



HUNTER RIVER HIGH SCHOOL

ASSESSMENT POLICY & PROCEDURES

**HSC COURSE
2021 - 2022**

Name: _____



Board Developed Course - Head Teachers

Aboriginal Studies	Mrs M Naylor
Ancient History	Mrs M Naylor
Biology	Mr M Robson
Business Studies	Mrs M Naylor
Chemistry	Mr M Robson
Community & Family Studies	Mr S Lloyd
Dance	Ms C Carroll (Rel)
Design & Technology	Mr S Lloyd
English Advanced	Mr S Friend
English Standard	Mr S Friend
Geography	Mrs M Naylor
Industrial Technology Timber	Mr S Lloyd
Investigating Science	Mr M Robson
Mathematics	Ms R Thomas
Mathematics Standard 1	Ms R Thomas
Mathematics Standard 2	Ms R Thomas
Music 1	Ms C Carroll (Rel)
PDHPE	Mrs A Thompson
Visual Arts	Ms C Carroll (Rel)

Board Developed Vocational Education and Training

Construction Pathways	Mr S Lloyd
Kitchen Operations	Mr S Lloyd
Food and Beverage	Mr S Lloyd

Content Endorsed Courses

Engineering	Mr S Lloyd
English Studies	Mr S Friend
Exploring Early Childhood	Mr S Lloyd
Marine Studies	Mr M Robson
Numeracy	Ms R Thomas
Photography	Ms C Carroll (Rel)
Sport, Lifestyle & Recreation Studies	Mrs A Thompson
Visual Design	Ms C Carroll (Rel)
Work Studies	Mrs M Naylor
<u>NESA Contact:</u>	Mr N Campbell
<u>Year Advisor:</u>	Mr C Neal

What is Assessment?

Assessment is the process of gathering information and making judgements about student achievement. The NSW Higher School Certificate is based on:

- an assessment mark submitted by the school and produced in accordance with the NSW Education Standards Authority (NESA) requirements for the internal assessment program; **and**
- an examination mark derived from the HSC external examinations.

The use of both internal assessment and external examinations of students' achievement allows measures and observations to be made at several points and in different ways throughout the course. The final assessment mark represents a measure of a student's achievement at the end of the course in Year 12. The assessment is based on achievements measured throughout the course and provides an indication of a student's attainment of a wider range of syllabus objectives, than is measured by an examination alone.

The assessment allows due weight to be given during a course to student achievement, which although evident to subject teachers, may not be adequately assessed in a single external examination. Each task assesses the student's actual, not potential performance.

All My Own Work

Students must apply the principles and practices of good scholarship to their HSC studies. As a prerequisite to enrolment in Preliminary HSC courses students were required by the NSW Education Standards Authority (NESA) to complete the HSC: All My Own Work Program. This program is designed to help HSC students follow the principles and practices of good scholarship; to understand and value ethical practices when locating and using information.

The program modules are:

- Scholarship Principles and Practices;
- Acknowledging Sources;
- Plagiarism;
- Copyright; and
- Working with Others.

Communication

Students will be given a minimum of 2 weeks notice when a task is to be used for assessment and they will be given meaningful feedback in a timely manner after the task has been marked. The process of feedback for a particular task will be included in the assessment task notification.

Students are required to sign the assessment register to acknowledge receiving a task; when submitting the assessment task for marking; and again when the assessment task is returned.

Additional tasks or variations to the written program can occur only in consultation with the Deputy Principal. Students will be formally advised of these changes and be required to sign for the new scheduled task.

Submission of Tasks

Tasks must be submitted to the classroom teacher on the due date with an assessment task cover sheet proforma attached. Completing and signing this form is a declaration by the student that the task submitted is their own work and has not been previously submitted in any other course.

If the teacher is absent or unavailable, the task must be submitted to the relevant Head Teacher or, in cases where that is not possible, the Deputy Principal. It may also be possible to email the task to the relevant teacher. Students should ensure they sign the assessment task register when handing in a task. The method/s of task submission will be communicated on the assessment task notification.

Tasks not submitted by the due date will receive zero marks, however must still be completed. If a student wishes to appeal this, the guidelines set out in the Assessment Policy under the heading of 'Illness-Misadventure Appeal' must be followed.

Tasks submitted late will still be marked and the student will receive feedback from their teacher. Students must make a serious attempt at over 50% of the total course assessment or the Principal will certify that the Preliminary or HSC course has not been studied satisfactorily.

Illness – Misadventure Appeals

Students are expected to make a genuine attempt at all assessment tasks and complete them on time. When this is not possible, the student should contact the teacher and the Head Teacher as a matter of urgency. If an Illness/Misadventure form is to be lodged on a submitted task, it is desirable that it be made prior to the day the task is due with work done up to that point attached.

It is a serious situation if a student is absent on the day of an in-class task or on the day a task is due. An Illness or Misadventure Appeal Form must be completed in this case. It is the student's responsibility to lodge this form within two days with the respective Head Teacher. A Doctor's Certificate (or from another health professional) or a letter from the parent/caregiver is required to explain the absence if the student was sick. In the case of misadventure, written evidence from another person such as a police officer should be provided. This person must not be related to the student. In the case of a death in the family, written notification is required.

Failure to submit an Illness or Misadventure Appeal Form will be interpreted as an admission that the student can offer no valid reason for late assessment, and accordingly a mark of zero will be awarded for the task. Assessment tasks submitted after the due date, without independent evidence of illness or misadventure may be awarded zero marks.

If a student becomes ill during the sitting of a task, the teacher/supervisor should be informed and an Illness or Misadventure Appeal Form submitted.

As much detail as possible should be provided to support the student's case on the Illness or Misadventure Appeal Form.

Appeals will be considered in line with **HRHS Illness/Misadventure Assessment Committee Process**:

1. Student completes form (signed by parent / with evidence) - provides it to the course HT (to be submitted before the task, if leave is anticipated, OR within 2 days of return to school);
2. HT checks all of the form has been completed (including parent signature);
3. HT ensures that CT has completed their recommendation. HT completes their recommendation (see recommendation options below) after reviewing the appeal reason and evidence. When leave is anticipated, the task should be completed PRIOR to the leave, if it falls within the bounds of the task;
4. HT gives the form to relevant DP;
5. DP sets a time for panel to review the appeal form - if this cannot be completed in person - the information is relayed via email to confirm outcome and the form is sent to relevant parties for signatures afterwards. The panel consists of the DP/YA and relevant HT. (If a panel member is absent, an appropriate replacement should be sought).

Deputy Principal (DP) then:

- Documents the panel outcome on the form: *IE the HT recommendation of XXXX is endorsed and upheld by the panel.*
- Ensures signatures of all three panel members are on the form.
- Scans the signed form (front and back) and emails it to: CT/HT/YA.
- Keeps the original form in appeals folder - these are to be placed in student files at end of course.
- Adds a summary of the appeal/outcome to the student's profile in Sentral as a data record.

Recommended outcomes may include:

- **Set a substitute task.**
- **Grant an extension with or without penalty** (even if the student has completed the task on the first day back, an IM form must be submitted as this is regarded as an extension). If an extension is provided, students must sign for the new due date on the Illness & Misadventure Form. The Class Teacher will provide the student with a copy of this form. Students may lodge an appeal/review of the final decision.
- **In exceptional circumstances, provide an estimate based on other evidence.** (If an estimate is granted as an outcome, the HT must follow NESA policy in determining the estimated mark *at the end of the course* based on demonstrated student achievement corresponding to the original task outcomes).

Head Teacher (HT) then:

- Informs student of the outcome and ensures the outcome is followed through.
- Provides a copy of the signed form to the student AND sends a copy home to parents via mail.

Classroom Teacher (CT) then:

- Keeps record/copy of signed appeal form/outcome for monitoring folders.
- Completes any follow up documentation.

Year Advisor (YA) then:

- Provides wellbeing support as required - i.e. informing senior learning area teacher if any support is required / follow up with any other support, if needed.

You cannot submit an appeal on the basis of:

- no access to technology;
- loss of work due to technology malfunction;
- stolen technology;
- difficulties in preparation or loss of preparation time - for example, as a result of illness during the course;
- alleged deficiencies in tuition;
- long-term illnesses such as glandular fever - unless you have suffered a 'flare-up' or exacerbation of your symptoms during the assessment period;
- the same grounds for which you received special exam provisions - unless you have experienced additional difficulties during an exam session;
- misreading the exam timetable;
- reading exam instructions incorrectly; or
- attending a school excursion or representing the school.

Illness or Misadventure Appeal Forms are available from each faculty Head Teacher and Deputy Principals. An Illness or Misadventure Appeal Form is included at the end of this booklet.

Submission of 'Draft Work'

Students are permitted to submit 2 drafts of their work prior to the due date for feedback – an initial draft and a final draft. Staff will provide feedback in a timely manner. Draft work will be accepted up until 4 school days before the task due date.

N-Determinations

Students may be given an N-Determination for having not:

1. followed the course developed or endorsed by the NSW Education Standards Authority (NESA);
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and/or
3. achieved some or all of the course outcomes.

At any point during Stage 6, when a student is not meeting NESA requirements, the following procedure will be followed:

Step 1: The teacher will interview the student to determine why NESA requirements are not being met.

Step 2: If the work is not completed within an agreed time, the student will be advised that an 'N Determination Warning' has been made and a written notification will be mailed to the student's home.

Step 3: Steps 1 & 2 are followed with any further unsatisfactory progress/task completion.

If there are 2 'N Determination Warnings' given, a Final N Determination may occur.

This will result in either:

- the student being excluded from that course. This usually means the student will have insufficient units of work for the award of the Preliminary HSC or the HSC; or
- the student may be expelled due to 'unsatisfactory participation in learning by a student of post-compulsory school age'.

If a final N Determination is made, it will be submitted to NESA. A student has a right to appeal this decision. This must be done by completing and submitting an official NESA Appeal Form.

Reporting

Students will receive 2 formal reports during the Preliminary Course and 2 during the HSC course. This will be based on achievement of course outcomes. Students will also receive notification of their rank order in each subject, based on their school assessment during and at the conclusion of the course. Final assessment marks are confidential.

Non-Assessment Periods

There will be no assessable tasks scheduled during the week before examinations, nor within the period of the examinations other than the assessable examinations themselves.

Confidentiality

A student's performance in any assessment task or cumulatively in a course is a matter of concern and interest to the subject teacher; the Year Adviser; the relevant Head Teacher; the Deputy Principal; the Principal; the student's parents; and the student. Results relating to one student's performance are not released to other students.

Malpractice

Malpractice represents a significant breach of the ethical requirements of All My Own Work as determined by NESA. Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own;
- using material directly from books, journals or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as their own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date; and
- assisting another student to engage in malpractice.

Should malpractice be suspected, students will be required to demonstrate that the work is entirely their own.

Any student participating in malpractice will be awarded zero marks for the task. In addition, all incidents of malpractice are mandatorily notified to NESA.

Additionally, if an assessment task or examination is deemed to be a non-serious attempt, the student will be awarded zero marks.

Offensive / Non Serious Attempts

Non serious attempts will receive a zero mark. Should a student submit an assessment task which is offensive, the matter will be referred to the Principal.

Student Absences

Students who have been absent from school should, on every occasion, ask the teacher if assessment information has been given out immediately on return to school. Extension of time will NOT be granted unless there are exceptional circumstances. An Illness or Misadventure Appeal Form would need to be completed in this situation. Students who have prolonged absences need to contact the school as a matter of urgency.

In extreme cases, such as prolonged absence, the Principal may authorise an 'estimate' rather than a substitute task.

If a student has prior knowledge that they will be absent when an assessment task takes place, or needs to be submitted, it is the responsibility of the student to arrange a time prior to the date of the task, for submission, or to sit the task. This should be arranged with the individual Class Teacher using an Illness or Misadventure Appeal Form.

Excursions / Representing the School

If a student is participating in an excursion or representing the school on the day an assessment task is due, then the task should be presented before the planned activity or sent via email to the subject teacher by the due date. In exceptional circumstances, when this is not possible, an Illness or Misadventure Appeal Form needs to be completed for consideration.

Special Provisions

It is the responsibility of students with additional needs to remind their teacher of their needs at least one week prior to each scheduled assessment task. This will allow time for the particular provisions to be organised.

Attendance

Where a student's attendance is causing concern, the student may be asked to show evidence to the Head Teacher that they have applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school and that they are not in danger of not completing the course. Any student who attends less than 85% of lessons would be deemed to be causing concern. N-Warning letters stating the work required to be completed will be sent home via mail, email or handed to the student. This work must be completed for the N-Warning to be redeemed.

Special Notes

NESA has determined policies in relation to students who change schools during the assessment period and those who repeat the HSC. The Deputy Principal should be approached in these circumstances.

The Principal or the Principal's delegate has the right to make rulings in special cases when exceptional circumstances make the procedures of this policy inappropriate.

Student Responsibilities

Students will achieve to the best of their abilities and potential by taking utmost responsibility for the outcome of their education.

Students should:

- be familiar with all assessment requirements and deadlines;
- organise an efficient program of study and work;
- complete and submit all assessable tasks by the due date;
- seek advice and assistance from teachers and discuss difficulties and needs openly; and
- seek clarification from teachers when there is misunderstanding regarding marks allocated for specific tasks (students are encouraged to consult with the Head Teachers and their subject teachers also).

It is emphasised that marks can only be queried at the time the tasks are returned.

Variations to HSC Pattern of Study

As per NESA requirements, to successfully complete Year 11, ***students must complete a minimum of 12 units of study***. Stage 6 teachers are currently finalising the mandatory requirements for each individual Year 11 course. **For this to occur, students must resolve any outstanding N warnings for Year 11 courses.** Students who have satisfactorily met the Year 11 course requirements will then be eligible to receive a Year 11 Record of Student Achievement (RoSA).

Students who have successfully completed Year 11 courses will begin Year 12 course content from Term 4, 2021. As per NESA requirements, to achieve the HSC credential, students are required to complete a ***minimum of 10 units of study***. It is however, ***strongly recommended that students do not withdraw from a course and maintain the full 12 units throughout Year 12 to allow for flexibility and variety in their pattern of study.***

Students who *do* nominate to withdraw from a course ***must make an informed decision*** to assess the potential impact on their final HSC and career pathway. Students who want to achieve an ATAR for university admission ***must seek guidance in this decision making*** as there are mandatory requirements for an ATAR pattern of study. **Students should wait until AFTER THEY RECEIVE THEIR RESULTS FROM THE YEAR 11 EXAM PERIOD before initiating conversations as per the timeline below.**

Externally delivered VET courses and distance education courses form part of a student's mandatory units of study. Students need to ensure their continued attendance and participation in these courses to ensure mandatory outcomes are achieved. Withdrawal or exclusion from these courses may affect students gaining the HSC credential.

To vary their pattern of study for the 2022 HSC students must:

1. Complete **Section 1** of the *Change of Subject Request Form*.
2. Have an open conversation with a **parent/carer** to determine a valid reason to vary the pattern of study. A **parent** must sign the green course variation form.
3. Initiate a discussion with **Mr Lee (Careers Advisor)** to discuss pattern of study and career options. If endorsed, Mr Lee must sign the green course selection form.
4. Initiate a discussion with the relevant **Classroom Teacher** and **Head Teacher** from the course they intend to withdraw from. A green course variation form must be signed by the head teacher.
5. Initiate a discussion with the relevant **Head Teacher** of the new course being selected (if applicable). A green course variation form must be signed by the **Head Teacher**.
6. Initiate a discussion with **Mr Campbell (HT Admin)** to ensure that the withdrawal from the course will not impact on NESA requirements for the HSC credential, as well as qualifying for an ATAR. If endorsed, Mr Campbell must sign the green course selection form.
7. Submit the green course variation form **to Mr Campbell**. Withdrawals will then be registered electronically with NESA. *Note: changes from that point may then be irreversible.*
8. Updated timetables, inclusive of approved course changes, will then be issued to students – **only at this time may you stop attending classes for withdrawn courses**. Students will be expected to attend the Senior Learning Area in the place of these classes.

To meet mandatory Year 11 requirements, all students MUST remain in and engage with their current courses until the Deputy Principal approves and actions changes to your pattern of study. Students who have any outstanding N warnings will not be permitted to drop that course until warnings are resolved.

Aboriginal Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> In-class Essay	<u>Task 2:</u> Major Project	<u>Task 3:</u> Media Presentation	<u>Task 4:</u> Trial HSC Examination
		<u>Date:</u> Term 4 Week 9	<u>Date:</u> Term 1 Week 8	<u>Date:</u> Term 2 Week 9	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> H1.2, 1.3, 2.1, 2.2	<u>Outcomes:</u> H4.1, 4.2	<u>Outcomes:</u> H1.2, 3.1, 3.2, 3.3, 4.1, 4.3	<u>Outcomes:</u> H1.1, 1.2, 2.2, 3.1, 3.2, 3.3
		TASK WEIGHTINGS			
Knowledge & understanding of content	40%	5%	10%	5%	20%
Investigation, analysis, synthesis and evaluation of information from a variety of sources & perspectives	15%		10%	5%	
Research & enquiry methods	20%	5%	10%	5%	
Communication of information, ideas & issues in appropriate forms	25%	5%	10%	10%	
Total	100%	15%	40%	25%	20%

Outcomes

A student:

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

Ancient History

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Spartan Society Historical Analysis Task	Task 2: Pompeii and Herculaneum Source Analysis	Task 3: Greek World Research / In-Class Essay	Task 4: Trial HSC Examination
		Date: Term 4 Week 8	Date: Term 1 Week 9	Date: Term 2 Week 5	Date: Term 3 Week 3/4
		Outcomes: AH 12.3, 12.8, 12.9	Outcomes: AH 12.1, 12.9, 12.10	Outcomes: AH 12.2, 12.7, 12.9	Outcomes: AH 12.4, 12.5, 12.6, 12.9
		TASK WEIGHTINGS			
Knowledge & understanding of content	40%	5%	10%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretation	20%		5%	5%	10%
Historical inquiry and research	20%	15%		5%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total	100%	25%	20%	25%	30%

Outcomes

A student:

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

Biology

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Use of Models in Science	Task 2: Depth Study	Task 3: Practical Investigation	Task 4: Trial HSC Examination
		Date: Term 4 Week 9	Date: Term 1 Week 8	Date: Term 2 Week 9	Date: Term 3 Week 3/4
		Outcomes: BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11/12-12	Outcomes: BI O11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO 11/12-13	Outcomes: BIO11/12 -1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11/12-14	Outcomes: BIO11/12 -1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11/12-12, BIO 11/12-13, BIO11/12-14, BIO11/12-15
		TASK WEIGHTINGS			
Modules Assessed		Module 5: Heredity	Module 6: Genetic Change	Module 7: Infectious Disease	Modules 5 to 8: Heredity, Genetic Change, Infectious Disease, Non-Infectious Disease and Disorders
Skills in working scientifically	60%	20%	15%	20%	5%
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Total	100%	25%	25%	25%	25%

Outcomes

A student:

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 mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Business Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Operations 1 hour Topic Test	<u>Task 2:</u> Finance Business Report	<u>Task 3:</u> Marketing In-class test	<u>Task 4:</u> Trial HSC Examination
		<u>Date:</u> Term 4 Week 11	<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 2 Week 7	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> H2, H4, H5, H9	<u>Outcomes:</u> H5, H8-10	<u>Outcomes:</u> H4, H6-9	<u>Outcomes:</u> H1-6, H8-10
		TASK WEIGHTINGS			
Knowledge & understanding of content	40%	5%	5%	15%	15%
Stimulus-based skills	20%	10%			10%
Inquiry and research	20%		15%	5%	
Communication of business information, ideas and issues in appropriate forms.	20%	5%	5%	5%	5%
Total	100%	20%	25%	25%	30%

Outcomes

A student:

- 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

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Research	<u>Task 2:</u> Depth Study	<u>Task 3:</u> Practical Task	<u>Task 4:</u> Trial HSC Examination
		<u>Date:</u> Term 4 Week 9	<u>Date:</u> Term 1 Week 8	<u>Date:</u> Term 2 Week 4	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> CH11/12:2-7 CH11/12: 12	<u>Outcomes:</u> CH11/12: 1-7 CH11/12: 12-15	<u>Outcomes:</u> CH11/12: 1 to 7 CH11/12: 12-14	<u>Outcomes:</u> CH11/12: 4-7 CH11/12: 12-15
		TASK WEIGHTINGS			
Modules Assessed		Module 5	Depth Study	Modules 5 - 7	Modules 5 - 8
Skills in working scientifically	60%	20%	15%	20%	5%
Knowledge & Understanding of course content	40%	5%	10%	5%	20%
Total	100%	25%	25%	25%	25%

Outcomes

A student:

Skills

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation (Questioning and predicting)
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information (Planning investigations)
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information (Conducting investigations)
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media (Processing data and information)
CH11/12-5	analyses and evaluates primary and secondary data and information (Analysing data and information)
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes (Problem solving)
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose (Communicating)

Knowledge & Understanding

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 & Family Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> IRP	<u>Task 2:</u> Lobbying Proposal	<u>Task 3:</u> Research/Response	<u>Task 4:</u> Trial HSC
		<u>Date:</u> Term 4 Week 11	<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 7	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> H4.1, H4.2, H5.6, H6.2	<u>Outcomes:</u> H1.1, H2.2, H3.1, H4.1, H4.2, H5.1, H6.2	<u>Outcomes:</u> H2.3, H3.4, H4.1, H4.2, H6.1	<u>Outcomes:</u> all
		TASK WEIGHTINGS			
Knowledge and understanding of course content	40%	5%	5%	15%	15%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	20%	10%	15%
Total	100%	20%	25%	25%	30%

Outcomes

A student:

- H1.1** analyses the effect of resource management on the well-being 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 well-being of individuals, groups, families and communities
- H2.3** critically examines how individual rights and responsibilities in various environments contribute to well being
- 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

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Major Study & Process Diary	Task 2: Core Composition & Process Diary	Task 3: Core Performance & Process Diary	Task 4: Trial HSC Examination - Practical
		Date: Term 4 Week 9	Date: Term 1 Week 8	Date: Term 2 Week 6	Date: Term 2 Weeks 10
		Outcomes: H2.1, H2.2, H2.3, H4.4	Outcomes: H3.1, H3.2, H3.3, H3.4, H4.4	Outcomes: H2.1, H2.2, H2.3, H4.4	Outcomes: H2.1, H2.2, H2.3, H4.1, H4.2, H4.3, H4.4, H4.5
		TASK WEIGHTINGS			
Performance Core	20%			20%	
Composition Core	20%		20%		
Appreciation Core	20%				20%
Major Study Elective	40%	30%			10%
Total	100%	30%	20%	20%	30%

Outcomes

Through activities in performance, composition and appreciation, a student:

- H1.1** understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form.
- H1.2** performs, composes and appreciates dance as an artform.
- H1.3** appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances.
- H1.4** acknowledges and appreciates the relationship of dance and other media.
- H2.1** understands performance quality, interpretation and style relating to dance performance.
- H2.2** performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices.
- H2.3** values the diversity of dance performance.
- H3.1** identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent.
- H3.2** demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent.
- H3.3** recognises and values the role of dance in achieving individual expression.
- H3.4** explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent.
- H4.1** understands the concept of differing artistic, social and cultural contexts of dance.
- H4.2** recognises, analyses and evaluates the distinguishing features of major dance works.
- H4.3** utilises the skills of research and analysis to examine dance as an artform.
- H4.4** demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance.
- H4.5** acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation.

Design & Technology

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Presentation and Project Plan	<u>Task 2:</u> Case Study of an Innovation	<u>Task 3:</u> Trial HSC (Written Examination)	<u>Task 4:</u> Project Progress Report
		<u>Date:</u> Term 4 Week 8	<u>Date:</u> Term 1 Week 6	<u>Date:</u> Term 3 Week 3/4	<u>Date:</u> Term 3 Week 6
		<u>Outcomes:</u> H1.1 H4.1 H5.1 H5.2	<u>Outcomes:</u> H1.1 H2.2 H3.1 H6.2	<u>Outcomes:</u> H1.1 H1.2 H2.1 H3.1 H3.2 H4.1 H4.3 H5.2 H6.2	<u>Outcomes:</u> H3.2 H4.1 H4.2 H4.3 H5.1 H5.2
		TASK WEIGHTINGS			
Knowledge and understanding of course content	40%		20%	20%	
Knowledge and skills in the design, management, communication and production of a Major Project	60%	30%			30%
Total	100%	30%	20%	20%	30%

Outcomes

A student:

- H1.1** critically analyses the factors affecting design and the development and success of design projects
- H1.2** relates the practices and processes of designers and producers to the major design project
- H2.1** explains the influence of trends in society on design and production
- H2.2** evaluates the impact of design and innovation on society and the environment
- H3.1** analyses the factors that influence innovation and the success of innovation
- H3.2** uses creative and innovative approaches in designing and producing
- H4.1** identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2** selects and uses resources responsibly and safely to realise a quality major design project
- H4.3** evaluates the processes undertaken and the impacts of the major design project
- H5.1** manages the development of a quality major design project
- H5.2** selects and uses appropriate research methods and communication techniques
- H6.1** justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
- H6.2** critically assesses the emergence and impact of new technologies, and the factors affecting their development

English Advanced

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Short answer and extended response	<u>Task 2:</u> Multimodal Presentation	<u>Task 3:</u> Critical and Creative Task	<u>Task 4:</u> Trial HSC Examination
		Texts and Human Experiences	Textual Conversations	Critical Study of Literature The Craft of Writing (15%)	Texts and Human Experiences Textual Conversations Critical Study of Literature The Craft of Writing (10%)
		<u>Date:</u> Term 4 Week 10	<u>Date:</u> Term 1 Week 9	<u>Date:</u> Term 2 Week 8	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> EA 12-1, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	<u>Outcomes:</u> EA 12-1, EA12.3-8	<u>Outcomes:</u> EA 12-2, EA12-3, EA12. 6 - 9	<u>Outcomes:</u> EA 12.1-9
		TASK WEIGHTINGS			
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%
Total	100%	20%	20%	30%	30%

Outcomes

A student:

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

English Standard

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Short answer and extended response	<u>Task 2:</u> Multimodal Presentation	<u>Task 3:</u> Extended Response	<u>Task 4:</u> Trial HSC Examination
		Texts and Human Experiences	Close Study of Literature	Language, Identity and Culture The Craft of Writing (10%)	Texts and Human Experiences, Close Study of Literature, Language, Identity and Culture The Craft of Writing (15%)
		<u>Date:</u> Term 4 Week 10	<u>Date:</u> Term 1 Week 9	<u>Date:</u> Term 2 Week 8	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes</u> EN12-1, EN12-3, EN12-5, EN12-6	<u>Outcomes</u> EN12-1, EN12-5, EN12-7, EN12-9	<u>Outcomes</u> EN12-1, EN12-2, EN12-5, EN12-8	<u>Outcomes</u> EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7
		TASK WEIGHTINGS			
Knowledge and understanding of course content	50%	15%	15%	10%	10%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%
Total	100%	25%	25%	25%	25%

Outcomes

A student:

- EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
- EN12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN12-6** investigates and explains the relationships between texts
- EN12-7** explains and evaluates the diverse ways texts can represent personal and public worlds
- EN12-8** explains and assesses cultural assumptions in texts and their effects on meaning
- EN12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

English Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Extended response	<u>Task 2:</u> Presentation	<u>Task 3:</u> In Class Test (unseen texts)	<u>Task 4:</u> Collection of classwork
		Texts and Human Experiences	Elective Module C: On the Road	Elective Module N: The Way We Were	Common Module Mod C: On the Road Mod K: Big Screen Mod N: The Way We Were
		<u>Date:</u> Term 4 Week 10	<u>Date:</u> Term 1 Week 9	<u>Date:</u> Term 2 Week 8	<u>Date:</u> Term 3 Week 6
		<u>Outcomes:</u> ES12-1 ES12-3, ES12-5, ES12-6	<u>Outcomes:</u> ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	<u>Outcomes:</u> ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	<u>Outcomes:</u> ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10
		TASK WEIGHTINGS			
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50%	10%	15%	10%	15%
Total	100%	25%	25%	20%	30%

Outcomes

A student:

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

Exploring Early Childhood

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Young Children with Special Needs Research Task	<u>Task 2:</u> Children's' Book Unit: Children's Literature	<u>Task 3:</u> Portfolio of childcare design & activities Units: Optional units: Play & the developing child, learning experiences	<u>Task 4:</u> Trial HSC Examination Units: Core Units A, B & C, Optional units: Children of Aboriginal and Torres Strait Islander Communities, Historical and Cultural Contexts of Childhood, Children's Services
		<u>Date:</u> Term 4 Week 8	<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 6	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> H2.1, H2.2, H2.3, H2.4, H2.5, H3.1	<u>Outcomes:</u> H1.2, H1.3, H1.4, H4.1	<u>Outcomes:</u> H1.3, H2.1, H2.2, H2.5, H5.1, H6.1	<u>Outcomes:</u> H1.1, H1.2, H1.3, H2.1, H2.2, H2.4, H4.2, H6.2
		TASK WEIGHTINGS			
Knowledge and understanding of course content	50%	10%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	50%	10%	10%	15%	15%
TOTAL	100%	20%	20%	25%	35%

Outcomes

A student:

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

Geography

Syllabus Outcomes ↓	Syllabus Component ↓	<u>Task 1:</u> Geographical Inquiry into Viticulture as an Economic Activity	<u>Task 2:</u> In class skills and short answer writing task	<u>Task 3:</u> Fieldwork broadsheet and response on Ecosystems at Risk	<u>Task 4:</u> Trial HSC Examination
		<u>Date:</u> Term 4 Week 8	<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 5	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> H1, H2, H5, H6, H8, H9, H10, H12, H13	<u>Outcomes:</u> H1, H2, H3, H5, H7, H9, H10, H11, H12, H13	<u>Outcomes:</u> H1, H4, H6, H10, H12, H13	<u>Outcomes:</u> H1-H13
		TASK WEIGHTINGS			
Knowledge & understanding of content	40%	5%	10%	5%	20%
Geographical tools and skills	20%	5%	5%	5%	5%
Geographical inquiry and research, including fieldwork	20%	10%		10%	
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	25%	20%	25%	30%

Outcomes

A student:

- H1** explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2** explains the factors which place ecosystems at risk and the reasons for their protection
- H3** analyses contemporary urban dynamics and applies them in specific contexts
- H4** analyses the changing spatial and ecological dimensions of an economic activity
- H5** evaluates environmental management strategies in terms of ecological sustainability
- H6** evaluates the impacts of, and responses of people to, environmental change
- H7** justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8** plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9** evaluates geographical information and sources for usefulness, validity and reliability
- H10** applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11** applies mathematical ideas and techniques to analyse geographical data
- H12** explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13** communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.

Industrial Technology Timber

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Presentation and Project Plan	<u>Task 2:</u> Industry Study Timber Furnishings	<u>Task 3:</u> Project Development and Management Report	<u>Task 4:</u> Trial HSC Examination
		<u>Date:</u> Term 4 Week 10	<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 10	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> H3.1, H3.2, H3.3, H5.1	<u>Outcomes:</u> H1.1, H1.2, H1.3, H7.1, H7.2	<u>Outcomes:</u> H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H4.2, H5.1, H5.2, H6.2	<u>Outcomes:</u> H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2
		TASK WEIGHTINGS			
Knowledge and understanding of course content	40%		20%		20%
Knowledge and skills in the design, management, communication and production of a Major Project	60%	20%		30%	10%
Total	100%	20%	20%	30%	30%

Outcomes

A student:

- 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 characters 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** applies the principles of quality and quality
- 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

Investigating Science

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Practical Task	<u>Task 2:</u> Research Task	<u>Task 3:</u> Depth Study	<u>Task 3:</u> Trial HSC Examination
		<u>Date:</u> Term 4 Week 7	<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 2 Week 9	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> INS11/12-1, INS11/12-2, INS11/12-3, INS12-12	<u>Outcomes:</u> INS12-1, INS12-2, INS12-4, INS12-13	<u>Outcomes:</u> INS12-4, INS12-5, INS12-6, INS12-7, INS12-14	<u>Outcomes:</u> INS11/12-1, INS11/12-2, INS11/12-3, INS12-4, INS12-5, INS12-6, INS12-7, INS12-13, INS12-12, INS12-14
		TASK WEIGHTINGS			
Modules Assessed		Module 5	Module 6	Module 7	Examination Module 5-8
Skills	60%	20%	20%	15%	5%
Knowledge & Understanding	40%	5%	5%	10%	20%
Total	100%	25%	25%	25%	25%

Outcomes

A student:

- INS12-1** develops and evaluates questions and hypotheses for scientific investigation
- INS12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- INS12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- INS 12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS 12-5** analyses and evaluates primary and secondary data and information
- INS 12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS 12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS12-12** develops and evaluates the process of undertaking scientific investigations
- INS12-13** describes and explains how science drives the development of technologies
- INS12-14** uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
- INS12-15** evaluates the implications of ethical, social, economic and political influences on science

Marine Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Practical Task	<u>Task 2:</u> Field Trip	<u>Task 3:</u> Research Task	<u>Task 3:</u> Trial HSC Examination
		<u>Date:</u> Term 4 Week 9	<u>Date:</u> Term 1 Week 8	<u>Date:</u> Term 2 Week 9	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> 1.1, 1.2, 2.1, 2.3, 3.3, 3.4, 4.2, 5.1, 5.3	<u>Outcomes:</u> 1.1, 1.3, 2.1, 2.2, 2.3, 3.3	<u>Outcomes:</u> 1.3, 2.1, 2.3, 3.1, 3.3, 4.1, 5.2, 5.4	<u>Outcomes:</u> 1.1, 1.3, 1.4, 3.2, 3.3, 3.4, 5.2, 5.3
			TASK WEIGHTINGS		
Knowledge & Understanding	50%	10%	15%	15%	10%
Skills	50%	15%	10%	10%	15%
Total	100%	25%	25%	25%	25%

Outcomes

A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

Mathematics

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Question Bank and Topic Test – Differential Calculus	<u>Task 2:</u> Investigation Style Task - can Mathematics predict periodic phenomena?	<u>Task 3:</u> Topic Test – Descriptive Statistics & Bivariate Data Analysis	<u>Task 3:</u> Trial HSC Examination
		<u>Date:</u> Term 1 Week 7	<u>Date:</u> Term 2 Week 3	<u>Date:</u> Term 2 Week 8	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> MA12-3 MA12-6 MA12-9 MA12-10	<u>Outcomes:</u> MA12-1 MA12-5 MA12-9 MA12-10	<u>Outcomes:</u> MA12-8 MA12-9 MA12-10	<u>Outcomes:</u> MA12-1 to MA12-10
		TASK WEIGHTINGS			
Understanding, fluency and communicating	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	10%	15%	15%
Total	100%	20%	20%	30%	30%

Outcomes

A student:

- 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 solve problems and makes informed decisions about financial situations using mathematical reasoning and techniques.
- MA12-3** uses calculus techniques to model and solve problems.
- MA12-4** applies the concept and techniques of arithmetic and geometric sequences and series in the solution of problems.
- MA12-5** applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs.
- MA12-6** applies appropriate differentiation methods to solve problems.
- MA12-7** applies the concepts and techniques of indefinite and definite integrals in the solution of problems.
- MA12-8** solves problems using appropriate statistical processes.
- MA12-9** chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use.
- MA12-10** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context.

Mathematics Standard 1

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Right-Angled Triangles Topic Test	<u>Task 2:</u> In-class Task; Networks	<u>Task 3:</u> Investigation Task; Finance and budgeting	<u>Task 4:</u> Trial HSC Examination
		<u>Date:</u> Term 1 Week 7	<u>Date:</u> Term 2 Week 3	<u>Date:</u> Term 2 Week 8	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	<u>Outcomes:</u> MS1-12-8 MS1-12-9 MS1-12-10	<u>Outcomes:</u> MS1-12-5 MS1-12-9 MS1-12-10	<u>Outcomes:</u> MS1-12-1 through to MS1-12-10
		TASK WEIGHTINGS			
Understanding, fluency and communicating	50%	10%	15%	15%	10%
Problem solving, reasoning and justification	50%	10%	15%	15%	10%
Total	100%	20%	30%	30%	20%

Outcomes

A student:

- MS1-12-1** uses detailed algebraic and graphical techniques to evaluate and construct arguments in arrange 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 reasonable judgements about their reasonableness.
- MS1-12-4** analyses simple two-dimensional models to solve practical problems
- MS1-12-5** makes informed decision 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 recognises appropriate times for such uses
- MS1-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.

Mathematics Standard 2

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Question Bank and Topic Test; Data Analysis	Task 2: Non-Right-Angled Trigonometry Topic Test	Task 3: Investigation-Style Task; Investments & Loans	Task 4: Trial HSC Examination
		Date: Term 1 Week 7	Date: Term 2 Week 3	Date: Term 2 Week 8	Date: Term 3 Week 3/4
		Outcomes: MS2-12-2 MS2-12-7 MS2-12-9 MS2-12-10	Outcomes: MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	Outcomes: MS2-12-5 MS2-12-9 MS2-12-10	Outcomes: MS2-12-1 through to MS2-12-10
		TASK WEIGHTINGS			
Understanding, fluency and communicating	50%	15%	10%	15%	10%
Problem solving, reasoning and justification	50%	15%	10%	15%	10%
Total	100%	30%	20%	30%	20%

Outcomes

A student:

- MS1-12-1** uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts.
- MS1-12-2** analyses representations of data in order to make inferences and draw conclusions
- MS1-12-3** 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.
- MS1-12-4** analyses two-dimensional and three-dimensional models to solve practical problems.
- MS1-12-5** makes informed decisions about financial situations, including annuities and loan repayments.
- MS1-12-6** solves problems by representing the relationships between changing quantities in algebraic and graphical forms.
- MS1-12-7** solves problems requiring statistical processes, including the use of normal distribution and the correlation of bivariate data.
- MS1-12-8** solves problems using networks to model decision-making in practical problems.
- MS1-12-9** chooses and uses appropriate technology effectively in a range of contexts and applies critical thinking to recognise appropriate times and methods for such use.
- MS1-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.

Music 1

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Composition Portfolio and Viva Voce	<u>Task 2:</u> Core Performance Aural Analysis	<u>Task 3:</u> Presentation or Submission; Topics 1 and 2 Elective I, II	<u>Task 4:</u> Trial HSC Exam Aural Skills Exam Topic 3 Elective III
		<u>Date:</u> Term 4 Week 8	<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 7	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> H2, 3, 4, 8	<u>Outcomes:</u> H1, 4, 5, 7	<u>Outcomes:</u> H1, 2, 3, 6, 7	<u>Outcomes:</u> H1, 2, 3, 4, 6, 7
		TASK WEIGHTINGS			
Performance Core	10%		10%		
Composition Core	10%	10%			
Musicology Core	10%	10%			
Aural Core	25%		10%		15%
Elective	15%			15%	
Elective	15%			15%	
Elective	15%				15%
TOTAL	100%	20%	20%	30%	30%

Outcomes

Through activities in performance, composition, musicology and aural, a student:

- 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.

Through activities in performance, composition, musicology and aural, a student:

- 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.

Through activities in performance, composition, musicology and aural, a student:

- 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.

Note:

- In addition to the assessment tasks, students must undertake a variety of smaller performance, composition, musicology and aural activities FOR EACH TOPIC in order to satisfy syllabus requirements.
- These additional activities may be class bases and/or individual based.
- The exact nature of these tasks will be more thoroughly outlined closer to the date of submission.

Numeracy

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: In-Class Task; Spending money	Task 2: Investigation Assessment Task; Life after School	Task 3: In-Class Task; Reconciliation	Task 4: Collection of student work
		Date: Term 4 Week 6	Date: Term 1 Week 7	Date: Term 2 Week 3	Date: Term 3 Weeks 7
		Outcomes: N6-1.1 N6-1.2 N6-1.3 N6-2.4 N6-3.2	Outcomes: N6-1.1 N6-1.2 N6-1.3 N6-2.4 N6-3.1 N6-3.2	Outcomes: N6-1.1 N6-1.2 N6-1.3 N6-2.3 N6-3.1 N6-3.2	Outcomes: N6-1.1, 1.2, 1.3 N6-2.1, 2.2, 2.3, 2.4, 2.5 N6-3.1, 3.2
		TASK WEIGHTINGS			
Understanding, fluency and communication	50%	10%	15%	15%	10%
Problem solving, reasoning and justification	50%	10%	15%	15%	10%
Total	100%	20%	30%	30%	20%

Outcomes

A student:

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

Personal Development, Health & Physical Education

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Health Priorities in Australia (Research and in class response)	<u>Task 2:</u> Factors Affecting Performance (Response to stimulus – in class task)	<u>Task 3:</u> Sports Medicine (Research and Response)	<u>Task 4:</u> Trial HSC
		<u>Date:</u> Term 4 Week 8	<u>Date:</u> Term 1 Week 9	<u>Date:</u> Term 2 Week 5	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> H1, H2, H3, H4, H5, H14, H15, H16	<u>Outcomes:</u> H7, H8, H9, H10 H11, H16, H17	<u>Outcomes:</u> H8, H13, H16, H17	<u>Outcomes:</u> H1 to H17
		TASK WEIGHTINGS			
Knowledge & understanding of content	40%	10%	10%	5%	15%
Skills in critical thinking, research, analysing and communicating	60%	15%	15%	15%	15%
Total	100%	25%	25%	20%	30%

Outcomes

A student:

- 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

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Collection of Work Process Diary	Task 2: Collection of Work Process Diary	Task 3: Individual Project	Task 4: Trial Exam
		Date: Term 4 Week 8	Date: Term 1 Week 11	Date: Term 2 Week 10	Date: Term 3 Weeks 3/4
		Outcomes: M1, 2, 3, 4, 5, 6	Outcomes: CH1, 2, 3, 4, 5	Outcomes: M1, 2, 3, 4, 5, 6	Outcomes: M6, CH1, 2, 3, 4, 5, 6
		TASK WEIGHTINGS			
Making	70%	20%	20%	30%	
Critical and Historical Studies	30%				30%
Total	100%	20%	20%	30%	30%

Outcomes

A student:

- 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 occupational health and safety in the making of photographs and/or videos and/or digital images
- CH1** generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2** investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3** distinguishes between different points of view offers interpretive accounts in critical and historical studies
- CH4** 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
- CH5** recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

*M: Outcomes for making

*CH: Outcomes for critical and historical studies

Sport, Lifestyle & Recreation Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Healthy Lifestyle Theoretical Task (Module 8.9: Healthy Lifestyle)	Task 2: Practical Skills Assessment (Module 8.6/8.7: Games and Sports Application I & II)	Task 3: First Aid Practical (Module 8.4: First Aid and Sports Injuries)	Task 3: Trial HSC Examination (Modules: 8.1, 8.4, 8.6/8.7, 8.9)
		Date: Term 4 Week 7	Date: Term 1 Week 8	Date: Term 2 Week 9	Date: Term 3 Week 3/4
		Outcomes: 1.2, 1.5, 2.5, 3.5, 4.3, 4.5	Outcomes: 3.1, 3.2, 3.4, 4.4	Outcomes: 1.3, 3.5, 4.3, 4.5	Outcomes: 1.1, 1.3, 1.6, 2.1, 2.2, 2.4, 3.1, 3.2, 4.1, 4.2, 4.5
		TASK WEIGHTINGS			
Knowledge and understanding of course content	50%	15%		10%	25%
Skills in critical thinking, research, analysing and communicating	50%	10%	25%	15%	
Total	100%	25%	25%	25%	25%

Outcomes

A student:

- 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

Visual Arts

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> <i>Development of the Body of Work:</i> VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice through the frames, research and comparative analysis of student practice and selected artists' practice.	<u>Task 2:</u> <i>Written Task:</i> In class essay Past HSC Exam question.	<u>Task 3:</u> <i>Resolving the Body of Work:</i> Submission of artworks under development, VAPD documenting experimentation, written reflections including explanation of intention and the links between material and conceptual practice.	<u>Task 4:</u> <i>Trial HSC Examination:</i> Written response Art practice, criticism and history.
		<u>Date:</u> Term 4 Week 9	<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 2 Week 9	<u>Date:</u> Term 3 Weeks 3/4
		<u>Outcomes:</u> H1, H2, H3, H4, H8, H10	<u>Outcomes:</u> H7, H8, H10	<u>Outcomes:</u> H1, H2, H4, H5, H6	<u>Outcomes:</u> H7, H8, H9
		TASK WEIGHTINGS			
Art Making	50%	20%		30%	
Art Criticism and Art History	50%		20%		30%
Marks	100%	20%	20%	30%	30%

Outcomes

A student:

- H1** initiates and organizes art-making 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 art making
- 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

VAPD – Visual Arts Process Diary

BOW – Body of Works

Visual Design

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> <i>Design Project Proposal:</i> Visual Design Diary documenting ideas, initial experimentation and investigation, analysis of project through the frames, research and analysis of student practice and designers' practice.	<u>Task 2:</u> <i>Design Project Development:</i> Generation of Ideas, Design Brief and Mood Board	<u>Task 3:</u> <i>Design Project Progress Check:</i> Design Project and Visual Design Diary	<u>Task 3:</u> <i>Completed Design Project</i>
		<u>Date:</u> Term 4 Week 9	<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 2 Week 9	<u>Date:</u> Term 3 Week 7
		<u>Outcomes:</u> DM1, 2, 3, 4, 5, 6 CH1, 2, 3, 4	<u>Outcomes:</u> DM1, 2, 3, 4, 5, 6 CH1, 2, 3, 4	<u>Outcomes:</u> DM1, 2, 3, 4, 5, 6	<u>Outcomes:</u> DM1, 2, 3, 4, 5, 6
		TASK WEIGHTINGS			
Design and Making	70%		10%	20%	40%
Critical & Historical Studies	30%	20%	10%		
TOTAL	100%	20%	20%	20%	40%

Outcomes

A student:

- DM1** generates a characteristic style that is increasingly self-reflective in their design practice
- DM2** explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3** investigates different points of view in the making of designed works
- DM4** generates images and ideas as representations/simulations
- DM5** develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6** takes into account issues of Work Health and Safety in the making of a range of works

- CH1** generates in their critical and historical practice ways to interpret and explain design
- CH2** investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3** distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4** explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Work Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> In the Workplace Presentation	<u>Task 2:</u> Teamwork and Enterprise Skills Task	<u>Task 3:</u> Workplace Logbook	<u>Task 4:</u> Yearly Examination
		<u>Date:</u> Term 4 Week 11	<u>Date:</u> Term 1 Week 7	<u>Date:</u> Term 2 Week 7	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> 2, 4, 5, 8	<u>Outcomes:</u> 5, 6, 7, 9	<u>Outcomes:</u> 5, 6, 7, 8, 9	<u>Outcomes:</u> 1, 2, 3, 4, 5, 6, 7, 8, 9
		TASK WEIGHTINGS			
Knowledge and understanding of content	40%	15%	10%	5%	10%
Skills	60%	10%	15%	20%	15%
Marks	100%	25%	25%	25%	25%

Outcomes

A student:

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

NESA COURSE: CPC20211 Certificate II in Construction Pathways_R5
Student Competency Assessment Schedule
HSC/240hr outcome: Certificate II in Construction Pathways

Assessment Events for Construction Certificate II in Construction Pathways		Event No. 4	Event No. 5	Event No. 6	Half Yearly Exam*	Work Placement	Yearly Exam*
		Levelling	Event Name	Major Project			
		Date: Week: 5 Term: 4 2021	Date: Week: 5 Term 1 2022	Date: Week: 8 Term: 3 2022	Date: Week: Term:	Date: Week: Term:	Date: Week: Term:
Code	Unit of Competency						
<u>CPCCCM2006</u>	Apply basic levelling procedures	✓					
The following Assessment events form part of the elective pool to complete the 240 hours. Teachers are to delete those that do not apply to their delivery							
<u>CPCCWF2001A</u>	Tiling Handle wall and floor tiling materials		✓				
<u>CPCCWF2002A</u>	Use wall and floor tiling tools and equipment		✓				
<u>CPCCBL2001A</u>	Handle and prepare bricklaying and blocklaying materials		✓				
<u>CPCCBL2002A</u>	Use bricklaying and blocklaying tools & equipment		✓				
<u>CPCCCO2013A</u>	Carry out concreting to simple forms		✓				
<u>CPCCCA2003</u>	Erect and dismantle formwork for foots and slabs on ground		✓				
The following are the units of competency for the Major Project							
<u>CPCCCM2005B</u>	Use construction tools and equipment			✓			
<u>CPCCCM1012</u>	Work effectively and sustainably in the construction industry			✓			
<u>CPCCCM1013</u>	Plan and organise work			✓			
<u>CPCCCM1015A</u>	Carry out measurements and calculations			✓			
<u>CPCCCM2001</u>	Read and interpret plans and specifications			✓			
<u>CPCCWHS2001</u>	Apply WHS requirements, policies and procedures in the construction industry			✓			

Depending on the achievement of units of competency, the possible HSC qualification outcome is a **Certificate II** in Construction 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". *This means a course mark is not allocated.

NESA COURSE: Hospitality Curriculum Framework
SIT20416 Certificate II in Kitchen Operations

HSC 2022

Student Competency Assessment Schedule

Assessment Events for Hospitality Kitchen Operations SIT20416 Certificate II in Kitchen Operations		Topic quiz	Event No. 3	Event No. 4	Event No. 5	Event No. 6	Event No. 7	Work Placement	Trial Exam
		Online	Pop up sandwich bar	Light Bites	Winner Winner	Let's get inducted	E- Portfolio Checks 2,3 &4		
		These quizzes combined with event assessments will determine outcome of unit	Date: Week: Term 4 2021	Date: Week: Term:1 2022	Date: Week: Term: 2 2022	Date: Week: Term:3 2022	Term: 4 2021 Term: 1 2022 Term: 3 2022	Date: Week: Term:	Date: Week: Term:
Code	Unit of Competency								
SITHCCC011	Use cookery skills effectively						Portfolio checks and feedback on students' skill and knowledge development	✓	
SITHCCC003	Prepare and present sandwiches	Term 4 Wk 3	✓						
SITHCCC002	Prepare and present simple dishes	Term 4 Wk 7		✓					
SITHKOP001	Clean kitchen premises and equipment	Term 1 Wk 6		✓					
SITHCCC006	Prepare appetisers and salads	Term 1 Wk 4		✓					
SITHCCC005	Prepare dishes using basic methods of cookery	Term 2 Wk 8			✓				
SITXFSA002	Participate in safe food handling practices				✓				
SITXINV002	Maintain the quality of perishable items	Term 2 Wk 3	✓						
SITHCCC001	Use food preparation equipment	Term 2 Wk 3			✓				
SITHIND002	Source and use information on the Hospitality Industry	Term 3 Wk 4				✓			

Students' may achieve a full SIT20416 Certificate II in Kitchen Operations if they achieve competence in all units, or a statement of attainment towards the SIT20416 Certificate II in Kitchen Operations if they achieve competence in some of the units. Assessments are competency based. Students' must consistently demonstrate the application of the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". A course mark is not

NESA COURSE: Hospitality Curriculum Framework
SIT20316 Certificate II in Hospitality (Food and Beverage)

HSC 2022

Student Competency Assessment Schedule

Assessment Events for Hospitality Food and Beverage Delivery Strategy A SIT20316 Certificate II in Hospitality		Topic quiz	Event No.2	Event No. 3	Event No. 4	Event No. 5	Work Placement	Trial Exam
		Online	Working in Industry	Light Bites	Let's get inducted	E- Portfolio Checks 2,3 &4		
		These quizzes combined with event assessments will determine outcome of unit	Date: Week: Term 4 2021	Date: Week: Term:2 2022	Date: Week: Term:3 2022	Term: 4 2021 Term: 1 2022 Term: 3 2022	Date: Week: Term:	Date: Week: Term:
Code	Unit of Competency							
SITHFAB007	Serve food and beverages		✓			Portfolio checks and feedback on students skill and knowledge development		
SITHFAB004	Prepare and serve non-alcoholic beverages		✓					
BSBWOR203	Work effectively with others	Term 4 Wk 9	✓					
SITXCCS003	Interact with customers		✓					
SITHCOM002	Show social and cultural sensitivity	Term 1 Wk 3					✓	
SITHCCC006	Prepare appetisers and salads	Term 1 Wk 7		✓				
SITHCCC002	Prepare and present simple dishes	Term 2 Wk 3		✓				
SITHIND002	Source and use information on the hospitality Industry	Term 2 Wk 6			✓			
SITHCCC001	Use food preparation equipment	Term 2 Wk 3		✓				
SITHIND003	Use hospitality skills effectively						✓	

Depending on the achievement of units of competency the possible qualification outcome is SIT20316 Certificate II in Hospitality or a Statement of Attainment towards SIT20316 Certificate II in Hospitality.
 Assessment components in this course are competency based. This means a course mark is not allocated.

NESA COURSE: HSC 2022 Manufacturing & Engineering – Introduction**Student Competency Assessment Schedule****HSC outcome: MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways**

Assessment Events for Certificate I in Engineering MEM10119		Cluster 4	Cluster 5	Work Placement 35hrs	
		Can we build it	Sparks and Noise		
		Date: Week: Term 1 2022	Date: Week: Term: 3 2022	Date: Week: Term: T4 2021 or T1 2022	
Code	Unit of Competency				
MEMPE006A	Undertake a basic engineering project	✓			
MEMPE001A	Use engineering workshop machines	✓			
MEMPE005A	Develop a career plan for the engineering and manufacturing industry	✓			
MEMPE002A	Use Electric welding machines		✓		
MEMPE004A	Use fabrication equipment		✓		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways** or a Statement of Attainment towards a **MEM10119 Certificate I in Engineering & SOA 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.



Hunter River High School Illness / Misadventure Appeal Application

To be completed and handed in to the Head Teacher prior to the Assessment Task, or **within two days of return** to school.

Section A: To be completed by the student.

STUDENT NAME:

YEAR:

SUBJECT/S:

Date of Assessment Task	Assessment Task/s affected	Details of effect on performance, <i>if relevant</i>	Attendance Can/did you attend? YES/NO

Section B:

Reason for failure to meet requirements by/on due date (attach any additional evidence to support this application):

Evidence of illness or medical condition, where relevant:

For appeals based on illness or other medical condition, this section will normally be completed by a doctor or other health professional. *However, this person may be a parent or care giver.* The school and NESA advises that students *should attend Assessment Tasks unless it is considered that it would be detrimental to their health.*

Diagnosis / medical condition:

Date of onset of illness or condition:

Dates and time(s) of all consultations / meetings relating to this illness / condition:

Please attach medical certificate/s, where available.

Please describe how the student's condition / symptoms could impede their performance in the Assessment Task. *(If the student was unable to attend an examination, it is imperative that you provide full detail in the space provided or on additional sheets and attach them to this application.)*

Any other comments which you feel will assist in the assessment of the student's application. *(If there is not enough space please provide additional sheet/s)*

Section C: Student Appeal

I have carefully read the information sheet detailing Assessment Task Illness / Misadventure Appeals and the instructions at the front of this form, and have completed each item on the checklist.

I consider that my Assessment Task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the Assessment Task, as set out above and in Section A of this form.

I request HRHS to use a moderated assessment mark, based on my other school Assessments, where that mark exceeds my Assessment Task mark for the course/s in which I have appealed. **Where an absence is known in advance, I understand I will need to complete the task prior to the date. I will engage with the Code of Conduct required of me in this instance.**

I declare that all the information I have supplied is true.

Student signature:

Date:

Parent/caregiver signature:

Date:

Name of person lodging appeal if
not the student:

Reason not lodged by student:

Signature:

Telephone:

Section D: Class Teacher Comment (comment / recommendations in relation to this appeal):

Name (please print):

Signature:

Date: ____ / ____ / ____

Section E: Head Teacher Comment (comment / recommendations in relation to this appeal):

Name (please print):

Signature:

Date: ____ / ____ / ____

Section F: Result / outcome

Copy to be provided to: student / CT / HT / YA / DP / student file

Panel member name:

Signature:

Date:

Panel member name:

Signature:

Date:

Panel member name:

Signature:

Date: