



	Page
Index	1
Forward	3
Term Planners – Student Use	4
Koorringal High School Assessment Policy 2021	8
<b>Year 12 Higher School Certificate Assessment Schedules 2020/2021</b>	
<b>NESA Content Developed Courses</b>	
Agriculture	15
Ancient History	16
Biology	17
Business Studies	19
Chemistry	20
Community and Family Studies	21
Design and Technology	22
Drama	23
Engineering Studies	25
English Advanced	26
English Extension 1	27
English Extension 2	28
English Standard	29
English Studies	31
History Extension	33
Investigating Science	34
Legal Studies	35
Mathematics Advanced	36
Mathematics Standard 1	37
Mathematics Standard 2	38
Mathematics Extension 1	39
Mathematics Extension 2	40
Modern History	41
Music 1	42
Personal Development, Health and Physical Education	44
Physics	45
Science Extension	47
Society and Culture	49
Software, Design and Development	50
Visual Arts	51



<b>NESA Content Endorsed Courses</b>	
Exploring Early Childhood	53
Photography, Video and Digital Imaging	55
Sport, Life and Recreation	57
<b>VET Courses</b>	
Assessment Advice for HSC VET Courses	60
Business Services	61
Construction	62
Hospitality (Food & Beverage)	63
Hospitality (Kitchen Operations)	64
Live Production and Services (Entertainment)	65
Manufacturing and Engineering	66



## Forward

Please read in conjunction with **Koorungal High School Assessment Procedures Booklet**.

The Assessment Procedures are located on the school's website as well as through the Year Advisor and Deputy Principal.

Dear Student and Parent/Carer,

Please ensure that you read this booklet, in conjunction with the Koorungal High School Assessment Procedures Booklet. Your child/ward will be asked to sign as acknowledgment of the receipt of this booklet and agree to adhere to its contents.

The NSW Education Standards Authority (NESA) Higher School Certificate rules and requirements are covered in the Assessment, Certification and Examination (ACE) Manual. This and many other NESA publications, including syllabi, can be found on the NESA's website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

### **The New South Wales Higher School Certificate**

The Higher School Certificate is the highest educational award you can gain in New South Wales schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

**For most HSC NESA Board Developed Courses, they comprise of a moderated school based assessment mark (50% of the total mark in each course) and the external HSC examination mark (the other 50%). The combined mark is reported on your Higher School Certificate Record of Achievement. School based assessment is the focus of this booklet.**

### **Scheduling of Assessment Tasks**

Assessment in the HSC uses a variety of tasks. Assessment tasks, therefore, might occur at different times in different courses. Listed below are the periods available within the school year when assessments occur.

<b>Time</b>	<b>Scheduled Assessment Periods</b>
TERM 4, 2020	Assessment according to a published schedule
TERM 1, 2021	Assessment according to a published schedule
TERM 2, 2021	Assessment throughout the term – according to a published schedule
TERM 3, 2021	THE TRIAL HSC EXAMINATIONS - Weeks 4 – 5 (2 <sup>nd</sup> – 13 <sup>th</sup> August)

This booklet outlines the nature of the assessment tasks within Koorungal High School for each course, and includes the following information:

- The assessment components and their weightings for each course
- When assessment tasks will take place
- The nature of each assessment task (e.g. assignment, test, project, etc.)

A detailed description including outcomes to be assessed will be issued and marking criteria or guidelines for a task will be issued at least two weeks before the task is to be completed.



## Koorringal High School Planner – Term Four – 2020 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 B</b>	12-Oct	13-Oct	14-Oct	15-Oct	16-Oct
<b>Week 2 A</b>	19-Oct	20-Oct	21-Oct	22-Oct	23-Oct
<b>Week 3 B</b>	26-Oct	27-Oct	28-Oct	29-Oct	30-Oct
<b>Week 4 A</b>	2-Nov	3-Nov	4-Nov	5-Nov	6-Nov
<b>Week 5 B</b>	9-Nov	10-Nov	11-Nov	12-Nov	13-Nov
<b>Week 6 A</b>	16-Nov	17-Nov	18-Nov	19-Nov	20-Nov
<b>Week 7 B</b>	23-Nov	24-Nov	25-Nov	26-Nov	27-Nov
<b>Week 8 A</b>	30-Nov	1-Dec	2-Dec	3-Dec	4-Dec
<b>Week 9 B</b>	7-Dec	8-Dec	9-Dec	10-Dec	11-Dec
<b>Week 10 A</b>	14-Dec	15-Dec	16-Dec	17-Dec	18-Dec



## Koorringal High School Planner – Term One – 2021 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>			<u>Staff Development Day</u> 27-Jan	28-Jan	29-Jan
<b>Week 2 B</b>	1-Feb	2-Feb	3-Feb	4-Feb	5-Feb
<b>Week 3 A</b>	8-Feb	9-Feb	10-Feb	11-Feb	12-Feb
<b>Week 4 B</b>	15-Feb	16-Feb	17-Feb	18-Feb	19-Feb
<b>Week 5 A</b>	22-Feb	23-Feb	24-Feb	25-Feb	26-Feb
<b>Week 6 B</b>	1-Mar	2-Mar	3-Mar	4-Mar	5-Mar
<b>Week 7 A</b>	8-Mar	9-Mar	10-Mar	11-Mar	12-Mar
<b>Week 8 B</b>	15-Mar	16-Mar	17-Mar	18-Mar	19-Mar
<b>Week 9 A</b>	22-Mar	23-Mar	24-Mar	25-Mar	26-Mar
<b>Week 10 B</b>	29-Mar	30-Mar	31-Mar	1-Apr	2-Apr



## Koorringal High School Planner – Term Two – 2021 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>	<b><u>Staff Development Day</u></b> 19-Apr	20-Apr	21-Apr	22-Apr	23-Apr
<b>Week 2 B</b>	26-Apr	27-Apr	28-Apr	29-Apr	30-Apr
<b>Week 3 A</b>	3-May	4-May	5-May	6-May	7-May
<b>Week 4 B</b>	10-May	11-May	12-May	13-May	14-May
<b>Week 5 A</b>	17-May	18-May	19-May	20-May	21-May
<b>Week 6 B</b>	24-May	25-May	26-May	27-May	28-May
<b>Week 7 A</b>	31-May	1-June	2-June	3-June	4-June
<b>Week 8 B</b>	7-June	8-June	9-June	10-June	11-June
<b>Week 9 A</b>	14-June	15-June	16-June	17-June	18-June
<b>Week 10 B</b>	21-June	22-June	23-June	24-June	25-June





## Koorringal High School Planner – Term Three – 2021 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>	<b><u>Staff Development Day</u></b> 12-Jul	13-Jul	14-Jul	15-Jul	16-Jul
<b>Week 2 B</b>	19-Jul	20-Jul	21-Jul	22-Jul	23-Jul
<b>Week 3 A</b>	26-Jul	27-Jul	28-Jul	29-Jul	30-Jul
<b>Week 4 B</b>	2-Aug	3-Aug	4-Aug	5-Aug	6-Aug
<b>Week 5 A</b>	9-Aug	10-Aug	11-Aug	12-Aug	13-Aug
<b>Week 6 B</b>	16-Aug	17-Aug	18-Aug	19-Aug	20-Aug
<b>Week 7 A</b>	23-Aug	24-Aug	25-Aug	26-Aug	27-Aug
<b>Week 8 B</b>	30-Aug	31-Aug	1-Sep	2-Sep	3-Sep
<b>Week 9 A</b>	6-Sep	7-Sep	8-Sep	9-Sep	10-Sep
<b>Week 10 B</b>	13-Sep	14-Sep	15-Sep	16-Sep	17-Sep



## Koorringal High School's Assessment Policy for the 2021 Higher School Certificate

### HSC Results

NESA Developed Courses have an external HSC examination and your achievement will be reported against standards that clearly describe the level of knowledge, skills and understanding you have reached. In December, your HSC results will be available via your NESA Students Online account and SMS. If you are eligible for an HSC, your HSC testamur will be available in January.

Results of NESA Developed Courses are recorded under the following headings on the Record of Achievement:

- *An Assessment Mark* - a moderated mark calculated from the marks awarded for your assessment tasks at school
- *An Examination Mark* - the mark awarded for the external examination
- *The HSC Mark* - the average of the Examination Mark and the moderated Assessment Mark
- *A Performance Band* - your level of achievement in that course as measured against the published course standards.

The Course Report will include descriptors for each Performance Band. These provide a summary of what students know and are able to do. The mark gained by students in the course is shown next to the relevant Performance Band.

### Requirements for the Award of an HSC and Satisfactory Completion of a Course

It is expected that:

- the student's attendance, conduct and progress will be satisfactory
- the student will follow a pattern of study that makes him/her eligible for the award of the HSC
- the student will study appropriate courses as approved by the NESA NSW
- the student will complete all the requirements of each course including any necessary oral, aural, practical, field work, project work, class work
- the student will have completed, and made a genuine attempt at, all tasks required as part of the assessment program
- the student will avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is their own or acknowledges the contribution of others
- the student will sit for, and make a genuine attempt at, any examination set as part of the course including the Higher School Certificate examination.

### The Courses

Two types of courses are approved for study in the Higher School Certificate:

- **NESA Board Developed Courses** - are the courses for which the NESA develops a syllabus, setting out the objectives, outcomes, structure and content. NESA also sets Higher School Certificate examinations for most of these courses.
- **NESA Content Endorsed Courses** - all of which form part of an approved HSC program of study and are listed on your Record of Achievement. Content Endorsed Courses don't have a HSC examination, so therefore, cannot be used in the calculation of the ATAR.

Extension study is available in English, Mathematics, History, Music and some language courses. Extension courses build on the content of the 2-unit course, and require students to study beyond the 2-unit course. A second unit of Extension English and Mathematics may also be studied.





## Extension 2 Requirements

A student withdrawing from Extension 2 must continue with a minimum of 11 units until the final assessment before the trial is completed and it is determined that the student will achieve 10 units. At the point of withdrawal from a course the student must have completed more than 50% of the course assessments. The student must seek approval from the head teacher of the extension course(s) prior to discontinuing another course which will result in the student completing a pattern of study with 10 units only.

## Allocation of Marks

Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 to 100 will correspond to the highest level of achievement (Band 6). Marks are based on the standard of achievement reached, not based on set distributions of marks.

## Assessment Marks

Your school submits your assessment marks for each NESA Board Developed Course studied to the NESA. These marks are calculated from your results on each assessment task you undertake as part of your HSC course and outlined in this booklet.

In the case of VET courses studied at school, there is no assessment mark. A student record of achievement for the competencies for each module is kept as a soft copy. **VET course competencies and outcomes are included in this booklet.**

## School-Based Assessment

The assessment marks submitted by a school for each course are intended to indicate students' achievements relative to each other and the standards of the course. The assessment marks will be based on achievements measured at points throughout the course. This measure of students' achievements is based upon:

- *a wider range of syllabus outcomes than may be measured by the external examination, although it must cover all the outcomes measured by the examination;*
- *multiple measures and observations made throughout the HSC course rather than at a single, final examination.*

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It increases the accuracy of the final assessment of each student's achievement by using multiple measures. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

## **School based assessment comprises 50% of the overall mark in each course, and is reported on your Higher School Certificate Record of Achievement.**

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each NESA Board Developed Course are set out in each syllabus. This information may be accessed through NESA's website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

The final HSC assessment mark will be moderated by the NESA using HSC examination marks to ensure that students are not advantaged or disadvantaged by the pattern of marks used by their school. This process will retain the school's measurement of the order of merit of its students and the relative differences between them.

## Plagiarism

Plagiarism is when you present work or create work as yours that is the work or creation of someone else. Students should particularly note the definition and application of the rules found in the Koorimal High School Assessment Policy and in the NESA publication "All My Own Work" found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>.



## Honesty in Assessment – the Standard

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESA subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. Koorimal High School treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC.

Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, students will be reported further. These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. Details can be found on the NESA website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

## NESA's Responsibilities

For each course, NESA produces a syllabus, a statement of subject rules, a list of prescribed texts (if applicable), works and projects and an assessment guide. The NESA Higher School Certificate rules and requirements are covered in the Assessment, Certification and Examination (ACE) Manual. This and many other NESA publications, including syllabi, can be found on the NESA website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au). It is recommended that students regularly access this site.

## Review of Final Assessment Ranks

Following submission of assessment marks from the school in each HSC course and the completion of the HSC examinations, the NESA will provide students with their relative position in each course, through their NESA Students Online account.

If the position assigned by the school differs significantly from what was expected by a student, based on information provided during the course, the student may seek a review in that course. The teacher's professional judgement of the achievement level in individual assessments as reflected in the marks or grades awarded, will not be considered in any part of the review.

## Number of Assessment Tasks

It is not the intention of the NESA to distort the normal learning processes by the introduction of these assessments. For this reason, schools are advised to use the least number of measures possible to arrive at a fair assessment. It is deemed by NESA that up to 4 tasks should be sufficient for assessment.

Teachers will use other activities for diagnostic purposes and to establish success in the teaching/learning of a particular concept, topic or unit. These are essential parts of the course and should be carried out by all students.

It should further be noted that not all tasks are weighted equally and a poor level of achievement in a major task may have significant consequences. At the same time, it should be recognised that significant variation in a student's rank may occur during the HSC year as a consequence of relatively small mark differences.

Students, therefore, who take lightly their responsibility to submit their best work in all tasks, do so at serious risk. A pattern of non-serious attempt or non-attempt might well prejudice such student's eligibility to receive a Higher School Certificate.



## Non-Assessment Tasks

Not all homework, assignments and tests provide assessment marks. The purpose of non-assessment tasks is to give you practice and so help you improve your result. You need to complete all your assigned work in order to have satisfactorily completed the course – not just the tasks specified for assessment. As these tasks are part of a course, their completion is required for you to meet course requirements.

## Concerns

If you are experiencing any difficulty in assessments for a course you should seek help from your teacher, Year Advisor or the Head Teacher responsible for that course.

## Satisfactory Completion of a Course

### Course Completion Criteria

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

- followed** the course developed or endorsed by NESAs; and
- applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved** some or all of the course outcomes.
- VET Courses only – **completed** mandatory work placement of 70 hours.

While the NESAs do not mandate attendance requirements, Principals may determine that, as a result of absence or lack of sustained effort, the course completion criteria may not be met. Clearly, absences and lack of application will be regarded seriously by Principals who must give students early warning of the consequences of such circumstances. Warning letters must relate to students' meeting the completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or carer (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination.

**"For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 per cent is not sufficient; tasks worth in excess of 50 per cent must be attempted. Furthermore, the student must fulfil the course completion criteria. It is only when both of these conditions are met that the course is listed on the Record of Achievement.**

**Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses which satisfy the NESAs pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate."** (ACE Manual).

## University Admission

The Australian Tertiary Admission Rank (ATAR) is based on an aggregate of scaled marks in ten units of NESAs Board Developed Courses and the highest rank of an ATAR is 99.95.

The Australian Tertiary Admission Rank (ATAR) is calculated for the Universities Admissions Centre (UAC). Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. The NESAs pass this information to UAC. For further information, visit the UAC website at [www.uac.edu.au](http://www.uac.edu.au) or call 1300 275 822.





## Disability Provisions

The NESAs assesses applications from students with special assessment needs in order to provide eligible students with practical support in NESA assessments and examinations. Applications may be made by students for the RoSA, Preliminary HSC and Higher School Certificate according to procedures determined by the NESA. The coordinators of these applications are the Head Teacher Wellbeing and the Learning Support Teacher. They will be able to provide Year 9 - 12 students with Disabilities Provisions Application forms and Information Guides. Students who wish to apply for disabilities provisions should see a member of the Learning Support Team.

Parents are encouraged to contact the Head Teacher Wellbeing or the Learning Support Teacher with any questions regarding the process. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. The due date is always the last day of Term 1 for pre-existing conditions, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation also dated July.

For more details, refer to the NESA website on <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions> or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school. Supporting documents, e.g. medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time, e.g. permanent vision loss, diabetes. Provisions for emergencies (e.g. a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/misadventure appeals, not disability provisions. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time. However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Where a student has a condition that might manifest itself during an examination session (e.g. epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.



## Common Grade Scale for Preliminary Courses

The Common Grade Scale describes performance at each of five grade levels.

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

**This HSC Assessment Information and Schedule should be read in conjunction with the Koorimal High School Assessment Policy.**

**This can be found at <http://www.koorimal-h.schools.nsw.edu.au/> – “Curriculum & Activities” – “Assessment & reporting”.**





# **Individual HSC Course Assessment Schedules**

## **Board Developed Courses**

## Agriculture

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 9	Term 1 Week 9	Term 3 Week 1	Term 3 Week 4/5	
<b>Task Description</b>	Farm Product Study	Biometry Report	Elective Research Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1.1 H3.1 H3.2 H3.3 H3.4	H4.1 H2.2	H4.1 H5.1	H1.1 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1 H5.1	
Knowledge and understanding of course content.	10	5	10	15	<b>40%</b>
Knowledge, understanding and skills required to manage agricultural production systems.	10	10	10	10	<b>40%</b>
Skills in effective research, experimentation and communication		10	5	5	<b>20%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>H1.1</b>	Explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production	<b>H3.3</b>	Critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
<b>H2.1</b>	Describes the inputs, processes and interactions of plant production systems	<b>H3.4</b>	Evaluates the management of the processes in agricultural systems
<b>H2.2</b>	Describes the inputs, processes and interactions of animal production systems	<b>H4.1</b>	Justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
<b>H3.1</b>	Assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products	<b>H5.1</b>	Evaluates the impact of innovation, ethics and current issues on Australian agricultural systems
<b>H3.2</b>	Critically assesses the marketing of a plant OR animal product		

**Head Teacher contact: Mr Andrew Upton**

## Ancient History

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 8	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4/5	
<b>Topic</b>	Cities of Vesuvius	Spartan Society to the Battle of Leuctra 371 B.C	Greek World 500-440 B.C		
<b>Task Description</b>	Short Responses and Source Analysis	Historical Analysis Podcast	Essay and Bibliography	Trial Examination	
<b>Outcomes Assessed</b>	AH12-1-9	AH12-1-9	AH12-1-9	AH12-1-10	
Knowledge and understanding of course content	5	5	10	20	<b>40%</b>
Historical skills in the analysis and evaluation of sources and interpretation	5	10	5		<b>20%</b>
Historical inquiry and research	5	5	10		<b>20%</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>	<b>100%</b>

Explanation of Outcomes			
<b>AH12-1</b>	Accounts for the nature of continuity and change in the ancient world	<b>AH12-6</b>	Analyses and interprets different types of sources for evidence to support an historical account or argument
<b>AH12-2</b>	Proposes arguments about the varying causes and effects of events and developments	<b>AH12-7</b>	Discusses and evaluates differing interpretations and representations of the past
<b>AH12-3</b>	Evaluates the role of historical features, individuals and groups in shaping the past	<b>AH12-8</b>	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>AH12-4</b>	Analyses the different perspectives of individuals and groups in their historical context	<b>AH12-9</b>	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
<b>AH12-5</b>	Assesses the significance of historical features, people, places, events and developments of the ancient world	<b>AH12-10</b>	Analyses issues relating to the ownership, custodianship and conservation of the ancient past

**Head Teacher contact: Mr Joshua Celi**

## Biology

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 10	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5	
<b>Task Description</b>	Model Building	Extended Response	Depth Study	Trial exam	
<b>Outcomes Assessed</b>	BIO11/12-1 – 7,12	BIO11/12-1 – 7,13	BIO11/12-1 – 7, 14	BIO11/12-1 -7, 12, 13, 14, 15	
Working Scientifically skills: BIO11/12-1 Questioning and predicting; BIO11/12-2 Planning investigations; BIO11/12-3 Conducting investigations; BIO11/12-4 Processing data information; BIO11/12-5 Analysing data and information; BIO11/12-6 Problem solving; BIO11/12-7 Communicating.	15	10	20	15	<b>60%</b>
Knowledge and understanding of: BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species; BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change; BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system; BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease	10	10	10	10	<b>40%</b>
<b>Total</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>	<b>100%</b>

<b>Explanation of Outcomes</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

**Head Teacher contact: Mrs Michele McArthur**





## Business Studies

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4/5	
<b>Topic</b>	Operations	Marketing	Finance		
<b>Task Description</b>	Research Task	Extended Response	Case Study	Trial Examination	
<b>Outcomes Assessed</b>	H1 H2 H5 H7	H3 H5 H6 H7 H8 H9	H4 H6 H7 H8 H9 H10	H2 H3 H4 H5 H6 H9 H10	
Knowledge and understanding of course content	5	10	10	15	<b>40%</b>
Stimulus-based skills		5	10	5	<b>20%</b>
Inquiry and research	10	10			<b>20%</b>
Communication of business information, ideas and issues in appropriate forms		5	5	10	<b>20%</b>
<b>Total</b>	<b>15%</b>	<b>30%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mr Joshua Celi**

## Chemistry

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 7	Term 1 Week 7	Term 2 Week 5	Term 3 Week 4/5	
Task Description	Secondary Research Task	Extended Response Task	Depth Study	Trial HSC Examination	
Outcomes Assessed	CH12-1-7 and 12	CH12-4, 5, 6,12 and 13	CH12-1-7 and 14	CH12-2, 5, 6, 12, 13, 14 and 15	
Working Scientifically Skills CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7	20	15	20	5	<b>60%</b>
Knowledge and understanding of: CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes	5	10	5	20	<b>40%</b>
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

Explanation of Outcomes	
CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	Analyses and evaluates primary and secondary data and information
CH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**Head Teacher contact: Mrs Michele McArthur**

## Community and Family Studies

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 10	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5	
<b>Task Description</b>	Independent Research Project	Case Study: Groups in Context	Individuals and Work	Trial HSC examination	
<b>Outcomes Assessed</b>	H4.1 H4.2	H1.1 H2.2 H2.3 H3.1 H3.3 H5.1	H3.2 H3.4 H5.1 H5.2 H6.1 H6.2	H1.1 to H6.2	
Knowledge and understanding of course content	5	10	5	20	<b>40%</b>
Skills in critical thinking, research methodology, analysing and communicating	15	15	20	10	<b>60%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Miss Rosemary Teakel**

## Design and Technology

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 8	Term 1 Week 2	Term 2 Week 7	Term 3 Week 4/5	
<b>Task Description</b>	Innovation Case Study	Presentation and Report on Project Proposal and Management, Creativity and Research	Commercial and Industrial Written Report	Trial Examination	
<b>Outcomes Assessed</b>	H1.1 H2.1 H2.2 H3.1 H3.2 H5.2 H6.2	H1.1 H1.2 H2.1 H3.2 H4.1	H4.2 H4.3 H5.2 H6.1	H1.1 H1.2 H2.1 H2.2 H3.1 H4.2 H4.3 H5.1 H6.2	
Knowledge and understanding of course content.	20			20	<b>40%</b>
Knowledge and skills in designing, managing, producing and evaluating a major design project.		30	20	10	<b>60%</b>
<b>Total</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>H1.1</b>	Critically analyses the factors affecting design and the development and success of design projects	<b>H4.2</b>	Selects and uses resources responsibly and safely to realise a quality major design project
<b>H1.2</b>	Relates the practices and processes of designers and producers to the major design project	<b>H4.3</b>	Evaluates the processes undertaken and the impacts of the major design project
<b>H2.1</b>	Explains the influence of trends in society on design and production	<b>H5.1</b>	Manages the development of a quality major design project
<b>H2.2</b>	Evaluates the impact of design and innovation on society and the environment	<b>H5.2</b>	Selects and uses appropriate research methods and communication techniques
<b>H3.1</b>	Analyses the factors that influence innovation and the success of innovation	<b>H6.1</b>	Justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
<b>H3.2</b>	Uses creative and innovative approaches in designing and producing	<b>H6.2</b>	Critically assesses the emergence and impact of new technologies, and the factors affecting their development
<b>H4.1</b>	Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project		

**Head Teacher contact: Mr Andrew Upton**



## Drama

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 8	Term 1 Week 8/9	Term 2 Week 7	Term 3, Week 2 (GPs) Week 4/5 (Written Exam)	
<b>Task Description</b>	<p>Research Task and Workshop Performance: Studies in Drama and Theatre, Selected Topic</p> <p>Written response to research question and performance, based on workshop activities (1 essay)</p>	<p>Individual Project: Submission/ Performance of Work Under Development</p> <p>Performance 6-8 minutes, or presentation of individual project work(s) in progress, log book including preliminary drafts and research, reflection on development</p>	<p>Group Performance WIP Presentation of Group Performance</p> <p>Under development log book with critical analysis of role and character, development of effective performance skills and use of theatrical elements to engage an audience</p>	<p>Trial HSC Examination</p> <p>Written Examination (2 essays) Presentation of Individual Project and Group Performance demonstrating ongoing refinement, formal interview and reflection statement</p>	
<b>Outcomes Assessed</b>	H1.3 H1.6 H3.1 H3.2 H3.3	H1.2 H1.5 H3.3	H1.1 H1.2 H1.4 H1.5 H2.1 H2.2	H3.1 H3.2 H3.3 H1.5 H2.1 H2.2 H2.3	
Making	10	10	10	10	<b>40%</b>
Performing			20	10	<b>30%</b>
Critically Studying	10	10		10	<b>30%</b>
<b>Total</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>



Explanation of Outcomes			
<b>H1.1</b>	Uses acting skills to adopt and sustain a variety of characters and roles	<b>H2.1</b>	Demonstrates effective performance skills
<b>H1.2</b>	Uses performance skills to interpret and perform scripted and other material	<b>H2.2</b>	Uses dramatic and theatrical elements effectively to engage an audience
<b>H1.3</b>	Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works	<b>H2.3</b>	Demonstrates directorial skills for theatre and other media
<b>H1.4</b>	Collaborates effectively to produce a group-devised performance	<b>H3.1</b>	Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
<b>H1.5</b>	Demonstrates directorial skills	<b>H3.2</b>	Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
<b>H1.6</b>	Records refined group performance work in appropriate form	<b>H3.3</b>	Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

**Head Teacher contact: Mr Joel Lowrie**

## Engineering Studies

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4/5	
<b>Task Description</b>	Civil Engineering Report	Personal and Public Transport Engineering Report	Aeronautical Engineering Report	Trial Examination	
<b>Outcomes Assessed</b>	H1.2 H2.1 H3.1 H4.1 H4.2 H5.1 H6.1	H2.1 H3.1 H3.2 H4.2 H4.3 H6.2	H1.1 H1.2 H2.2 H3.2 H3.3 H4.1 H5.2 H6.1	H1.1 H1.2 H2.1 H2.2 H3.1 H3.2 H3.3 H4.1 H4.2 H4.3	
Knowledge and understanding of course content.	15	15	15	15	<b>60%</b>
Knowledge and skills in research problem solving and communication related to engineering practice	10	10	10	10	<b>40%</b>
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

Explanation of Outcomes			
<b>H1.1</b>	Describes the scope of engineering and critically analyses current innovations	<b>H4.1</b>	Investigates the extent of technological change in engineering
<b>H1.2</b>	Differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications	<b>H4.2</b>	Applies knowledge of history and technological change to engineering-based problems
<b>H2.1</b>	Determines suitable properties, uses and applications of materials, components and processes in engineering	<b>H4.3</b>	Applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
<b>H2.2</b>	Analyses and synthesises engineering applications in specific fields and reports on the importance of these to society	<b>H5.1</b>	Works individually and in teams to solve specific engineering problems and prepare engineering reports
<b>H3.1</b>	Demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice	<b>H5.2</b>	Selects and uses appropriate management and planning skills related to engineering
<b>H3.2</b>	Uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports	<b>H6.1</b>	Demonstrates skills in research and problem-solving related to engineering
<b>H3.3</b>	Develops and uses specialised techniques in the application of graphics as a communication tool	<b>H6.2</b>	Demonstrates skills in analysis, synthesis and experimentation related to engineering

**Head Teacher contact: Mr Andrew Upton**

## English Advanced

Task number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4/5	
<b>Task Description</b>	Common Module: Texts and Human Experiences  Analytical response using prescribed text and related material	Module A: Textual Conversations  Analytical response, written task using prescribed text	Module B: Critical Study of Text  Multimodal presentation	Trial HSC Examination Paper 1 – Texts and Human Experiences and Paper 2 Modules	
<b>Outcomes Assessed</b>	EA12-1 EA12-3 EA12-5 EA12-6	EA12-1 EA12-3 EA12-7 EA12-8	EA12-1 EA12-2 EA12-3 EA12-4	EA12-1 EA12-3 EA12-9	
Knowledge and understanding of course content	10	15	10	15	<b>50%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>EA12-1</b>	A student independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	<b>EA12-6</b>	A student investigates and evaluates the relationships between texts
<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>EA12-7</b>	A student evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
<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>EA12-8</b>	A student explains and evaluates nuanced cultural assumptions and values in texts and 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>EA12-9</b>	A student reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner
<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		

**Head Teacher contact: Mrs Robyn Quinn**

## English Extension 1

Task Number	Task 1	Task 2	Task 3	Weighting
<b>Date</b>	2020 Term 4 Week 10	Term 1 Week 9	Term 3 Weeks 4/5	
<b>Task Description</b>	Creative Response  Creative Writing and Reflection	Analytical Essay  Prescribed and Related Texts	Trial HSC Examination  Section 1 – Common Module Section II - Elective	
<b>Outcomes Assessed</b>	EE12-1 EE12-2 EE12-5	EE12-2 EA12-3 EE12-4	EA12-1 EA12-2 EE12-5	
Knowledge and understanding of complex texts and of how and why they are valued.	15	20	15	<b>50%</b>
Skills in complex analysis, sustained composition and investigation	15	20	15	<b>50%</b>
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>EE12-1</b>	Demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technology.	<b>EE12-4</b>	Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.
<b>EE12-2</b>	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>EE12-5</b>	Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes.
<b>EE12-3</b>	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.		

**Head Teacher contact: Mrs Robyn Quinn**



## English Extension 2

Task Number	Task 1	Task 2	Task 3	Weighting
<b>Date</b>	2020 Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	
<b>Task Description</b>	Viva Voce (including written proposal)  Conceptualisation and Inspiration.  Presentation and explanation of proposed major work.	Literature Review  Investigation and Creation of Major Work.  Evaluate and critically examine literature related to their major work.	Critique  Creation and Reflection.  Major Work Journal, including information on the revising and editing of the major work.	
<b>Outcomes Assessed</b>	EEX12-1 EEX12-3	EEX12-2 EEX12-4	EEX12-2 EEX12-5	
Skills in extensive independent research	15	20	15	<b>50%</b>
Skills in sustained composition	15	20	15	<b>50%</b>
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>EEX12-1</b>	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>EEX12-4</b>	Undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea.
<b>EEX12-2</b>	Strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context.	<b>EEX12-5</b>	Reflects on and evaluates the composition process and the effectiveness of their own published composition.
<b>EEX12-3</b>	Applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition.		

Head Teacher contact: Mrs Robyn Quinn



## English Standard

Task number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4/5	
<b>Task Description</b>	Common Module: Texts and Human Experiences  Analytical response using prescribed text and related material	Module A: Language, Identity and Culture  Analytical response, written task using prescribed text.	Module B: Close Study of Text  Multimodal presentation.	Module C: Craft of Writing  Trial HSC Examination Paper 1 – Texts and Human Experiences and Paper 2 - Modules	
<b>Outcomes Assessed</b>	EN12-1 EN12-3 EN12-5 EN12-6	EN12-1 EN12-3 EN12-7 EN12-8	EN12-1 EN12-2 EN12-3 EN12-4	EN12-1 EN12-3 EN12-9	
Knowledge and understanding of course content	10	15	10	15	<b>50%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

<b>Explanation of Outcomes</b>			
<b>EN12-1</b>	A student independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	<b>EN12-6</b>	A student investigates and explains the relationships between texts
<b>EN12-2</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>EN12-7</b>	A student explains and evaluates the diverse ways texts can represent personal and public worlds
<b>EN12-3</b>	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	<b>EN12-8</b>	A student explains and assesses cultural assumptions in texts and their effects on meaning
<b>EN12-4</b>	A student adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts	<b>EN12-9</b>	A student reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner
<b>EN12-5</b>	A student thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments		

**Head Teacher contact: Mrs Robyn Quinn**

## English Studies

Task number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 1	
<b>Task Description</b>	Common Module: Texts and Human Experiences Analytical response using prescribed text and related material	Module: A  We Are Australians  Multimodal response	Module: L  Who Do I Think I Am  Reading and written response	Module: H Part of a Family  Collection of classwork demonstrating student learning across all of the modules studied.	
<p><i>Students studying English Studies do have the option of sitting an HSC exam in order to be awarded an ATAR. However, the academic rigour of this course does not align itself with the expectations of tertiary study.</i></p> <p><i>The English Studies HSC exam will include the Common module: Texts and Human Experiences; a response to a module of the student's choice; and a section to assess writing skills.</i></p>					
<b>Outcomes Assessed</b>	ES12-1 ES12-4 ES12-5 ES12-7	ES12-2 ES12-3 ES12-4 ES12-6 ES12-9	ES12-1 ES12-2 ES12-5 ES12-6 ES12-10	ES12-1 ES12-3 ES12-5 ES12-6 ES12-7 ES12-8	
Knowledge and understanding of course content	10	15	10	15	<b>50%</b>
Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	10	15	10	15	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<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>ES12-6</b>	A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and 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>ES12-7</b>	A student represents own ideas in critical, interpretive and imaginative texts
<b>ES12-3</b>	A student accesses, comprehends and uses information to communicate in a variety of ways	<b>ES12-8</b>	A student understands and explains the relationships between texts
<b>ES12-4</b>	A student composes proficient texts in different forms	<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>ES12-5</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>ES12-10</b>	A student monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

**Head Teacher contact: Mrs Robyn Quinn**



## History Extension

Task Number	Task 1	Task 2	Task 3	Weighting
<b>Date</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5	
<b>Task Description</b>	History Project- Proposal, Process Log and Annotated Sources	History Project - Essay	Trial Examination	
<b>Outcomes Assessed</b>	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-3 HE12-4	
Knowledge and understanding of significant historical ideas and processes	15	10	15	<b>40%</b>
Skills in designing, undertaking and communicating through historical inquiry	15	30	15	<b>60%</b>
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>HE12.1</b>	Analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches	<b>HE12.3</b>	Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
<b>HE12.2</b>	Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches	<b>HE12.4</b>	Constructs a historical position about an area of historical inquiry and discusses and challenges other positions

**Head Teacher contact: Mr Joshua Celi**

## Investigating Science

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4/5	
<b>Task Description</b>	Practical Investigation <b>Module 5</b>	Secondary source research task <b>Modules 5 and 6</b>	Depth Study Critical Review <b>Modules 7 and 8</b>	Trial HSC Examination <b>Modules 5-8</b>	
<b>Outcomes Assessed</b>	INS 11/12-1 INS 11/12-2 INS 11/12-3 INS 11/12-4 INS 11/12-5 INS 11/12-7 INS 12-12	INS 11/12-1 INS 11/12-2 INS 11/12-3 INS 11/12-4 INS 11/12-7 INS 12-13	INS 11/12-1 INS 11/12-5 INS 11/12-6 INS 11/12-7 INS 12-14 INS 12-15	INS 11/12-1 INS 11/12-2 INS 11/12-3 INS 11/12-4 INS 11/12-5 INS 11/12-6 INS 11/12-7 INS 12-12 INS 12-13 INS 12-14 INS 12-15	
Skills in working scientifically	15	15	20	10	<b>60%</b>
Knowledge and understanding	10	10	10	10	<b>40%</b>
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

Explanation of Outcomes			
<b>INS11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation	<b>INS11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>INS11/12-2</b>	Designs and evaluates investigation in order to obtain primary and secondary data and information	<b>INS12-12</b>	Develops and evaluates the process of undertaking scientific investigations
<b>INS11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information	<b>INS12-13</b>	Describes and explains how science drives the development of technologies
<b>INS11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	<b>INS12-14</b>	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
<b>INS11/12-5</b>	Analyses and evaluates primary and secondary data and information	<b>INS12-15</b>	Evaluates the implications of ethical, social, economic and political influences on science
<b>INS11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		

**Head Teacher contact: Mrs Michele McArthur**

## Legal Studies

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5	
<b>Topic</b>	Crime	Human Rights	Family		
<b>Task Description</b>	In class Response	Article Analysis	Research Task	Trial Examination	
<b>Outcomes Assessed</b>	H1 H2 H3 H4 H6 H7	H1 H2 H3 H4 H5 H6 H7	H1 H4 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	
Knowledge and understanding of course content	15	10		15	<b>40%</b>
Analysis and evaluation		10		10	<b>20%</b>
Inquiry and research	5		15		<b>20%</b>
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	<b>20%</b>
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>H1</b>	Identifies and applies legal concepts and terminology	<b>H6</b>	Assesses the nature of the interrelationship between the legal system and society
<b>H2</b>	Describes and explains key features of and the relationship between Australian and international law	<b>H7</b>	Evaluates the effectiveness of the law in achieving justice
<b>H3</b>	Analyses the operation of domestic and international legal systems	<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>H4</b>	Evaluates the effectiveness of the legal system in addressing issues	<b>H9</b>	Communicates legal information using well-structured and logical arguments
<b>H5</b>	Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change	<b>H10</b>	Analyses differing perspectives and interpretations of legal information and issues.

**Head Teacher contact: Mr Joshua Celi**

## Mathematics Advanced

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5	
Task Description	Open Book Test: Sequences and Series and Graphs and Equations	Question Bank Test: Calculus	Assignment: Trigonometric Functions	Trial Examination	
Outcomes Assessed	MA12-1, 2, 4, 5, 9 and 10	MA12-3, 6, 7, 9 and 10	MA12-1, 5, 9 and 10	MA12-1-10	
Understanding, fluency and communication	10	15	5	20	<b>50%</b>
Problem-solving, reasoning and justification	10	10	20	10	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mrs Liz Davies**



## Mathematics Standard 1

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 9	Term 1 Week 10	Term 2 Week 5	Term 3 Week 4/5	
Task Description	Question Bank Test: Networks	Investigation Assignment: Measurement	Test: Data and Finance	Trial Examination	
Outcomes Assessed	MS1-12- 8, 9 and 10	MS1-12-3, 9 and 10	MS1-12-5,9 and 10	MS1-12-1-10	
Understanding, fluency and communication	10	5	15	20	50%
Problem-solving, reasoning and justification	10	20	10	10	50%
<b>TOTAL</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

Head Teacher contact: Mrs Liz Davies

## Mathematics Standard 2

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 9	Term 1 Week 10	Term 2 Week 5	Term 3 Weeks 4/5	
<b>Task Description</b>	Question Bank Test: Networks	Investigation Assignment: Measurement	Test: Annuities and Depreciation	Trial Examination	
<b>Outcomes Assessed</b>	MS2-12-8, 9 and 10	MS2-12-3, 9 and 10	MS2-12-5, 9 and 10	MS2-12-1 - 10	
Understanding, fluency and communication	10	5	15	20	<b>50%</b>
Problem-solving, reasoning and justification	10	20	10	10	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<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- 12-6</b>	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms
<b>MS2- 12-2</b>	Analyses representations of data in order to make inferences, predictions and draw conclusions	<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- 12-3</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- 12-8</b>	Solves problems using networks to model decision-making in practical problems
<b>MS2- 12-4</b>	Analyses two-dimensional and three-dimensional models to solve 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- 12-5</b>	Makes informed decisions about financial situations, including annuities and loan repayments	<b>MS2- 12-10</b>	Uses mathematical argument and reasoning to evaluate conclusions communicating a position clearly to others and justifying a response

**Head Teacher contact: Mrs Liz Davies**

## Mathematics Extension 1

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5	
<b>Task Description</b>	Open Book Test: Proof by Induction and Vectors	Assignment: Calculus	Question Bank Test: Trigonometric Equations and Further Calculus	Trial Examination	
<b>Outcomes Assessed</b>	ME12-1, 2, 6 and 7	ME12-1, 4, 6 and 7	ME12-1, 3, 4, 6 and 7	ME12-1 - 7	
Understanding, fluency and communications	10	5	15	20	<b>50%</b>
Problem-solving, reasoning and justification	10	20	10	10	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mrs Liz Davies**

## Mathematics Extension 2

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 7	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4/5	
<b>Task Description</b>	Open Book Test: Complex Numbers	Investigation Assignment: Proof and Vectors	Question Bank Test: Mechanics and Integration	Trial Examination	
<b>Outcomes Assessed</b>	MEX12- 1,4,7,8	12MEX12- 1,2,3,7,8	12MEX12- 1,5,6,7,8	12MEX12-1-8	
Understanding, fluency and communication	10	5	15	20	<b>50%</b>
Problem-solving, reasoning and justification	10	20	10	10	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mrs Liz Davies**





## Modern History

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5	
Topic	Core: Power and Authority	National Study	Peace and Conflict		
Task Description	Source Analysis	Historical Analysis	Essay and Annotated Bibliography	Trial Examination	
Outcomes Assessed	MH12-1 MH12-2 MH12-7 MH12-8 MH12-9	MH12-3 MH12-6 MH12-8 MH12-9	MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	MH12-1-9	
Knowledge and understanding of course content	5	5	10	20	<b>40%</b>
Historical skills in the analysis and evaluation of sources and interpretation	10	5		5	<b>20%</b>
Historical inquiry and research		10	10		<b>20%</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

Head Teacher contact: Mr Joshua Celi

## Music 1

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 8	Term 1 Week 9	Term 2 Week 6	Term 3 Week 4/5	
Topic	Musicology/ Composition	Mid-Course Presentation of Core performance and Elective 1	Presentation of elective options	Trial HSC Examination	
Task Description	Presentation of a composition portfolio and a Viva Voce involving a scaffolded discussion using concept-based analysis and appropriate musical evidence selected from within Topic 1.	Delivery of Core Performance and Elective 1 which could include performance, composition, or viva voce.	Students are assessed on 2 of the following options: performance, composition, or viva voce for Elective 2 and 3.	Aural skills examination Responses to aural excerpts in relation to the concepts of music.	
Outcomes Assessed	H3 H5 H6 H7	H1 H9	H8 H10 H11	H2 H4	
Performance		10			10%
Composition	10				10%
Musicology	10				10%
Aural				25	25%
Electives		15	30		45%
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>	<b>100%</b>
<b>Component</b>					
Performance Core					10%
Composition Core					10%
Musicology Core					10%
Aural Core					25%
Elective 1					15%
Elective 2					15%
Elective 3					15%

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

**Head Teacher contact: Mr Joel Lowrie**

## Personal Development, Health and Physical Education

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	2020 Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5	
<b>Task Description</b>	Core 2 Sports Analysis	Option: Improving Performance Case Study	Core 1 Research Task	Trial Exam Examination	
<b>Outcomes Assessed</b>	H7 H8 H10 H11	H7 H8 H9 H10 H16 H17	H1 H2 H3 H4 H5 H14 H15 H16	H1 - H13	
Knowledge and understanding of course content	10	10	10	10	<b>40%</b>
Skills in critical thinking, research, analysis and communicating	15	10	15	20	<b>60%</b>
<b>Total</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mrs Rachael Macri**



## Physics

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4/5	
<b>Task Description</b>	Practical Task	Processing / Modelling Task	Depth Study Report	Trial HSC Examination	
<b>Outcomes Assessed</b>	PH11/12- 2, 3, 5, 6, 12	PH11/12- 13, 1, 5, 7	PH11/12- 1-7, 14	PH11/12- 2-6,14,15	
<b>Working Scientifically Skills</b> <b>PH11/12-1</b> Questioning and predicting <b>PH11/12-2</b> Planning investigations <b>PH11/12-3</b> Conducting investigation <b>PH11/12-4</b> Processing data and information <b>PH11/12-5</b> Analysing data and information <b>PH11/12-6</b> Problem solving <b>PH11/12-7</b> Communicating	20	15	15	10	<b>60%</b>
<b>Knowledge and understanding of:</b> <b>PH12-12</b> Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles  <b>PH12-13</b> Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively  <b>PH12-14</b> 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  <b>PH12-15</b> 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	5	10	10	15	<b>40%</b>
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>



### Explanation of Outcomes

Develops and evaluates questions and hypotheses for scientific investigation

Designs and evaluates investigations in order to obtain primary and secondary data and information

Conducts investigations to collect valid and reliable primary and secondary data and information

Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

Analyses and evaluates primary and secondary data and information

Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**Head Teacher contact: Mrs Michele McArthur**

## Science Extension

Task Number	Task 1	Task 2	Task 3	Weighting
<b>Date</b>	Term 4 Week 10	Term 2 Week 8	Term 3 Week 4/5	
<b>Task Description</b>	Poster and oral presentation of research proposal	Research Report	Trial HSC examination	
<b>Outcomes Assessed</b>	SE-1 SE-3 SE-7	SE-1 - SE-7	SE-2 SE-4 SE-5 SE-6 SE-7	
<p><b>Communicating Scientifically</b>  <b>SE-6</b> analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets  <b>SE-7</b> Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report</p>	15	10	5	<b>30%</b>
<p><b>Gathering, recording, analysing and evaluating data</b>  <b>SE-3</b> interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan  <b>SE-4</b> uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets  <b>SE-5</b> analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research</p>	5	10	15	<b>30%</b>
<p><b>Application of scientific research skills</b>  <b>SE-1</b> refines and applies the Working Scientifically processes in relation to scientific research  <b>SE-2</b> analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry</p>	10	20	10	<b>40%</b>
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>



Explanation of Outcomes	
<b>SE 12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>SE 12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>SE 12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>SE 12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>SE 12-5</b>	Analyses and evaluates primary and secondary data and information
<b>SE 12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>SE 12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**Head Teacher contact: Mrs Michele McArthur**



## Society and Culture

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5	
<b>Topic</b>	Social and Cultural Continuity and Change	Belief Systems and Ideologies - Buddhism	Popular Culture - Barbie		
<b>Task Description</b>	Personal Interest Project Portfolio	Research Task	Essay	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1 H3 H5 H6 H7	H1 H2 H3 H4 H9 H10	H1 H2 H3 H7 H10	H1 H2 H3 H4 H5 H6 H7 H9 H10	
Knowledge and understanding of course content		20	10	20	<b>50%</b>
Application and evaluation of social and cultural research methodologies	10		10	10	<b>30%</b>
Communication of information, ideas and issues in appropriate forms	10		10		<b>20%</b>
<b>Total</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>H1</b>	Evaluates and effectively applies social and cultural concepts	<b>H6</b>	Evaluates social and cultural research methods for appropriateness to specific research tasks
<b>H2</b>	Explains the development of personal, social and cultural identity	<b>H7</b>	Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
<b>H3</b>	Analyses relationships and interactions within and between social and cultural groups	<b>H8</b>	Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
<b>H4</b>	Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy	<b>H9</b>	Applies complex course language and concepts appropriate for a range of audiences and contexts
<b>H5</b>	Analyses continuity and change and their influence on personal and social futures	<b>H10</b>	Communicates complex information, ideas and issues using appropriate written, oral and graphic forms

**Head Teacher contact: Mr Joshua Celi**

## Software Design and Development

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 10	Term 1 Week 9	Term 2 Week 10	Term 3 Week 4/5	
<b>Task Description</b>	Research Task	Major Project - Planning and Design	Major Project - Implementation and Testing	Trial Examination	
<b>Outcomes Assessed</b>	H1.2 H5.3	H2.1 H2.2 H5.1 H5.2 H6.1 H6.3 H6.4	H5.1 H5.2 H6.1 H6.3 H6.4	H1.3 H3.2 H4.2 H4.3 H6.2	
Knowledge and Understanding of course content	10	5	15	20	<b>50%</b>
Knowledge and skills in the design and development of software solutions	15	10	15	10	<b>50%</b>
<b>Total</b>	<b>25%</b>	<b>15%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>H1.1</b>	Explains the interrelationship between hardware and software	<b>H4.3</b>	Applies a modular approach to implement well-structured software solutions and evaluates their effectiveness
<b>H1.2</b>	Differentiates between various methods used to construct software solutions	<b>H5.1</b>	Applies project management techniques to maximise the productivity of the software development
<b>H1.3</b>	Describes how the major components of a computer system store and manipulate data	<b>H5.2</b>	Creates and justifies the need for the various types of documentation required for a software solution
<b>H2.1</b>	Explains the implications of the development of different languages	<b>H5.3</b>	Selects and applies appropriate software to facilitate the design and development of software solutions
<b>H2.2</b>	Explains the interrelationship between emerging technologies and software development	<b>H6.1</b>	Assesses the skills required in the software development cycle
<b>H3.1</b>	Identifies and evaluates legal, social and ethical issues in a number of contexts	<b>H6.2</b>	Communicates the processes involved in a software solution to an inexperienced user
<b>H3.2</b>	Constructs software solutions that address legal, social and ethical issues	<b>H6.3</b>	Uses and describes a collaborative approach during the software development cycle
<b>H4.1</b>	Identifies needs to which software solutions are appropriate	<b>H6.4</b>	Develops and evaluates effective user interfaces, in consultation with appropriate people
<b>H4.2</b>	Applies appropriate development methods to solve software problems		

**Head Teacher contact: Miss Rosemary Teakel**

## Visual Arts

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 10	Term 1 Week 8	Term 3 Week 1	Term 3 Week 4/5	
Task Description	Development of BOW- investigations of art making practice in VAPD, experiments, reflections, explanations and research about related artist' practice	Critical/ Historical In-class essay based on case study content	Submission of BOW and VAPD	Critical/ Historical Trial HSC Exam	
Outcomes Assessed	H1 H2 H3 H4	H7 H8 H9	H1 H2 H3 H4 H5 H6	H7 H8 H9 H10	
Art Making	15		35		50%
Art History Art Criticism		20		30	50%
<b>Total</b>	<b>15%</b>	<b>20%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mr Joel Lowrie**



# **Individual HSC Course Assessment Schedules**

## **Content Endorsed Courses**



## Exploring Early Childhood

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	2020 Term 4 Week 4	2020 Term 4 Week 7-9	Term 1 Week 6	Term 2 Week 10	
<b>Task Description</b>	Pregnancy and Childbirth Research Task	Pregnancy and Childbirth Practical Task (Realcare babies)	Food and Nutrition Analysis	Historical and Cultural Contexts of Childhood Investigation	
<b>Outcomes Assessed</b>	1.1 5.1	1.4 6.1	1.3 1.4 6.1 6.2	2.2 2.3 6.2	
Knowledge and understanding of course content	10	5	10	10	<b>35%</b>
Skills in communication, research, decision making, reflective thinking, analysis and evaluation	15	10	20	20	<b>65%</b>
<b>Total</b>	<b>25%</b>	<b>15%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

Objectives	Outcomes
1. Knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children	1.1 analyses prenatal issues that have an impact on development 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children 1.3 examines the nature of different periods in childhood – infant, toddler, preschool and the early school years 1.4 analyses the ways in which family, community and culture influence the growth and development of young children 1.5 examines the implications for growth and development when a child has special needs
2. Knowledge and understanding about the environmental factors that have an impact upon young children's growth and development	2.1 analyses issues relating to the appropriateness of a range of services for different families 2.2 critically examines factors that influence the social world of young children 2.3 explains the importance of diversity as a positive issue for children and their families 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children 2.5 examines strategies that promote safe environments
3. Knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children	3.1 evaluates strategies that encourage positive behaviour in young children
4. Skills in communication and interaction	4.1 demonstrates appropriate communication with children and/or adults 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds 4.3 demonstrates appropriate strategies to resolve group conflict
5. Skills in research and analysis	5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
6. Skills in decision making, evaluation and reflective thinking	6.1 demonstrates an understanding of decision making processes 6.2 critically examines all issues including beliefs and values that may influence interactions with others

**Head Teacher contact: Mrs Rachael Macri**

## Photography, Video and Digital Imaging

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	2020 Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Week 7	
<b>Task Description</b>	<p><b>Making:</b> You are to complete, curate and professionally present in your portfolio a selection of images based on the Theme; "What is it"</p> <p><b>Crit &amp; Hist:</b> Photographer research: investigation in recording of the genre of the everyday</p>	<p><b>Making Portraiture:</b> You are to creatively produce and curate a series of portrait images of an individual or individuals</p> <p><b>Crit &amp; Hist:</b> Photographer research: investigate how the portrait photographer of your choice created unique portrait images</p>	<p><b>Making Advanced Digital Imaging:</b> You are to create a body of work consisting of 10 digital case studies on advanced techniques</p> <p><b>Crit &amp; Hist:</b> All planning and development, and progress images are to be included for each image in your portfolio</p>	<p><b>Making Group/Solo Major Work:</b> A culmination of learning in PVDI, you are to plan, manage and create a final major BOW in either photography or videography</p> <p><b>Crit &amp; Hist:</b> All planning and development, including artist statement must be submitted alongside in your Portfolio</p>	
<b>Outcomes Assessed</b>	M1 M2 M3 M4 M5 M6 CH1 CH2 CH3 CH4	M1 M2 M3 M4 M5 M6 CH1 CH2 CH3 CH4	M1 M2 M3 M4 M5 M6	M1 M2 M3 M4 M5 M6 CH1 CH2 CH3 CH4	
Making	15	15	15	25	<b>70%</b>
Critical and Historical Investigations	10	10	5	5	<b>30%</b>
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

<b>Objectives</b>	<b>Outcomes - Practical</b>	<b>Objectives</b>	<b>Outcomes – Criticism and Historical Studies</b>
<b>M1</b>	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.	<b>CH1</b>	Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging.
<b>M2</b>	Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works.	<b>CH2</b>	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations.
<b>M3</b>	Investigates different points of view in the making of photographs and/or videos and/or digital images.	<b>CH3</b>	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies.
<b>M4</b>	Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital.	<b>CH4</b>	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging.
<b>M5</b>	Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images.	<b>CH5</b>	Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.
<b>M6</b>	Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works.		

**Head Teacher contact: Mr Joel Lowrie**





## Sport, Lifestyle and Recreation

Task Number	Task 1	Task 2	Task 3	Weighting
<b>Date</b>	2020 Term 4 Week 8	Term 1 Week 5	Term 2 Week 9	
<b>Task Description</b>	Aquatics Topic Test and Practical Task	Outdoor Recreation Research Task	Games and Sport Application Practical Assessment	
<b>Outcomes Assessed</b>	1.1 1.2 2.2 3.1 3.6 4.4	1.3 2.3 3.6 4.1	3.1 4.1 4.2 4.4 4.5	
Knowledge and understanding of course content	15	20	10	<b>45%</b>
Movement Application	15		25	<b>40%</b>
Process		10	5	<b>15%</b>
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

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

**Head Teacher contact: Mrs Rachael Macri**



# Individual HSC VET Information

## HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed Competent if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses.

Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. You will also receive a report from the school each semester indicating competency achievement.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

**Recognition of Prior Learning (RPL)** apply on the RTO RPL form with the evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer who will forward it to the RTO manager for review.

**Credit Transfer** will be given for units of competency previously achieved with another RTO.

**N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an "N" determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

### **Work placement - Advice from NESA in response to COVID-19**

**"Students undertaking VET courses in 2020 will remain eligible for the Preliminary or HSC credit units if unable to complete work placement. Students are no longer required to undertake NESA-mandated VET work placements."** NESA update, 29 April 2020.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

Workplacement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- a 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

**HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).**

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

## Assessment Summary for BSB20115 Certificate II in Business

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 6 OR 7 Term 1
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Weeks 4 & 5 Term 3

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role play, Oral presentation	Third party report	HSC examinable

### Cluster 1 Keyboarding Speed, Accuracy & Word Processing

BSBITU307 Develop keyboarding speed and accuracy	Y	Y		Y			
BSBITU211 Produce digital text documents	Y	Y		Y			

### Cluster 2 Work Health and Safety

BSBWHS201 Contribute to health and safety of self and others	Y			Y			Y
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### Cluster 3 Handle Mail

BSBINM202 Handle mail		Y	Y	Y			
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### Cluster 4 File It

BSBINM201 Process and maintain workplace information		Y	Y	Y			Y
BSBWOR202 Organise and complete daily work activities		Y	Y	Y			

### Cluster 5 Lets Communicate

BSBITU213 Use digital technologies to communicate remotely			Y	Y	Y		
BSBCMM201 Communicate in the workplace			Y	Y	Y		

### Cluster 6 Lets Work Together

BSBIND201 Work effectively in a business environment	Y		Y	Y			Y
BSBINN201 Contribute to workplace Innovation	Y		Y	Y			Y
BSBCUS201 Deliver a service to customers	Y		Y	Y			Y

### Cluster 7 Going Green

BSBSUS201 Participate in environmentally sustainable work practices	Y				Y		Y
BSBITU212 Create and use spreadsheets	Y				Y		

### Cluster 8 Financial Documents

TLIP2029A Prepare and process financial documents				Y			Y
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Depending on the achievement of units of competency; the possible AQF qualification outcome is BSB20115 Certificate II in Business or a Statement of Attainment towards BSB20115 Certificate II in Business.



## Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 6 OR 7 Term 1
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Weeks 4 & 5 Term 3

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role-play. Oral presentation	Self-Assessment	HSC examinable
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### Cluster 1 Working Safely in the Construction Industry

CPCOHS2001A Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y
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### Cluster 2 Carpentry Basics

CPCCCA2011A Handle carpentry materials	Y	Y	Y	Y		Y	
CPCCA2002B Use carpentry tools and equipment	y	y	y	y			**

### Cluster 3 White Card

CPCCWHS1001 Prepare to work safely in the construction industry	Y		Y	Y	Y		Y
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### Cluster 4 Levelling

CPCCCM2006B Apply basic levelling procedures	Y		Y	Y			
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### Cluster 5 Reading Plans

CPCCCM2001A Read and interpret plans and specifications	Y		Y	Y			Y
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### Cluster 6 Prepare for Concreting

CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground	Y	Y		Y		Y	
CPCCCM1015A Carry out measurements and calculations	Y	Y		Y		Y	Y

### Cluster 7 Group Project

CPCCCM1013A Plan and organise work	Y	Y		Y		Y	Y
CPCCM2004A Handle construction materials	Y			Y			

### Cluster 8 Skills Into Action

CPCCCM1012A Work effectively and sustainably in the construction industry				Y		Y	Y
CPCCCM1014A Conduct workplace communication				Y	Y		Y

### Cluster 9

CPCCJN2001A Assemble components	Y	Y		Y		Y	
CPCCJN2002B Prepare for off-site manufacturing process	Y	Y		Y		Y	

\*\* CPCCCM2005B Use construction tools and equipment – syllabus content to be delivered

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

## Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 6 OR 7 Term 1
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Weeks 4 & 5 Term 3

	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable
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### Cluster 1 Working Together new cluster

BSBWOR203 Work effectively with others				Y	Y		Y
BSBCMM201 Communicate in the Workplace				Y	Y		

### Cluster 2 Safe and hygienic food preparation-new cluster

Part A Hygienic Food Preparation							
SITXFSA001 Use hygienic practices for food safety	Y			Y			Y
Part B Safe Food Preparation							
SITHCCC001 Use food preparation equipment	Y	Y		Y			
SITXFSA002 Participate in safe food handling practices	Y	Y		Y			

### Cluster 3 Café Skills- new assessment requirement

SITHFAB005 Part A Prepare and serve espresso coffee	Y	Y		Y		Y	Y Portfolio
SITHFAB004 Part B Prepare and serve non-alcoholic beverages	Y	Y		Y		Y	Y Portfolio

### Cluster 4 Safe and Sustainable work practices

SITXWHS001 Participate in safe work practices	Y			Y	Y		Y
BSBSUS201 Participate in environmentally sustainable work practices				Y			

### Cluster 5 Interacting with diverse customers

SITXCCS003 Interact with customers	Y			Y	Y		Y
SITXCOM002 Show social and cultural sensitivity	Y			Y	Y		

### Cluster 6 Serving food and beverages – new assessment requirement

SITHFAB007 Serve food and beverage	Y			Y		Y	Y Portfolio
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### Cluster 7 Keeping up to date with industry

SITHIND002 Source and use information on the hospitality industry				Y			Y
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### Cluster 8 Use hospitality skills effectively – new assessment requirement

SITHIND003 Use hospitality skills effectively	Y			Y		Y	Portfolio
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## Assessment Summary for SIT20416 Certificate II in Kitchen Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 6 OR 7 Term 1
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Weeks 4 & 5 Term 3

	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable
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### Cluster 1 Getting Along

BSBWOR203 Work effectively with others				Y			Y
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### Cluster 2 Safe and hygienic food preparation

Part A Hygienic Food Preparation							
SITXFSA001 Use hygienic practices for food safety	Y			Y			Y
Part B Safe Food Preparation							
SITHCCC001 Use food preparation equipment	Y	Y		Y			Y
SITXFSA002 Participate in safe food handling practices	Y	Y		Y			Y

### Cluster 3 Safe and sustainable work practices

BSBSUS201 Participate in environmentally sustainable work practices	Y		Y	Y			
SITXWHS001 Participate in safe work practices	Y		Y	Y			Y

### Cluster 4 Preparing quality simple dishes

SITHCCC002 Prepare and present simple dishes	Y	Y		Y			
SITXINV002 Maintain the quality of perishable items	Y	Y		Y			

### Cluster 5 Producing menu items – new assessment requirement

SITHCCC005 Prepare dishes using basic methods of cookery	Y			Y		Y	Y Portfolio
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### Cluster 6 Cleaning the kitchen

SITHKOP001 Clean kitchen premises and equipment	Y	Y		Y			Y
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### Cluster 7 Preparing appetisers and salads - new assessment requirement

SITHCCC006 Prepare appetisers and salads	Y			Y		Y	Portfolio
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### Cluster 8 Sandwich preparation

SITHCCC003 Prepare and present sandwiches	Y	Y		Y			
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### Cluster 9 Keeping up to date with industry

SITHIND002 Source and use information on the hospitality industry				Y			Y
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### Cluster 10 Use cookery skills effectively - new assessment requirement

SITHCCC011 Use cookery skills effectively (holistic)	Y	Y				Y	Portfolio
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## Assessment Summary for CUA30415 Certificate III in Live Production and Services

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 6 OR 7 Term 1
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Weeks 4 & 5 Term 3

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role play. Oral presentation	Third party report	Self-Assessment	HSC examinable
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### Cluster 1 Working in the Entertainment Industry

CPCCOHS1001A Work safely in the construction industry			Y	Y				Y
CUAIND301 Work effectively in the creative arts industry	Y			Y	Y			Y

### Cluster 2 Lighting

CUALGT301 Operate basic lighting	Y		Y	Y	Y			Y
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### Cluster 3 Audio

CUASOU301 Undertake live audio operations	Y		Y	Y	Y			Y
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### Cluster 4 Vision Systems the live feed

CUAVSS302 Operate vision systems	Y		Y	Y	Y		Y	Y
BSBWOR301 Organise personal work priorities and development	Y		Y	Y	Y		Y	Y

### Cluster 5 Staging

CUAWHS302 Apply work health and safety practices	Y		Y	Y	Y			Y
CUASTA202 Assist with bump in bump out of shows	Y		Y	Y	Y			

### Cluster 6 Live Performance

CUASTA301 Assist with production operations for live performances	Y		Y	Y				Y
CUASMT301 Work effectively backstage during performances	Y		Y	Y				

### Cluster 7 Collaboration with Customers

CUAPPR304 Participate in collaborative creative projects	Y			Y	Y	Y		
SITXCCS303 Provide service to customers	Y			Y	Y	Y		Y

### Cluster 8 Follow spots and sound Year 12 Specialisation only

CUFLGT304 Install and operate follow spots	Y		Y	Y	Y			
CUASOU306 Operate sound reinforcement systems	Y		Y	Y	Y			

### Cluster 9 Let's communicate Year 12 Specialisation only

BSBCMM201 Communicate in the workplace	Y		Y	Y	Y			
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Depending on the achievement of units of competency; the possible AQF qualification outcome is CUA30415 Certificate III in Live Production and Services or a Statement of Attainment towards CUA30415 Certificate III in Live Production and Services.

## Assessment Summary for cohort 2020-2021

### MEM10119 Certificate I Engineering and

### Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Week 6 OR 7 Term 1
NO HSC examination available in this course	NA

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Written assignment, Test, Quiz	Portfolio	HSC examinable
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#### Cluster 1 – Welcome to the industry

MEM13015 Work safely and effectively in manufacturing and engineering		Y	Y		
MEM16006 Organise and communicate information		Y	Y		
MEM11011 Undertake manual handling	Y	Y	Y		

#### Cluster 2 – Right tool, right job

MEM18001 Use hand tools	Y	Y	Y		
MEM18002 Use power tools/hand held operations	Y	Y	Y		

#### Cluster 3 – Engineering in practice

MEM12024 Perform computations	Y	Y	Y		
MEM16008 Interact with Computer technology	Y	Y			
MEM7032 Use workshop machines for basic operations	Y				

#### Cluster 4 – Can we build it

MEMPE006A Undertake a basic engineering project	Y	Y	Y	Y	
MEMPE001A Use engineering workshop machines	Y			Y	
MEMPE005A Develop a career plan for the engineering and manufacturing industry			Y		

#### Cluster 5 – Sparks and noise

MEMPE002A Use electric welding machines	Y		Y		
MEMPE004A Use fabrication equipment	Y	Y	Y		

Depending on the achievement of units of competency; the possible AQF qualification outcomes are

Statement of Attainment towards MEM10119 Certificate I in Engineering or

MEM10119 Certificate I in Engineering and /or

Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.