

Queanbeyan High School

High Expectations – High Achievement



HSC Assessment Booklet

Year 12



Contents

Curriculum	3
HSC and ATAR Requirements	4
Pattern of Study	4
ATAR Eligibility	5
NSW Education Standards Authority (NESA) Requirements	5
Attendance and Satisfactory Completion of a Course	5
Assessment Tasks	6
Completion of Assessment tasks	6
Absence from Assessment tasks	7
Prolonged Absences	7
Plagiarism and Malpractice	7
Technological Failure	7
Special (Disability) Provisions	7
Frequently Asked Questions	8
Calendar of Assessment Tasks	12
Subject Assessment Schedules	
Aboriginal Studies	Error! Bookmark not defined.
Agriculture	Error! Bookmark not defined.
Biology	Error! Bookmark not defined.
Business Studies	Error! Bookmark not defined.
Chemistry	Error! Bookmark not defined.
Community and Family Studies	Error! Bookmark not defined.
Design and Technology	Error! Bookmark not defined.
Drama	Error! Bookmark not defined.
English Advanced	Error! Bookmark not defined.
English EAL/D	Error! Bookmark not defined.
English Standard	Error! Bookmark not defined.
English Studies	Error! Bookmark not defined.
Exploring Early Childhood	Error! Bookmark not defined.
Food Technology	Error! Bookmark not defined.
Industrial Technology	Error! Bookmark not defined.
Legal Studies	Error! Bookmark not defined.
Mathematics Advanced	Error! Bookmark not defined.
Mathematics Standard 2	Error! Bookmark not defined.
Mathematics Standard 1	Error! Bookmark not defined.
Mathematics Extension 1	Error! Bookmark not defined.
Music 1	Error! Bookmark not defined.
PDHPE	Error! Bookmark not defined.
Photography, Video and Digital Imaging	Error! Bookmark not defined.
Physics	Error! Bookmark not defined.
Society and Culture	Error! Bookmark not defined.
Sport, Lifestyle and Recreation (SLR)	Error! Bookmark not defined.
Textiles and Design	Error! Bookmark not defined.
Visual Arts	Error! Bookmark not defined.
Visual Design	Error! Bookmark not defined.
HSC Assessment Advice for VET Courses	Error! Bookmark not defined.
SIT20316 Certificate II in Hospitality	Error! Bookmark not defined.
CPC20211 Certificate II in Construction Pathways	Error! Bookmark not defined.
ICT30118 Certificate III in Information, Digital Media and Technology	Error! Bookmark not defined.
Guide to Referencing	23
Misadventure Form	25
Contact Information	27

Curriculum

Students will study the Year 11 content of their courses until the end of Term 3 2023. In Term 4 2023 and in 2024 they will study the HSC components of their courses.

For the 2024 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 below:

Course Type	NESA Developed Courses <i>Count towards ATAR</i>	NESA Content Endorsed Courses <i>Count towards HSC but not ATAR</i>	Vocational Education and Training Courses (VET) <i>Contributes to ATAR – if students elect to sit the available HSC Exam (only one Cat B subject can count)</i>
Line 1	Business Studies Chemistry Food Technology Music		Construction*
Line 2	Mathematics Advanced Mathematics Standard 2 Mathematics Standard 1 ^	Photography, Video & Digital Imaging#	
Line 3	Dance Mathematics Extension 1 Modern History Personal Development, Health & Physical Education	Sport, Lifestyle and Recreation# Manufacturing and Engineering#	
Line 4	English Advanced English Standard English Studies^ English EAL/D		
Line 5	Biology Community and Family Studies IT – Metals IT - Timber		Hospitality*
Line 6	Agriculture Legal Studies Physics Visual Arts	Sports Coaching#	
Offline			

^English Studies and Maths Standard 1 are category B courses and have optional HSC examinations.

#Sport, Lifestyle and Recreation, Photography, Video and Digital Imaging, Manufacturing and Engineering and Sports Coaching do not have an elective HSC Exam – therefore these subjects cannot count towards ATAR calculations.

*Hospitality and Construction are VET subjects that have an elective HSC Exam which means these courses can contribute to your ATAR. However, these subjects cannot count towards ATAR calculations if any other Category B

course exams are being undertaken (eg. English Studies and Maths Standard 1). These must be the only 2 category B units contributing towards your ATAR.

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. The English Studies exam must be sat to be included in the calculation of an ATAR. It can be the only 2 units of Category B courses that are calculated for an ATAR eg. You cannot also sit the Hospitality exam and have this count as well. *It is recommended that if you are seeking an ATAR you complete English Advanced or Standard.*

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 subject 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, due to 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. 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 must sign upon receipt and submission of these tasks. All tasks should be clearly outlined in the notice and give information about the task's nature, 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 later, 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 assessment 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 must complete a Misadventure form and submit it directly to the Deputy Principal.
- ii) In some cases, the student must complete the tasks at the first 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.

Disability Provisions

- i) Some students may have needs related to their 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, your Year Advisor or any member of the executive.
- ii) The deadline for disability provisions applications is usually in 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 based on 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 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 from an examination (eg. Trial HSC examination: you must notify your class teacher, the course head teacher and year advisor, to arrange 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 considered 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?

Depending on 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 because 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, a panel comprising the principal, deputy principal, the relevant head teacher and year advisor will examine it 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 reassessment 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 reassessment, then it may take place. The results of any such reassessment are final and will not be considered just cause for the reassessment of other students.

If you need to appeal against the 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 caregivers 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 for 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 12 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 can also 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 considering 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 2023							
Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
1A							
2B							
3A							
4B							
5A							
6B					Physics	Business Studies	
7A				Industrial Technology Biology	Legal Studies	Food Technology	
8B		Mathematics Standard 1 Mathematics Standard 2	Modern History			Music	
9A	EALD	Mathematics Extension 1	SLR			Chemistry CAFS	
10B	English Advanced English Standard	Mathematics Advanced Photography	PDHPE				
11A					Visual Arts		

Calendar of Assessment Tasks

Term 1 2023							
Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
1A	English Studies						
2B							
3A							
4B							
5A							
6B		Mathematics Extension 1				Music	
7A		Mathematics Advanced			Agriculture Physics		
8B						CAFS Food Technology	
9A	EALD	Mathematics Standard 1 Mathematics Standard 2 Photography				Business Studies Chemistry	
10B			Modern History PDHPE	Biology Industrial Technology	Legal Studies Visual Arts		

Calendar of Assessment Tasks

Term 2 2023							
Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
1A	English Studies						
2B							
3A							
4B			SLR				
5A		Mathematics Standard 1			Agriculture Part A/B Physics		
6B	English Advanced English Standard	Photography				Music	
7A		Mathematics Advanced Mathematics Standard 2				Chemistry CAFS	
8B			Modern History		Legal Studies	Business Studies Food Technology	
9A	EALD		PDHPE	Biology			
10B		Mathematics Extension 1		Industrial Technology			

Calendar of Assessment Tasks

Term 3 2023

Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
1A					Visual Arts		
2B	Assessment Moratorium						
TRIAL HSC EXAM PERIOD		Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2	Dance Modern History Metals and Engineering PDHPE	Biology CAFS Hospitality Industrial Technology – Timber/Metals	Agriculture Legal Studies Physics Visual Arts	Business Studies Chemistry Construction Food Technology Music	Mathematics Extension
3A	English Advanced English Standard English EAL/D						
4B							
5A			SLR				
6B		Mathematics Standard 1 Photography					
7A							
8B							
9A							
10B							

*Major Work due dates will be released early 2023

Mathematics Standard 1 will have a practice exam and is not weighted as part of the formal assessment for this course.

Agriculture

	Task 1	Task 2a	Task 2b	Task 3	
Task Weighting	30%	30%	10%	30%	
Week Due	Term 1 Week 7	Term 2 Week 5	Term 2 Week 5	Term 3 Week 3/4	
Task Type	Farm Product Study	Plant / Animal Research	Independent Research Project	Trial HSC Examination	
Outcomes Assessed	H1.1, H2.1 H2.2, H4.1	H3.1, H3.2 H3.3, H3.4	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	4	15	40%
Knowledge, understanding and skills required to manage agricultural production systems	15	10	4	10	40%
Skills in effective research, experimentation and communication	10	5	2	5	20%
Total	30%	30%	10%	30%	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

Biology

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	30%	20%	30%	
Week Due	Term 4 Week 8	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3/4	
Task Type	Scientific Model	Depth Study	2nd Hand Investigation	Trial HSC Examination	
Outcomes Assessed	BIO11/12-5, BIO12-12	BIO11/12-1, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-13	BIO11/12-2, BIO12-14	All	
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.

Business Studies

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	25%	30%	20%	25%	
Week Due	Term 4 Week 6	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3/4	
Task Type	Case Study: Business Operations Report	Marketing Research Presentation & Report	Case Study: Financial Management	Trial HSC Examination	
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	5		10	20%
Inquiry and Research	5	10	5		20%
Communication of business ideas and issues in appropriate forms	5	5	5	5	20%
Total	25%	30%	20%	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%	20%	30%	30%	
Week Due	Term 4 Week 9	Term 1 Week 10	Term 2 Week 7	Term 3 Week 3/4	
Task Type	First Hand Investigation	Depth Study	Practical Reports	Trial HSC Examination	
Outcomes Assessed	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH12-12	CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH12-15	All	All	
Component Breakdown					Weighting
Skills in working scientifically	15	15	20	10	60%
Knowledge and understanding of course content	5	5	10	20	40%
Total	20%	20%	30%	30%	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

Community and Family Studies

	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	Resource management IRP	Groups in context Research task	Individuals and work	Trial HSC Examination	
Outcomes Assessed	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	H2.2, H2.3, H5.2, H6.2	All	
Component Breakdown					Weighting
Knowledge and understanding of course content	10	10	10	10	40%
Skills in critical thinking, research methodology, analysing and communicating	10	15	15	20	60%
Total	20%	25%	25%	30%	100%

Course Outcomes

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

Dance

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	15%	30%	25%	30%	
Week Due	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3-4	
Task Type	Core Performance	Core Composition/ Appreciation	Major Study	HSC Trials	
Outcomes Assessed	H1.2, H2.1, H2.2	H1.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H4.4	Outcomes relevant to selected major study	All	
Component Breakdown					Weighting
Core Performance	15			5	20%
Core Composition		10		10	20%
Core Appreciation		20			20%
Major Study			25	15	40%
Total	15%	30%	25%	30%	100%

Course Outcomes

1. Dance as an Artform	2. Dance Performance	3. Dance Composition	4. Dance Appreciation
<p>P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form.</p> <p>P1.2 understands the use of dance terminology relevant to the study of dance as an artform</p> <p>P1.3 develops the skills of dance through performing, composing and appreciating dance</p> <p>P1.4 values the diversity of dance as an artform and its inherent expressive qualities</p>	<p>P2.1 identifies the physiology of the human body as it is relevant to the dancer</p> <p>P2.2 identifies the body's capabilities and limitations</p> <p>P2.3 recognises the importance of the application of safe dance practice</p> <p>P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination</p> <p>P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices</p> <p>P2.6 values self-discipline, commitment and consistency in technical skills and performance</p>	<p>P3.1 identifies the elements of dance composition</p> <p>P3.2 understands the compositional process</p> <p>P3.3 understands the function of structure as it relates to dance composition</p> <p>P3.4 explores the elements of dance relating to dance composition</p> <p>P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition</p> <p>P3.6 structures movement devised in response to specific concept/intent</p> <p>P3.7 values their own and others' dance activities as worthwhile</p>	<p>P4.1 understands the socio historic context in which dance exists</p> <p>P4.2 develops knowledge to critically appraise and evaluate dance</p> <p>P4.3 demonstrates the skills of gathering, classifying and recording information about dance</p> <p>P4.4 develops skills in critical appraisal and evaluation</p> <p>P4.5 values the diversity of dance from national and international perspectives</p>

English EAL/D

	Task 1	Task 2	Task 3	Task 4
Task Weighting	20%	20%	20%	40%
Week Due	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3/4

Task Type	Multimodal Presentation	Listening and Responding Task	Writing Portfolio: Composition and Reflection	Trial HSC Examination	
Outcomes Assessed	EAL12-2, EAL12-3, EAL12-6, EAL12-7	EAL12-1A, EAL12-1B, EAL12-3, EAL12-8	EAL12-1A, EAL12-1B, EAL12-4, EAL12-5, EAL12-9	All	
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

- EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EAL12-1B** communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
- EAL12-2** uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- EAL12-3** 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
- EAL12-4** applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
- EAL12-5** thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
- EAL12-6** investigates and evaluates the relationships between texts
- EAL12-7** integrates understanding of the diverse ways texts can represent personal and public worlds
- EAL12-8** analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
- EAL12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

English Advanced

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	40%	20%	20%	
Week Due	Term 4 Week 10	Term 2 Week 6	Term 2 Week 10	Term 3 Week 3/4	
Task Type	Open-Book In-Class Extended Response	Comparative Multi-Modal & Extended Response	Composition and Reflection	Trial HSC Examination	
Outcomes Assessed	EA12-1, EA12-3, EA12-5, EA12-7	EA12-1, EA12-2, EA12-3, EA12-6, EA12-8	EA12-1, EA12-4, EA12-9	All	
Component Breakdown					Weighting
Knowledge and understanding of course content	10	20	10	10	50%
Skills in responding to text and communication of ideas appropriate to audience, purpose and context across all modes	10	20	10	10	50%
Total	20%	40%	20%	20%	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 Standard

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	40%	20%	20%	
Week Due	Term 4 Week 10	Term 2 Week 6	Term 2 Week 10	Term 3 Week 3/4	
Task Type	Open-Book In-Class Extended Response	Comparative Multi- Modal & Extended Response	Composition and Reflection	Trial HSC Examination	
Outcomes Assessed	EN12-1, EN12-3, EN12-6, EN12-7	EN12-1, EN12-2, EN12-3, EN12-5, EN12-8	EN12-1, EN12-4, EN12-9	All	
Component Breakdown					Weighting
Knowledge and understanding of course content	10	20	10	10	50%
Skills in responding to text and communication of ideas appropriate to audience, purpose and context across all modes	10	20	10	10	50%
Total	20%	40%	20%	20%	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	Task 2	Task 3	
Task Weighting	30	30	40	
Week Due	Term 1 Week 1	Term 2 Week 1	Term 3 Week 7	
Task Type	Common Module: Analytical Response	Playing the Game: English in Sport Persuasive Composition and Multimodal Reflection	All Modules Portfolio Pieces	
Outcomes Assessed	<i>ES12-1, ES12-5, ES12-8</i>	<i>ES12-2, ES12-3, ES12-9</i>	<i>ES12-1, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9, ES12-10</i>	
Component Breakdown				Weighting
Knowledge and understanding of course content	15	15	20	50%
Skills in: - comprehending texts - communication ideas - using language accurately, appropriately and effectively	15	15	20	50%
Total	30	30	40	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

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 8	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 4	
Task Weighting	20%	20%	30%	30%	
Week Due	Term 4 Week 7	Term 1 Week 10	Term 2 Week 10	Term 3 Week 3/4	
Task Type	Major Project Proposal	Industry Case Study	Major Project Development	Trial HSC Examination	
Outcomes Assessed	H3.2, H4.1 H4.2, H4.3 H5.1, P5.2, H6.1	H1.1, H1.2, H1.3 H5.1, H7.1, H7.2	H3.1, H3.3, H4.1 H4.3, H5.2, H6.2	H1.2, H1.3, H2.1 H3.1, H4.3, H7.1	
Component Breakdown					Weighting
Knowledge and understanding of course content		20		20	40%
Knowledge and skills in the design, management, communication and production of a major project	20		30	10	60%
Total	20%	20%	30%	30%	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	Task 2	Task 3	Task 4	
Task Weighting	20%	30%	25%	25%	
Week Due	Term 4 Week 7	Term 1 Week 10	Term 2 Week 8	Term 3 Week 3/4	
Task Type	Take Home Task	In-Class Essay	Research Task	Trial HSC Examination	
Outcomes Assessed	H1, H2, H3, H4, H8, H10	H1, H4, H7, H8, H9, H10	H1, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Component Breakdown					Weighting
Knowledge and understanding of course content	5	5	5	10	25%
Analysis and Evaluation		10	5	10	25%
Inquiry and Research	5		5		10%
Communication of legal information, ideas and issues in appropriate forms	10	15	10	5	40%
Total	20%	30%	25%	25%	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** explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6** assesses the nature of the interrelationship between the legal system and society
- H7** evaluates the effectiveness of the law in achieving justice
- H8** locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9** communicates legal information using well-structured and logical arguments
- H10** analyses differing perspectives and interpretations of legal information and issues

Mathematics Advanced

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	20%	30%	40%	
Week Due	Term 4 Week 10	Term 1 Week 7	Term 2 Week 7	Term 3 Week 3/4	
Task Type	Topic Test	Topic Test	Assignment	Trial HSC Examination	
Outcomes Assessed	MA12-1, MA12-4, MA12-6	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-2, MA12-4, MA12-8, MA12-9,	MA12-1 to MA12-10 MA11-1 to MA11-10*	
Component Breakdown					Weighting
Concepts, skills and techniques	10	10	15	15	50%
Reasoning and Communication	10	10	15	15	50%
Total	20%	20%	30%	30%	100%

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

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 Extension 1

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	30%	20%	30%	
Week Due	Term 4 Week 9	Term 1 Week 6	Term 2 Week 10	Term 3 Week 3/4	
Task Type	Topic Test	Investigative task	Topic Test	Trial HSC Examination	
Outcomes Assessed	ME12-1, ME12-2 ME12-7	ME12-5 ME12-6 ME12-7	ME12-1, ME12-4	ME12-1, ME12-2 ME12-3, ME12-4 ME12-5, ME12-7	
Component Breakdown					Weighting
Understanding, Fluency and Communication	10	15	10	15%	50%
Problem Solving, Reasoning and Justification	10	15	10	15%	50%
Total	20%	30%	20%	30%	100%

Course Outcomes

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

Mathematics Standard 1

	Task 1	Task 2	Task 3		Task 4	
Task Weighting	20%	25%	25%		30%	
Week Due	Term 4 Week 8	Term 1 Week 9	Term 2 Week 5	Term 3 Week 3/4	Term 3 Week 6	
Task Type	Topic Test (Open Book)	Investigation	Topic Test	Trial HSC (optional)	Investigation	
Outcomes Assessed	MS1-12-3 MS1-12-4 MS1-12-5	MS1-12-8 MS1-12-10	MS1-12-5 MS1-12-10		MS1-12-1 MS1-12-2 MS1-12-6 MS1-12-7 MS1-12-9	
Component Breakdown						Weighting
Understanding, Fluency and Communicating	10	15	10		15	50%
Problem Solving, Reasoning and Justification	10	15	10		15	50%
Total	20%	30%	20%		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 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

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 9	Term 2 Week 7	Term 3 Week 3/4	
Task Type	Topic Test	Assignment	Topic Test	Trial HSC Examination	
Outcomes Assessed	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-5	MS2-12-3, MS2-12-8 MS2-12-10	MS2-12-1 MS2-12-5	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 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

Modern History

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	25%	25%	25%	25%	
Week Due	Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Week 3-4	
Task Type	Research Essay	Essay	Oral Presentation	Trial HSC 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	5	5	5	5	20%
Historical inquiry and research	10	5	5		20%
Communication of historical understanding in appropriate forms	5	5	5	5	20%
Total %	25%	25%	25%	25%	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

Music 1

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	25%	30%	25%	
Week Due	Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Term 3 Week 3/4	
Task Type	Presentation of Core Performance and Viva Voce	Part A: Composition Portfolio Part B: Presentation Elective Option for Topic 1	Presentation and Submission: Elective Option for Topics 2 and 3	Trial HSC Examination Aural Skills Examination	
Outcomes Assessed	H1 – 2, H4 – 6, H9	H1 – 9*	H1 – 9*	H4, H6, H8	
COMPONENT BREAKDOWN					Weighting
Performance	10				10%
Composition		10			10%
Musicology	10				10%
Aural				25	25%
Electives		15	30		45%
Total	20%	25%	30%	25%	100%

*Teachers will select appropriate outcomes based on Elective options selected by each student.

Course Outcomes

- H1** performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2** reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3** improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4** articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5** critically evaluates and discusses performances and compositions
- H6** critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7** understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8** identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9** performs as a means of self-expression and communication

PDHPE

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	25%	25%	20%	30%	
Week Due	Term 4 Week 10	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3/4	
Task Type	Core 1 Task	Core 2 Task	Option 1 & 2 Task	Trial HSC Examination	
Outcomes Assessed	H2, H4, H14, H16	H8, H10, H11, H17	H8, H13, H16, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Component Breakdown					Weighting
Knowledge and understanding of content	10	10	10	10	40%
Skill 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
- H6** demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- 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
- H12** analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- 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	Task 2	Task 3	Task 4	
Task Weighting	20%	20%	20%	40%	
Week Due	Term 4 Week 10	Term 1 Week 9	Term 2 Week 6	Term 3 Week 6	
Task Type	Website Portfolio	Show Reel	Research and Design 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

Physics

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	20%	30%	30%	
Week Due	Term 4 Week 6	Term 1 Week 7	Term 2 Week 5	Term 3 Week 3/4	
Task Type	Circular Motion	Motor Model	Depth Study NASA	Trial HSC Examination	
Outcomes Assessed	PH12-3, PH12-5, PH12-12	PH12-2, PH12-6, PH12-13	PH12-1, PH12-4, PH12-5, PH12-6, PH12-7, PH12-14	ALL	
Component Breakdown					Weighting
Skills in working scientifically	10	10	20	20	60%
Knowledge and understanding of course content	10	10	10	10	40%
Total	20%	20%	30%	30%	100%

Course Outcomes

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

PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information **PH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information **PH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of

appropriate media

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

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

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

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

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

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

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

Sport, Lifestyle and Recreation (SLR)

Component	Task 1	Task 2	Task 3	Task 4	
Task Weighting	25%	25%	20%	30%	
Week Due	Term 4 Week 9	Term 2 Week 4	Term 3 Week 5	Term 3 Week 10	
Task Type	Social Perspectives of Games and Sports – Issue in Sport	Fitness Program and Evaluation	Outdoor Recreation Workshops	Games and Sports Application 2 (Ongoing)	
Outcomes Assessed	2.4, 3.7, 4.5	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.3, 2.3, 3.3	1.1, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	Weighting
Component Breakdown					Weighting
Knowledge and understanding	10	10	10	10	40%
Skills	15	15	10	20	60%
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	30%	25%	30%	15%	
Week Due	Term 4 Week 11	Term 1 Week 10	Term 3 Week 1	Term 3 Week 3/4	
Task Type	VAPD and Contract	Research Task: Essay	VAPD & Process Development	Trial HSC Examination	
Outcomes Assessed	H1, H3, H4, H8	H7, H8, H10	H1, H2, H4, H5, H6	H7, H8, H9, H10	
Component Breakdown					Weighting
Art Making	20		30		50%
Art Criticism and Art History	10	25		15	50%
Total	30%	25%	30%	15%	100%

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

HSC Assessment Advice for VET Courses

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

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

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

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek

advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

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

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

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

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

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

Work placement advice from NESA in response to COVID

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

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

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

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

SIT20316 Certificate II in Cookery

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 3/4

Assessment Plan			Evidence gathering techniques			
Assessment Task	Competency codes	Units of competency	Direct observation – real time/simulated environment	Product based method – structured activities e.g. role plays, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	Work placement
Task 1	SITXWHS005	Participate in safe work practices	X	X	X	
	SITXFSA005	Use hygienic practices for food safety	X		X	
	SITXFSA006	Participate in safe food handling practices	X		X	
	SITXCCS011	Interact with customers	X		X	
	SITXCOM007	Show social and cultural sensitivity	X		X	
	SITHCCC025	Prepare and present sandwiches	X		X	
Task 2	SITHKOP009	Clean kitchen premises and equipment	X		X	
	SITXINV006	Receive, store and maintain stock	X	X	X	
Task 3	SITHCCC026	Package prepared foodstuffs	X		X	
Task 4	SITHCCC023	Use food preparation equipment	X		X	
	SITHCCC024	Prepare and present simple dishes	X		X	
Task 5	SITHCCC027	Prepare dishes using basic methods of cookery	X		X	
	SITHCCC034	Work effectively in a commercial kitchen	X		X	X

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

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

CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	2023 - Term 3

Assessment Plan			Evidence gathering techniques			
Task	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Task 1	CPCWHS1001	Prepare to work safely in the construction industry	✓			✓
Task 2	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓	✓		✓
Task 3	CPCCCM1011 CPCCCM1015	Undertake basic estimation and costing Carry out measurements and calculations	✓	✓		✓
Task 4	CPCCOM2001 CPCCOM1013	Read and interpret plans and specifications Plan and organise work	✓	✓		✓
Choose one option from below (Trainers must hold the UoC to deliver the option chosen) Delete units not being delivered.						
Task 5 – Option 1	CPCCBL2001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	✓	✓		✓
Task 5 – Option 2	CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	✓	✓		✓
Task 5 – Option 3	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	✓	✓		✓
Task 6	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	✓	✓	✓	✓
Task 7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	✓	✓		✓

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20211 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Term 2
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	2023 - Term 3

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

Depending on the achievement of units of competency, the possible qualification outcome is a MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

**Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. Public Schools NSW, Tamworth (RTO 90162) have engaged NESA to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESA directly for additional copies of their transcript.

SIS30521 Cert III Sport Coaching

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Term 2

Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – Tournament Time	HLTWH001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	X	X		X
Cluster 2 – The Community Coach	SISSCO002 SISSCO005	Work in a community coaching role Continuously improve coaching skills and knowledge	X	X	X	X
Cluster 3 – Choose 2 of the following options in Cluster 3. (Delete the one not delivered and change to black)						
Cluster 3a – Officiating in Sport	SISSOF002	Continuously improve officiating skills and knowledge	X	X	X	X
Cluster 3b – Inclusive Coaching	SISXDIS001	Facilitate inclusion for people with a disability	X	X	X	X
Cluster 3c – Strength and Conditioning	SISXCAI009	Instruct strength and conditioning techniques	X	X	X	X
Cluster 4 – Coaching the Individual	SISSCO003 BSBPOS403	Meet participant coaching needs Apply business risk management processes	X	X	X	X
Cluster 5 – Next Level Coaching	SISSCO012	Coach sports participants up to an intermediate level	X	X	X	X
Cluster 6 – First Aid	HLTAID011	Provide first aid	X			X

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching or a Statement of Attainment towards a SIS30521 Certificate III in Sport Coaching.

Guide to Referencing

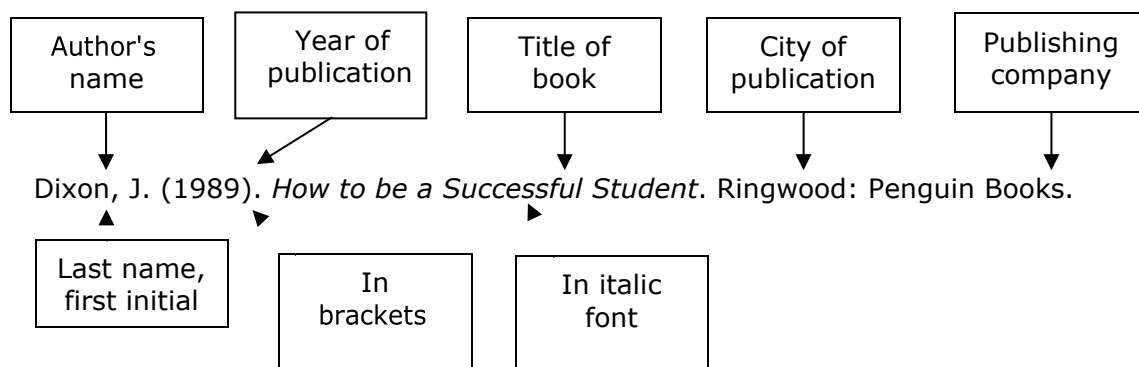
A part of your learning at school may involve completing an assignment or project. You may need to use information created, collected or written by other people to include in your assignment.

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.

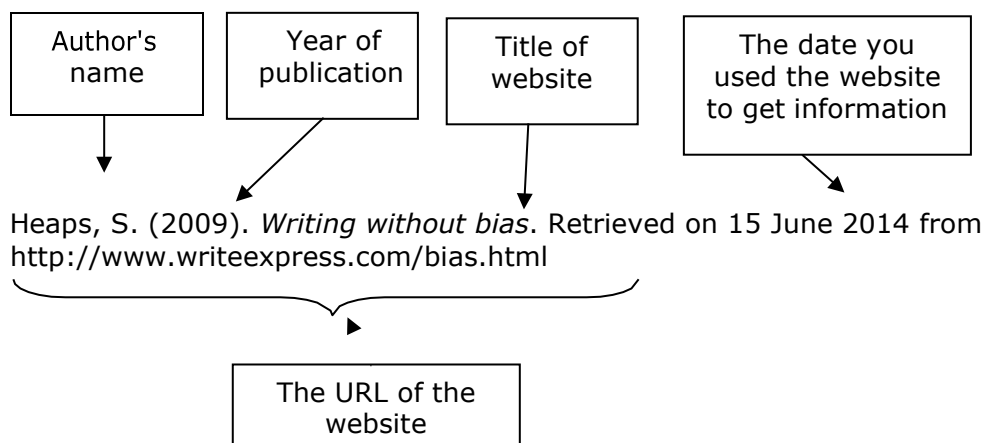
Here are some hints on how to write this list of resources.

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.

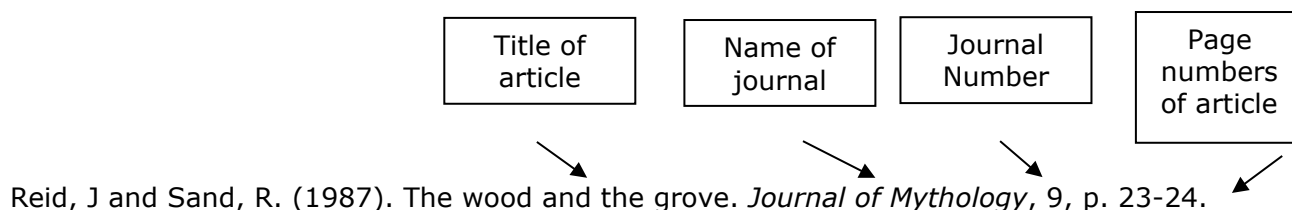
Printed books:

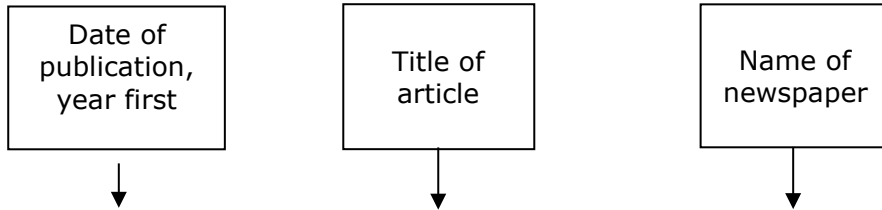


Websites:

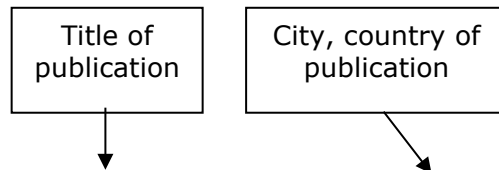


Printed journal articles:



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)

Queanbeyan High School

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.

.....

.....

.....

.....

.....

.....

.....

.....

Medical Certificate from _____ (doctor)

Attach a copy.

Signature of student

Date

Signature of Parent/Guardian

Date



Queanbeyan High School

Contact Information

PRINCIPAL

Jennifer GREEN

Phone: (02) 6297-2088

Deputy Principals

Melinda ADDERLEY

Lindsey PERRY

Vanessa WILLETTS

Phone: (02) 6297-2088

Year 12 Student Adviser

Leo PEPINGCO

Phone: (02) 6297-2088

