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Forward

Please read in conjunction with **Koorringal High School Stage 6 Assessment Procedures Booklet**. This can be found at <http://www.koorringal-h.schools.nsw.edu.au/> – “Curriculum & Activities” – “Assessment & Reporting”.

The Assessment Procedures are located on the school’s website above 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 Koorringal 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.

Time	Scheduled Assessment Periods
TERM 4, 2021	Assessment according to a published schedule
TERM 1, 2022	Assessment according to a published schedule
TERM 2, 2022	Assessment throughout the term – according to a published schedule
TERM 3, 2022	THE TRIAL HSC EXAMINATIONS - Weeks 4 – 5 (8 th – 19 th August)

This booklet outlines the nature of the assessment tasks within Koorringal 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 – 2021 (for student use)

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



Koorungal High School – Planner – Term One – 2022 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	<u>Staff Development Day</u> 31-Jan	1-Feb	2-Feb	3-Feb	4-Feb
Week 2 B	7-Feb	8-Feb	9-Feb	10-Feb	11-Feb
Week 3 A	14-Feb	15-Feb	16-Feb	17-Feb	18-Feb
Week 4 B	21-Feb	22-Feb	23-Feb	24-Feb	25-Feb
Week 5 A	28-Feb	1-Mar	2-Mar	3-Mar	4-Mar
Week 6 B	7-Mar	8-Mar	9-Mar	10-Mar	11-Mar
Week 7 A	14-Mar	15-Mar	16-Mar	17-Mar	18-Mar
Week 8 B	21-Mar	22-Mar	23-Mar	24-Mar	25-Mar
Week 9 A	28-Mar	29-Mar	30-Mar	31-Mar	1-Apr
Week 10 B	4-Apr	5-Apr	6-Apr	7-Apr	8-Apr



Koorungal High School Planner – Term Two – 2022 (for student use)

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



Koorungal High School Planner – Term Three – 2022 (for student use)

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



Koorringal High School's Assessment Policy for the 2022 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; and
- 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, Science 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. 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, 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:

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

While the NESA does 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 NESA 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 NESA 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 NESA passes this information to UAC. For further information, visit the UAC website at 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.



Individual HSC Course Assessment Schedules

Board Developed Courses

Agriculture

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

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

Head Teacher contact: Mr Andrew Upton

Biology

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 10	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5	
Task Description	Model Building	Extended Response	Depth Study	Trial HSC Examination	
Outcomes Assessed	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	15	10	20	15	60%
Knowledge and understanding	10	10	10	10	40%
Total	25%	20%	30%	25%	100%

Explanation of Outcomes			
Working Scientifically Skills		Knowledge and Understanding	
BIO11/12-1	Develops and evaluates questions and hypotheses for scientific investigation	BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species;
BIO11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information	BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change;
BIO11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information	BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system;
BIO11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	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
BIO11/12-5	Analyses and evaluates primary and secondary data and information		
BIO11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		
BIO11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose		

Head Teacher contact: Mrs Michele McArthur

Business Studies

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 9	Term 1 Week 9	Term 2 Week 10	Term 3 Week 4/5	
Topic	Operations	Human Resource Management	Marketing		
Task Description	Short Answer Questions	Extended Response	Marketing Plan and Analysis	Trial HSC Examination	
Outcomes Assessed	H1 H3 H4 H9	H2 H5 H6 H7	H4 H6 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H8 H9 H10	
Knowledge and understanding of course content	5	10	5	20	40%
Stimulus-based skills	5		10	5	20%
Inquiry and research	5	10	5		20%
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20%
Total	20%	25%	25%	30%	100%

Explanation of Outcomes			
H1	Critically analyses the role of business in Australia and globally	H6	Evaluates the effectiveness of management in the performance of businesses
H2	Evaluates management strategies in response to changes in internal and external influences	H7	Plans and conducts investigation into contemporary business issues
H3	Discusses the social and ethical responsibilities of management	H8	Organises and evaluates information for actual and hypothetical business situations
H4	Analyses business functions and processes in large and global businesses	H9	Communicates business information, issues and concepts in appropriate formats
H5	Explains management strategies and their impact on businesses	H10	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 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5	
Task Description	Equilibrium Experiment Report	Titration Depth Study	Organic Chemistry Modelling Task	Trial HSC Examination	
Outcomes Assessed	CH12-1-7 and 12	CH12-1-7 and 13	CH12-3-7 and 14	CH12-1-7 CH12-12-15	
Working Scientifically Skills	15	15	25	5	60%
Knowledge and understanding	5	5	5	25	40%
Total	20%	20%	30%	30%	100%

Explanation of Outcomes			
Working Scientifically Skills		Knowledge and Understanding	
CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation	CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information	CH12-13	describes, explains and quantitatively analyses acids and bases using contemporary models
CH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information	CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes
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
Date	Term 4 Week 10	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5	
Task Description	Independent Research Project	Case Study: Groups in Context	Individuals and Work	Trial HSC Examination	
Outcomes Assessed	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	40%
Skills in critical thinking, research methodology, analysing and communicating	15	15	20	10	60%
Total	20%	25%	25%	30%	100%

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

Head Teacher contact: Mr Tim Wykes

Drama

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 8	Term 1 Week 8/9	Term 2 Week 7	Term 3, Week 4/5	
Task Description	<i>Workshop Performance and Extended Response</i> Presentation of: - Performance (Studies in Drama and Theatre, Selected Topic) - Written response to question, based on performance and workshop activities (1 essay)	<i>Individual Project Work in Progress</i> Presentation of: - Individual Project - Log book including preliminary drafts and research, reflection on development, and performance as evidence	<i>Group Performance Work in Progress</i> Presentation of: - Group Performance - Log book with critical analysis of role and character, development of effective performance skills and use of theatrical elements to engage an audience	<i>Trial HSC Examination</i> - Presentation of Individual Project and Group Performance demonstrating ongoing refinement, formal interview and reflection statement - Written Examination (2 essays)	
Outcomes Assessed	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	40%
Performing			20	10	30%
Critically Studying	10	10		10	30%
Total	20%	20%	30%	30%	100%

Explanation of Outcomes

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

Head Teacher contact: Mr Joel Lowrie

English Advanced

Task number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4/5	
Task Description	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	
Outcomes Assessed	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	15	10	10	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50%
Total	25%	20%	25%	30%	100%

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

Head Teacher contact: Mr Damian Quinn

English Extension 1

Task Number	Task 1	Task 2	Task 3	Weighting
Date	2021 Term 4 Week 10	Term 1 Week 9	Term 3 Weeks 4/5	
Task Description	Creative Response Creative Writing and Reflection	Analytical Essay Prescribed and Related Texts	Trial HSC Examination Section 1 – Common Module Section II - Elective	
Outcomes Assessed	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	50%
Skills in complex analysis, sustained composition and investigation	15	20	15	50%
Total	30%	40%	30%	100%

Explanation of Outcomes			
EE12-1	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.	EE12-4	Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.
EE12-2	Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts.	EE12-5	Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes.
EE12-3	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: Mr Damian Quinn

English Extension 2

Task Number	Task 1	Task 2	Task 3	Weighting
Date	2021 Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	
Task Description	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.	
Outcomes Assessed	EEX12-1 EEX12-3	EEX12-2 EEX12-4	EEX12-2 EEX12-5	
Skills in extensive independent research	15	20	15	50%
Skills in sustained composition	15	20	15	50%
Total	30%	40%	30%	100%

Explanation of Outcomes			
EEX12-1	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.	EEX12-4	Undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea.
EEX12-2	Strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context.	EEX12-5	Reflects on and evaluates the composition process and the effectiveness of their own published composition.
EEX12-3	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: Mr Damian Quinn

English Standard

Task number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4/5	
Task Description	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	
Outcomes Assessed	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	15	10	10	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50%
Total	25%	20%	25%	30%	100%

Explanation of Outcomes			
EN12-1	A student independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	EN12-6	A student investigates and explains the relationships between texts
EN12-2	A student uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies	EN12-7	A student explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-3	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	EN12-8	A student explains and assesses cultural assumptions in texts and their effects on meaning
EN12-4	A student adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts	EN12-9	A student reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner
EN12-5	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: Mr Damian Quinn

English Studies

Task number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Week 1	
Task Description	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>					
Outcomes Assessed	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	50%
Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	10	15	10	15	50%
Total	20%	30%	20%	30%	100%

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

Head Teacher contact: Mr Damian Quinn

History Extension

Task Number	Task 1	Task 2	Task 3	Weighting
Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5	
Task Description	History Project- Proposal, Process Log and Annotated Sources	History Project - Essay	Trial HSC Examination	
Outcomes Assessed	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	40%
Skills in designing, undertaking and communicating through historical inquiry	15	30	15	60%
Total	30%	40%	30%	100%

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

Head Teacher contact: Mr Joshua Celi

Industrial Technology - Multimedia

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 6	Term 1 Week 6	Term 2 Week 8	Term 3 Week 4/5	
Topic	HSC Project Proposal and management	Industrial related manufacturing technology	Project Development and Management Report	Trial HSC Examination	
Task Description	Pre-production Design and Planning Presentation	Production Report on Research and Development of techniques and processes	Post-Production Presentation and written report	Formal Written Exam	
Outcomes Assessed	H3.1, H3.2, H3.3, H5.1	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Major Work: Knowledge and skills in the design, management, communication and production of a major project	20	5	30	5	60%
Course Content: Knowledge and understanding of course content		20		20	40%
Total	20%	25%	30%	25%	100%

Explanation of Outcomes					
H1.1	investigates industry through the study of businesses in one focus area	H4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills		
H1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry	H4.3	critically applies knowledge and skills related to properties and characteristics of materials/components		
H1.3	identifies important historical developments in the focus area industry	H5.1	selects and uses communication and information processing skills		
H2.1	demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques	H5.2	examines and applies appropriate documentation techniques to project management		
H3.1	demonstrates skills in sketching, producing and interpreting drawings	H6.1	evaluates the characteristics of quality manufactured products		
H3.2	selects and applies appropriate research and problem-solving skills	H6.2	applies the principles of quality and quality control		
H3.3	applies and justifies design principles through the production of a Major Project	H7.1	explains the impact of the focus area industry on the social and physical environment		
H4.1	demonstrates competency in a range of practical skills appropriate to the Major Project	H7.2	analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment		

Head Teacher contact: Mr Joel Lowrie

Industrial Technology - Timber

Task Number	Task 1	Task 2	Task 3	Weighting
Date	Term 4 Week 10	Term 2 Week 2	Term 3 Week 4/5	
Task Description	Industry Study Written report on an organisation/business within the timber industry	<u>Report</u> highlighting the design & practical development for the major project. Include evaluation methods used and the progress of folio documentation	Trial HSC Examination	
Outcomes Assessed	H1.1 H1.2 H1.3 H7.1 H7.2	H2.1 H3.3 H4.1 H6.2 H5.1 H5.2 H7.1	H1.1 H1.2 H1.3 H3.1 H4.3 H6.1 H7.1 H7.2	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	20	10	10	40%
Knowledge, skills and understanding in designing, managing, problem-solving, communication and the safe use of manufacturing processes and techniques through the design and production of a quality major project		30	30	60%
Total	20%	40%	40%	100%

Explanation of Outcomes			
H1.1	investigates industry through the study of businesses in one focus area	H4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry	H4.3	critically applies knowledge and skills related to properties and characteristics of materials/components
H1.3	identifies important historical developments in the focus area industry	H5.1	selects and uses communication and information processing skills
H2.1	demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques	H5.2	examines and applies appropriate documentation techniques to project management
H3.1	demonstrates skills in sketching, producing and interpreting drawings	H6.1	evaluates the characteristics of quality manufactured products
H3.2	selects and applies appropriate research and problem-solving skills	H6.2	applies the principles of quality and quality control
H3.3	applies and justifies design principles through the production of a Major Project	H7.1	explains the impact of the focus area industry on the social and physical environment
H4.1	demonstrates competency in a range of practical skills appropriate to the Major Project	H7.2	analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Head Teacher contact: Mr Andrew Upton

Investigating Science

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4/5	
Task Description	Practical Investigation Module 5	Secondary Source Research Task Modules 5 and 6	Film Analysis Modules 7 and 8	Trial HSC Examination Modules 5-8	
Outcomes Assessed	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	60%
Knowledge and understanding	10	10	10	10	40%
Total	25%	25%	30%	20%	100%

Explanation of Outcomes			
INS11/12-1	Develops and evaluates questions and hypotheses for scientific investigation	INS11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS11/12-2	Designs and evaluates investigation in order to obtain primary and secondary data and information	INS12-12	Develops and evaluates the process of undertaking scientific investigations
INS11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information	INS12-13	Describes and explains how science drives the development of technologies
INS11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	INS12-14	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS11/12-5	Analyses and evaluates primary and secondary data and information	INS12-15	Evaluates the implications of ethical, social, economic and political influences on science
INS11/12-6	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
Date	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5	
Topic	Crime	Human Rights	Family		
Task Description	In class Response	Article Analysis	Research Task	Trial HSC Examination	
Outcomes Assessed	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	10	10	5	15	40%
Analysis and evaluation		10		10	20%
Inquiry and research	5		15		20%
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	20%
Total	20%	25%	25%	30%	100%

Explanation of Outcomes			
H1	Identifies and applies legal concepts and terminology	H6	Assesses the nature of the interrelationship between the legal system and society
H2	Describes and explains key features of and the relationship between Australian and international law	H7	Evaluates the effectiveness of the law in achieving justice
H3	Analyses the operation of domestic and international legal systems	H8	Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
H4	Evaluates the effectiveness of the legal system in addressing issues	H9	Communicates legal information using well-structured and logical arguments
H5	Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change	H10	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 9	Term 2 Week 9	Term 3 Weeks 4/5	
Task Description	Open Book Test: Sequences and Series; Graphs and Equations	Question Bank Test: Curve Sketching, Derivative, Integration	Assignment: Financial Mathematics	Trial HSC Examination	
Outcomes Assessed	MA12-1, 4, and 10	MA12-1, 3, 6 and 7	MA12-2, 9 and 10	MA12-1-10	
Understanding, fluency and communication	10	15	10	15	50%
Problem-solving, reasoning and justification	10	10	15	15	50%
Total	20%	25%	25%	30%	100%

Explanation of Outcomes			
MA12-1	Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts	MA12-6	Applies appropriate differentiation methods to solve problems
MA12-2	Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques	MA12-7	Applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-3	Applies calculus techniques to model and solve problems	MA12-8	Solves problems using appropriate statistical processes
MA12-4	Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems	MA12-9	Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA12-5	Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs	MA12-10	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 8	Term 2 Week 5	Term 3 Week 4/5	
Task Description	Assignment: Rates; Right-Angled Trigonometry	Test: Simultaneous Equations; Graphs of Practical Situations; Further Statistical Analysis	Assignment: Investments, Depreciation and Loans	Trial HSC Examination	
Outcomes Assessed	MS1-12- 3, 4, 9 and 10	MS1-12-1, 2, 6, 7, 9 and 10	MS1-12-5, 9 and 10	MS1-12-1-10	
Understanding, fluency and communication	10	10	10	20	50%
Problem-solving, reasoning and justification	15	10	15	10	50%
TOTAL	25%	20%	25%	30%	100%

Explanation of Outcomes			
MS1-12-1	Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts	MS1-12-6	Represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-2	Analyses representations of data in order to make predictions and draw conclusions	MS1-12-7	Solves problems requiring statistical processes
MS1 12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness	MS1-12-8	Applies network techniques to solve network problems
MS1-12-4	Analyses simple two-dimensional and three-dimensional models to solve practical problems	MS1-12-9	Chooses and uses appropriate technology effectively and recognises appropriate times for such use
MS1-12-5	Makes informed decisions about financial situations likely to be encountered post-school	MS1-12-10	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
Date	Term 4 Week 9	Term 1 Week 8	Term 2 Week 5	Term 3 Weeks 4/5	
Task Description	Assignment: Rates & Ratios; Non-Right Angled Trigonometry	Test: Simultaneous Equations; Non-Linear Relationships; Bivariate Data	Assignment: Investments & Loans; Annuities	Trial HSC Examination	
Outcomes Assessed	MS2-12-3, 4, 9 and 10	MS2-12-1, 2, 6, 7, 9 and 10	MS2-12-5, 9 and 10	MS2-12-1 - 10	
Understanding, fluency and communication	10	10	10	20	50%
Problem-solving, reasoning and justification	15	10	15	10	50%
Total	25%	20%	25%	30%	100%

Explanation of Outcomes			
MS2- 12-1	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts	MS2- 12-6	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2- 12-2	Analyses representations of data in order to make inferences, predictions and draw conclusions	MS2- 12-7	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2- 12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate	MS2- 12-8	Solves problems using networks to model decision-making in practical problems
MS2- 12-4	Analyses two-dimensional and three-dimensional models to solve practical problems	MS2- 12-9	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
MS2- 12-5	Makes informed decisions about financial situations, including annuities and loan repayments	MS2- 12-10	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
Date	Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4/5	
Task Description	Open Book Test: Proof by Induction; Vectors	Assignment: Projectile Motion	Question Bank Test: Trigonometric Equations; Further Calculus	Trial HSC Examination	
Outcomes Assessed	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	10	15	15	50%
Problem-solving, reasoning and justification	10	15	10	15	50%
Total	20%	25%	25%	30%	100%

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

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	Peace and Conflict	National Study	Changes in the Modern World	
Task Description	Source Analysis	Historical Analysis - Podcast	Essay and Annotated Bibliography	Trial HSC 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 MH12-2 MH12-7 MH12-8 MH12-9	
Knowledge and understanding of course content	5	10	5	20	40%
Source-based skills	10	5		5	20%
Historical inquiry and research		5	15		20%
Communication of historical understanding in appropriate forms	5	5	5	5	20%
Total	20%	25%	25%	30%	100%

Explanation of Outcomes			
MH12-1	Accounts for the nature of continuity	MH12-6	Analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-2	Proposes arguments about the varying causes and effects of events and developments	MH12-7	Discusses and evaluates differing interpretations and representations of the past
MH12-3	Evaluates the role of historical features, individuals, groups and ideas in shaping the past	MH12-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-4	Analyses the different perspectives of individuals and groups in their historical context	MH12-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH12-5	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%
Total	20%	25%	30%	25%	100%

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

Numeracy

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 10	Term 1 Week 9	Term 2 Week 5	Term 3 Weeks 4 & 5	
Task Description	Investigative Task Percentages & Finance	Investigative Task Location, Time & Temperature	Investigative Task Space and Design	Investigative Task Statistics & Probability	
Outcomes Assessed	N6-1.1, 2, 3 N6-2.1, 4, 5 N6-3.1, 2	N6-1.1, 2, 3 N6-2.1, 2, 5 N6-3.1, 2	N6-1.1, 2 N6-2.1, 5 N6-3.1, 2	N6-1.1, 2, 3 N6-2.3 N6-3.1, 2	
Understanding, fluency and communication	15	15	10	10	50%
Problem-solving, reasoning and justification	10	10	15	15	50%
Total	25%	25%	25%	25%	100%

Explanation of Outcomes			
N6-1.1	Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts	N6-2.4	Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
N6-1.2	Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems	N6-2.5	Chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
N6-1.3	Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions	N6-2.6	Chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
N6-2.1	Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems	N6-3.1	Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6-2.2	Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature	N6-3.2	Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts
N6-2.3	Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability		

Head Teacher contact: Mrs Liz Davies

Personal Development, Health and Physical Education

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	2021 Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5	
Task Description	Core 1 Research Task	Core 2 Sports Analysis	Option: Improving Performance Case Study	Trial HSC Examination	
Outcomes Assessed	H1 H2 H3 H4 H5 H14 H15 H16	H7 H8 H10 H11	H7 H8 H9 H10 H16 H17	H1 - H13	
Knowledge and understanding of course content	10	10	10	10	40%
Skills in critical thinking, research, analysis and communicating	15	15	10	20	60%
Total	25%	25%	20%	30%	100%

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

Head Teacher contact: Mr Tim Wykes

Physics

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 7	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4/5	
Task Description	Practical Task	Processing / Modelling Task	Depth Study Report	Trial HSC Examination	
Outcomes Assessed	PH11/12- 2, 3, 5, 6, 12	PH11/12- 13, 1, 5, 7	PH11/12- 1-7, 14	PH11/12- 2-6,14,15	
Working Scientifically Skills	20	15	15	10	60%
Knowledge and Understanding	5	10	10	15	40%
Total	25%	25%	25%	25%	100%

Explanation of Outcomes			
Working Scientifically Skills		Knowledge and Understanding	
PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation	PH12-12	Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information	PH12-13	Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information	PH12-14	Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	PH12-15	Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom
PH11/12-5	analyses and evaluates primary and secondary data and information		
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose		

Head Teacher contact: Mrs Michele McArthur



Science Extension

Task Number	Task 1	Task 2	Task 3	Weighting
Date	Term 1 Week 2	Term 2 Week 10	Term 3 Week 4/5	
Task Description	Research Proposal and Annotated Journal	Research Report	Trial HSC Examination	
Outcomes Assessed	SE-1 SE-3 SE-7	SE-1 SE-3 – SE-7	SE-1 – SE-7	
Communicating Scientifically	10	10	10	30%
Gathering, recording, analysing and evaluating data	10	10	10	30%
Application of scientific research skills	10	20	10	40%
Total	30%	40%	30%	100%

Explanation of Outcomes	
SE-1	Refines and applies the Working Scientifically processes in relation to scientific research.
SE-2	Analyses historic and cultural observations, ethical considerations, and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry.
SE-3	Interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan.
SE-4	Uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets.
SE-5	Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research.
SE-6	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.
SE-7	Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report.

Head Teacher contact: Mrs Michele McArthur

Society and Culture

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5	
Task Description	Personal Interest Project Portfolio	Research Task: Social Conformity and Non-conformity	Essay – Popular Culture	Trial HSC Examination Written Paper	
Outcomes Assessed	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	50%
Application and evaluation of social and cultural research methodologies	10		10	10	30%
Communication of information, ideas and issues in appropriate forms	10		10		20%
Total	20%	20%	30%	30%	100%

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

Head Teacher contact: Mr Joshua Celi



Individual HSC Course Assessment Schedules

Content Endorsed Courses

Exploring Early Childhood

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	2021 Term 4 Week 4	2021 Term 4 Week 7-9	Term 1 Week 6	Term 2 Week 10	
Task Description	Pregnancy and Childbirth Research Task	Pregnancy and Childbirth Practical Task (Realcare babies)	Food and Nutrition Analysis	Historical and Cultural Contexts of Childhood Investigation	
Outcomes Assessed	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	35%
Skills in communication, research, decision making, reflective thinking, analysis and evaluation	15	10	20	20	65%
Total	25%	15%	30%	30%	100%

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

Head Teacher contact: Mr Tim Wykes

Sport, Lifestyle and Recreation

Task Number	Task 1	Task 2	Task 3	Weighting
Date	2021 Term 4 Week 8	Term 1 Week 5	Term 2 Week 9	
Task Description	Outdoor Recreation Topic Test and Practical Task	Games and Sport Application Practical Assessment	Sports Administration Research Task	
Outcomes Assessed	1.1 1.3 1.4 4.2 4.4	1.1 1.3 3.1 4.1 4.4	1.6 4.5	
Knowledge and understanding of course content	15	10	20	45%
Movement Application	15	25		40%
Process		5	10	15%
Total	30%	40%	30%	100%

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

Head Teacher contact: Mr Tim Wykes



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 NESA 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’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital 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. Refer to your NESA Student Online profile for more information.

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

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

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 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 one or more unit/s 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.

Work placement advice from NESA in response to COVID

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

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for 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 CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 6 and/or 7 Term 1, 2022
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Trial HSC Examination Weeks Weeks 4 & 5 Term 3, 2022

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Working safely in the construction industry	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry (Core)	X		X	Y
Cluster 2 – Carpentry Basics	CPCCCA2011A CPCCCA2002B	Handle carpentry materials (B) Use carpentry tools and equipment (B)	X	X	X	- **
Cluster 3 – White Card	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	Y
Cluster 4 - Levelling	CPCCCM2006B	Apply basic levelling procedures (H)	X	X	X	-
Cluster 5 – Reading plans	CPCCCM2001A	Read and interpret plans and specifications (Core)		X	X	Y
Cluster 6 – Prepare for concreting	CPCCCA2003A CPCCCM1015A	Erect and dismantle formwork for footings and slabs on ground (B) Carry out measurements & calculations (Core)	X	X		- Y
Cluster 7 - Group Project	CPCCCM1013A CPCCCM2004A	Plan and organise work (Core) Handle construction materials (H)	X	X	X	Y -
Cluster 8 - Skills into action	CPCCCM1012A CPCCCM1014A	Work effectively and sustainably in the construction Industry (Core) Conduct workplace communication (Core)			X	Y Y
Cluster 9 – Option 1 - Joinery	CPCCJN2001A CPCCJN2002B	Assemble components (F) Prepare for off-site manufacturing process (F)	X	X	X	- -

** [CPCCCM2005B](#) Use construction tools and equipment – syllabus content to be delivered.

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the CPC20211 Certificate II in Construction Pathways. The Statement of Attainment towards CPC20211 Certificate II in Construction Pathways will be the possible AQF outcome if at least one UoC has been achieved.

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 and/or 7 Term 1, 2022
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Trial HSC Examination Weeks Weeks 4 & 5 Term 3, 2022

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio or direct observation – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Working Together	BSBWOR203	Work effectively with others		X		X	Y
	BSBCMM201	Communicate in the Workplace		X		X	-
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X	Y
	SITHCCC001	Part B Use food preparation equipment	X	X		X	-
	SITXFSA002	Participate in safe food handling practices	X	X		X	-
Cluster 3 – Café Skills	SITHFAB005	Part A Prepare and serve espresso coffee	X	X	X	X	Y
	SITHFAB004	Part B Prepare and serve non-alcoholic beverages	X	X	X	X	Y
Cluster 4 – Safe and Sustainable work practices	SITXWHS001	Participate in safe work practices	X	X		X	Y
	BSBSUS201	Participate in environmentally sustainable work practices	X	X		X	-
Cluster 5 – Interacting with diverse customers	SITXCCS003	Interact with customers	X	X		X	Y
	SITXCOM002	Show social and cultural sensitivity	X	X		X	-
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X	Y
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X	-

****Units highlighted need to be assessed by an assessor that holds three years industry experience ie Cluster 3, 6 and 8. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.

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 and/or 7 Term 1, 2022
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Trial HSC Examination Weeks Weeks 4 & 5 Term 3, 2022

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio or direct observation – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Getting Along	BSBWOR203	Work effectively with others				X	Y
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X	Y
	SITHCCC001	Part B Use food preparation equipment	X	X		X	Y
	SITXFSA002	Participate in safe food handling practices	X	X		X	Y
Cluster 3 – Safe and Sustainable work practices	SITXWHS001	Participate in safe work practices	X	X		X	Y
	BSBSUS201	Participate in environmentally sustainable work practices	X	X		X	
Cluster 4 – Preparing quality simple dishes	SITHCCC002	Prepare and present simple dishes	X	X		X	
	SITXINV002	Maintain the quality of perishable items	X	X		X	
Cluster 5 – Producing menu Items	SITHCCC005	Prepare dishes using basic methods of cookery	X	X	X	X	Y
Cluster 6 – Cleaning the kitchen	SITHKOP001	Clean kitchen premises and equipment	X	X		X	Y
Cluster 7 – Preparing appetisers and salads	SITHCCC006	Prepare appetisers and salads	X	X	X	X	
Cluster 8 – Sandwich preparation	SITHCCC003	Prepare and present sandwiches	X	X		X	
Cluster 9 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 10 – Use cookery skills effectively	SITHCCC011	Use cookery skills effectively	X	X	X	X	

****UoC highlighted must be assessed by an assessor that holds three years industry experience ie Clusters 5, 7, and 10. Refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20416 Certificate II in Kitchen Operations. The Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations will only be the possible AQF outcome if at least one UoC has been achieved.

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 and/or 7 Term 1, 2022 or as negotiated between student and trainer.
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Trial HSC Examination Weeks Weeks 4 & 5 Term 3, 2022

Assessment Plan			Evidence collection			HSC
Cluster	Competency codes		Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1 – Working in the Entertainment Industry	CPCCOHS1001A CUAIND301	Work safely in the construction industry Work effectively in the creative arts industry			X	Mandatory Mandatory
Cluster 2 – Lighting	CUALGT301	Operate basic lighting	X	X	X	Mandatory
Cluster 3 – Audio	CUASOU301	Undertake live audio operations	X	X	X	Mandatory
Cluster 4 – Vision Systems	CUAVSS302 BSBWOR301	Operate vision systems Organise personal work priorities and development	X	X	X	Mandatory -
Cluster 5 - Staging	CUAWHS302 CUASTA202	Apply work health and safety practices Assist with bump in bump out of shows	X	X	X	Mandatory -
Cluster 6 – Live Performance	CUASTA301 CUASMT301	Assist with production operations for live performances Work effectively backstage during performances	X	X	X	Mandatory -
Cluster 7 – Collaboration	CUAPPR304 SITXCCS303	Participate in collaborative creative projects Provide services to customers	X	X	X	- Mandatory
Cluster 8- Specialisation	CUALGT304 CUASOU306	Install and operate follow spots Operate sound reinforcement systems	X	X	X	- -
Cluster 9- Specialisation	BSBCMM201	Communicate in the workplace	X	X	X	-

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the CUA30415 Certificate III in Live Production and Services. The Statement of Attainment towards CUA30415 Certificate III in Live Production and Services will only be the possible AQF outcome if at least one UoC has been achieved.

Assessment Summary for Manufacturing and Engineering Introduction:

MEM10119 Certificate I in 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 and/or 7 Term 1, 2022
There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR	NA

Assessment Plan			Evidence Collection			
Cluster	Competency codes	Title of competency	Written Task/Questioning – written or oral related to knowledge e.g. quizzes, interviews	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks
Cluster 1 – Welcome to the Industry	MEM13015	Work safely and effectively in manufacturing and engineering				
	MEM16006	Organise and communicate information	X	X	X	
	MEM11011	Undertake manual handling				
Cluster 2 – Right tool, Right job	MEM18001	Use hand tools				
	MEM18002	Use power tools/hand held operations	X	X	X	
Cluster 3 – Engineering in Practice	MEM12024	Perform computations				
	MEM16008	Interact with computer technology	X	X	X	
	MEM07032	Use workshop machines for basic operations				
Cluster 4 – Can we build it	MEMPE006A	Undertake a basic engineering project				
	MEMPE001A	Use engineering workshop machines	X	X	X	X
Cluster 5 – Sparks and Noise	MEMPE002A	Use Electric welding machines				
	MEMPE004A	Use fabrication equipment	X	X		
Cluster 6 – My pathway	MEMPE005A	Develop a career plan for the engineering and manufacturing industry	X		X	

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the MEM10119 Certificate I in Engineering. The Statement of Attainment towards MEM10119 Certificate I in Engineering will only be the possible AQF outcome if at least one UoC has been achieved. The Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will only be the possible AQF outcome if at least one UoC has been achieved.