
**COURSE: HSC 2019 Construction**  
**Assessment Schedule 2019**

| Assessment Events for<br>Certificate II in Construction Pathways CPC20211 |  | Event 3                     | Event 4                     | Event 5                     |                         | Half Year Exam*         | HSC Trial Exam*               | Work Placement 2*           |
|---|--|-----------------------------|-----------------------------|-----------------------------|-------------------------|-------------------------|-------------------------------|-----------------------------|
|   |  | Tiling                      | Basic Levelling             | Construction Project        | Holistic                |                         |                               |                             |
|   |  | Date:<br>Week: 9<br>Term: 2 | Date:<br>Week: 7<br>Term: 3 | Date:<br>Week: 7<br>Term: 2 | Date:<br>Week:<br>Term: | Date:<br>Week:<br>Term: | Date:<br>Week: 3/4<br>Term: 3 | Date:<br>Week: 4<br>Term: 1 |
| Code  | Unit of Competency   |                             |                             |                             |                         |                         |                               |                             |
| CPCCWF2001A   | Handle wall and floor tiling materials   | X                           |                             |                             | X                       |                         |                               |                             |
| CPCCWF2002A   | Use wall and floor tiling tools and equipment  | X                           |                             |                             | X                       |                         |                               |                             |
| CPCCCM2006A   | Apply basic leveling procedures  |                             | X                           |                             | X                       |                         |                               |                             |
| CPCCCN2005A   | Use construction tools and equipment<br>*Any additional units as determined by assessment  |                             |                             | X                           | X                       |                         |                               |                             |
| CPCCCM1012A<br>CPCCCM1013A<br>CPCCCM1015A<br>CPCCCM2001A<br>CPCCOHS2001A  | Work effectively and sustainably<br>Plan and organise work<br>Carry out measurements and calculations<br>Read and interpret plans and specifications<br>Apply OHS requirements, polices and pros |                             |                             |                             |                         |                         |                               |                             |
| CPCCCM1014A   | Conduct workplace communication  |                             |                             |                             |                         |                         |                               | X                           |

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II in Construction Pathways CPC20211.

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

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

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

**Hunter Sports High School  
HSC Certificate III in Fitness  
Assessment Schedule 2019**

| Assessment Events for<br><b>Statement of Attainment Certificate III in Fitness<br/>SIS30315</b> |            |  | Event 4  | Event 5                         | Event 6                      | Event 7                         | Event                 | Event                 |
|---|------------|--|--|---------------------------------|------------------------------|---------------------------------|-----------------------|-----------------------|
|   |            |  |  |                                 |                              | <b>Work Placement</b>           |                       |                       |
|   |            |  | Week<br>Term: Ongoing<br>through HSC<br>course | Date:<br>Week<br>Term 1,2 or 3* | Date:<br>Week 8/9<br>Term 3* | Date:<br>Week<br>Term 1,2,or 3* | Date:<br>Week<br>Term | Date:<br>Week<br>Term |
| Cluster   | Code       | Unit of Competency   |  |                                 |                              |                                 |                       |                       |
|   | SISFFIT004 | Incorporate anatomy and physiology principles into fitness programming | X  |                                 |                              |                                 |                       |                       |
|   | SISXCAI006 | Facilitate groups  | X  |                                 |                              |                                 |                       |                       |
|   | SISXCCS001 | Provide quality service  | X  |                                 |                              |                                 |                       |                       |
|   | SISXIND001 | Work effectively in sport, fitness and recreation environments         |  | X                               |                              | X                               |                       |                       |
|   | SISXFAC002 | Maintain sport, fitness and recreation facilities                      |  |                                 | X                            |                                 |                       |                       |
|   | HLTAID003  | Provide first aid  | External RTO delivery                          |                                 |                              |                                 |                       |                       |

Depending on the achievement of units of competency, the possible qualification outcome is a SIS20513 Certificate II in Sport Coaching or a Statement of Attainment towards a SIS20513 Certificate II in Sport Coaching

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

**\* Selected units and dates to be confirmed by your teacher.**

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

**Hunter Sports High School**  
**2019 Hospitality SIT20316**  
**Assessment Schedule 2019**

| Assessment Schedule for Certificate II in Hospitality SIT20316 |   | Topic Quizzes Knowledge tests                                    | Event             | Event             | Event             | Event             | Event             | Portfolio                  | Half Yearly Exam*          | Work Placement *           | Trials*                    |
|--|---|--|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|  |   |  | Date: Week: Term: | Date: Week: Term: | Date: Week: Term: | Date: Week: Term: | Date: Week: Term: | Date: 2019 Week: 7 Term: 3 | Date: 2019 Week: 9 Term: 1 | Date: 2019 Week: 5 Term: 1 | Date: 2019 Week: 5 Term: 3 |
| Unit code  | Unit title  |  |                   |                   |                   |                   |                   |                            |                            |                            |                            |
| SITHIND003   | Use hospitality skills effectively                        | Holistic Ongoing   |                   |                   |                   |                   |                   |                            |                            |                            |                            |
| SITXCOM002   | Show social and cultural sensitivity                      | Topic quizzes or scenarios are completed at the end of each unit | √                 | √                 |                   |                   |                   |                            |                            |                            |                            |
| SITXCCS003   | Interact with customers                                   |  | √                 |                   |                   |                   |                   |                            |                            |                            |                            |
| BSBWOR203  | Work effectively with others                              |  | √                 |                   |                   |                   |                   |                            |                            |                            |                            |
| SITHIND002   | Source and use information on the hospitality industry    |  | √                 |                   | √                 |                   |                   |                            |                            |                            |                            |
| Add Electives  |   |  |                   |                   |                   |                   |                   |                            |                            |                            |                            |
| SITXCOM001   | Source and present information                            |  | √                 |                   |                   | √                 |                   |                            |                            |                            |                            |
| BSBSUS201  | Participate in environmentally sustainable work practices |  | √                 |                   |                   |                   | √                 |                            |                            |                            |                            |
| SITXINV002   | Maintain quality of perishable items                      |  | √                 |                   |                   |                   |                   | √                          |                            |                            |                            |

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

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

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

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

**Hunter Sports High School**  
**2019 Engineering MEM10105**  
**Assessment Schedule 2019**

| Assessment Events for<br>Certificate I in Engineering MEM10105 |   | Event 5                           | Event 6                           | Event 7                      | Event 8                              | Half Yearly<br>Exam* | Work<br>Placement * | Yearly Exam* |
|--|---|-----------------------------------|-----------------------------------|------------------------------|--------------------------------------|----------------------|---------------------|--------------|
|  |   | Technical<br>Drawing              | Work with<br>others               | Manual<br>Production         | Quality<br>systems and<br>procedures |                      |                     |              |
|  |   | Date:<br>Week: 7<br>Term: 1- 2019 | Date:<br>Week: 1<br>Term 2 - 2019 | Date:<br>Week: 10<br>Term: 2 | Date:<br>Week: 5<br>Term: 3          |                      |                     |              |
| Code   | Unit of Competency  |                                   |                                   |                              |                                      |                      |                     |              |
| MEM09002B  | Interpret technical drawing   | X                                 |                                   |                              |                                      |                      |                     |              |
| MEM16007A  | Work with others in a manufacturing, engineering or related environment |                                   | X                                 |                              |                                      |                      |                     |              |
| MEM15024A  | Apply quality procedures  |                                   |                                   |                              | X                                    |                      |                     |              |
| MEM15002A  | Apply quality systems   |                                   |                                   |                              | X                                    |                      |                     |              |
| <a href="#">MEM03001B</a>                                      | Perform manual production assembly                                      |                                   |                                   | X                            |                                      |                      |                     |              |
| <a href="#">MEM03003B</a>                                      | Perform sheet and plate assembly  |                                   |                                   | X                            |                                      |                      |                     |              |
|  |   |                                   |                                   |                              |                                      |                      |                     |              |

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I in Engineering MEM10105 or a Statement of Attainment towards a Certificate I in Engineering MEM10105

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

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

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

**Hunter Sports High School  
HSC 2019 Sport Coaching  
Assessment Schedule 2019**

| Assessment Events for<br>Certificate II in Sport Coaching SIS20513 |   | Event 3   | Event 8           | Event 9                        | Event 5      | Event<br>Preliminary Half<br>Year Exam<br>(optional)** | Event<br>Work<br>Placement 2* | Event<br>Preliminary<br>Yearly Exam<br>(optional)** |
|--|---|---|-------------------|--------------------------------|--------------|--|-------------------------------|---|
|  |   | Coaching<br>Principles  | Motor Skills      | Sport<br>Industry<br>Knowledge | First Aid*   |  |                               |   |
|  |   | Week 8<br>Term 1  | Week 10<br>Term 2 | Week 10<br>Term 3              | Week<br>Term |  |                               |   |
| Code   | Unit of Competency  |   |                   |                                |              |  |                               |   |
| SISSSCO101   | Develop and update knowledge of coaching practices                        | X   |                   |                                |              |  |                               |   |
| ICPMM263C  | Access and use the Internet   | X   |                   |                                |              |  |                               |   |
| SISSSCO202**   | Coach beginner or novice participants to develop fundamental motor skills |   | X                 |                                |              |  |                               |   |
| SISXCAI101A  | Provide equipment for activities  |   | X                 |                                |              |  |                               |   |
| SISXIND211   | Develop and update sport, fitness and recreation industry knowledge       |   |                   | X                              |              |  |                               |   |
| HLTAID003  | Provide first aid   | External RTO delivery and assessment only. Can be scheduled in Prelim or HSC. |                   |                                |              |  |                               |   |

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Sport Coaching (SIS20513) or a Statement of Attainment towards a Certificate II in Sport Coaching (SIS20513).

**Please note: Your teacher will advise you whether any formal exams will form part of the assessment process. This decision is for the teacher to determine only and is not negotiable by students.**

\* Selected units only to be confirmed by your teacher.      \*\*Prerequisite SISSSCO101 Develop and update knowledge of coaching practices

\*\*\* A minimum of 35 hours work placement to occur during the course in an industry that provides experiences related to the UOCs included in the course.

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