

Queanbeyan High School

High Expectations – High Achievement



HSC Assessment Booklet

Year 12



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Curriculum

Students will study the Year 11 content of their courses until the end of Term 3 2019. In Terms 4 and in 2020 they will study the HSC components of their courses.

For the 2020 HSC, students study one subject from each of the following lines. Each course has different implications for HSC and ATAR Requirements, depending on the course type, as outlined in the table below:

Course Type	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
NESA Developed Courses <i>Count towards ATAR</i>	English (Advanced) English (Standard) English Studies	Mathematics Mathematics Standard Aboriginal Studies	Agriculture Design & Tech Legal Studies DHPE	Biology Visual Arts	Ancient History Chemistry Society & Culture	Business Studies Food Technology IT Timber Modern History
Vocational Education and Training Courses (VET) <i>Contributes to ATAR – if students elect to sit the available HSC Exam (only one VET subject can count)</i>			Sports Coaching	Sport, Leisure & Recreation Exploring Early Childhood Photography	Construction/ Furniture Making Hospitality	Skills for Work Visual Design

* Skills for Work, Exploring Early Childhood, Visual Design. Photography and Sport, Lifestyle and Recreation does not have an elective HSC Exam – therefore this subject cannot count towards ATAR calculations.

HSC and ATAR Requirements

Requirements to gain an HSC

To gain an HSC, students must have completed a minimum of 12 units of Year 11 courses and 10 units of Year 12 courses. All courses in the HSC have a unit value. Most courses are 2 units.

Students must satisfactorily complete the Year 11 Course before they are eligible to commence the corresponding HSC course. English is the only compulsory subject for the HSC. Students planning their senior studies will find more information at the following links:

Choosing HSC Courses:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

How the HSC works:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>

To be eligible for the award of the Higher School Certificate, you must have:

1. satisfactorily completed Stage 5 requirements or gained other qualifications the NSW Education Standards Authority (NESA) considers satisfactory
2. attended a government school, an accredited non-government school, a school outside NSW recognised by NESA, or a TAFE college
3. satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate
4. sat for and made a serious attempt at the required HSC examinations.

Pattern of Study

To qualify for the Higher School Certificate, you must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least 6 units of NESA Developed Courses
- at least 2 units of a NESA Developed Course in English*
- at least three courses of 2-unit value or greater (either NESA Developed or NESA Endorsed Courses)
- at least four subjects.

* Satisfactory completion of English Studies fulfils English requirements and counts towards the six units of NESA Developed Courses required for the award of the Higher School Certificate. English Studies does not meet the UAC requirement of two units of English for the calculation of an ATAR.

ATAR Eligibility

The following information comes directly from the University Admissions Centre (UAC) website.

To be eligible for an ATAR, you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- eight units from Category A courses
- two units of English
- three NESA Developed courses of two units or greater
- four subjects.

The fourth point can easily be overlooked or misunderstood. A subject is an area of study (eg mathematics). Within that subject there may be a number of courses (eg Mathematics General 2, Mathematics, HSC Mathematics Extension 1, and HSC Mathematics Extension 2). If a student studies, for example, HSC Mathematics Extension 1, HSC Mathematics Extension 2, English Advanced, English Extension 2 and Biology they will not meet the four subjects requirement because they have only studied three subjects: mathematics, English and biology.

NSW Education Standards Authority (NESA) Requirements

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 as specified by the Board of Studies.
- b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- c. achieved some or all of the course outcomes. In cases of non-completion of course requirements an 'N' determination will be submitted to NESA.
- d. undertaken the mandatory work placement (V.E.T. students only).

Students and parents/guardians will be notified in writing if the possibility exists of a student gaining an 'N' determination.

For V.E.T. students to gain an A.Q.F. qualification, a student must demonstrate competence in **ALL** units of competency as required for the qualification and have had the assessment undertaken by a qualified industry assessor. Students who have not demonstrated competence in all units will receive a Statement of Attainment (SOA).

Attendance and Satisfactory Completion of a Course

The Principal may determine that, as a result of absence, the course criteria might not be met. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion requirements/criteria. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such actions.

Assessment Tasks

Assessment tasks will be clearly designated. All tasks are included in individual subject schedules and at least two weeks notice will be given to students via a "Notice of Assessment Task Form". Students will be required to sign upon receipt and submission of these tasks. All tasks should be clearly outlined in the notice and give information pertaining to the nature of the task, the outcomes being assessed and the marking schedule giving individual component weightings.

Completion of Assessment tasks

- i) The NSW Education Standards Authority (NESA) expects students to undertake all assessment tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks which contribute in excess to 50% of available marks. The Principal is required to certify that the course has been studied satisfactorily. Unsatisfactory attendance may lead to the non-completion of a course(s).
- ii) **Assessment tasks such as essays, assignments, and fieldwork reports etc which are to be completed in the student's own time must be submitted on the due date or the task will incur a zero mark.** Students are still required to submit the task, even if a zero mark has been awarded, to satisfactorily complete NESA requirements.
- iii) **For "in-school" assessment tasks such as formal examinations, class and practical tests, oral presentations etc, students must attend on the day specified. If an assessment examination or in-class task is missed, a zero mark will be awarded automatically.** Students will be given the opportunity to complete the task at a later date, but a zero mark will still apply unless an appeal is submitted and upheld.
- iv) If a student is absent from school on the due date of an assessment task because of a legitimate school activity (e.g. sporting excursion) the student must submit the task before going on the excursion. **The due date is only the last day on which the task could be submitted.**
- v) A non-serious attempt at an assessment task will be regarded as a non-attempt and will be awarded a zero mark. Responses submitted which are of a trivial, frivolous or offensive nature may be regarded as non-serious. Completing only the Multiple Choice section of an examination will be deemed a non-serious attempt.
- vi) **VET Work Placement is NOT a valid reason for submitting a task late. Students are still expected to submit all assessments tasks by their due date. Failure to do so will result in a zero mark.**
- vii) The school is required to keep a record of all assessment marks each student gains, and a record of what each mark was for. NESA requires that these marks remain confidential.

It is not possible for a student or parent to add up the marks for the assessment tasks and average them to arrive at the final assessment mark. A process of adding weighted scores and moderation takes place for the final marks to be determined.

The school is not required to keep documentary evidence of work submitted by all student's e.g. test answers, essays, tapes etc. In the normal course of events, these would have been returned to students shortly after assessment. (It is at this time students must query teachers with any concerns they may have about the marks awarded for the task. The teacher will consider any query and make a final decision, while providing constructive feedback to the student). If students are not satisfied with the outcome of this, they should discuss their concerns with the Head Teacher of that subject.

Absence from Assessment tasks

- i) In the event of non-attendance on the day of an assessment task, the student or their parent/guardian must notify the school of the student's absence as early as possible. In the case of absence due to illness, a medical certificate is required. This notification must be confirmed in writing to the Principal.
- ii) Where a candidate is unable to complete an assessment task on or by the assigned date, the students must complete a misadventure form available from the Head Teacher of the relevant faculty at the first available opportunity. In exceptional circumstances, where the completion of the original or a substitute task is not feasible, the Principal may authorise the use of an estimate based on other appropriate evidence.
- iii) Students seeking an extension must apply in writing no less than 5 school days prior to the task being due using the Misadventure Form. Individual cases will be considered by the class teacher, head teacher and the Principal before a final decision is made. It cannot be assumed that extensions are granted automatically.

Prolonged Absences

- i) In cases of prolonged absences, which will affect multiple tasks (eg. sick the week of Trial Examinations), the student is required to complete a Misadventure form and submit it directly to the Deputy Principal.
- ii) In some cases, the student will be required to complete the tasks at the first possible convenience. In other cases, the assessment will be determined using completed tasks for that student only. This is at the discretion of the Senior Executive.
- iii) Where a student is inconvenienced due to misadventure the school should be notified as early as possible to organise alternate arrangements.

Plagiarism and Malpractice

- i) Plagiarism or the unacknowledged copying from any secondary sources will incur a mark of zero.
- ii) Further information regarding exact activities which count as malpractice can be found on the ACE website: <http://ace.NESA.nsw.edu.au/ace-9023>

Technological Failure

- i) Computer/printer failure is not an automatic excuse for inability to complete tasks on the due date. It is the student's responsibility to back-up any work in progress, and keep a hard copy of the text.
- ii) Extensions will only be considered if students can provide proof of work completed and can outline the direction of their work to the teacher.

Special (Disability) Provisions

- i) Some students may have special HSC examination needs related to a physical condition, visual impairment, hearing loss, or trouble expressing ideas in writing. Disability Provision Application forms are available at the school. Students wishing to apply for disability provisions should complete an application in term 1 see Ms Green, Mrs Klein or any member of the executive.
- ii) The deadline for special provisions applications is approximately **early April**.
- iii) Should some other unexpected event or circumstances that will negatively affect a student's performance in the HSC Examinations arise after the deadline, students or their parents should contact the school as there are special avenues for provisions for these incidents.

Frequently Asked Questions

1. What is meant by assessment?

Assessment is the measurement of actual student performance in various tasks. It is not a measure of their potential performance or an estimate of their general ability.

2. What must I do to have satisfactorily completed a course?

The NSW Education Standards Authority (NESA) expects students to have:

- (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. This clause will apply to any students who continually hand in class work late, truant or who are absent without justification, as determined by the NSW Department of Education;
- (c) Achieved some of all of the course outcomes; and/or
- (d) Completed all assessment tasks. However, if you fail to attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded a zero for that course.

Where a candidate has failed to satisfactorily study a course, the Principal will:

- (a) Apply a "N" (Non-completion) determination and advise NESA accordingly. Courses which were not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- (b) Advise the candidate of the submission and the right of appeal

3. What happens if I feel I cannot submit an assessment task on time and have a valid reason?

If you feel you have a valid reason for the late submission of an assessment task, then you must approach your teacher, where possible at least five (5) days prior to the due date, giving your reasons in writing, using the school's misadventure form. This must be signed by your parent. A time extension may be granted in legitimate cases.

4. What happens if I fail to attempt or submit a task on time without a valid reason?

You will be awarded a zero for that task.

5. What is the process for submitting an assessment task?

Tasks must be handed to the class teacher at the beginning of the lesson for the relevant course on the due date. Students must sign the Assessment Task Register to indicate they have submitted the task.

6. What happens if I fail to attempt or submit a task?

If you have a valid reason for a non-attempt (and completed the Misadventure Form), then you will either receive an extension or a substitute task to complete. Where this is not feasible, an estimate may be given based on your performance in other tasks after discussion with the Principal. If the explanation is not accepted, you will be awarded a zero for that task.

7. What are valid reasons?

It is up to students to demonstrate that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will initially be determined by the head teacher in consultation with the class teacher on the basis of fairness to all students in the group. This will also be approved by the Principal.

8. What if I am absent when an assessment task is notified?

It is your responsibility to ask your teacher about any assessment tasks which may have been notified in your absence. This needs to be done during the first day of your return to school after an absence. It is your responsibility to refer to the assessment schedules provided in this booklet.

9. What happens if I know I am going to be absent for an assessment task?

You should notify your teacher as soon as possible, in writing (using the misadventure form). This must be done at least five (5) full school days prior to the due date. Your parent or caregiver must also sign the misadventure form. A time extension may be granted in some cases.

10. What happens if I am unable to sit for an examination?

If you are going to be absent for an examination (eg. Half-yearly or Trial HSC examination) you must notify your class teacher, the head teacher of that course and the year advisor, to make arrangements to sit for the examination(s) at an alternate date. If this date is before the rest of the cohort you will be required to sign a confidentiality clause.

If you are ill, it is necessary to contact the school immediately. A Doctor's certificate is required to cover an absence from an examination and this should be attached to the Misadventure Form which appears at the back of this booklet. A copy of the Misadventure Form is also available on the school website. You need to meet with your class teacher(s) to arrange a date to complete the examination(s) which must be within one (1) week of your return to school.

If you are ill prior to or during the HSC examination period, you must obtain a Doctor's Certificate and contact the Principal to obtain a NESA Illness/Misadventure Form.

11. Will my parents or caregiver be informed of any non-attempt?

Yes they will. Any such communication, including official warnings given to you, will be maintained as records at school.

12. Will my general behavior throughout the year be taken into account for assessment purposes?

Your behaviour may affect your ability to meet the NESA requirement that 'students apply themselves with diligence and sustained effort'. In addition, unsatisfactory participation in learning by a student over 17 years of age can result in expulsion.

13. Are there specific behaviours which will affect my assessment?

Yes, any of the following actions may incur a zero mark for any assessment task (this is at the discretion of the senior executive):

- a) Cheating during an assessment task;
- b) Copying from another student and claiming that work as your own;
- c) Presenting an assignment which is clearly not your own work, this includes work completed by another individual on your behalf;
- d) Allowing other students to copy your work;
- e) Copying material with no due acknowledgement;
- f) Disrupting an assessment task; and/or
- g) Truancy or absence from an assessment task without providing a satisfactory explanation.

14. What if I don't make a serious attempt at an assessment task?

Dependent on the nature of the disruption, only one warning may be given.

A non-serious attempt may lead to a student being awarded a zero for that task. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language, and insufficient evidence of the student's own work, etc. The head teacher, in consultation with the teacher involved, will determine if the attempt is non-serious.

15. Can I leave an examination or set assessment task prior to the time set for its completion?

No, except with the supervisor's permission in legitimate emergencies.

16. Am I entitled to a review of my final assessment?

Yes, the school has review procedures to examine legitimate cases. You should first approach the relevant head teacher. If that is not satisfactory then you should see the deputy principal. If the matter is still not resolved then a panel comprising the Principal, Deputy Principal, the relevant head teacher and year advisor will examine the matter and come to a final decision.

17. When may I lodge an appeal against a final HSC assessment?

You have three (3) days from the time you are notified of your final assessment rank in which to lodge a formal, written appeal. No appeals will be considered after this date. A Student Appeal Form is available from head teachers and the deputy principal.

18. Am I entitled to a re-assessment of an individual assessment task?

Yes, if the mark and rank is not what the student expected, then the student may approach his/her teacher for a re-assessment within two (2) full school days after results have been received.

If illness has affected your performance during the task, you must inform your class teacher (and in the case of examinations, the supervising teacher) immediately. A medical certificate may be required.

If the teacher, in consultation with the head teacher, feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students.

If you need to appeal a head teacher's decision refer to the answer to Question 17 above.

19. Will I be warned if my certificate is at risk?

Yes, you will be warned in writing. Your parents or caregiver will be advised and you will be required to provide a written acknowledgement of the warning.

20. How much warning will I get for each assessment task?

A minimum of two (2) weeks notification should be provided to any assessment task being given. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks. You should refer to the answer to Question 7 above. The published dates in this book should not be altered by a teacher without you being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall assessment schedule summary (page XX of this document), the school calendar and consultation with the relevant head teacher.

21. What happens if a teacher/faculty wishes to vary the assessment requirements given to you?

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be negotiated with the students in that course before it is changed.

22. What feedback will I be given on my performance?

For each task you will be told your assessment and your ranking in that task. You will also be informed of your cumulative ranking for that course.

23. How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment during normal class time directly to the teacher or at the time specified by the class teacher. Students and teachers should ensure that receipt of the task is noted on the Assessment Task Register.

24. Where can I check the schedule of assessment tasks and/or seek advice?

This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the school's policy for Higher School Certificate Assessment. You should retain it and refer to it if any questions or problems arise. Teachers, head teachers, the school counselor, the deputy principal and the principal should all be able to provide additional advice. A copy of this document is also able to be accessed on the school's intranet.

25. How does my assessment result affect my final course mark?

The assessment mark is moderated against the student's performance in the HSC examination, after taking into account the student's final course ranking from the school. The moderated assessment mark and examination mark are given equal weight in the determination of the student's HSC course mark, which is then used to calculate the ATAR.

Assessment tasks in VET courses are used to determine your achievement of competencies. There is no correlation between the achievement of competencies in VET courses and the ATAR. The HSC VET examination marks are recorded on your HSC and may be used to calculate your ATAR.

Calendar of Assessment Tasks

Term 4 2020						
Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
1B 14/10 – 18/10						
2A 21/10 – 25/10						
3B 28/10 – 1/11						
4A 4/11 – 8/11						
5B 11/11 – 15/11						
6A 18/11 – 22/11			Photography	EEC		
7B 25/11 – 29/11			Design and Technology		Chemistry	Food Technology
8A 2/12 – 6/12	English Advanced English EALD English Standard English Studies			Biology SLR Vis Arts		Visual Design Modern History Business Studies
9B 19/12 – 13/12		Mathematics Standard 2 / 1 Mathematics Advanced Aboriginal Studies	Legal Studies PDHPE		Ancient History Society and Culture	
10A 16/12 – 20/12						

Calendar of Assessment Tasks

Term 1 2020						
Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
1B						
2A						
3B						
4A						
5B			Agriculture		Society and Culture	
6A			EEC Design and Technology			Visual Design
7B	English Advanced English Studies English Standard English EALD					Industrial Technolog Food Technology
8A		Mathematics Standard 2 & 1 Mathematics Advanced	Vis Art Legal Studies		Ancient History	
9B		Aboriginal Studies		Biology SLR		Modern History
10A			PDHPE Photography		Chemistry	Business Studies
11B	Work Placement	Work Placement	Work Placement	Work Placement	Work Placement	Work Placement

Offline Subjects:

Calendar of Assessment Tasks

Term 2 2020						
Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
1A						
2B						
3A						
4B				Biology	Society and Culture	
5A	English Studies	Mathematics Standard 1	Photography			
6B			Design and Technology			Modern History
7A		Mathematics Standard 2 Aboriginal Studies				Business Studies
8B		Mathematics Advanced	Agriculture Legal Studies			Visual Design Food Technology
9A	English Advanced English EALD		PDHPE		Ancient History	
10B	English Standard			EEC SLR		Industrial Technology

Offline Subjects:

Calendar of Assessment Tasks

Term 3 2020						
Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
1A						
2B						
3A	<i>Trial HSC Starting Wednesday 5th of August</i>					
4B	<i>Trial HSC concluding Wednesday 12th August</i>					
5A						Food Technology
6B				Vis Art SLR		
7A	English Studies		Photography	EEC	Chemistry	
8B						
9A						
10B						

Major Work due dates are not included in this planner

	Task 1 - Research Study: SJ and HR Issues	Task 2 - Major Project: Research and Inquiry	Task 3 - Comparative Studies	Task 4 – Trial Exam	
Task Weighting	15%	40%	15%	30%	
Week Due	T4W9 (2019)	T1W9	T2W7	T3W3-4	
Task Type	Oral Presentatio	Student choice	In class essay	Exam	
Outcomes Assessed	H3.1, H3.2, H3.3, H4.3	H4.1, H4.2	H1.2, H3.1, H3.2, H3.3, H4.3	H1.1, H1.2, H1.3, H2.1, H2.2, H3.2, H3.3	Weighting
COMPONENT BREAKDOWN					Weighting
Knowledge and understanding of course content	5	10	5	20	40
Investigation, analysis, synthesis and evaluation of information	-	15	5	5	25
Research and inquiry methods, including aspects of the Major Project	5	10	5	-	20
Communication of information, ideas and issues in appropriate forms	5	5		5	15
Total	15	40	15	30	100%

Course Outcomes

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

	Task 1	Task 2	Task 3	
Task Weighting	30	30	40	
Week Due	T1W5	T2 W8	T3 W3 / 4	
Task Type	Farm Product Study	Plant / Animal Research	Trial HSC Examination	
Outcomes Assessed	H1.1, H2.1 H2.2, H4.1	H3.1, H3.2 H3.3, H3.4	H1.1, H2.1 H2.2, H3.4 H5.1	
Component Breakdown				Weighting
Knowledge and understanding of course content	5	15	20	40
Knowledge, understanding and skills required to manage agricultural production systems	5	20	15	40
Skills in effective research, experimentation and communication	10	5	5	20
Total	30	30	40	100%

Course Outcomes

- H1.1** explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production
- H2.1** describes the inputs, processes and interactions of plant production systems
- H2.2** describes the inputs, processes and interactions of animal production systems
- H3.1** assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
- H3.2** critically assesses the marketing of a plant OR animal product
- H3.3** critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- H3.4** evaluates the management of the processes in agricultural systems
- H4.1** justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations

Ancient History

	Task 1 – Society Study	Task 2 – In Class Test	Task 3 – Historical Analysis	Task 4 – Trial Exam	
Task Weighting	20%	20%	30%	30%	
Week Due	W9T4	W8T1	W9T2	W3/4T3	
Task Type	Presentation	Source based analysis	Essay	Exam	
Outcomes Assessed	AH12-1, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	AH12-1, AH12-4, AH12-6, AH12-7, AH12-9, AH12-10	AH12-2, AH12-3, AH12-4, AH12-6, AH12-7, AH12-8,	AH12-1, AH12-2, AH12-3, AH12-5, AH12-6, AH12-9	
COMPONENT BREAKDOWN					Weighting
Knowledge and understanding of course content	10%	5%	10%	15%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	10%	5%		20%
Historical inquiry and research	-	-	10%	10%	20%
Communication of historical understanding in appropriate forms	5%	5%	5%	5%	20%
Total	20%	20%	30%	30%	100%

Course Outcomes

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

Biology

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	30%	20%	30%	
Week Due	T4 W8	T1 W9	T2 W4	T3 W3 / 4	
Task Type	Scientific Model	Depth Study	1 st Hand Investigation	Trial HSC Examination	
Outcomes Assessed	BIO12-5, BIO12-12	BIO12-1, BIO12-4, BIO12-6, BIO12-7, BIO12-13	BIO12-2, BIO12-3, BIO12-14	All BIO12	
	Component Breakdown				Weighting
Skills in Working Scientifically	10	20	10	20	60%
Knowledge and Understanding of Course Content	10	10	10	10	40%
Total	20%	30%	20%	30%	100%

Course Outcomes

- BIO11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5** analyses and evaluates primary and secondary data and information
- BIO11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO12-12** explains the structures of DNA and analyses the mechanism of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13** explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14** analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15** explain non-infectious disease and disorder and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	25%	20%	30%	25%	
Week Due	T4W8	T1W10	T2W7	T3W3-4	
Task Type	Case Study: Business Report Operations	Syllabus Analysis	Case Study: Financial Management	Trial Exam	
Outcomes Assessed	H1, H2, H3, H4, H5, H6, H7, H9	H1, H2, H3, H4, H5	H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
COMPONENT BREAKDOWN					Weighting
Knowledge and understanding of course content	10	10	10	10	40
Stimulus based skills	5	0	5	10	20
Inquiry and Research	5	5	10	0	20
Communication of business ideas and issues in appropriate forms	5	5	5	5	20
Total	25%	20%	30%	25%	100%

Course Outcomes

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

Chemistry

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	30%	30%	20%	
Week Due	T4 W7	T1 W10	T3 W3/4	T3 W7	
Task Type	1st Hand Investigation	Depth Study	Trial HSC Examination	Practical Reports	
Outcomes Assessed	CH12-4, CH12-5, CH12-12	CH12-1, CH12-2, CH12-3, CH12-7, CH12-13	All	CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7	
	Component Breakdown				Weighting
Skills in Working Scientifically	15	20	10	15	60%
Knowledge and Understanding of Course Content	5	10	20	5	40%
Total	20%	30%	30%	20%	100%

Course Outcomes

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

Design and Technology

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	30%	20%	30%	20%	
Week Due	Term 4, Week 7 2019	Term 1, Week 6 2020	Term 2, Week 6	Term 3, Week 3/4	
Task Type	Major Project Design Proposal	Research Task: Case Study of an Innovation	Oral Presentation on MDP	Trial HSC (Written Examination)	
Outcomes Assessed	H3.2, H4.1, H5.2	H2.2, H3.1, H6.2	H4.2, H4.3, H5.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
	Component Breakdown				Weighting
Knowledge and understanding of course content		20		20	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	30		30		60%
Total	30%	20%	30%	20%	100%

Course Outcomes

H1.1 critically analyses the factors affecting design and the development and success of design projects

H1.2 relates the practices and processes of designers and producers to the major design project

H2.1 explains the influence of trends in society on design and production

H2.2 evaluates the impact of design and innovation on society and the environment

H3.1 analyses the factors that influence innovation and the success of innovation

H3.2 uses creative and innovative approaches in designing and producing

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project

H4.2 selects and uses resources responsibly and safely to realise a quality major design project

H4.3 evaluates the processes undertaken and the impacts of the major design project

H5.1 manages the development of a quality major design project

H5.2 selects and uses appropriate research methods and communication techniques

H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices

H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

English Advanced

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	20%	20%	40%	
Week Due	W8T4	W7T1	W9T2	W3-4 T3	
Task Type	Multimodal Presentation	Essay	Speech and reflection	Trial HSC Examination	
Outcomes Assessed	EA12-1, EA12-3, EA15-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-8, EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	
	Component Breakdown				Weighting
Knowledge and understanding of course content	10	10	10	20	50%
Skills in responding to text and communication of ideas appropriate to audience, purpose and context across all modes.	10	10	10	20	50%
Total %	20%	20%	20%	40%	100%

Course Outcomes

EA 12-1	independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA 12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA 12-3	critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA 12-4	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA 12-5	thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA 12-6	investigates and evaluates the relationships between texts
EA 12-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA 12-8	explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
EA 12-9	reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

English (EALD)

	Task 1 – Multimodal	Task 2 – Viewing & Responding	Task 3 – Focus on Writing	Trial Exam	
Task Weighting	20%	20%	30%	30%	
Week Due	W8 T4	W7 T1	W9 T2	W3/4 T3	
Task Type	Multimodal Presentation	Listening and Responding Task	Extended Writing Task	Examination	
Outcomes Assessed	EAL 12-1B EAL 12-4 EAL 12-6 EAL 12-8	EAL 12-2 EAL 12-3 EAL 12-4	EAL 12-1A EAL 12-5 EAL 12-7 EAL 12-9	EAL 12-1A EAL 12-1B EAL 12-2 EAL 12-5	
COMPONENT BREAKDOWN					Weighting
Knowledge and understanding of course content	10%	10%	15%	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	20%	20%	30%	30%	100%

Course Outcomes

EAL 12-1A	responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL 12-1B	communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
EAL 12-2	uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL 12-3	identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning
EAL 12-4	applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL 12-5	thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
EAL 12-6	investigates and evaluates the relationships between texts
EAL 12-7	integrates understanding of the diverse ways texts can represent personal and public worlds
EAL 12-8	analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
EAL 12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

English Standard

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	20%	20%	40%	
Week Due	T4 W8	T1 W7	T2 W10	T3 W3/4	
Task Type	Analytical Response	Multimodal	Imaginative Response	Trial HSC Examination	
Outcomes Assessed	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8, EN12-9	EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	
	Component Breakdown				Weighting
Knowledge and understanding of course content	10%	10%	10%	20%	50%
Skills in responding to text and communication of ideas appropriate to audience, purpose and context across all modes.	10%	10%	10%	20%	50%
Total %	20%	20%	20%	40%	100%

Course Outcomes

EN 12-1	independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN 12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN 12-3	analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
EN 12-4	adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN 12-5	thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
EN 12-6	investigates and explains the relationships between texts
EN 12-7	explains and evaluates the diverse ways texts can represent personal and public worlds
EN 12-8	explains and assesses cultural assumptions in texts and their effects on meaning
EN 12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

English Studies

	Task 1 Texts and Human experience	Task 2 Module E: Playing the game	Task 3 Module I: Discovery and Investigation	Task 4 Module K: The Big Screen	
Task Weighting	25%	25%	30%	20%	
Week Due	Term 4 Week 8	Term 1 Week 7	Term 2 Week 5	Term 3 Week 7	
Task Type	Opinion Piece incorporating related material	Portfolio	Classwork and Report	Multimodal	
Outcomes Assessed	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	
Component Breakdown					Weighting
Knowledge and understanding of course content	15	10	15	10	50
Skills in: <ul style="list-style-type: none"> Comprehending texts Communication ideas Using language accurately, appropriately and effectively 	10	15	15	10	50
Total	25	25	30	20	100%

Course Outcomes

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

Exploring Early Childhood

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	25%	25%	25%	25%	
Week Due	Term 4 Week 6	Term 1 Week 6	Term 2 Week 5	Term 3 Week 7	
Task Type	Information resource	Practical and report	Practical and report	Early Childhood Interview– Exam Conditions	
Outcomes Assessed	1.3, 2.1, 2.2, 2.4	1.2, 1.3, 1.4, 4.1	1.4, 5.1, 6.2	2.1, 2.3, 2.4, 3.1, 4.1, 4.2	
COMPONENT BREAKDOWN					Weighting
Knowledge and Understanding	20	15	15		50
Skills	5	10	10	25	50
Total	25	25	25	25	100

Course Outcomes

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

Food Technology

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	25%	30%	25%	
Week Due	Term 4 Week 7	Term 1 Week 7	Term 2 Week 8	Term 3 Week 3-4	
Task Type	Research Task	Case Study and Practical	Research and Practical	Trial Exam Written Examination	
Outcomes Assessed	H1.2, H1.4, H3.1	H.1.1, H4.2	H1.3, H4.1, H5.1	H.1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2	
COMPONENT BREAKDOWN					Weighting
Knowledge and understanding of course content	10	5	10	15	40
Knowledge and skills in designing, researching, analysing and evaluating	10	5	5	10	30
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		30
Total	20	25	30	25	100%

Course Outcomes

H1.1	Explains manufacturing processes and technologies used in the production of food products
H1.2	Examines the nature and extent of the Australian food industry
H1.3	Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
H1.4	Evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
H2.1	Evaluates the relationship between food, its production, consumption, promotion and health
H3.1	Investigates operations of one organisation within the Australian food industry
H3.2	Independently investigates contemporary nutrition issues
H4.1	Develops, prepares and presents food using product development processes
H4.2	Applies principles of food preservation to extend the life of food and maintain safety
H5.1	Develops, realises and evaluates solutions to a range of food situations

Industrial Technology

	Task 1	Task 2	Task 3			
Task Name	Industry Case Study	Major Project Presentation	Trial HSC Exam			
Task Weighting	20	40	40			
Week Due	Term 1 Week 7	Term 2 Week 10	Term 3 Week 3/4			
Outcomes Assessed	H1.1, H1.2, H1.3, H5.1, H7.1, H7.2	H3.2, H4.1 H4.2, H4.3, H5.1, P5.2	H1.2, H1.3, P2.1, H3.1, H4.3, H7.1			
COMPONENT BREAKDOWN				Weighting %		
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques	Industry Study	15	10	-	5	40
	Industry Related	25	-	10	15	
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	Design, Management & Communication	20	10	10	-	60
	Production	40	-	20	20	
Total %			20	40	40	100

Course Outcomes

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

Legal Studies

	Task 1 The Long Arm of the Law	Task 2 The Rights of All	Task 3 Family Law	Task 4 Trial HSC Examination	
Task Weighting	30%	20%	20%	30%	
Week Due	T4 W9	T1 W8	T2 W8	T3 W3/4	
Task Type	Report: ICT / Research	Essay	Essay (In Class)	Examination	
Outcomes Assessed	H1, H7-10	H3, H4, H7- H9	H1, H4, H6, H7, H9,	H1 - H10	
Component Breakdown					Weighting
Knowledge and understanding of course content	10	10	10	10	40
Analysis and Evaluation	10			10	20
Inquiry and Research	10				10
Communication of legal information, ideas and issues in appropriate forms		10	10	10	30
Total	30	20	20	30	100%

Course Outcomes

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

Mathematics Advanced

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20 %	20 %	20 %	40 %	
Week Due	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Week 3/4	
Task Type	Topic Test	Topic Test	Assignment	Trial HSC Exam	
Outcomes Assessed	MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-2, MA12-4, MA12-9, MA12-10	MA12-1 to MA12-10	
COMPONENT BREAKDOWN					Weighting
Concepts, skills and techniques	10%	10%	10%	20%	50%
Reasoning and Communication	10%	10%	10%	20%	50%
Total	20%	20%	20%	40%	100%

Course Outcomes

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

Mathematics Standard 2

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	25%	25%	30%	
Week Due	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3/4	
Task Type	Topic Test	Assignment	Topic Test	TRIAL HSC EXAM	
Outcomes Assessed	MS2-12-1,3,4,5,6,9,10	MS2-12-8,9,10	MS2-12-1,2,5,6,7,9,10	MS2-12-1 – MS2-12-10 MS11-1 – MS11-10*	
COMPONENT BREAKDOWN					Weighting
Understanding, Fluency and Communicating	15%	10%	10%	15%	50%
Problem Solving, Reasoning and Justification	5%	15%	15%	15%	50%
Total	20%	25%	25%	30%	100%

* The examination will be based on the Mathematics Standard 2 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Standard Year 11 course content notated by in the syllabus will be assumed knowledge for this examination and may be examined.

Course Outcomes

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

Mathematics Standard 1

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	25%	25%	30%	
Week Due	Term 4 Week 9	Term 1 Week 8	Term 2 Week 5	Term 3 Week 3/4	
Task Type	Topic Test (Open Book)	Assignment	In-class project/stimulus activity	Final Examination	
Outcomes Assessed	MS1-12- 3,4,5,9,10	MS1-12-3,8,9,10	MS1-12-5,9,10	MS1-12-1 – MS1-12-10 MS11-1 – MS11-10*	
COMPONENT BREAKDOWN					Weighting
Understanding, Fluency and Communicating	10%	10%	15%	15%	50%
Problem Solving, Reasoning and Justification	10%	15%	10%	15%	50%
Total	20%	25%	25%	30%	100%

* The examination will be based on the Mathematics Standard 1 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Standard Year 11 course content notated by in the syllabus will be assumed knowledge for this examination and may be examined.

Course Outcomes

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

Modern History

	Task 1 - Power & Authority Research Essay	Task 2 – National Study Historical Analysis	Task 3 – Peace & Conflict Presentation	Task 4 – Trial Exam	
Task Weighting	25%	25%	20%	30%	
Week Due	W8, T4	W9, T1	W6, T2	W3-4, T3	
Task Type	Research Essay	Report	Presentation	Exam	
Outcomes Assessed	MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	MH12-2 MH12-5 MH12-7 MH12-8	MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
COMPONENT BREAKDOWN					Weighting
Knowledge & understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5		10	20
Historical inquiry and research	10	5	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	25	25	20	30	100

Course Outcomes

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

PDHPE

	Task 1	Task 2	Task 3	Task 4	
Week Due	Week9 Term4 2019	Week 10 Term 1 2020	Week 9 Term 2 2020	Week 3/4 Term 3 2020	
Task Type	Core 1 Task	Core 2 Task	Option 1 & Option 2 Task	Trial HSC Examination	
Outcomes Assessed	H2, H4, H14, H16	H8, H10, H11, H17	H8,H13,H16,H17	H1,H2,H3,H4,H5,H7, H8,H9,H10,H11,H13, H14,H15,H16,H17	
Component Breakdown					Weighting
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	15	10	20	60
Total	25	25	20	30	100

Course Outcomes

H1	describes the nature and justifies the choice of Australia's health priorities
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	analyses the determinants of health and health inequities
H4	argues the case for health promotion based on the Ottawa Charter
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H7	explains the relationship between physiology and movement potential
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	explains how movement skill is acquired and appraised
H10	designs and implements training plans to improve performance
H11	designs psychological strategies and nutritional plans in response to individual performance needs
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14	argues the benefits of health-promoting actions and choices that promote social justice
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Photography, Video and Digital Imaging

	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3	
Task title and Weighting	The Business of Photography	Video Skills and Event Photography	Artist Portfolio and Recreation	Major Work and Rationale	
Week Due	Term 4 Week 6	Term 1 Week 10	Term 2 Week 5	Term 3 Week 7	
Task Type	Portfolio	Show reel	Practical Research Task	Major Work	
Outcomes Assessed	M3, M4, CH1, CH2, CH5	M1, M2, CH4, CH5	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6	
COMPONENT BREAKDOWN					Weighting
Making	10	10	10	30	60
Critical and Historical Studies	10	10	10	10	40
Total	20	20	20	40	100%

Course Outcomes

M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	investigates different points of view in the making of photographs and/or videos and/or digital images
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
C1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
C2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
C3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
C4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
C5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Society and Culture

	Task 1 - Continuity and Change Report	Task 2 - PIP Progress	Task 3 - In-class Essay	Task 4 - Trial Examination	
Task Weighting	30	15	25	30	
Week Due	T4W9 (2019)	T1W5	T2W4	T3W3-4	
Task Type	Report	Oral Presentation & Log Book	Essay	Exam	
Outcomes Assessed	H1, H2, H3, H4, H5, H9, H10	H6, H7, H8, H10	H1, H2, H7, H9, H10	H1, H2, H3, H4, H5, H9, H10	
Component Breakdown					Weighting
Knowledge and understanding of course content	15	0	15	20	50
Application and evaluation of social and cultural research methods	10	10	5	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total	30	15	25	30	100%

Course Outcomes

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

Sport, Lifestyle and Recreation (SLR)

	Task 1	Task 2	Task 3	Task 4	
Week Due	Week 8 Term 4 2018	Week 9 Term 1 2019	Week 10 Term 2 2019	Week 6 Term 3 2019	
Task Type	Social Perspectives of Games and Sports	Fitness	Outdoor Recreation	Games and Sports Application	
Outcomes Assessed	1.1,1.3,2.1,2.2,3.1, 3.2,4.2,4.5	1.2,1.3,2.2,3.2, 3.3,4.1	1.2,1.3,2.1,2.2,2.3,2. 5,3.2,3.3,4.4	1.1,1.3,2.1,3.1,3.2, 4.1,4.4	
COMPONENT BREAKDOWN					Weighting
Knowledge and understanding	10	10	10	10	50
Skills	15	15	10	20	50
Total	25	25	20	30	100%

Course Outcomes

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

Visual Arts

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	30%	30%	20%	
Week Due	W8T4	W8T1	W6T3	W3/4T3	
Task Type	VAPD and Contract	Research Task - Essay	Body of Work incl. VAPD	Trial Exam	
Outcomes Assessed	H1, H3, H4	H7, H8, H10	H1, H2, H4, H6	H7, H8, H9, H10	
COMPONENT BREAKDOWN					Weighting
Art Making	20%	0%	30%	0%	50%
Art Criticism and Art History	0%	30%	0%	20%	50%
Total	20%	30%	30%	20%	100%

(Note NESA markers will also mark the students Body of Work, practical examination, submitted by (estimate week 1) September 2020)

Course Outcomes

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

Visual Design

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	30%	30%	30%	10%	
Week Due	Term 4 Week 8	Term 1 Week 6	Term 2 Week 8	Term 3 Week 3/4	
Task Type	Furniture Design	Structures and Environments Design	Clothing and Image Design and VAPD	Trial Examination	
Outcomes Assessed	DM1, DM2, DM4, DM6, CH1	DM3, DM4, DM5, CH2, CH3	DM1, DM2, DM4, DM6, CH1, CH3	CH1, CH2, CH3, CH4	
COMPONENT BREAKDOWN					Weighting
Artmaking	25%	25%	25%		70%
Art Criticism & History	5%	5%	10%	10%	30%
Total	30%	30%	30%	10%	100%

Course Outcome

DM1	generates a characteristic style that is increasingly self-reflective in their design practice
DM2	explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
DM3	investigates different points of view in the making of designed works
DM4	generates images and ideas as representations/simulations
DM5	develops different techniques suited to artistic and design intentions in the making of a range of works
DM6	takes into account issues of Work Health and Safety in the making of a range of works
CH1	generates in their critical and historical practice ways to interpret and explain design
CH2	investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
CH3	distinguishes between different points of view, using the frames in their critical and historical investigations
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Assessment Advice for HSC 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 may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. 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 yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

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

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

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

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).**

Note

- Students will not be permitted to participate in a work placement if they are not deemed 'work ready' by the trainer.
- An '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 Statement of Attainment that indicates the units of competency achieved towards the qualification.
- The scheduled date for work placement is shown in the course assessment summary.

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

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

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 1, 2020 Week 11 - TBC
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Wk3/4. 2020

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment,	Role-play, Oral presentation	Third party report	Self-Assessment	HSC examinable
CPCCWHS1001 – Prepare to work safely in the construction industry	Y		Y	Y	Y	Y		Y
Cluster 1 Working Safely in the Construction Industry								
CPCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y	Y
CPCCCA2011A - Handle carpentry materials	Y	Y	Y	Y		Y	Y	
Cluster 2 Measure up								
COCCCM1015A – Carry out measurements & calculations	Y	Y		Y			Y	Y
CPCCA2002B – Use carpentry tools and equipment	Y	Y	Y	Y		Y		
Cluster 3 Reading Plans and Levelling								
CPCCCM2001A – Read and interpret plans and specifications	Y		Y	Y				Y
CPCCCM2006B – Apply basic levelling procedures	Y		Y	Y				
Cluster 4 Prepare for Concreting								
CPCCCO2011A – Handle concreting materials	Y	Y		Y			Y	
CPCCM2004A – Handle construction materials	Y			Y		Y		
Cluster 5 Group Project								
CPCCCM1013A - Plan and organise work	Y	Y		Y		Y	Y	Y
CPCCCM2005B – Use Construction materials	Y	Y		Y		Y	Y	Y
Cluster 6 Skills Into Action								
CPCCCM1012A – Work effectively and sustainably in the construction industry				Y		Y	Y	Y
CPCCCM1014A - Conduct workplace communication				Y	Y	Y		Y
Cluster 7 Option 1 – Joinery Option 1 or 2 must be completed to gain the qualification and be eligible for the HSC (delete units not being delivered)								
CPCCJN2001A - Assemble components	Y	Y		Y		Y		
CPCCJN2002B - Prepare for off-site manufacturing process	Y	Y		Y		Y		
Cluster 7 Option 2 – Brick and Block Laying								
CPCCBL2001A - Handle and prepare brick laying material	Y	Y		Y			Y	
CPCCBL2002A - Use bricklaying and block laying tools and equipment	Y	Y		Y			Y	
Cluster 8 Carry Out Concreting Trainers who are qualified to deliver Cluster 8 can still do so, however, Option 1 or option 2 must be completed first.								
CPCCCO2013A - Carry out concreting to simple forms	Y	Y		Y			Y	
CPCCCA2003A – Erect and dismantle formwork for footings and slabs on ground	Y	Y		Y			Y	

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

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	Term 1, 2020 Week 11 - TBC
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Wk 3/4, 2020

Assessment Plan		Evidence gathering techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test.	Third party report	Self-assessment	HSC examinable
Cluster: Working Together								
BSBWOR203	Work effectively with others							YES
BSBCMM201	Communicate in the Workplace			✓	✓			
Cluster: Safe and hygienic food preparation								
SITXFSA001	Use hygienic practices for food safety							YES
SITHCCC001	Use food preparation equipment	✓	✓		✓			
SITXFSA002	Participate in safe food handling practices							
Cluster: Café skills –assessed as single units								
SITHFAB005	Prepare and serve espresso coffee	✓	✓	✓	✓	✓		YES
SITHFAB004	Prepare and serve non-alcoholic beverages	✓	✓	✓	✓	✓		YES
Cluster : Safe and sustainable work practices								
SITXWHS001	Participate in safe work practices							YES
BSBSUS201	Participate in environmentally sustainable work practices	✓		✓	✓			
Cluster: Interacting with diverse customers								
SITXCCS003	Interact with customers							YES
SITXCOM002	Show social and cultural sensitivity	✓		✓	✓			
Cluster: Safely serving food and beverages								
SITHFAB007	Serve food and beverage	✓	✓	✓	✓	✓		YES
Cluster: Keeping up to date with industry								
SITHIND002	Source and use information on the hospitality industry				✓			YES
Cluster: Use hospitality skills effectively								
SITHIND003	Use hospitality skills effectively (holistic)	✓	✓			✓	✓	

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

Assessment Summary for FSK20113 Certificate II in Skills for Work and Vocational Pathways

Requirements for HSC purposes	
Work Placement	No compulsory workplace is required in this course
There is NO HSC Examination available in this Board Endorsed Course	This VET course cannot be used in the calculation of an ATAR

Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Other
Assessment Foundation skills Core 1									
FSKDIG03	Use digital technology for routine workplace tasks	x			x				
FSKWTG09	Write routine workplace texts								
Assessment Foundation skills Core 2									
FSKLRG09	Use strategies to respond to routine workplace problems	x			x				
FSKOCM07	Interact effectively with others at work								
Assessment Foundation skills Core 3									
FSKRDG10	Read and respond to routine workplace information	x			x				
FSKNUM15	Estimate, measure and calculate routine metric measurements for work								
Assessment Foundation skills Core 4									
FSKLRG11	Use routine strategies for work-related learning	x			x				
Assessment Foundation skills Core 5									
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	x			x				
Assessment Foundation skills									
FSKLRG10	Use routine strategies for career planning				x	x			
Assessment Foundation skills									
FSKOCM04	Use oral communication skills to participate in workplace meetings			x					
Assessment Foundation skills									
FSKRDG09	Read and respond to routine standard operating procedures	x			x				
Assessment Foundation skills									
FSKWTG07	Write routine formal workplace texts				x				
Assessment Business									
BSBITU201A	Produce simple word processed documents	x			x				
Assessment Business									
BSBWOR204	Use business technology	x			x				
Assessment Business									
BSBITU202	Create and use spreadsheets				x				
Assessment Financial services									
FNSFLT202	Develop and use a saving plan				x				

Note Additional elective units of competency are delivered and assessed in this course and details will be provided by the teacher. Depending on the achievement of units of competency the possible AQF qualification outcome is FSK20113 Certificate II in Skills for Work and Vocational Pathways or a Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways.

Assessment Summary for SIS20513 Certificate II Sport Coaching

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC)	35 hours in total
There is NO HSC Examination available in this Board Endorsed Course	This VET course cannot be used in the calculation of an ATAR

Assessment Plan		Evidence gathering techniques			
Competency codes	Units of competency	Observation of practical	Product assessment	Oral questioning	Written Test,
Work Health Safety SISXWHS101	Follow work health and safety policies			✓	✓
Daily Work Industry BSBWOR202A	Organise and complete daily work activities	✓			✓
SISXIND211	Develop and update sport, fitness and recreation industry knowledge				
Coaching and ICTs SISSSCO101	Develop and update knowledge of coaching practices				
ICPDMT263	Access and use the Internet		✓		✓
ICTICT203	Operate application software packages				
HLTAID003	Provide First Aid Credit Transfer				
Coaching skill sessions SISSSCO202	Coach beginner or novice participants to develop fundamental motor skill.				
SISXCAI101A	Provide equipment for activities	✓			✓
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions				
Sport Injury SISSSPT201A	Implement sport injury prevention	✓			✓
Athletics SISATH201A	Teach the fundamental skills of Athletics				
SISSSDE201	Communicate effectively with others in a sport environment	✓		✓	✓
SISSSPT303A	Conduct basic warm-up and cool-down programs				
Basketball SISBSB202A	Teach the fundamental basketball tactics and game strategy				
SISBSB201A	Teach fundamental basketball skills	✓			✓
SISBSB205	Interpret and apply the rules of basketball				
Rugby League SISRRGL204A	Teach the skills of rugby league for modified games	✓		✓	✓

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

Guide to Referencing

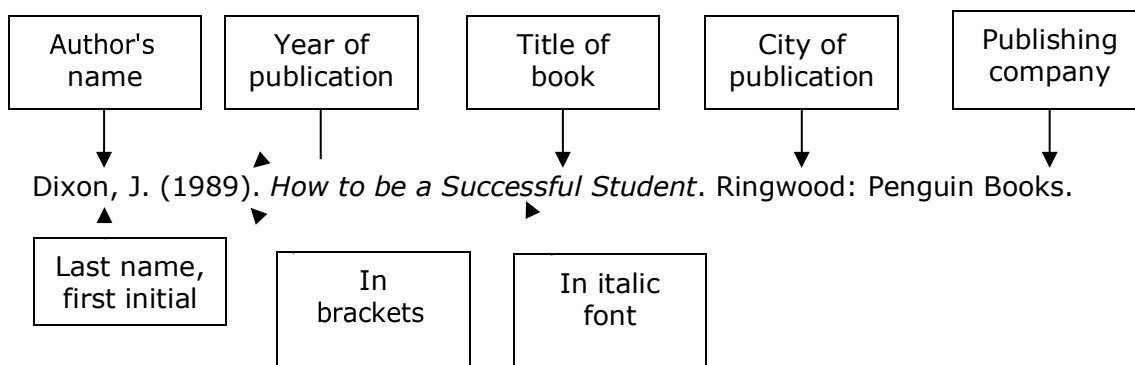
A part of your learning at school may involve completing an assignment or project. You may need to use information created, collected or written by other people to include in your assignment.

When you use sources of information, such as books, websites, newspapers and magazines, your teacher may ask you to attach details about those sources to your work. This is called referencing. Some people call these details a bibliography.

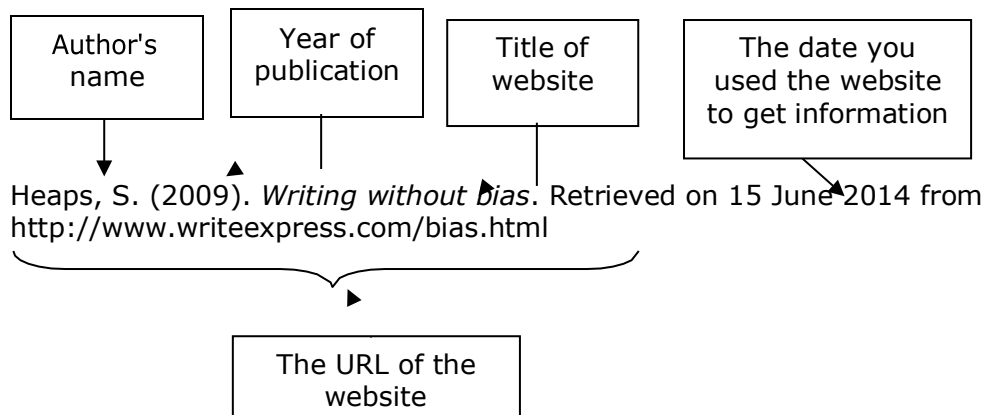
Here are some hints on how to write this list of resources.

1. The reference list or bibliography is at the end of your completed work.
2. It begins on a new page and has the title **References**.
3. There are different types of sources of information. The examples below show how to set out the reference for each type of source.

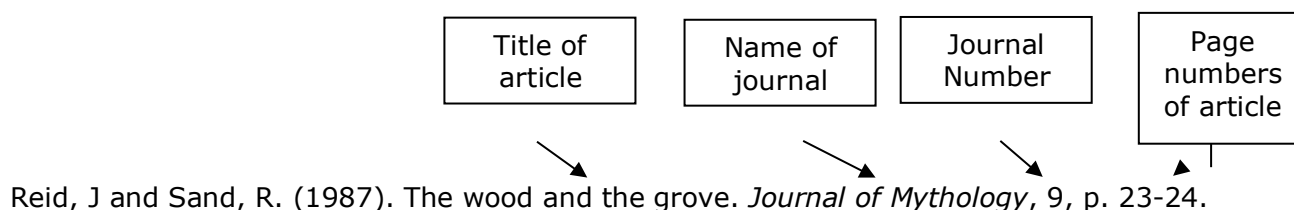
Printed books:

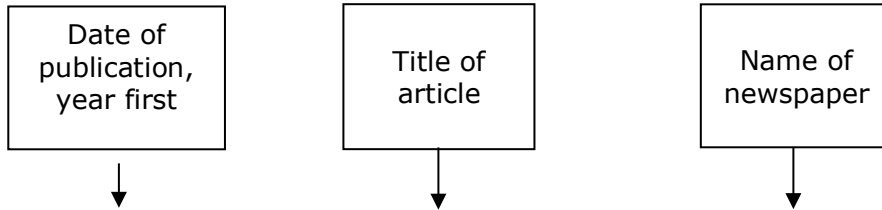


Websites:

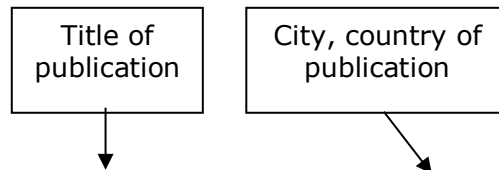


Printed journal articles:



Printed newspaper or magazine articles:

Leech, G. (2002, September 19). Call for a research shake-up. *The Australian*, p. 13.

Government Publications:

Department of Defence. (2009). *The loss of HMAS Sydney II*. Canberra, Australia.

Dictionaries and Encyclopaedias:

McFarlane, I. (1999). *Encyclopaedia of Australian Rock and Pop*. St Leonards: Allen & Unwin.

or if there is no author named ...

The Cambridge Encyclopaedia of the Human Body. (2004). Cambridge: Cambridge University Press.

4. Sorting your sources:

The list is sorted **alphabetically by the first entry** in the reference (usually the author's last name).

Ignore the words "the" or "a" at the beginning of a title.

For the examples you have seen, this is how the reference list would be written...

References

The Cambridge Encyclopaedia of the Human Body. (2004). Cambridge: Cambridge University Press. (Ignore the word "The" at the beginning of the title.)

Department of Defence. (2009). *The loss of HMAS Sydney II*. Canberra, Australia.

Dixon, J. (1989). *How to be a Successful Student*. Ringwood: Penguin Books.

Heaps, S. (2009). *Writing without bias*. Retrieved on 15 June 2014 from <http://www.writeexpress.com/bias.html>

Leech, G. (2002, September 19). Call for a research shake-up. *The Australian*, p. 13.

McFarlane, I. (1999). *Encyclopaedia of Australian Rock and Pop*. St Leonards: Allen & Unwin.

Reid, J and Sand, R. (1987). The wood and the grove. *Journal of Mythology*, 9, p. 23-24.



Misadventure Form (10-12)

Confidential

Students are responsible for the completion of Page One of the Misadventure Form and to ensure that it is handed to the Faculty Head Teacher. It is the student's responsibility to follow upon the outcome of this application.

- If applying for misadventure due to illness or misadventure on the day of an in-class task, this form must be completed and returned to the Faculty Head Teacher within 2 school days of returning to school.
- If applying for misadventure for ongoing reasons which have affected your performance on an assessment task, this form should be submitted to your teacher 5 school days BEFORE the due date.

STEP ONE – student to complete

Name:		Year:	
Course:		Teacher:	
Task:		Date Due:	

Reason for this application: *(Tick appropriate)*

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Seeking extension | <input type="checkbox"/> Absence | <input type="checkbox"/> Non-completion | <input type="checkbox"/> Under-achievement |
| due to... | | | |
| <input type="checkbox"/> Illness | <input type="checkbox"/> Accident/Misadventure | <input type="checkbox"/> Procedure | <input type="checkbox"/> Special circumstances |

Details:

Attach supporting documents such as medical certificates. The signature and endorsement of the Principal, DP or counsellor may be substituted for details in this part.

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Medical Certificate from _____ (doctor)

Attach a copy.

Signature of student

Date

Signature of Parent/Guardian

Date

STEP TWO – Faculty to complete

1. Class Teacher’s comment:

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.....

.....

2. Head Teacher’s Decision:

<input type="checkbox"/> Supported
Resolution Agreement: <i>(Tick outcome)</i>
<input type="checkbox"/> Extension of time without penalty, OR
<input type="checkbox"/> Set a substitute task, OR
<input type="checkbox"/> Give an estimate based on the evidence, OR
<input type="checkbox"/> Modify requirements of current task
<input type="checkbox"/> Other: _____
New Completion Date: _____ <i>(if applicable)</i>

OR

<input type="checkbox"/> Not Supported
<input type="checkbox"/> Issue N-warning letter (task not submitted), OR
<input type="checkbox"/> Send zero-mark letter (task submitted late), OR
<input type="checkbox"/> Original due date remains (extensions not supported), OR
<input type="checkbox"/> Original mark remains (under-achievement not supported)
<input type="checkbox"/> Other: _____

Head Teacher Comments:

.....

.....

.....

Signed: _____
(Student)
(Head Teacher)
(Principal)

Note: This misadventure form is to be filed in the relevant Monitoring Folder and a copy placed in the students file.

STEP THREE – APPEAL TO PRINCIPAL – Student to complete

A student may appeal the decision in Step 2. Outline reasons for appeal below:

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.....

.....

Principal’s Decision	<input type="checkbox"/> Supported	<input type="checkbox"/> Not Supported
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Principal Signature: _____

Date: _____



Queanbeyan High School

Contact Information

PRINCIPAL

Ms Jennifer GREEN
Phone: (02) 6297-2088

DEPUTY PRINCIPAL

Mr Peter NEILSEN

Year 12 Student Advisor

Kerrie Jenkins

