

COWRA HIGH SCHOOL

HSC 2023

ASSESSMENT HANDBOOK
AND
MANDATORY REQUIREMENTS

KNOWLEDGE IS POWER

BLANK

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COWRA HIGH SCHOOL POLICY FOR ASSESSMENT IN THE HSC

Introduction to HSC Assessment

Welcome to your final year of schooling for the award of a Higher School Certificate (HSC). Cowra High School has a strong history of achievement and high expectations for your continued learning. Knowledge equates to power in the information age and as a result it is important that each of you have a clear understanding of the rules and regulations regarding the Higher School Certificate Assessment.

The information contained in this booklet is designed to be comprehensive yet user friendly. Each year the policies and procedures are reviewed and developed to ensure fair and quality processes are in place. As a result it is important that you read through and understand the rules and requirements so you are supported to achieve at the highest possible level. Your assessment results will make up 50% of your total HSC marks. All assessment tasks are designed to accurately assess the depth of your understanding of course outcomes against HSC standards. To ensure compliance with NSW Education Standards Authority (NESA) requirements, assessment tasks are also designed to separate students based on their demonstrated competence and understanding of knowledge and skills. Above all, it is important that assessment processes and procedures are fair and transparent. Working together and sticking to the rules will ensure fairness for all.

The rules and information contained in this policy booklet is based on information gained directly from NESA documents including:

- o Assessment in a standards-referenced framework –a guide to best practice
- o 2023 Higher School Certificate – Rules and Procedures

In some cases information has been modified to match the context of Cowra High School while other sections have been incorporated into this policy in their original form. Further information is available on the NESA Website: <http://educationstandards.nsw.edu.au>

The information in this policy booklet is for use by Cowra High School students and their parents, class teachers, Head Teachers and the Senior Executive of Cowra High School.

The document is divided into 8 sections:

- I. **Section I: The Higher School Certificate – An Overview**
- II. **Section II: School Based Assessment**
- III. **Section III – NESA Requirements/Regulations Relating to HSC External Examinations**
- IV. **Section IV: Additional Information**
- V. **Section V: Appendices**
- VI. **Section VI: Assessment Calendar**
- VII. **Section VII: Subjects, Course Components, Outcomes Assessed and Weightings**
- VIII. **Section VIII: Evaluation**

All procedures, rules and expectations relevant to each section are documented in detail. Some of these procedures, rules and expectations relate directly to students, whilst others are for teacher reference and guidance.

The Cowra High School Assessment Committee oversees the Cowra High School procedures relating to the HSC. The committee consists of the Principal and Deputy Principals. Any

combination of the members can meet to approve illness/misadventure appeals, consideration of absence or extensions; to investigate, deliberate, and make recommendations and rulings regarding complex or uncertain situations; and to provide clarification.

In all cases, the Principal has the ultimate decision-making authority, including the use of her discretion.

If there are any queries about any of the school procedures, rules or expectations contained in this document, please contact one of the Deputy Principals for clarification.

A handwritten signature in black ink, appearing to read 'H. Hamilton'.

Helene Hamilton
Principal



Section I: The Higher School Certificate – An Overview

The Higher School Certificate (HSC) is the highest certification awarded in New South Wales schools. It is achieved by students who satisfactorily complete Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the state-wide HSC Examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

To gain the HSC, students must have completed a minimum of 12 units of Year 11 courses and 10 units of HSC 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.

Advice for students choosing HSC courses

Your aim is to attain the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.

When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.

Meeting HSC eligibility requirements

Know the eligibility basics

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the required HSC exams
- meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course (this does not apply to students taking the HSC in 2018 or 2019).

Certain patterns of study and course requirements apply

You must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

Types of HSC Courses

- **Board Developed courses** are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR.
- **Board Endorsed courses** are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.
- **Special Education (Life Skills)** - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.
- **Vocational Education and Training (VET)** - VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR. Check with your school about whether this will be possible for you.

Adjustments for students with disability

Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

It is a requirement under the Disability Standards for Education 2005 for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of collaborative curriculum planning. Providing an adjustment does not restrict a student's access to the full range of grades or marks.



Section II: School-Based Assessment

For each course, schools prepare and administer an assessment program in accordance with the syllabus. The syllabus identifies the components of the course to be assessed and their weightings. The timing and weighting of tasks are determined by the school within the rules set by NESA.

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assignments, practical activities, fieldwork and projects. The details of all HSC assessment tasks, including weighting and due dates are outlined in further detail in this policy.

This section deals with aspects relating to school-based assessment, including NESA rules, and Cowra High School (CHS) expectations and procedures to deal with situations that arise relating to school based assessment.

The specific topics covered in this section are:

- A. NESA rules and work requirements relating to diligence and sustained effort
- B. CHS procedures for teaching staff regarding the administration of Assessment Tasks
- C. Expectations of students regarding the satisfactory completion of school-based assessment - following the course, working with diligence and sustained effort and achieving course outcomes
- D. Expectations of students regarding honesty and the submission of *All My Own Work*
- E. Expectations of students regarding Examinations
- F. Procedures relating to final school-based assessment marks
- G. Procedures related to the review mechanisms and appeals for school-based assessment

A. NESA RULES AND WORK REQUIREMENTS RELATING TO DILIGENCE AND SUSTAINED EFFORT

The satisfactory completion of all courses in the HSC requires the Principal to have sufficient evidence that the student has:

- a. followed the course developed or endorsed by NESA; **and**
- b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school: **and**
- c. achieved some or all of the course outcomes

The satisfactory completion of all courses in the HSC (as outlined above) has two major components:

Completion of all Course work: This includes classwork, class tests, essays, set tasks in class, assignments and regular homework. Although course work may not be considered as formal assessment, it has a critical part in determining whether a student has met NESA criteria for course completion mentioned above.

Completion of Assessment Tasks: These are clearly identified tasks that must be completed in each course. The tasks for each course are identified in this Assessment Tasks and Schedule booklet, and contribute to the final assessment mark for each course. For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks that total **more than 50%** of the available school assessment marks for that course, otherwise they have not met the requirements of that course.

If the Principal determines that a student is in danger of not meeting the above course completion, they will be given written warning in sufficient time to correct any problems regarding the satisfactory completion of course requirements. If the Principal determines that

a student has not met the above criteria for satisfactory completion of a course, the school will inform the student in writing and NESA.

Students have the right to appeal to the school against such determinations using school developed proformas and processes. If unsuccessful, they may appeal to NESA.

If a student does not satisfactorily complete a course, they will receive no results in that course, and the course will not count towards their pattern of study for the award of a Higher School Certificate.

Completion of HSC: All My Own Work Program

All students are required to have satisfactorily completed *HSC: All My Own Work* or its equivalent before any Year 11 or HSC course entries can be submitted. Students entered only for Stage 6 Life Skills courses are exempt from this requirement.

B. CHS PROCEDURES FOR TEACHING STAFF REGARDING THE ADMINISTRATION OF ASSESSMENT TASKS

▪ **CHS Procedures relating to informing students in writing of their assessment schedules**

Copies of this policy are provided to all HSC students who sign to acknowledge they have received the booklet. The Year 12 Adviser manages this process.

▪ **CHS Procedures relating to changes of due date for assessment tasks**

In rare and unforeseen circumstances, where the date of submission of an assessment task must be changed, the Faculty Head Teacher must gain approval from the relevant Deputy Principal *using the relevant form*. If approval to seek a change of date is granted, the Faculty Head Teacher will inform the class in writing of any change using the form *Notification for Change of Date of an Assessment Task*. For the change of date to be approved students will be asked to sign that they acknowledge the new due date and any concerns can be addressed. A minimum of two weeks' notice will be given in writing if the date of a task is to be varied.

▪ **CHS Procedures relating to providing adequate notice for tasks**

In addition to the schedule of dates for assessment tasks, there must be provision for adequate notice of the precise timing of each assessment task. Class Teachers must give students **at least TWO WEEKS** written notice for each assessment task, advising the due date, type of task, precise timing of task, weighting of the task, assessment criteria and outcomes being assessed. The Faculty Head Teacher is responsible for ensuring this occurs. Students are required to sign and date, acknowledging they have received the task notification.

When providing notice of assessment tasks, students are informed of:

1. the scope of each assessment task
2. the weighting of the task (eg. 10%)
3. the form the assessment task will take
4. the proposed timing and duration of the task
5. the outcomes being assessed
6. the marking guidelines or criteria
7. the type of feedback to be given

▪ **CHS Procedures relating to providing notice of assessment tasks when students are absent from school when assessment information is given out.**

It is ultimately the responsibility of the student to catch up on any missed work due to absence. This includes cases where assessment information is given out.

- **CHS Procedures relating to occasions when estimates are given or substitute tasks administered.**

If a student fails to complete an assessment task specified in the assessment program, the student should follow the illness/misadventure on the day of the assessment task. If the student is aware of an absence when the assessment task is due, the process needs to be followed prior to the day of assessment task. If the Assessment Committee considers the student to have a valid reason (for example illness or endorsed leave), an extension of time may be granted **or** a mark may be awarded based on a substitute task **or** in exceptional circumstances an estimate mark may be given.

If granting an extension of time is not possible, administering a substitute task is preferable to providing an estimate mark. Only the Principal will have this discretion and students should be aware that the estimate will be such that it will not change their current rank or gaps in relation to other students in the cohort.

- **CHS Procedures relating to invalid tasks/parts of tasks or non-discriminating tasks.**

In exceptional circumstances where tasks do not function as required, or where there are problems in their administration, a suitable approach to maintain the overall component weightings will be determined by the Assessment Committee in consultation with the Faculty Head Teacher. Such approaches may include adjusting the weightings and components of the task, adding an additional task (with sufficient notice). In extreme cases, an invalid task may need to be discarded completely, or a replacement task may be organised.

- **CHS Procedures relating to situations when more than one class is undertaking the same course**

Multiple HSC classes, whether on the same line (e.g. English) or different lines (e.g. Hospitality) will follow common assessment programs with common tasks, conditions and marking procedures at common times wherever possible.

- **CHS Procedures relating to the awarding of marks for an assessment task**

It is important to ensure that marks earned on individual tasks adequately reflect the differences in student performance. To achieve this, marking guidelines need to use the full range of marks available for the task. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks should enable *class teachers* to reward work that shows more complex development and higher order achievement with higher marks.

- **CHS Procedures relating to teacher feedback to students on their performance**

Students will receive meaningful feedback which gives an indication of their performance relative to the outcomes being assessed and their general progress in all aspects of their course work. This may be in the form of marks, grades and written comments. The feedback given for learning activities that do not contribute to the final HSC assessment mark should assist students in their preparation for tasks that are part of the HSC. Feedback on assessment tasks may be informed by the performance band descriptions and should be provided to students in a timely manner, recognising strengths and areas for improvement.

- **CHS Procedures relating to providing feedback to students in relation to the HSC standards.**

When giving feedback to students on their performance on assessment tasks, class teachers can work through with their students some of the materials in the HSC standards packages, to identify questions that are related to the assessment topic from past HSC Examinations, discuss answer requirements and marking guidelines and view the responses of a number of students which represent different levels of achievement. By working through these responses, the teacher can highlight the important features of the responses, including their strengths and areas for improvement.

▪ **CHS Procedures relating to reconciling assessment marks with the descriptions in the performance bands**

When providing feedback to students, class teachers may use the wording of outcomes and band descriptors, where appropriate. This should not be communicated or interpreted as a direct correlation to a particular band at HSC level.

▪ **CHS Procedures to ensure marks accurately reflect relative differences in achievement between students within the group**

Marking guidelines should indicate the marks to be awarded for different levels of achievement in each task, using the full range of marks. They should be clearly linked to course outcomes. Standards packages provide examples of different standards of performance and can assist teachers in developing marking guidelines that will appropriately reward students.

In some cases double or panel marking of tasks may be appropriate.

Assessment tasks at Cowra High School will be set and marked to the standards as published by NESA. All HSC Assessment tasks are developed with clear, consistent rubrics and marking criteria.

C. EXPECTATIONS OF STUDENTS REGARDING THE SATISFACTORY COMPLETION OF SCHOOL BASED ASSESSMENT – FOLLOWING THE COURSE, WORKING WITH DILIGENCE AND SUSTAINED EFFORT AND ACHIEVING COURSE OUTCOMES

Students are expected to attempt *all* work. Failure to work with due diligence and sustained effort and/or failure to make a genuine attempt at work could result in the award of an 'N' (non-completion) Determination.

Students must:

- Participate in all learning experiences, including classwork, homework, non-assessable items of work and assessment tasks
- Provide documentation to explain legitimate absences
- Attend regularly
- If absent from a lesson(s) actively pursue and catch up any work that was missed and check whether any assessment tasks have been issued
- Submit assessment tasks by the due date, to an acceptable standard, and in an appropriate format. (The specific date and time for the submission of the task will be provided with the formal written notification of the task at least two weeks prior to the due date)
- Make a serious attempt at the work
- Present their own work
- Acknowledge all sources of information used
- Complete the appropriate paperwork to acknowledge that the Assessment Task has been received

▪ **CHS Procedures relating to the submission of assessment tasks**

If students are granted an extension for an assessment task, it must be submitted to the Faculty Head Teacher on the new due date.

The student is required to complete all details on the assessment cover sheets. (See appendix-assessment coversheet). The Teaching staff responsible for receiving the tasks will sign a receipt (part of the cover sheet) and give to the student.

It is the responsibility of the student to ensure that all assessment tasks are submitted on time and in the correct format for marking.

Late Submission of Assessment Tasks: Assessment tasks must be submitted on or before

the due date. The student must consult as early as possible with the class teacher or faculty Head Teacher if there are any issues with completing an assessment task. If a student fails to complete or hand in an assessment task on the due date, a mark of zero will be awarded.

Unforeseen Circumstances: In the event of unforeseen circumstances occurring on the morning that a task is due to be submitted, the student or immediate relative is required to notify the class teacher at school as soon as possible.

Computer Failures: Technical failures related to computing equipment **do not** constitute sufficient grounds for not submitting an assessment task on time, and extensions will not be granted in these instances. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed back-up copies.

Submission of non-written tasks: Students must ensure that any disks, films or tapes are operable on standard school equipment. This must be checked **before** submission. Each student is responsible for maintaining an updated copy of his or her assessment task on a CD, DVD or thumb drive in a suitable program that can be easily accessed.

▪ **CHS Procedures relating to occasions when zero marks are awarded**

The following (in any course), will result in a **zero mark and an 'N' (non-completion) determination** warning letter:

- Failure to complete or submit assessment tasks **on time** without a valid reason and supporting evidence
- Not being present for an assessment task without a valid reason and accompanying evidence
- Not making, what the teacher marking the assessment task considers to be, a genuine or serious attempt to complete an assessment
- Serious malpractice

Students who make a non-serious attempt will be required to re-submit or complete the task to a standard that meets the course outcomes as required by NES. Refer to procedures below regarding non-serious attempts.

▪ **CHS Procedures for advising students in writing when they are in danger of not meeting the assessment requirements in a course (N award determination warning letters)**

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total weightings of tasks. Failure to meet this requirement may lead to an N determination in that subject. In instances where students have failed to complete or submit an assessment task, or they have not made a serious attempt, an 'N' (non-completion) determination warning letter will be sent to their home, requiring the student to rectify the situation by submitting the task. If the task is submitted later the student will be deemed to have met the terms and requirements of the task, however, the zero mark will still apply.

Original task not submitted after N Award letter sent If after the new date for submission, a student has still not submitted the assessment task, further letters will be sent until completed.

Multiple N Awards Twice a term, Deputy Principals will identify those students with multiple N award determination warning letters and communicate with the student and parent to discuss a formal learning plan to rectify the situation.

Attendance While NES does not stipulate attendance requirements, significant absence has a negative impact on a student's ability to meet the course completion criteria. Twice a term, Deputy Principals will identify those students with significant attendance concerns. N Award determination warning letters will be sent to students, relating it to the non-completion of course requirements as a result of their absence.

▪ **CHS Procedures for application for Illness Misadventure**

If a student is unable to complete or submit an assessment task on time, or they feel that their performance in a task has been affected by factors outside their control e.g. illness or accident, they may apply for **Illness/Misadventure**. Students must formally apply by completing the Illness/Misadventure Form. **Misadventure** refers to any **valid** reason immediately before or during task, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the independent **documentary evidence** that is handed in to support the misadventure claim.

Students who feel they have a **valid** reason for not submitting a task on time should follow the procedures as set out below. The student is responsible to pursue the illness/misadventure, extension or consideration of absence process. It is not the responsibility of the class teacher to instigate this process. In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.

Step 1: The student collects the relevant application form (see appendix-forms) within two school days of the student's return to school (form available on the CHS Website)

Step 2: The student must fully complete the Illness/Misadventure form attaching any relevant documentation, ensuring that parents/guardians have signed the form.

Step 3: The student submits the completed form to the Faculty Head Teacher.

Step 4: The Faculty Head Teacher will discuss the circumstances of the application with the relevant Deputy Principal, make a recommendation and hand the form back to the student.

Step 5: The student will hand the completed form to the relevant Deputy Principal, who may consult other members of the Assessment Committee before approving or rejecting the application.

Step 6: The Deputy Principal will notify the student and the Faculty Head Teacher of the result of the outcome of the Illness/Misadventure as soon as possible.

If the consideration of illness/misadventure is upheld the student will complete the set task or an alternate task as soon as can be arranged by the class teacher, preferably on the next school day.

Any substitute task should:

- Be based on the same components or outcomes as the original task.
- Test or measure the same knowledge or skills as the original task.
- As far as possible, be of comparable standard to the original task.
- Be assessed in the same manner as the original task or, in exceptional circumstances, an estimate will be used based on "like tasks" with the Principal's approval, or the school will use a mark based on a substitute task.
- Invalid reasons for illness/ misadventure will result in a mark of zero '0' for that task.

▪ **CHS Procedures for application for consideration of absence or extension**

Students who cannot submit an assessment task on or by the due date, for reasons beyond their control, can make a written application for an extension of time to complete the task, *at least two days prior to the due date*, on the Extension Application form or Consideration of Absence form (form available on the CHS Website). Notice of foreseeable absences must be brought to the attention of the class teacher and subject Head Teacher by the student as soon as possible.

In general activities such as work placement, sporting commitments, excursions, etc. do not provide grounds for extensions unless exceptional circumstances exist. There is an expectation

that students are organised and it is their responsibility to ensure that deadlines are met. This may involve submitting a task before the due date if the student has knowledge that they will be away on the due date of submission. Students are permitted to submit tasks prior to the due date in these and other situations as long as the class teacher agrees. It is the student's responsibility to plan around foreseeable absences.

It is important to note that: Students are responsible to pursue the illness/misadventure, extension or consideration of absence process. It is not the responsibility of the class teacher to instigate this process. In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.

Work submitted late without an application for illness/misadventure will receive a zero '0'; and a 'N' Determination Warning letter will be sent to the student's home address and a record will be kept at a centralised place at school.

Students who feel they have a **valid** reason for not submitting a task on time should follow the procedures as set out below

Step 1: The student collects the relevant application form from the CHS Website.

Step 2: The student must fully complete the Extension Application or Consideration of Absence form attaching any relevant documentation, ensuring that parents/guardians have signed the form.

Step 3: The student submits the completed form to the subject Head Teacher at least **two days prior** to the due date of the task

Step 4: The Faculty Head Teacher will discuss the circumstances of the application with the relevant Deputy Principal, make a recommendation and hand the form back to the student.

Step 5: The student will hand the completed form to the Deputy Principal, who may consult the assessment committee before approving or rejecting the application.

Step 6: The Deputy Principal will notify the student and the Faculty Head Teacher of the result ASAP.

If the consideration of absence or extension application is upheld the student will complete the set task or an alternate task as soon as can be arranged by the class teacher, preferably on the next school day.

Any substitute task should:

- Be based on the same components or outcomes as the original task.
- Test or measure the same knowledge or skills as the original task.
- As far as possible, be of comparable standard to the original task.
- Be assessed in the same manner as the original task or, in exceptional circumstances, an estimate will be used based on assessment evidence with the Principal's approval, or the school will use a mark based on a substitute task.
- Invalid reasons for absence or extension will result in a mark of zero '0' for that task.

▪ **CHS Procedures for students who have prolonged absences**

In exceptional circumstances it may be possible for students who are absent with leave during the conduct of a scheduled assessment task to complete the task or substitute task under supervised conditions while they are absent. This will need to be negotiated with the Deputy Principal and associated supporting evidence must be submitted by the student. The student should make contact with the relevant Faculty Head Teacher or the relevant Deputy Principal to discuss prior to the task wherever possible.

D. EXPECTATIONS OF STUDENTS REGARDING HONESTY/SUBMITTING OWN WORK

The following standard sets out NESA requirements concerning students submitting their own work in HSC assessments. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

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

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

What constitutes malpractice?

All work presented in assessment tasks and HSC Examinations (including submitted works and practical examinations) must be the student's own work or it must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination, and will jeopardise your HSC results.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. 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, CDs 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 aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

▪ CHS Processes for dealing with malpractice

Issues of alleged academic malpractice will be referred to the Assessment Committee for deliberation. Documentation or evidence must be presented by the Head Teacher and reporting teacher(s) to support the claim.

An award of 'zero' marks will be issued if a student is deemed to have gained an unfair advantage in an assessment task or section of an assessment task. The Assessment Committee will determine what, if any further penalties appropriate to the seriousness of the offence will apply.

In the case of suspected plagiarism, the student will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Strategies to ensure the authenticity of student responses to tasks completed partially or wholly outside of class time

Class teachers will incorporate strategies to ensure the authenticity of responses and minimise the chances of malpractice. The following suggestions could be incorporated into the administration of assessment tasks

- thoroughly briefing all students in relation to the requirements of each task
- allocating class time to the planning of a response to a task
- requiring that students maintain a process diary or journal to show how their response or project or work was developed
- checkpoints: asking students to submit part of the task at critical points in its development
- having students submit their original drafts in addition to their final work
- Incorporating student oral presentations on the progress of their work
- communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

When group tasks are required for internal assessment, the school should ensure that:

- they are designed to assess the contribution of individual group members
- they allow each student's understanding of the process to be demonstrated
- the group agrees on procedures for how the task will be developed.

E. EXPECTATIONS OF STUDENTS REGARDING EXAMINATIONS

These expectations apply before, during and after the examination until all students have left.

Students **must**:

- Behave in a safe and respectful way to all supervisors and other students
- Follow the supervisors' instructions at all times
- Remain silent throughout the examination
- Raise their hand if the student wishes to ask a question during an examination and wait for a teacher to respond
- Remain in their seat, unless permission to move is granted by a teacher
- Only use approved aides
- Complete their own work. Copying someone else's work in part or in whole and presenting it as their own will result in an award of zero marks.

Students **must not**:

- take a mobile phone or programmable watch or device into the examination room
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESA
- communicate or attempt to communicate with any other person, except the supervising teacher during an examination. The penalty for communication or attempted communication may result in the loss of all marks for an examination
- borrow equipment from any person during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- take into the examination room, or refer to during the examination, any books or notes, (including writing on their body), the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable

- eat in the examination room, except as approved by the Presiding Officer, e.g. for diabetic students
- take any writing booklets or question papers, whether used or not, from the examination room.

Breaches of these rules may result in zero marks and/or other penalties as determined by the assessment committee.

F. PROCEDURES RELATING TO FINAL SCHOOL BASED ASSESSMENT MARKS

At the conclusion of the HSC assessment program, a school based assessment mark will be submitted to NESA for each student and each course studied based on performance in assessment tasks. The assessment mark submitted by the school is adjusted (moderated) by NESA to produce the assessment mark that appears on a student's Record of School Achievement or results notice. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale.

- **CHS Procedures for calculating final assessment to ensure that the marks from individual tasks can be aggregated validly**

The class teacher under the supervision of the Head Teacher is responsible for calculating the final school-based assessment marks. The final assessment marks for a course should be reached by the simple aggregation of raw marks awarded and weightings for each assessment task.

- **CHS Procedures related to the level of discrimination that should be used when teachers apply standards**

Students' performances in the HSC and their moderated assessment marks are used in the calculation of the students' ATAR. Their examination marks and school raw assessment marks after the statistical moderation is applied to the assessments (that is, before the alignment to the performance scales) are re-scaled by the Universities Admission Centre to create the ATAR rank used in the selection of students for tertiary courses.

- **CHS Procedures for communicating student assessment rank progress to students**

Student's cumulative ranks will be communicated in the Mid-Course and End of Course School Reports.

- **CHS Procedures for the distribution of the Assessment Rank Order Advice to each student at the end of the HSC Examinations**

If students wish to know their Assessment Rank order, they may access their final rank in each course by using the *Students Online* service or accessing their *Assessment Rank Order Notice* after their last HSC Examination from the Deputy Principal within the period of time for appeals. *Assessment Rank Order Lists* are provided for the information of the Principal and staff only.

- **CHS Procedures for providing VET assessment marks for students who transfer into the school after the commencement of the HSC Course**

In the case of VET curriculum framework courses for the Higher School Certificate, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from an RTO must have assessed such competencies.

G. PROCEDURES RELATED TO THE REVIEW MECHANISMS AND APPEALS FOR SCHOOL BASED ASSESSMENT

▪ **CHS Procedures related to School reviews**

Disputes typically arise over marks awarded, the administration of the task, or whether the task conforms to the school's HSC Assessment Policy. Schools can minimise the possibility of

disputes arising by:

- providing clear instructions and expectations for each task
- providing clear criteria for marking
- using a range of marking strategies, such as common or consensus marking of tasks
- checking that each task conforms with the assessment program.

In instances where disputes cannot be resolved by the class teacher, Faculty Head Teacher or relevant Deputy Principal, a school-based review can be held at the request of a student. If a student wishes to apply for a review, it must be undertaken by the date specified by NESA. The Review will be undertaken by the assessment committee. The relevant Deputy Principal will advise the student, parent, class teacher and Faculty Head Teacher of all outcomes of any review. The relevant Deputy Principal will advise NESA of any changes to assessment marks. (Applications requesting a school review must be made on the appropriate form available from the CHS website)

Review of the Administration of an Assessment Task Principals have made provision for a student to have the administration of an Assessment Task reviewed within five school days after the Assessment Task has taken place. Marks or grades awarded will not be subject to review as part of this process.

Assessment rank appeals After the final HSC Examination, students can obtain their rank order for assessment in each course via Students Online. If a student feels that their placement in any course is not correct, they should talk to their class teacher immediately. If a student is still not satisfied that the ranking is correct, they may apply to their Principal for a review

In the event of a student requesting an administrative review, this will be conducted by the Assessment Committee. Reviews are limited to the assessment process. The only matters that the school will consider are whether or not:

- the weightings specified by the school in its assessment program conform with NESA's requirements as detailed in the relevant syllabus
- the procedures used by the school for determining the final assessment mark comply with its stated assessment program
- computational or other clerical errors have been made in the determination of the assessment mark.

▪ **CHS Procedures related to appeals to the NSW Education Standards Authority**

If a student is dissatisfied with the outcome of the school review, they may appeal to NESA. In such circumstances a student would advise the Principal that they would like to appeal.

Students cannot appeal to NESA against the marks awarded for individual assessment tasks. NESA will consider only whether:

- the school review process was adequate for determining items
- the conduct of the review was proper in all respects.

NESA will not revise the assessment marks or rank order. If the appeal is upheld, NESA will direct the school to carry out a further review. Further details about reviews and appeals are on the assessment appeal form, which can be obtained from school. Appeals to NESA must be lodged at the school by the date on the form. No extension will be considered.



Section III – NESA Requirements/regulations relating to HSC External Examinations

The HSC Examination mark for Board Developed Courses is based on the student's performance in the external HSC Examination. The examination may involve more than one component, such as a written examination, a submitted work or a practical examination. There is no external HSC Examination for Board Endorsed Courses.

This section examines the external examination rules and regulations relating to the following.

- A. Submitted works
- B. Examination dates and times
- C. Examination attendance rules
- D. Illness/misadventure during the HSC Examination period
- E. Equipment for the examinations
- F. Examination room procedures
- G. Conduct during the examinations

A. SUBMITTED WORKS:

The following courses require students to undertake practical examinations or to submit works as part of the HSC Examination: Dance, Design and Technology, Drama, English Extension 2, Industrial Technology, Languages (except classical languages and Background Speakers courses), Music (all courses), Society and Culture, Visual Arts, Extension Science.

Students should refer to the assessment and examination materials for each course they are studying for specifications and other requirements relating to performances and submitted works. Performances and works that do not comply with the requirements may be penalised.

Students are required to certify that any submitted work is their own, and that any words, ideas, designs or workmanship of others have been acknowledged appropriately. The class teacher will monitor all submitted works through their development and is expected to keep records of individual student progress as per NESA requirements specific to each subject. Class teachers and Principals must certify that the work has been done under the teacher's supervision, was the student's own work consistent with earlier drafts and other examples of the student's work, and was completed by the due date. If school staff cannot certify the work, the student may be awarded zero marks, or they may receive reduced marks. Students who are planning a work that will need to be worked on at home must obtain their teacher's permission first and procedures will be put in place to ensure appropriate monitoring can occur or, if this is not possible, the project may need to be changed.

Students who are repeating a course where a submitted work is required cannot submit any work entered and marked for the HSC in a previous year without the special permission of NESA. If a major work was developed for a previous HSC Examination but not submitted, it may only be submitted in the current course with the approval of the Assessment Committee.

A submitted work developed for one course may not be used either in full or in part for assessment in any other course.

All submitted works (other than those submitted electronically) will be returned after marking. Some works will be retained until the following year. While every care will be taken with them, NESA accepts no responsibility for loss or damage to such works. It is the student's responsibility to arrange any insurance. The class teacher will provide advice regarding the packing of submitted works. Students intending to

submit works in print or electronic format should keep copies.

The Languages oral examinations and the practical examinations for Dance, Drama and Music are held earlier than the written examinations and may be held at different locations. Advice about this will be sent to your school and will be available on Schools Online. The Languages oral examinations and the practical examinations are held during Term 3, and submitted works are to be completed during Term 3. Students are advised to check the NESA website for precise dates.

B. EXAMINATION DATES AND TIMES

NESA publishes the examination timetable on its website and students can access their personalised HSC timetable via Students Online.

On the day of the first English examination, students must be at the examination location at least 30 minutes before the start of the examination. For all other papers, students must be at the examination location at least 10 minutes before the start of each examination.

If a student arrives more than one hour after the commencement of the examination, they will be admitted to the examination room, but will need to satisfy NESA that their responses should be accepted for marking.

C. EXAMINATION ATTENDANCE RULES

Students must sit for their examinations at the Centre they have been allocated (Cowra High School). If a student is unable to get to their examination centre because of unusual circumstances such as floods, the student, if possible, should contact the Deputy Principal. In some cases, the student may be advised to go to an alternative centre.

Students can only sit for examinations in the courses for which they have entered. Students are not permitted to change courses or add courses during the examinations. Students must sit for all examinations for which they have entered, unless prevented by illness or misadventure.

A student who has entered for an Extension course (other than Mathematics Extension 2) and fails to sit for the examination in the related 2-unit course, will not receive a result in either course unless an appeal is submitted and upheld by NESA.

If English Extension 2 or Mathematics Extension 2 candidates fail to sit for the related Extension 1 examination, they will not receive a result in the Extension 2 course unless an appeal is submitted and upheld by NESA.

D. ILLNESS/MISADVENTURE DURING THE HSC EXAMINATION PERIOD

If a student cannot attend an examination because of illness or misadventure, the student should notify the Deputy Principal immediately.

If illness or misadventure occurs before the examination and the student is still able to attend, they should notify the Presiding Officer when entering the examination. Students must notify the Presiding Officer at any examination session, where their performance has been affected by illness or misadventure, or if a problem occurs during an examination.

▪ CHS Processes related to illness/misadventure during HSC Examinations

If illness or misadventure prevents a student from attending an examination, or affects their performance in the examination, it is their right and responsibility to lodge an illness/misadventure appeal. Appeal forms and *Higher School Certificate Examination Appeals Due to Illness or Misadventure: Information Guide for Students* are available from the Presiding Officer or the Deputy Principal. These documents provide further details of appeal procedures. It is important that you follow the instructions provided.

The process for illness /misadventure for HSC Examinations is different to the illness and misadventure process for school-based assessment tasks. Students are required to collect an official NESA

illness/misadventure form from the Presiding Officer or the Deputy Principal. There are four sections on the form that must be completed by the Student, a relevant independent expert, eg doctor or police officer, the Presiding Officer and the Principal. **Note:** A Doctors Certificate on its own will not be sufficient. The illness/misadventure form must be lodged by the Principal within 7 days (for practical examinations, performances or submitted works) and within 7 days of the student's final HSC Examination (for all other examinations). Late appeals will be considered only in exceptional circumstances.

The illness/misadventure appeals process is designed for cases where, because of illness or misadventure, a student's performance in an examination is not a true measure of their achievement.

It does not cover:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- loss of study time or facilities prior to the formal study vacation
- misreading of the timetable
- misreading of examination instructions
- failure to enter for the examination in the correct course
- long term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination
- conditions for which you have been granted disability provisions, unless you experience further difficulties
- courses that are undertaken as a self-tuition student.

It is important that students attend the examinations where possible, even in the case of illness/misadventure. NESA will not uphold an illness/misadventure appeal if the reason for the absence is not considered to be sufficiently serious. Students should consult their school Principal before deciding not to attend an examination.

Students will be notified of the results of any appeal on the same day as the release of examination results. If an illness/misadventure appeal is upheld, the student will be awarded the higher of their examination mark and a mark derived from their assessment mark and unaffected components of the examination. The student's Record of School Achievement will indicate if this alternative is used. If a student is absent from an examination and lodges an illness/misadventure appeal that is declined by NESA, they will not receive a result in that course.

E. EQUIPMENT FOR THE EXAMINATIONS

Students may only take equipment listed below into the examination room:

- black pens only
- pencils, erasers and a sharpener. Pencils must be at least 2B (use pencils where specifically directed)
- a ruler marked in millimetres and centimetres
- highlighter pens
- specific equipment (such as a calculator) is required for certain examinations and must be provided by the student
- monolingual and/or bilingual print dictionaries relating to the language being examined are permitted into certain Language examinations. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place.

For the examinations in which scientific calculators are permitted, students may only use those calculators that appear on NESA's list of approved scientific calculators. Well before the examination, the student should check that their calculator is approved. The list of approved scientific calculators, as well as the separate criteria for calculators in the General Mathematics examination, can be found in the HSC Exams section of the NESA website.

Before the examination begins, Presiding Officers and Examination Supervisors will inspect any equipment brought into the examination room.

The list of specific equipment for each of these examinations is available on the Equipment checklist page in the HSC Exams section of NESA's website. Equipment should bear only the original inscribed

information. Students must supply materials that are in working order (this includes calculators). Illness/misadventure appeals on the grounds that examination equipment did not work correctly will not be accepted. Students are **not** permitted to borrow equipment during examinations.

Equipment that is not permitted

- Electronic dictionaries
- Mobile phones and smart watches
- Electronic devices, such as organisers, MP3 players and dictionaries, are not permitted in an examination room under any circumstances.

Presiding Officers and supervisors will not be responsible for the safekeeping of any unauthorised material and equipment that has been confiscated, including mobile phones and other electronic devices.

F. EXAMINATION ROOM PROCEDURES

Students must sit at the desk showing their name and student number. The position of the desk may vary from session to session according to the accommodation and the requirements of the examination.

Students are required to remove their non programmable watch and place it in clear view on the examination desk.

It is the student's responsibility to make sure that the correct examination paper has been provided for the course they have entered. When asked to do so by the supervisor, students must also check their examination papers to make sure that there are no pages missing.

Reading time for examination papers is as follows:

- 10 minutes of reading and familiarisation time for Paper 1 of the examination in all 2 unit English Courses
- 10 minutes of reading time for all written Language examinations for Beginners, Heritage, Background Speakers and Extension courses, and for Continuers courses in modern languages
- 5 minutes of reading time for all other written examinations.

During reading time, students must not write, use any equipment including highlighters, or annotate their examination paper in any way. For examinations in which dictionaries are permitted, you may consult your dictionary during reading time.

For all HSC Examinations students must:

- Read the instructions on the examination paper, as well as all questions, carefully. Presiding Officers and supervisors are not permitted to interpret examination questions or instructions relating to questions
- Write their examination centre number and student number on all writing booklets, special answer booklets and answer sheets, unless that information is pre-printed
- Write clearly with black pen
- Make sure that all answers are written in the correct answer booklets. If a student writes an answer in the wrong booklet, the student should notify the supervisor, and write a note on the front and back of both booklets stating that an answer has been written in the wrong booklet. Answers should not be rewritten, but all parts of the answers should be labelled and handed in
- Stop writing immediately when told to do so by the supervisor
- Arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them
- Complete the Student Completion Record listing the number of examination booklets used during the examination. This must be checked and countersigned by the supervisor before the student leaves the examination desk.

For all HSC Examinations, Students must NOT:

- Begin writing until instructed to do so by the Presiding Officer or supervisor
- Write their name or your school's name on writing booklets, answer booklets or sheets, or use any other names, symbols or marks that identify or distinguish you in any way from other students
- Leave the examination room during the exam, except in an emergency. If a student has to leave and wants to return and resume the examination, they must be supervised while absent from the examination room
- Remove an examination paper from the examination room until the examination is over.

G. CONDUCT DURING THE EXAMINATIONS

Students must follow the day-to-day rules of the school where they sit for their examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course, or non-award of a Higher School Certificate.

The Principal has the discretion to require all students at the school to remain in the examination room until the end of each examination.

The Presiding Officer and examination supervisors are in charge of students. When assembling before an examination, during the examination and after the examination until all students have left, students must follow the supervisors' instructions at all times, including if there is a disruption such as a blackout.

Students must behave in a polite and courteous manner towards the supervisors and other students.

Students must NOT:

- cheat
- include frivolous or objectionable material
- take a mobile phone or programmable watch or device into the examination room
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESA
- speak to any person other than a supervisor during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- attend an examination while under the influence of alcohol or illegal drugs
- take into the examination room, or refer to during the examination, any books or notes, this booklet, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- smoke in the examination room
- eat in the examination room, except as approved by the Presiding Officer, e.g. for diabetic students
- take any writing booklets, whether used or not, from the examination room
- examination question papers may be removed at the end of the examination only if they are not to be used as answer booklets.

Students who do not follow these rules, or cheat in the examinations in any way may be asked to leave the examination room, and you will be reported to NESA. The penalty may be cancellation of the course concerned.

If a student does not make a serious attempt at an examination, they may not receive a result in that course and may not be eligible for the award of the Higher School Certificate.

Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple choice questions is not sufficient for an attempt to be considered serious. Supervisors of marking will bring to NESA's attention examination answers that contain frivolous or objectionable material. Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded. Actions that may be illegal may be reported to the police.



Section IV: Additional Information

This section provides information about

- A. HSC pathways
- B. Disability provisions
- C. Stage 6 Life Skills Assessment
- D. Acceleration
- E. Advanced Standing
- F. Granting of Leave
- G. Repeating courses
- H. University admission
- I. Student Enrolment after the commencement of the HSC Assessment Program
- J. HSC Student who have not met the Year 11 Requirements
- K. Where in the school can students, parents and staff go for advice?

A. HSC PATHWAYS (ACCUMULATION)

Students may accumulate HSC Courses towards the Higher School Certificate over a period of up to five years. Year 11 courses may also be accumulated.

The five-year period is counted from the first year a student satisfactorily completes an HSC Course. It will apply regardless of whether or not studies are deferred for one or more years during the five-year period. Accumulation of HSC Courses cannot extend beyond a five-year period. After 5 years, students must have completed all HSC requirements.

Students who are accumulating courses for the Higher School Certificate receive a Record of Achievement for each calendar year of study. These cumulative transcripts record all Year 11 and HSC Courses satisfactorily completed in the previous five years, including repeat attempts.

On completion of the accumulation, all requirements must have been met for both the Year 11 and the HSC patterns of study. In the case of a student who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted without the special permission of NESA.

B. DISABILITY PROVISIONS

The Principal may approve Disability Examination Provisions for the HSC Course if a student has a special need that would, in a normal examination situation, prevent him or her from:

- reading the examination questions; and/or
- communicating his or her responses.

Principals have the Authority to decide on and to implement disability provisions for school-based assessment tasks including examinations.

Applications for known conditions can be submitted to NESA from mid Term 4 in Year 11 and should be submitted as soon as possible. If students wish to apply for disability provisions, the student should inform the Head Teacher Welfare (see **CHS processes related to Disability Provisions**).

Emergency provisions can be arranged if students have an accident just before the examination that impairs their ability to undertake the examination. In such a case the student should immediately notify the Deputy Principal.

Application for disability provisions should contain recent evidence of the disability and, in some cases, work examples. Students may need to organise any testing required early in the year to ensure their application reaches NESA by the closing date. If applications do not contain sufficient evidence, NESA's decision may be delayed.

Disability provisions are not available:

- as compensation for difficulties in undertaking a course and preparing for the examination
- for lack of familiarity with the English language.

- **CHS Procedures related to Disability Provisions**

A student or parent on behalf of their student, may nominate to be considered for Disability Provisions. Class Teachers or members of the Learning Support Team (LST) may also nominate students.

Nominations for students to be considered for Disability Provisions for the following HSC year are to be made using the application form (see appendix – forms) and given to the Deputy Principal.

At the first Learning Support Team meeting of Term Four the individual particulars of each nominated student will be discussed. The School Counsellor will provide the primary advice in the decision making process at the LST meetings. A recommendation regarding Disability Provisions will be made about each student who is recommended by the LST.

To be considered for disability provisions, a student must meet specific criteria, including one or more of the following::

- a disability confirmation
- an ongoing medical condition
- an injury, illness or accident that may impact on their ability to complete an assessment task or examination
- significant learning delays (literacy levels at least 2 years below national minimum standards).

Provisions should be offered immediately from the commencement of the HSC Course or following the recommendation of Disability Provisions by the LST, providing Disability Provisions similar to those available for the HSC Examinations, for example, writers, additional time and separate supervision. For some students with disabilities alternative tasks may be devised.

All application processes relating to Formal Disability Provisions for HSC Examinations or submitted works including documentation, official application processes and the implementation of the Disability Provisions are overseen by the Deputy Principal.

C. STAGE 6 LIFE SKILLS ASSESSMENT

Student progress in Stage 6 (Year 11 and 12) Life Skills courses is assessed via the achievement of outcomes determined in their individual education plan. Students will be provided with a profile which lists the demonstrated achievement of outcomes for each Life Skills course.

D. ACCELERATION

Students may undertake Year 11 and/or HSC Courses in advance of their usual cohort or in less than NESA's stated indicative times. The exceptions are VET Industry Curriculum Framework Courses and Beginners language Courses. Decisions about the acceleration of Higher School Certificate students will be made by Principals in accordance with the principles contained in NESA's Guidelines for Accelerated Progression.

Accelerants should complete all assessment tasks, or their equivalent, that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks. Therefore, programs of work may have to be specifically tailored to the accelerant's needs.

E. ADVANCED STANDING

Prior learning may exempt a student from certain course requirements and internal assessment tasks. Such exemption is called Advanced Standing. Advanced Standing normally applies to Year 11 courses but in certain circumstances may apply to aspects of HSC Courses. For more information, you should consult the Principal.

F. GRANTING OF LEAVE

The Principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the Principal that outcomes in each course will be achieved. Educational progress can be ensured by a variety of means, including assignments set by the school, tuition or private study, attendance at another school, distance education lessons and catching up.

G. REPEATING COURSES

A student may repeat one or more HSC Courses, but they must do so within the five year accumulation period. A course may not be counted more than once towards a student's HSC. The Universities Admissions Centre (UAC) will use the most recent result for a course in the calculation of the Australian Tertiary Admission Rank (ATAR) (see also section 7, 'HSC results').

H. UNIVERSITY ADMISSION

The Australian Tertiary Admission Rank (ATAR) is calculated for the Universities Admissions Centre (UAC). Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. NESA passes this information to UAC.

I. STUDENT ENROLMENT AFTER THE COMMENCEMENT OF THE HSC ASSESSMENT PROGRAM

- **CHS Procedures relating to students who enter a HSC Course after the commencement of the HSC Assessment program**

The Principal must be satisfied that students who are changing courses have satisfactorily completed the relevant Year 11 course (or equivalent), and that they will be able to complete all HSC Course requirements, including Assessment.

For students transferring into the school, the procedures in place should ensure that a fair and valid assessment mark can be calculated.

J. HSC STUDENTS WHO HAVE NOT MET YEAR 11 REQUIREMENTS

▪ **CHS Procedures related to monitoring the provisional entry of students into HSC Courses**

There is an expectation that all students commencing HSC Courses have met the requirements of the Year 11 Course in **all** subjects studied. Failure to do so may result in that student being ineligible to commence HSC Courses.

The Principal may, under special circumstances, allow a student who has received an 'N' determination in a Year 11 course, to proceed to an HSC Course provisionally while concurrently satisfying any outstanding course requirements. Principals will, however, be required to confirm at the time of HSC Entries, that the student has now satisfactorily completed the relevant Year 11 course requirements and that their entry for the HSC Course is valid. Under such circumstances all outstanding work related to the N award must be finalised by the completion date, which will be negotiated with the student.

All details of communication with parents and students relating to the conditions applied to the provisional entry of students into HSC Courses should be documented.

K. WHERE IN THE SCHOOL CAN STUDENTS, PARENTS AND STAFF GO FOR ADVICE?

A copy of the ACE Manual and relevant NESA documents are available on NESA's website:
<https://ace.nesa.nsw.edu.au>

NESA Liaison Officers are located throughout the state and are available to assist schools with NESA's policies and practices relating to curriculum, assessment and credentialing. Liaison Officers are listed on NESA's website <http://educationstandards.nsw.edu.au/wps/portal/nesa/who-we-are/contact-us>



Section V: Appendices

Consideration of Absence

Name:

Year:

Date:

Subject:

Teacher:

Assessment Task Number (As per Assessment Policy booklet):

Assessment Task Title:

*I apply for an extension based on the consideration of the following factors which may affect my performance in this Assessment Task. (**Documentary evidence must be provided**, except in exceptional circumstances)*

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student's Signature:

Parent/Guardian's Signature:

Recommendation of Teacher/Head Teacher:

Signature of Teacher/Head Teacher:

Recommendation of Assessment Committee: Application for Absence

Subject/Course:

Assessment Task Number:

Assessment Task Title:

Principal/Deputy Principal:

Assessment Coordinator:

Date:

This form is located: <https://cowra-h.schools.nsw.gov.au> then **Assessment Tasks** tab, **Year 12 Assessment Information**.



Application for Extension

Name:

Year:

Date:

Subject:

Teacher:

Assessment Task Number (As per Assessment Policy booklet):

Assessment Task Title:

*I apply for an extension based on the consideration of the following factors which may affect my performance in this Assessment Task. (**Documentary evidence must be provided**, except in exceptional circumstances)*

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student's Signature:

Parent/Guardian's Signature:

Recommendation of Teacher/Head Teacher:

Signature of Teacher/Head Teacher:

Recommendation of Assessment Committee: Application for Extension

Subject/Course:

Assessment Task Number:

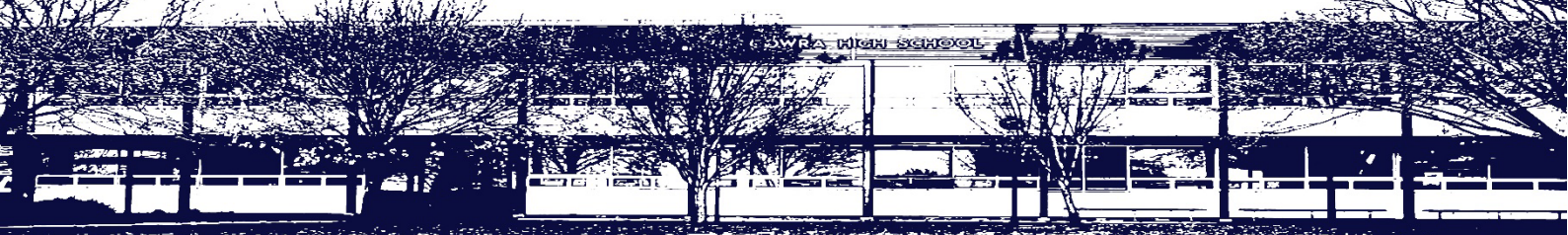
Assessment Task Title:

Principal/Deputy Principal:

Assessment Coordinator:

Date:

This form is located: <https://cowra-h.schools.nsw.gov.au> then Assessment Tasks tab, Year 12 Assessment Information.



Higher School Certificate Illness/Misadventure Form

Name:

Year:

Date:

Subject:

Teacher:

Assessment Task Number (As per Assessment Policy booklet):

Assessment Task Title:

*I apply for an extension based on consideration of the following factors which may affect my performance in this Assessment Task. (**Documentary evidence must be provided**, except in exceptional circumstances).*

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student's Signature:

Parent/Guardian's Signature:

Recommendation of Teacher/Head Teacher:

Signature of Teacher/Head Teacher:

Recommendation of Assessment Committee: Illness/Misadventure

Subject/Course:

Assessment Task Number:

Assessment Task Title:

Principal/Deputy Principal:

Assessment Coordinator:

Date:

This form is located: <https://cowra-h.schools.nsw.gov.au> then Assessment Tasks tab, Year 12 Assessment Information.



Assessment Notification – Common Cover Sheet
Higher School Certificate Assessment Task Cover Sheet

Name:

Year:

Date:

Subject:

Teacher:

Assessment Task Number (As per Assessment Policy booklet):

Assessment Task Title:

Assessment Weighting: %

Date Distributed:

Date Due:

All Higher School Certificate Assessment Tasks, other than In Class tasks, must be handed in on the due date.

Comments by Teacher:

Assessment Criteria/Marking Rubric:

Attach copy given to you when task was distributed.

Higher School Certificate Assessment Submission Receipt

Student's Name:

Assessment Task Title:

Date receipted to Student:

Student's Signature:

Teacher's Signature:

Subject Name:

Class Title:

This form is located: <https://cowra-h.schools.nsw.gov.au> then Assessment Tasks tab, Year 12 Assessment Information.



Higher School Certificate Non-Completion of Course Determination

Student Appeal Form

*This form should be completed only if the student feels that he/she has met NSW Education Standards Authority (NESA)' course completion requirements as detailed in the **Principal's Determination Form**, and is requesting a school review of the decision to issue the determination(s) of non-completion of course requirements. If submitting an appeal, this form is to be completed and signed by the student and the parent/guardian (if student is under 18 years of age) and submitted to the Principal by: _____*

(Principal to insert date)

Student Name: _____

Student Number: _____

School Name: _____

Student's Home Address: _____

In lodging an appeal, you are asking the Principal to reconsider his/her decision to give you a determination of non-completion of course requirements in a course. The Principal, in consultation with your class teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in support of your appeal. The Principal will decide whether there is sufficient evidence to change the original determination.

I wish to have the Principal reconsider his/her decision to issue me a determination of non-completion of course requirements in the following course(s):

| Course Name <i>(Please list Extension courses separately)</i> | Course Number |
|----------------------------------------------------------------------|----------------------|
| | |
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| | |

Student Statement in Support of Appeal

You need to detail how you have completed all NESA course completion requirements. You should refer to any warning letters you have been sent and provide details of tasks or assignments you may now have completed.

If you are appealing in a number of courses you need to **name and comment on each course separately**. Additional pages may be attached if you are appealing in more than three courses or if more space is needed.

My appeal is based on the following grounds:

Course: _____

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Course: _____

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Course: _____

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Your Principal will advise you of the outcome of the School Review of your appeal by the date specified in the *HSC and Record of School Achievement (RoSA) timetable of actions for schools*. If the Principal declines your appeal you may ask to have the matter reviewed by NESA. Once the Principal notifies you of the outcome of the School Review of your appeal, ask him/her about the process of having an unsuccessful appeal reconsidered by NESA.

Student's Signature: _____ **Date:** _____

Parent/Guardian's Signature: _____ **Date:** _____

(if student is under 18 years of age)



Disability Provisions for Higher School Certificate

Disability Provisions for HSC Examinations are approved by NSW Education Standards Authority (NESA). This can be a lengthy process, which requires documentation to support.

If you wish to apply for Disability Provisions, please complete the form below, and return to your Year Advisor as soon as possible.

Student Name _____ **Student Number:** _____

Reason for application: _____

Do you have documentation to support your application? (eg: doctor's certificates, letters from other health professionals)

Have you previously had Special Provisions for exams at Cowra High School?

If so, what were they?

Student Signature _____

Parent/Guardian's Signature _____ **Date** _____



Section VI: Assessment Calendar

I. School Term Dates

| | |
|---------------------|---------------------------------------------------------------------------|
| Term 4, 2022 | 10 th October 2022 - 16 th December 2022 (11 weeks) |
| Term 1, 2023 | 27 th January 2023 - 6 th April 2023 (11 weeks) |
| Term 2, 2023 | 24 th April 2023 – 30 th June 2023 (10 weeks) |
| Term 3, 2023 | 17 th July 2023 - 22 nd September 2023 (10 weeks) |

II. Examination Dates

| | |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------|
| Trial Higher School Certificate Examinations | Term 3, 2023: Weeks 4 and 5 7 th August to 18 th August 2023 |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------|

Assessment Calendar Term 4, 2022

| WEEK | SUBJECT | ASSESSMENT | DATE |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 1 | | | 10 th - 14 th Oct |
| 2 | | | 17 th - 21 st Oct |
| 3 | | | 24 th - 28 th Oct |
| 4 | | | 31 st Oct - 4 th Nov |
| 5 | | | 7 th - 11 TH Nov |
| 6 | | | 14 th - 18 th Nov |
| 7 | Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 Numeracy CEC | Assignment/Investigation Assignment/Investigation 1 Assignment/Investigation Assignment/Investigation 1 | 21 st - 25 th Nov |
| 8 | Biology Exploring Early Childhood Modern History Society and Culture SLR | Research Task Research and In Class task Historical Analysis Research Task Research Task | 28 th Nov - 2 nd Dec |
| 9 | English Advanced English Standard English Studies Food Technology Legal Studies PDHPE | Multimodal Presentation Multimodal Presentation Multimodal Presentation Practical and Theory task Research Essay Case study and In Class task | 5 th - 9 th Dec |
| 10 | Business Studies Chemistry CAFS English Extension 1 Japanese Beginners Japanese Continuers Music Photography, Video and Digital Imaging Physics Visual Arts | In Class Task Skills Test IRP Imaginative response and reflection statement Multimodal Task Presentation Presentation of Elective: Topic 1 Portfolio of work Depth Study Development of the Body of Work | 12 th - 17 th Dec |
| 11 | | | |

Assessment Calendar Term 1, 2023

| WEEK | SUBJECT | ASSESSMENT | DATE |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 1 | | | 27 th Jan |
| 2 | | | 30 th Jan - 3 rd Feb |
| 3 | Agriculture | Plant Production - Assessment | 6 th - 10 th Feb |
| 4 | | | 13 th - 17 th Feb |
| 5 | | | 20 th - 24 th Feb |
| 6 | Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 Numeracy CEC | In Class Test In Class Test In Class Test Assignment/Investigation 2 | 27 th Feb - 3 rd Mar |
| 7 | | | 6 th - 10 th Mar |
| 8 | | | 13 th - 17 th Mar |
| 9 | | | 20 th - 24 th Mar |
| 10 | Agriculture Biology Business Studies Chemistry CAFS English Advanced English Extension 1 English Standard English Studies Exploring Early Childhood Food Technology Modern History History Extension 1 Japanese Beginners Japanese Continuers Legal Studies Music PDHPE Photography, Video, and Digital Imaging Physics Society and Culture SLR Visual Arts | Assessment Week Research Task Topic Test Response to Stimulus Extended Response Extended Response Extended Response Research Task Response to Stimulus Extended Response and Practical In Class Essay Historical Process Speaking, Reading, Writing and Listening Speaking, Listening, Reading and Writing In Class Essay Composition Portfolio Reports and In Class Task Research Task and Photo Journal Assessment Week In Class Task Test Written Task: Artist's Practice | 27 th - 31 st Mar |
| 11 | | | 3 rd - 6 th Apr |

Assessment Calendar Term 2, 2023

| WEEK | SUBJECT | ASSESSMENT | DATE |
|------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 1 | | | 24 th - 28 th Apr |
| 2 | | | 1 st - 5 th May |
| 3 | | | 8 th - 12 th May |
| 4 | Japanese Beginners Japanese Continuers | Presentation Multimodal Task | 15 th - 19 th May |
| 5 | PDHPE | Research and In Class Task | 22 nd - 26 th May |
| 6 | CAFS Numeracy CEC | Critical Analysis Assignment/Investigation 3 | 29 th May - 2 nd Jun |
| 7 | English Advanced English Extension 1 English Standard Modern History Music | Imaginative Text and Reflection Statement Critical Response with Related Text Imaginative Text and Reflection Statement Research Task Presentation of Electives: Topic 2 & 3 | 5 th - 9 th Jun |
| 8 | Agriculture Business Studies Society and Culture SLR | Product Study - Assessment Source Based Task Case Study Report and Oral Presentation | 12 th - 16 th Jun |
| 9 | Chemistry Exploring Early Childhood Food Technology | Depth Study Case Study Food Product Design and Evaluation | 19 th - 23 rd Jun |
| 10 | Biology Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 Physics | Depth Study In Class Test Assignment/Investigation 2 In Class Test Skills Test | 26 th - 30 th Jun |

Assessment Calendar Term 3, 2023

| WEEK | SUBJECT | ASSESSMENT | DATE |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--------------------------------------------|
| 1 | History Extension 1 | Essay | 17 th - 21 st Jul |
| 2 | | | 24 th - 28 th Jul |
| 3 | Numeracy CEC English Studies | Assignment/Investigation 4 Task Portfolio | 31 st Jul - 4 th Aug |
| 4 & 5 | Agriculture Biology Business Studies Chemistry CAFS English Advanced English Extension 1 English Standard English Studies Exploring Early Childhood Food Technology Hospitality Modern History History Extension 1 Japanese Beginners Japanese Continuers Legal Studies Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 Music PDHPE Physics Society and Culture SLR Visual Arts | Trial HSC Examinations | 7 th - 18 th Aug |
| 6 | Photography, Video and Digital Imaging | In Class Examination | 21 st - 25 th Aug |
| 7 | Photography, Video and Digital Imaging Visual Arts | Portfolio of Work Body of Work | 28 th Aug - 1 st Sep |
| 8 | | | 4 th - 8 th Sep |
| 9 | | | 11 th - 15 th Sep |
| 10 | | | 18 th - 22 nd Sep |

Section VII: Subjects, Course Components, Outcomes Assessed and Weight

Agriculture Assessment Schedule

| Course Overview: The study of <i>Agriculture in Stage 6</i> enables students to develop an appreciation and understanding of interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. It places greater emphasis on farm management to maximise productivity and environmental sustainability. This is an 'on-farm', environment-oriented course. A Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability. | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|------------------------------|----------------------------------------------------------------------|-------------|
| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
| | Plant Production | Assessment Week | Farm Product Study | Trial HSC | |
| | Term 1, Week 3 | Term 1, Week 10 | Term 2, Week 8 | Term 3, Week 4/5 | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| | H1.1 H2.1 H4.1 | H1.1 H2.2 H4.1 | H3.1 H3.2 H3.3 H3.4 | H1.1 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1 H5.1 | |
| Knowledge and understanding of course content | 5 | 10 | 5 | 20 | 40 |
| Knowledge, understanding and skills required to manage agricultural production systems | 10 | 10 | 10 | 10 | 40 |
| Skills in effective research, experimentation and communication | 5 | 10 | 5 | 0 | 20 |
| Total % | 20 | 30 | 20 | 30 | 100 |
| Assessment Syllabus 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 H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems | | | | | |

Agricultural Scope and Sequence

The following scope and sequence cover the following content:

9.1 Plant/Animal Production: Animal production is dependent on plants, which in turn are dependent on the soil and water. Farmers aim to manage the physical and biological processes in soils, plants and animals to produce agricultural products in a sustainable manner. Students examine the ways in which farmers manage and manipulate these processes and systems to maximise outputs.

9.2 Farm Product Study: Farms are a part of a broader sector in which products are marketed and processed. Students examine marketing and processing of a product in terms of its quality and quantity and undertake a specific farm product study.

9.3 Electives: 1. Food, Fibre & Fuel Technologies: This elective examines the role of biotechnology in the production of food, fibre and fuel in agricultural systems. It deals with the terminology and process of biotechnology at the gene level with an examination of the problems and benefits of genetic engineering and gene technology.

| Term 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|-----------------------|
| | 9.1 HSC Plant Production (40hrs) | | | | | | | | | | 9.1 Animal Production |
| | H1.1; H2.1; H4.1 | | | | | | | | | | |

| Term 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|----------------------------------------------------------------------|--------|--------|---------------------------------------------------------|--------|--------|--------|--------|--------|---------|---------------------------|
| | 9.1 HSC Animal Production (36 hrs) | | | | | | | | | | 9.2 Product Study (4 hrs) |
| | Assessment Task 1 - Mandatory Plant Density Trial - Due Week 3 (20%) | | | Assessment Task 2 – Assessment Week - Due Week 10 (30%) | | | | | | | |
| | H1.1; H2.2; H4.1 | | | | | | | | | | H3.1; H3.2; H3.3; H3.4 |

| Term 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|--------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|---------------------------|---------|
| | 9.2 Product Study (32hrs) | | | | | | | | 9.3 Elective Unit. (4hrs) | |
| | Assessment Task 3 - Product Study Report - Due: Week 8 (20%) | | | | | | | | | |
| | H3.1; H3.2; H3.3; H3.4 | | | | | | | | H3.4; H4.1; H5.1 | |

| Term 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-----------------------------------|--------|--------|--------------------------------------------|--------|-----------------------------------|--------|--------|--------|---------|
| | 9.3 Elective Unit (cont.) (12hrs) | | | TRIAL Examinations | | 9.3 Elective Unit (cont.) (12hrs) | | | | |
| | | | | Assessment Task 4: Trial Examinations 30 % | | | | | | |
| | H3.4; H4.1; H5.1 | | | | | H3.4; H4.1; H5.1 | | | | |

Biology Assessment Schedule

Course Overview:

The study of *Biology in Stage 6* enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|-----------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------|
| | Research Task | Assessment Week | Depth Study | Trial Examination | |
| | Term 4, Week 8 | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 4/5 | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| | BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-12 | BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-12 BIO 12-13 | BIO 12-1 BIO 12-2 BIO 12-3 BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-14 | BIO 12-3 BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-12 BIO 12-13 BIO 12-14 BIO 12-15 | |
| Knowledge and understanding of course content | 5 | 10 | 10 | 15 | 40 |
| Skills in Working Scientifically | 15 | 10 | 20 | 15 | 60 |
| Total % | 20 | 20 | 30 | 30 | 100 |

Assessment Syllabus Outcome

BIO 12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO 12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO 12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO 12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO 12-5 analyses and evaluates primary and secondary data and information

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

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

BIO 12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO 12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO 12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO 12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Biology Scope and Sequence

The scope and sequence covers the following content:

Unit 5 Heredity: understanding the cellular processes involved in increasing genetic diversity, investigate reproduction and inheritance patterns in both plants and animals as well as the role of DNA in polypeptide synthesis and the uses of technologies in the study of inheritance patterns.

Unit 6 Genetic Change: natural and human-induced causes and effects of genetic change, investigate how the processes of inheritance and evolution are applied, evaluate the applications of biotechnology to medicine and agriculture.

Unit 7 Infectious Disease: the treatment, prevention and control of infectious disease both locally and globally, includes study of the human immune system and its response to an infectious disease.

Unit 8 Non-infectious Disease: the causes and effects of non-infectious diseases on human health, explore technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious disease in populations.

| Term 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|----------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|---------------------------------------------|---------|---------|
| | Unit 5 Heredity (32 hours) | | | | | | | | Unit 6 Genetic change (40 hours) | | |
| | Assessment Task 1: Research Task, 20%, Due: Week 8 | | | | | | | | | | |
| | BIO12-4, BIO12-6, BIO12-7, BIO12-12 | | | | | | | | BIO12-1, BIO12-4, BIO12-6 BIO12-7, BIO12-13 | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|---------------------------------------------|--------|--------|--------|--------|--------|--------|--------------------------------------|--------|---------|---------|
| Term 1 | Unit 6 Genetic Change (continued) | | | | | | | Unit 7 Infectious Disease (31 hours) | | | |
| | Assessment Task 2: Assessment Week 20% | | | | | | | | | | |
| | BIO12-1, BIO12-4, BIO12-6 BIO12-7, BIO12-13 | | | | | | | BIO12-1, BIO12-2, BIO12-3, BIO12-14 | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-----------------------------------------|--------|--------|--------|--------|------------------------------------------|--------|--------|--------|---------|
| Term 2 | Unit 7 Infectious Disease (continued) | | | | | Unit 8 Non-infectious Disease (32 hours) | | | | |
| | Assessment 3: Depth Study, 30%, Week 10 | | | | | | | | | |
| | BIO12-1, BIO12-2, BIO12-3, BIO12-14 | | | | | BIO12-5, BIO12-6, BIO12-7, BIO12-15 | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-------------------------------------------|--------|--------|----------------------------------------------------------------------------|--------|--------|--------|--------|--------|---------|
| Term 3 | Unit 8 Non-infectious Disease (continued) | | | Trial Examinations weeks 4-5 | | | | | | |
| | | | | Assessment Task 4: Trial Examinations 30 % | | | | | | |
| | | | | BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15 | | | | | | |

Business Studies Assessment Schedule

Course Overview:

Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life. As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies, the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|-------------------------------------------------------------------------------|-------------------------------------------|----------------------------------|-------------------------------------|-----------------------------------------------------|-------------|
| | In Class Task Finance | Research Task Operations | Source Based Task Marketing | Trial HSC Examination | |
| | Term 4, Week 10 | Term 1, Week 10 | Term 2, Week 8 | Term 3, Week 4-5 | |
| | Outcomes assessed H2 H3 H4 H5 H6 H7 | Outcomes assessed H2 H4 H5 H9 | Outcomes assessed H4 H6 H7 H8 H9 | Outcomes assessed H1 H2 H3 H4 H5 H6 H8 H9 H10 | |
| Knowledge and understanding of course content | | 10 | 10 | 20 | 40 |
| Stimulus based skills | 5 | | 5 | 10 | 20 |
| Inquiry and research | 10 | | 10 | | 20 |
| Communication of business information, ideas, and issues in appropriate forms | 10 | 10 | | | 20 |
| Total % | 25 | 20 | 25 | 30 | 100 |

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

Business Studies Scope and Sequence:

The scope and sequence comprise the following content:

- Operations – 25 hours
- Marketing – 25 hours
- Finance – 25 hours
- Human Resources – 25 hours.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|---------------------------------------------------------|--------|--------|--------|--------|--------|--------|---------------------------------------------------------------------------------------|--------|---------|---------|
| Term 4 | Finance | | | | | | | Operations | | | |
| | Assessment Task 1: Source based Task, 25%, Due: Week 10 | | | | | | | Assessment Task 2: In Class task, 20%, Due Term 1 2023 Week 10 during Assessment Week | | | |
| | H2, H3, H4, H5, H6, H7 | | | | | | | H2, H4 H5 H9 | | | |

| | Week 1 | Week 2 Module continues | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|----------------------------------------------------------------------------------------|-------------------------------|--------|--------|--------|--------|--------|--------|----------------------------------------------------------|---------|---------|
| Term 1 | Operations | | | | | | | | Marketing | | |
| | Assessment Task 2: In class task, 20%, Due Term 1, 2023 Week 10 during Assessment Week | | | | | | | | Assessment Task 3: Research Task, 25%, Due Week 9 Term 2 | | |
| | H2 H4 H5 H9 | | | | | | | | H4 H6 H7 H8 H9 | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|---------------------------------------------------|--------|--------|--------|--------|-----------------------------------|--------|--------|--------|---------|
| Term 2 | Marketing | | | | | Human Resources | | | | |
| | Assessment Task 3: Research Task, 25%, Due Week 8 | | | | | | | | | |
| | H4, H6, H7, H8, H9 | | | | | H1, H2, H3, H4, H5, H6, H7, H8 H9 | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|------------------------------------|--------|--------|-------------------------------------------------------------|--------|---------------------------------------------------------------------|--------|--------|--------|---------|
| Term 3 | Human Resources | | | Trial Examinations | | Revision of Topics 1, 2, 3 and 4 At least 2 hours for each topic | | | | |
| | | | | Assessment Task 4: Trial Examinations 30% | | | | | | |
| | H1, H2, H3, H4, H5, H6, H7, H8, H9 | | | Trial Examinations H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 | | H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 | | | | |

Chemistry Assessment Schedule

Course Overview:

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | |
|-----------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------|
| | Organic Chemistry Skills Test | Equilibrium Topic Test | Acid-Base Depth Study | Trial Examination | |
| | Term 4, Week 10 | Term 1, Week 10 | Term 2, Week 9 | Term 3, Week 4-5 | |
| | Outcomes assessed CH12-4 CH12-5 CH12-6 CH12-14 CH12-15 | Outcomes assessed CH12-4 CH12-5 CH12-6 CH12-12 | Outcomes assessed CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-13 | Outcomes assessed CH12-4 CH12-5, CH12-6 CH12-7, CH12-12 CH12-13 CH12-14 CH12-15 | Weighting % |
| Knowledge and understanding of course content | 5 | 10 | 10 | 15 | 40 |
| Skills in Working Scientifically | 10 | 10 | 25 | 15 | 60 |
| Total % | 15 | 20 | 35 | 30 | 100 |

Assessment Syllabus Outcome

CH12-1 develops and evaluates questions and hypotheses for scientific investigation

CH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH12-5 analyses and evaluates primary and secondary data and information

CH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH12-7 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

Chemistry Scope and Sequence

The scope and sequence covers the following content:

Module 5: Chemical Equilibrium and Acid Reactions, where students study the effects of changes in temperature, concentration of chemicals and pressure on equilibrium systems, and consider that these can be predicted by applying Le Chatelier's principle.

Module 6: Acid/base Reactions, where students analyse how and why the definitions of both an acid and a base have changed over time, and how the current definitions characterise the many chemical reactions of acids.

Module 7: Organic Chemistry, where students focus on the principles and applications of chemical synthesis in the field of organic chemistry. Current and future applications of chemistry include techniques to synthesise new substances – including pharmaceuticals, fuels and polymers – to meet the needs of society.

Module 8: Applying Chemical Ideas, where students investigate a range of methods used to identify and measure quantities of chemicals. They investigate and process data involving the identification and quantification of ions present in aqueous solutions.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|----------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Term 4 | Module 7 – Organic Chemistry, Module 8 – Applying Chemical Ideas IQ 2 and 3 (52 hours) | | | | | | | | | | |
| | Assessment Task 1: Organic Chemistry Skills Test, 15%, Week 10 | | | | | | | | | | |
| | CH12-4, CH12-5, CH12-6, CH12-14, CH12-15 | | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Term 1 | Module 5 – Equilibrium and Acid Reactions (48 hours) | | | | | | | | | | |
| | Assessment 2: Equilibrium Topic Test, 20%, Week 10 | | | | | | | | | | |
| | CH11/12-4, CH11/12-5, CH11/12-6, CH12-12 | | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-----------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| Term 2 | Module 6 – Acid/base Reactions (36 hours) | | | | | | | | | |
| | Assessment 3: Acid-Base Depth Study, 35%, Week 9 | | | | | | | | | |
| | CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-13 | | | | | | | | | |

| Term 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-----------------------------------------------------------------|--------|--------|--------------------------------------------------------------------------------------------|--------|-------------------------------|--------|--------|----------|---------|
| | Module 6 – Acid/base Reactions | | | Trial Examinations | | Module 8 IQ 1 (12 hours) | | | Revision | |
| | | | | Assessment Task 4: Trial Examination, 30 % | | | | | | |
| | CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-13 | | | CH11/12-2, CH11/12-4, CH11/12- 5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15 | | CH11/12-3, CH11/12-6, CH12-15 | | | | |

Community & Family Studies Assessment Schedule

Course Overview:

Community and Family Studies Stage 6 aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------|------------------------------------------------|------------------------------------------|-------------|
| | Research Methodology IRP | Groups in Context Response to Stimulus | Parenting & Caring Critical Analysis | Trial HSC Examination | |
| | Term 4, Week 10 | Term 1, Week 10 | Term 2, Week 6 | Term 3, Week 4/5 | |
| | Outcomes assessed 4.1, 4.2 | Outcomes assessed 2.3, 4.2, 5.1, 6.2 | Outcomes assessed 2.1, 3.4, 6.1 | Outcomes assessed ALL OUTCOMES | |
| Knowledge and understanding of course content | 10 | 10 | 10 | 10 | 40 |
| Skills in critical thinking, research, analysing and communicating | 10 | 15 | 15 | 20 | 60 |
| Total % | 20 | 25 | 25 | 30 | 100 |

Assessment Syllabus 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

Community& Family Studies Scope and Sequence

The scope and sequence covers the following content:

- HSC core: Research Methodology (30 hours) - This module builds upon introductory research opportunities integrated throughout the Year 11 course. It focuses on the processes of inquiry and research, allowing students to pursue an area of interest in an Independent Research Project. The course is designed so that elements of the Independent Research Project can be facilitated by the teacher. The skills and understanding related to research methodology should be developed throughout the study of both the Year 11 and HSC courses.
- HSC core: Groups in Context (30 hours) - This module builds upon students' knowledge and understanding acquired in the Year 11 course modules Resource Management and Individuals and Groups.
- HSC core: Parenting and Caring (30 hours) - In this module, students develop their understanding of the types of parents and carers and how to best prepare for the role of a parent or carer in order to optimise the wellbeing of a dependant.
- HSC option: Social Impact of Technology (30 hours) - In this module, students examine perceptions of technology and investigate historical influences on the evolution of technology. Using this fundamental knowledge, students consider the potential benefit of technological developments while investigating the inequities of access experienced by some groups and the positive and negative impact of technological developments on families and in communities and the workplace.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|-----------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Term 4 | Research Methodology | | | | | | | | | | |
| | Assessment Task 1: IRP 20% Due: Week 10 | | | | | | | | | | |
| | 4.1, 4.2 | | | | | | | | | | |

| | Week 1 | Week 2 (31.1.22) | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|-------------------------------------------------------|---------------------|--------|--------|--------|--------|--------|--------|---------------------------------------------|---------|---------|
| Term 1 | Groups in Context | | | | | | | | Parenting & Caring | | |
| | Assessment Task 2: Groups in Context 25% Due: Week 10 | | | | | | | | | | |
| | 1.1, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2, 5.1, 6.2 | | | | | | | | 1.1, 2.1, 2.2, 2.3, 3.2, 3.4, 5.1, 5.2, 6.1 | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|---------------------------------------------------------|--------|--------|--------|--------|--------|-----------------------------|--------|--------|---------|
| Term 2 | Parenting & Caring | | | | | | Social Impact of Technology | | | |
| | Assessment Task 3: Parenting and Caring 25% Due: Week 6 | | | | | | | | | |
| | 1.1, 2.1, 2.2, 2.3, 3.2, 3.4, 5.1, 5.2, 6.1 | | | | | | 2.3, 3.4, 4.1, 4.2, 6.1 | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-----------------------------|--------|--------|------------------------|--------|---------------------|--------|--------|--------|---------|
| Term 3 | Social Impact of Technology | | | Trial Examinations | | Catch Up / Revision | | | | |
| | | | | Assessment Task 4: 30% | | | | | | |
| | 2.3, 3.4, 4.1, 4.2, 6.1 | | | ALL OUTCOMES | | | | | | |

English Advanced Assessment Schedule

Course Overview:

- **Common Module – Texts and Human Experiences**
- **Module A – Textual Conversations**
- **Module B – Critical Study of Literature**
- **Module C – Craft of Writing**

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| | Common Module: Texts and Human Experiences Multimodal presentation using prescribed text and related material | Module A: Textual Conversations Extended response | Module C: Craft of Writing Imaginative text and reflection statement | Trial HSC Examination Paper 1 - Common Module Paper 2 - Modules A, B & C (note – Mod C is not included in the weighting for this assessment task) | |
| | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 7 | Term 3, Week 4/5 | |
| | Outcomes assessed EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7 | Outcomes assessed EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-8 | Outcomes assessed EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9 | Outcomes assessed EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8 | |
| Knowledge and understanding of course content | 10 | 15 | 10 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10 | 10 | 15 | 15 | 50 |
| Total % | 20 | 25 | 25 | 30 | 100 |

Assessment Syllabus Outcomes;

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 Advanced Scope and Sequence

The scope and sequence covers the following content:

- Common Module – Texts and Human Experiences (30 hours)
- Module A – Textual Conversations (30 hours)
- Module B – Critical Study of Literature (30 hours)
- Module C – Craft of Writing (30 hours)

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|-------------------------------------------------------------------------------------------------|--------|--------|----------------------------------------------------------------|--------|------------------------------------------------------------------------|--------|--------|--------|---------|---------|
| Term 4 | Common Module – Text and Human Experiences <i>Billy Elliot (film)</i> | | | | | | | | | | |
| | Assessment Task 1: Multimodal Presentation with related material 20% Due: Week 9 | | | | | | | | | | |
| | EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7 | | | | | | | | | | |
| | | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Term 1 | Module A – Textual Conversations <i>Hagseed</i> (prose) and <i>The Tempest</i> (Shakespeare) | | | | | | | | | | |
| | Assessment Task 2: Extended Response 25% Due: Week 10 | | | | | | | | | | |
| | EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-8 | | | | | | | | | | |
| | | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Term 2 | Module C – Craft of Writing | | | | | Module B – Critical Study of Literature <i>A Dolls House (play)</i> | | | | | |
| | Assessment Task 3: Imaginative Text and Reflection 25% Due: Week 7 | | | | | | | | | | |
| | EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9 | | | | | | | | | | |
| | | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Term 3 | Module B – Critical Study of Literature <i>A Doll's House (play)</i> | | | Trial Examinations | | HSC Revision | | | | | |
| | | | | Assessment Task 4 30% | | | | | | | |
| | | | | EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8 | | | | | | | |
| | | | | | | | | | | | |

English Extension 1 Assessment Schedule

| Course Overview: | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------|-------------|
| <ul style="list-style-type: none"> • Common Module – <i>Literary Worlds</i> • Elective – <i>Worlds of Upheaval</i> | | | | | |
| Component | Task 1 | | Task 2 | Task 3 | Weighting % |
| | Imaginative Response and Reflection Statement | Extended Response | Critical Response with Related Text | Trial HSC Examination | |
| | Term 4, Week 10 | Term 1, Week 10 | Term 2, Week 7 | Term 3, Week 4/5 | |
| | Outcomes assessed EE12-2, EE12-4 & EE12-5 | Outcomes assessed EE12-2, EE12-3, EE12-4, EE12-5 | Outcomes assessed EE12-1, EE12-2, EE12-3, EE12-4 | Outcomes assessed EE12-1, EE12-2, EE12-3, EE12-4, EE12-5 | |
| Knowledge and understanding of complex texts and of how and why they are valued | 15 | | 20 | 15 | 50 |
| Skills in complex analysis composition and independent investigation | 15 | | 20 | 15 | 50 |
| Total % | 30 | | 40 | 30 | 100 |
| Assessment Syllabus Outcomes; EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes | | | | | |

English Extension 1 Scope and Sequence

The scope and sequence covers the following content:

Common Module – *Literary Worlds* (15-20 hours)

Elective – *Worlds of Upheaval* (40-45 hours)

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|-------------------------------------------------------------------------|--------|--------|-----------------------------------------|--------|--------------|------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------|---------|---------|
| Term 4 | Common Module – <i>Literary Worlds</i> <i>Various Texts</i> | | | | | | | | Elective Module – <i>Worlds of Upheaval</i> <i>Frankenstein</i> | | |
| | Assessment Task 1: Imaginative Response and Reflection 30% Due: Week 10 | | | | | | | | | | |
| | EE12-2, EE12-4 & EE12-5 | | | | | | | | EE12-1, EE12-2, EE12-3 & EE12-4 | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Term 1 | Elective Module – <i>Worlds of Upheaval</i> <i>Frankenstein</i> | | | | | | | Elective Module – <i>Worlds of Upheaval</i> <i>Waiting for Godot</i> | | | |
| | | | | | | | | Task: Extended Response Due: Week 10 | | | |
| | EE12-1, EE12-2, EE12-3 & EE12-4 | | | | | | | EE12-2, EE12-3, EE12-4 & EE12-5 | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Term 2 | Module – Worlds of Upheaval <i>Waiting for Godot</i> | | | | | | Module – Worlds of Upheaval <i>Seamus Heaney Poetry</i> | | | | |
| | Assessment Task 2: Critical Response with Related Text 40% Due: Week 7 | | | | | | | | | | |
| | EE12-1, EE12-2, EE12-3 & EE12-4 | | | | | | EE12-1, EE12-2, EE12-3 & EE12-4 | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Term 3 | Module – Worlds of Upheaval <i>Seamus Heaney Poetry</i> | | | Trial Examinations | | HSC Revision | | | | | |
| | | | | Assessment Task 3 30% | | | | | | | |
| | EE12-1, EE12-2, EE12-3 & EE12-4 | | | EE12-1, EE12-2, EE12-3, EE12-4 & EE12-5 | | | | | | | |

English Standard Assessment Schedule

Course Overview:

- **Common Module – Texts and Human Experiences**
- **Module A – Language, Identity and Culture**
- **Module B – Close Study of Literature**
- **Module C – Craft of Writing**

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------|
| | Common Module: Texts and Human Experiences | Module A: Language Identity and Culture | Module C: Craft of Writing | Trial HSC Examination | |
| | Multimodal presentation using prescribed text and related material | Extended response | Imaginative text and reflection statement | Paper 1 - Common Module Paper 2 - Modules A, B & C (note – Mod C is not included in the weighting of this exam) | |
| | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 7 | Term 3, Week 4/5 | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| | EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7 | EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8 | EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9 | EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8 | |
| Knowledge and understanding of course content | 10 | 15 | 10 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10 | 10 | 15 | 15 | 50 |
| Total % | 20 | 25 | 25 | 30 | 100 |

Assessment Syllabus Outcomes;

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 Standard Scope and Sequence

The scope and sequence covers the following content:

Common Module – Texts and Human Experiences (30 hours)

Module A – Language, Identity and Culture (30 hours)

Module B – Close Study of Literature (30 hours)

Module C – Craft of Writing (30 hours)

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|----------------------------------------------------------------------------------|--------|--------|----------------------------------------------------------------|--------|----------------------------------------------------------------------------|--------|--------|--------|---------|---------|
| Term 4 | Common Module – Text and Human Experiences <i>Billy Elliot</i> (film) | | | | | | | | | | |
| | Assessment Task 1: Multimodal Presentation with related material 20% Due: Week 9 | | | | | | | | | | |
| | EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7 | | | | | | | | | | |
| | | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Term 1 | Module A – Language, Identity and Culture <i>Henry Lawson</i> (prose fiction) | | | | | | | | | | |
| | Assessment Task 2: Extended Response 25% Due: Week 10 | | | | | | | | | | |
| | EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8 | | | | | | | | | | |
| | | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Term 2 | Module C – Craft of Writing | | | | | Module B – Close Study of Literature <i>Oodgeroo Noonuccal</i> (poetry) | | | | | |
| | Assessment Task 3: Imaginative Text and Reflection 25% Due: Week 7 | | | | | | | | | | |
| | EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9 | | | | | | | | | | |
| | | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Term 3 | Module B – Close Study of Literature <i>Oodgeroo Noonuccal</i> (poetry) | | | Trial Examinations | | HSC Revision | | | | | |
| | | | | Assessment Task 4 30% | | | | | | | |
| | | | | EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8 | | | | | | | |
| | | | | | | | | | | | |

English Studies Assessment Schedule

| Course Overview: <ul style="list-style-type: none"> Common Module – Texts and Human Experiences Module L: Who Do I Think I Am? – English and the Self Module F: MiTunes and Text – English and the Language of Song Module C: On the Road – English and the Experience of Travel | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------|
| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
| | Common Module: Texts and Human Experiences Multimodal presentation using prescribed text and related material | Module L: Who Do I Think I Am? Research Task | Module F: MiTunes and Text Portfolio of work (from across modules) | Trial HSC Examination Paper 1 – Common Module and Modules (responding to a stimulus) | |
| | Term 4, Week 9 | Term 1, Week 10 | Term 3, Week 3 | Term 3, Week 4/5 | |
| | Outcomes assessed ES12-1, ES12-2, ES12-4, ES12-5, ES12-6, ES12-8 | Outcomes assessed ES12-1, ES12-3, ES12-6, ES12-7, ES12-8, ES12-9 | Outcomes assessed ES12-4, ES12-5, ES12-6, ES12-7, ES12-9 & ES12-10 | Outcomes assessed ES 12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8 | |
| Knowledge and understanding of course content | 15 | 10 | 15 | 10 | 50 |
| Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively | 15 | 10 | 15 | 10 | 50 |
| Total % | 30 | 20 | 30 | 20 | 100 |
| Assessment Syllabus 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 | | | | | |

English Studies Scope and Sequence

The scope and sequence covers the following content:

- Common Module – Texts and Human Experiences (30 hours)
- Module L: Who Do I Think I Am? – English and the Self (30 hours)
- Module F: MiTunes and Text – English and the Language of Song (30 hours)
- Module C: On the Road – English and the Experience of Travel (30 hours)

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|----------------------------------------------------------------------------------|--------|--------|-------------------------------------------------------------------|--------|-------------------------------------------------------------------------------------|--------|--------|--------|---------|---------|
| Term 4 | Common Module – Text and Human Experiences <i>Billy Elliot</i> (film) | | | | | | | | | | |
| | Assessment Task 1: Multimodal Presentation with related material 30% Due: Week 9 | | | | | | | | | | |
| | ES12-1, ES12-2, ES12-4, ES12-5, ES12-6, ES12-8 | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Term 1 | Module L – Who Do I Think I Am? <i>The Simple Gift</i> (prose) | | | | | | | | | | |
| | Assessment Task 2: Research Task 20% Due: Week 10 | | | | | | | | | | |
| | ES12-1, ES12-3, ES12-6, ES12-7, ES12-8, ES12-9 | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Term 2 | Module F – MiTunes and Text | | | | | | | | | | |
| | | | | | | | | | | | |
| | ES12-4, ES12-5, ES12-6, ES12-7, ES12-9 & ES12-10 | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Term 3 | Module C – On the Road | | | Trial Examinations | | Module C – On the Road + HSC Revision (if students chose to sit HSC Examination) | | | | | |
| | Assessment Task 3: Portfolio 30% Due: Week 3 | | | Assessment Task 4 20% | | | | | | | |
| | ES12-4, ES12-5, ES12-6, ES12-7, ES12-9 & ES12-10 | | | ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8 | | | | | | | |

Exploring Early Childhood Assessment Schedule

Course Overview:

Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------|-------------------------------------|-------------|
| | Research & In Class task Promoting Positive Behaviour | Response to Stimulus Learning Experiences for Young Children | Case Study Children's Literature | Trial Examination | |
| | Term 4, Week 8 | Term 1, Week 10 | Term 2, Week 9 | Term 3, Week 4/5 | |
| | Outcomes assessed 1.2, 1.3, 1.4, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2 | Outcomes assessed 1.4, 1.5, 2.1, 2.4, 4.2 | Outcomes assessed 1.2, 1.3, 1.4 | Outcomes assessed All | |
| Knowledge and understanding of course content | 15 | 10 | 15 | 10 | 50 |
| Skills in critical thinking, research, analysing and communicating | 10 | 15 | 10 | 15 | 50 |
| Total % | 25 | 25 | 25 | 25 | 100 |

Assessment Syllabus Outcomes

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

Exploring Early Childhood Scope and Sequence

The following scope and sequence covers the following content:

- CORE C: Promoting Positive Behaviour (10 hours) - This component of the core is designed to help students develop an understanding of normal child behaviour at different stages of development. Students then become familiar with a range of strategies, such as encouragement of self-control for young children, which can be used to promote positive behaviours of, and interactions with, young children. This component of the core aims to increase awareness of expectations relating to interactions with young children, whether in a home setting or an early childhood service, with specific reference to legal expectations. Students are encouraged to interact with young children so that they can observe child behaviour as well as practise and develop their interaction strategies.
- Module 1: Learning Experiences for Young Children (30 hours) - students develop an awareness of the range of learning experiences that are suitable for young children. Young children's learning is based on their experiences and interactions. These experiences occur wherever the child happens to be: at home, in the playground, out shopping, or in a more formal educational setting. There are some things that we can do, as responsible carers, to help provide positive learning experiences for children that can contribute to their healthy growth, learning and development.
- Module 11: Children's Literature (30 hours) - This module examines a wide range of literature for children. Literature can be shared with young children for learning and for leisure. Throughout the module, attention is directed to the criteria to be considered in choosing appropriate books for young children and strategies for sharing these with children from birth through to age eight.
- Module 12: Food and Nutrition (30 hours) - This module examines a wide range of literature for children. Literature can be shared with young children for learning and for leisure. Throughout the module, attention is directed to the criteria to be considered in choosing appropriate books for young children and strategies for sharing these with children from birth through to age eight.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|---------------------------------------------------|--------|--------|--------------------------------------------------------------------------------|--------|--------|-------------------------------|--------|--------|---------|---------|
| Term 4 | Core C: Promoting Positive Behaviour | | | | | | | | | | |
| | Assessment Task 1: 25% Due: Week 8 | | | | | | | | | | |
| | 1.2, 1.3, 1.4, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2 | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Term 1 | Module 1: Learning Experiences for Young Children | | | | | | | | | | |
| | Assessment Task 2: 25% Due: Week 10 | | | | | | | | | | |
| | 1.3, 1.4, 1.5, 2.1, 2.4, 4.2 | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 10 |
| Term 2 | Module 11: Children's Literature | | | | | | | | | | |
| | Assessment Task 3: 25% Due: Week 9 | | | | | | | | | | |
| | 1.2, 1.3, 1.4, 4.1 | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 10 |
| Term 3 | Module 12: Food and Nutrition | | | TRIAL Examination | | | Module 12: Food and Nutrition | | | | |
| | | | | Assessment Task 4: 25% | | | | | | | |
| | 1.3, 1.4, 1.5, 6.1, 6.2 | | | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 5.1, 6.1, 6.2 | | | 1.3, 1.4, 1.5, 6.1, 6.2 | | | | |

Food Technology Assessment Schedule

Course Overview:

Food Technology Stage 6 aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|----------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------|-------------|
| | Australian Food Industry Practical and Theory Task | Food Manufacture Extended Response and Practical | FPD/CNI Food Product Design and Evaluation | Trial HSC Examination | |
| | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 9 | Term 3, Week 4/5 | |
| | Outcomes assessed H1.2, H1.4, H3.1, H5.1 | Outcomes assessed H4.2, H1.1, H5.1 | Outcomes assessed H2.1, H3.2, H4.1, H1.3 | Outcomes assessed H1.1, H1.3, H1.4, H2.1, H4.2 | |
| Knowledge and understanding of course content | 10 | | 10 | 20 | 40 |
| Knowledge and skills in designing, researching, analysing and evaluating | | 10 | 10 | 10 | 30 |
| Skills in experimenting with and preparing food by applying theoretical concepts | 10 | 10 | 10 | | 30 |
| Total % | 20 | 20 | 30 | 30 | 100 |

Assessment Syllabus 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 for a range of food situations.

Food Technology Scope and Sequence

The scope and sequence covers the following content:

- The Australian Food Industry – 25%
- Food Manufacture – 25%
- Food Product Development -25%
- Contemporary Nutrition Issues -25%

| Term 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|---------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| | The Australian Food Industry | | | | | | | | | | |
| | Assessment Task 1: Practical and Theory Task -20% Due: Week 9 | | | | | | | | | | |
| | H1.2, H1.4, H3.1, H5.1 | | | | | | | | | | |

| Term 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|----------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| | Food Manufacturing | | | | | | | | | | |
| | Assessment Task 2: Extended Response and practical -20% Due: Week 10 | | | | | | | | | | |
| | H4.2, H1.1, H5.1 | | | | | | | | | | |

| Term 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| | Food Product Development | | | | | | | | | |
| | Assessment Task 3: Food Product Design and Evaluation- 30% Due: Week 9 | | | | | | | | | |
| | H2.1, H3.2, H4.1, H1.3 | | | | | | | | | |

| Term 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-------------------------------|--------|--------|------------------------------|--------|--------------------------------------------|--------|--------|--------|---------|
| | Contemporary Nutrition Issues | | | Trial Examinations | | Contemporary Nutrition Issues/HSC Revision | | | | |
| | | | | Assessment Task 4 30% | | | | | | |
| | | | | H1.1, H1.3, H1.4, H2.1, H4.2 | | | | | | |

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

Certificate II in Hospitality

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

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

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

Modern History Assessment Schedule

Course Overview:

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---------------------------------------------------------------------------------|-----------------------------------------|--------------------------------|--------------------------------|-----------------------|-------------|
| | Historical Analysis | In Class Essay | Research Task | Trial HSC Examination | |
| | Power and Authority in the Modern World | Russia and the Soviet Union | Conflict in Europe | | |
| | Term 4, Week 8 | Term 1, Week 10 | Term 2, Week 7 | Term 3, Week 4-5 | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| | MH12-5, MH12-6, MH12-7, MH12-8 | MH12-1, MH12-2, MH12-5, MH12-9 | MH12-1, MH12-3, MH12-4, MH12-9 | All outcomes | |
| Knowledge and understanding of course content | 10 | 10 | 10 | 10 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 10 | | | 10 | 20 |
| Historical inquiry and research | 5 | 5 | 10 | | 20 |
| Communication of historical understanding in appropriate forms | 5 | 5 | | 10 | 20 |
| Total % | 30 | 20 | 20 | 30 | 100 |

Assessment Syllabus 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

Modern History Scope and Sequence

The scope and sequence covers the following content:

- Core Study: Power and Authority in the Modern World 1919-1946 - 35 hours
- National Studies: Russia and the Soviet Union 1917-1941 - 28 hours
- Peace and Conflict: Conflict in Europe 1935-1945 - 28 hours
- Change in the Modern World: The Nuclear Age 1945 – 2011- 28 hours

The Historical concepts and skills content are integrated throughout the course.

| Term 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|---------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|-------------------------------------------------------|---------|---------|
| | Core Study: Power and Authority in the Modern World 1919-1946 | | | | | | | | National Study: Russia and the Soviet Union 1917-1941 | | |
| | Assessment Task 1: Historical Analysis 30%. Due: Week 8 | | | | | | | | | | |
| | MH12-5, MH12-6, MH12-7, MH12-8 | | | | | | | | MH12-1, MH12-2, MH12-5, MH12-9 | | |

| Term 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 Assessment Week | Week 11 |
|--------|--------|-----------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------------------------------------------------|-------------------------------|---------|
| | | National Study: Russia and the Soviet Union 1917-1941 | | | | | | | Peace and Conflict: Conflict in Europe 1935-1945 | | |
| | | Assessment Task 2: In Class Task 20%. Due: Term 1, Week 10 during Assessment Week | | | | | | | | | |
| | | MH12-1, MH12-2, MH12-5, MH12-9 | | | | | | | MH12-1, MH12-3, MH12-4, MH12-9 | | |

| Term 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|---------------------------------------------------------|--------|--------|--------|--------|------------------------------------------------------------------------|--------|--------|--------|---------|
| | National Studies: Russia and the Soviet Union 1917-1941 | | | | | Change in the Modern World: The Nuclear Age | | | | |
| | Assessment Task 3: Research Task 20%. Due: Week 7 | | | | | | | | | |
| | MH12-1, MH12-3, MH12-4, MH12-9 | | | | | MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9 | | | | |

| Term 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|------------------------------------------------------------------------|--------|--------|-------------------------------------------|--------|---------------------------------------------------------------------------------|--------|--------|--------|---------|
| | Change in the Modern World: The Nuclear Age | | | Trial Examinations | | Revision: all topics (or complete any outstanding module content or dot points) | | | | |
| | | | | Assessment Task 4: Trial Examinations 30% | | | | | | |
| | MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9 | | | All outcomes | | MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9 | | | | |

History Extension Assessment Schedule

Course Overview:

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian's context, methodology and purpose shape their interpretation of a person, group, event, or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------|-------------|
| | Historical Process (Proposal, process log, annotated sources) | Essay History Project | Trial HSC Examination | |
| | History Project | | | |
| | Term 1, Week 10 | Term 3, Week 1 | Term 3, Week 4-5 | |
| | Outcomes assessed HE12-1 HE12-2 HE12-4 | Outcomes assessed HE12-1 HE12-2 HE12-3 HE12-4 | Outcomes assessed HE12-1 HE12-3 HE12-4 | |
| Knowledge and understanding about significant historiographical ideas and processes | 10 | 10 | 20 | 40 |
| Skills in designing, undertaking, and communicating historical inquiry and analysis | 20 | 30 | 10 | 60 |
| Total % | 30 | 40 | 30 | 100 |
| | | | | |

Assessment Schedule Outcomes

HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

HE12-2 plans, conducts, and presents a substantial historical investigation involving analysis, synthesis, and evaluation of information from historical sources of differing perspectives and historical approaches

HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

History - Extension Scope and Sequence

- Constructing History – Key Questions (32 hours) investigated prior to the Case Study (24 hours)
- The History Project integrated throughout the course – 20 hours.

| Term 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10/11 |
|--------|--------------------------------------|--------|--------|--------|-----------------------------|--------|--------|--------------------------------------|--------|------------|
| | Constructing History – Key Questions | | | | History Project | | | Constructing History – Key Questions | | |
| | HE12-1 HE12-3 HE12-4 | | | | HE12-1 HE12-2 HE12-3 HE12-4 | | | HE12-1 HE12-3 HE12-4 | | |

| Term 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | |
|--------|------------------------------------------------------------------------|--------|--------|--------------------------------------|--------|--------|--------|--------|--------|---------|-----------------------------|--|
| | History Project | | | Constructing History – Key Questions | | | | | | | History Project | |
| | Assessment Task 1: HistoryProject Historical Process, 30%, Due Week 10 | | | | | | | | | | | |
| | HE12-1 HE12-2 HE12-3 HE12-4 | | | HE12-1 HE12-3 HE12-4 | | | | | | | HE12-1 HE12-2 HE12-3 HE12-4 | |
| | | | | | | | | | | | | |

| Term 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|--------------------------------------|--------|--------|---------------------------------------------------------|--------|--------|--------|--------|--------|---------|
| | Constructing History – Key Questions | | | Constructing History – Case Studies and History Project | | | | | | |
| | HE12-1 HE12-3 HE12-4 | | | HE12-1 HE12-2 HE12-3 HE12-4 | | | | | | |

| Term 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|--------------------------------------------------------------------------------------------------------------------|----------------------|--------|----------------------------------------------------------|--------|----------------------------------------------------------|--------|--------|--------|---------|
| | Constructing History – Case Studies Assessment Task 2: History Project 40% Due Friday Week 1 – Term 3 (2023) | | | Trial Examinations | | Constructing History – Case Studies (cont.) and Revision | | | | |
| | | | | Assessment Task 3: Trial Examination, 30%, Due Weeks 4-5 | | | | | | |
| | HE12-1 HE12-3 HE12-4 | HE12-1 HE12-3 HE12-4 | | All Outcomes | | HE12-1 HE12-3 HE12-4 | | | | |

Japanese Beginners Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------|
| Nature of tasks | Milestones Multimodal Task | JLPT Role Play Speaking, Reading, Writing and Listening | Future Plans Presentation | Trial HSC Exam: Speaking, Reading, Writing and Listening | |
| Timing | Term 4, Week 10 | Term 1, Week 10 | Term 2, Week 4 | Term 3, Week 4/5 | |
| Outcomes assessed | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 (R) 3.1, 3.2, 3.3, 3.4 (W) | 1.1, 1.2, 1.3, 1.4 (S) 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 (L, R) 3.1, 3.2, 3.3, 3.4 (W) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 (L) 1.1, 1.2, 1.3, 1.4 (S) | 1.1, 1.2, 1.3, 1.4 (S) 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 (L, R) 3.1, 3.2, 3.3, 3.4 (W) | |
| Components | | | Weighting % | | |
| Listening | | 2.5% | 17.5% | 10% | 30% |
| Reading | 17.5% | 2.5% | | 10% | 30% |
| Speaking | | 2.5% | 7.5% | 10% * | 20% |
| Writing | 7.5% | 2.5% | | 10% | 20% |
| Total % | 25% | 10% | 25% | 40% | 100% |

* Completed as separate task as per the scope and sequence.

Assessment Syllabus Outcomes;

- 1.1** establishes and maintains communication in Japanese
- 1.2** manipulates linguistic structures to express ideas effectively in Japanese
- 1.3** sequences ideas and information
- 1.4** applies knowledge of the culture of Japanese speaking communities to interact appropriately
- 2.1** understands and interprets information in texts using a range of strategies
- 2.2** conveys the gist of and identifies specific information in texts
- 2.3** summarises the main points of a text
- 2.4** draws conclusions from or justifies an opinion about a text
- 2.5** identifies the purpose, context and audience of a text
- 2.6** identifies and explains aspects of the culture of Japanese-speaking communities in texts
- 3.1** produces texts appropriate to audience, purpose and context
- 3.2** structures and sequences ideas and information
- 3.3** applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4** applies knowledge of the culture of Japanese speaking communities to the production of texts.

Japanese Beginners Scope and Sequence

The scope and sequence covers the following content:

Personal World (50 hours)

The Japanese-Speaking Communities (55 hours)

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|----------------------------------------------------------------------|--------|--------|--------|--------|-----------------------------------------------------------------------------------------------------|--------|--------|--------|---------|---------|
| Term 4 | Topic: Japanese-Speaking Communities Sub-Topic: Travel to Japan | | | | | Topic: Personal World and Japanese-Speaking Communities Sub-Topic: Work/ Part time and Full time | | | | | |
| | | | | | | Assessment 1: Shopping Centre Creation Task: 25% Term 4 Week 10 | | | | | |
| | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 | | | | | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|----------------------------------------------------------------------|--------|--------|--------|-------------------------------------------------------------------------------------|--------|--------|--------|--------|---------|---------|
| Term 1 | Topic: Personal World Sub-Topic: What do you want to become? | | | | Topic: Japanese-Speaking Communities Sub-Topic: Home-Stay in Australia and Rules | | | | | | |
| | | | | | Assessment 2: JLPT Role Play 10% Due: Term 1 Week 10 | | | | | | |
| | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 | | | | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|----------------------------------------------------------------------------|--------|--------|--------|--------|----------------------------------------------------------------------|--------|--------|--------|---------|
| Term 2 | Topic: Japanese-Speaking Communities Sub-Topic: Japanese Neighbourhoods | | | | | Topic: Personal World Sub-Topic: Future Plans, Work and Education | | | | |
| | Assessment 3: Future Plans: 30% Term 2 Week 4 | | | | | | | | | |
| | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 | | | | | | | | | |

| Term 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|---------------|--------|--------|-------------------------------------------------------------------------|--------|--------------------------|---------------|--------|--------|---------|
| | Exam Revision | | | Trial Examinations | | HSC Speaking Examination | Exam Revision | | | |
| | | | | Assessment Task 4: Trial HSC: 40% | | | | | | |
| | | | | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 | | | | | | |

Japanese Continuers Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------|
| Nature of tasks | Technology use Presentation | JLPT Role Play Speaking, listening, Reading and Writing | Future Plans Multimodal Task | Trial HSC Exam Speaking, listening, Reading and Writing | |
| Timing | Term 4, Week 10 | Term 1, Week 10 | Term 2, Week 4 | Term 3, Week 4/5 | |
| Outcomes assessed | 2.1, 2.2, 2.3, 4.1 (S) 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3 (L) | 1.1, 1.2, 1.3, 1.4, 4.1 (S) 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 (L, R) 2.1, 2.2, 2.3, 4.2, 4.3 (W) | 1.3, 1.4, 2.1, 2.2, 2.3, 4.1 (W) 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3 (R) | 1.1, 1.2, 1.3, 1.4, 4.1 (S) 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 (L, R) 2.1, 2.2, 2.3, 4.2, 4.3 (W) | |
| Components | | | Weighting % | | |
| Listening | 17.5% | 2.5% | | 10% | 30% |
| Reading | | 2.5% | 17.5% | 10% | 30% |
| Speaking | 7.5% | 2.5% | | 10% * | 20% |
| Writing | | 2.5% | 7.5% | 10% | 20% |
| Total % | 25% | 10% | 25% | 40% | 100% |

* completed as a separate task as per the scope and sequence

Assessment Syllabus Outcomes;

- 1.1** uses a range of strategies to maintain communication
- 1.2** conveys information appropriate to context, purpose and audience
- 1.3** exchanges and justifies opinions and ideas
- 1.4** reflects on aspects of past, present and future experience
- 2.1** applies knowledge of language structures to create original text
- 2.2** composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3** structures and sequences ideas and information
- 3.1** conveys the gist of texts and identifies specific information
- 3.2** summarises the main ideas
- 3.3** identifies the tone, purpose, context and audience
- 3.4** draws conclusions from or justifies an opinion
- 3.5** interprets, analyses and evaluates information
- 3.6** infers points of view, attitudes or emotions from language and context
- 4.1** recognises and employs language appropriate to different social contexts
- 4.2** identifies values, attitudes and beliefs of cultural significance
- 4.3** reflects upon significant aspects of language and culture

Japanese Continuers Scope and Sequence

The scope and sequence covers the following content:

- Japanese Speaking Communities (70 hours)
- The Changing Worlds (35 hours)

| Term 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|--------------------------------------------------------------------------------------------------|--------|--------|---------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------|--------|---------|---------|
| | Japanese Speaking Communities Sub-Topic: Technology and Our Lives | | | | | | Japanese Speaking Communities Sub-Topic: Cultures of now and Tomorrow | | | | |
| | | | | | | | Assessment Task 1: Technology Use: 25% Due: Week 10 | | | | |
| | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3 | | | | | | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3 | | | | |
| Term 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| | Topic: Living in Japan and Cultural Life Sub-Topic: Living in the world with Japanese Culture | | | | | Living in Japan and Cultural Life Sub-topic: Do you want to live in Japan? | | | | | |
| | | | | | | Assessment Task 2: JLPT Role Play: 10% Due: Week 10 | | | | | |
| | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3 | | | | | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3 | | | | | |
| Term 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | Topic: Changing worlds Sub-topic: Future Plans / Protecting the Environment | | | | | | | | | | |
| | Assessment Task 2: Environmental Petition: 25% Due: Week 4 | | | | | | | | | | |
| | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3 | | | | | | | | | | |
| Term 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | Exam Revision | | | Trial Examinations | | HSC Speaking Examination | Exam Revision | | | | |
| | | | | Assessment Task 3: Trial HSC 40% | | | | | | | |
| | | | | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 & 4.3 | | | | | | | |

Legal Studies Assessment Schedule

Course Overview:

Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------|-------------|
| | Research Essay Crime | In class Essay Global Environment Protection | Short answer responses Human Rights and Shelter | Trial HSC Examination | |
| | Term 4, Week 9 | Term 2, Week 10 | Term 3, Week 1 | Term 3, Week 4-5 | |
| | Outcomes assessed H1, H2, H3, H9 | Outcomes assessed H4, H5, H7, H8, H10 | Outcomes assessed H1, H3, H4, H6, | Outcomes assessed H1 H2 H3 H4 H5 H6 H8 H9 H10 | |
| Knowledge and understanding of course content | 10 | 5 | 5 | 20 | 40 |
| Analysis and evaluation | 5 | 5 | 5 | 5 | 20 |
| Inquiry and research | | 10 | 10 | | 20 |
| Communication of legal information, issues and ideas in appropriate forms | 5 | 5 | 5 | 5 | 20 |
| Total % | 20% | 25% | 25% | 30% | 100 |

Assessment Syllabus Outcomes:

H1.Identifies and applies legal concepts and terminology

H2. Describes and explains key features of 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. Assess 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

Legal Studies Scope and Sequence

The scope and sequence covers the following content:

- Core Study: Crime – (36 hours)
- Global Environment Protection – (30 hours)
- Human Rights and Shelter – (30 hours)
- Core Part II: Human Rights – (24 hours)

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|--------|----------------------------------------------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Term 4 | | Core Study: Crime | | | | | | | | | |
| | | Assessment Task 1: In Class Test 20% Week 9. | | | | | | | | | |
| | | H1, H2, H3, H9 | | | | | | | | | |

| | Week 1 | Week 2 Module Commences | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|--------------------------------------------------------------------------|-------------------------------|--------|--------|--------|--------|--------|--------|--------|---------|----------------------|
| Term 1 | Option: Global Environment Protection | | | | | | | | | | Option: 'Shelter' |
| | Assessment Task 2: In Class Task 25%, Due Week 10 during Assessment Week | | | | | | | | | | |
| | H4, H5, H7, H8, H10 | | | | | | | | | | H1, H3, H4, H6 |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|--------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|----------------------------|---------|
| Term 2 | Option: Human Rights and Shelter | | | | | | | | Core Part II: Human Rights | |
| | Assessment Task 2: In Class Task 25%, Due Week 10 during Assessment Week | | | | | | | | | |
| | H1, H3, H4, H6 | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|---------------------------------------------------------|--------|--------|------------------------------------------|--------|------------------------------------------------------------------------------------------|--------|--------|--------|---------|
| Term 3 | Core Part II: Human Rights | | | Trial Examinations | | Revision of Topics: Crime, GEP, Shelter, Human Rights At least 2 hours for each topic | | | | |
| | Assessment Task 3: Short answer responses 25% Week 1 | | | Assessment Task 3: Trial Examinations | | | | | | |
| | H1, H3, H4, H6 | | | Trial Examinations 30% | | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 | | | | |

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

Manufacturing and Engineering

Assessment Summary for Manufacturing and Engineering Introduction:
MEM10119 Certificate I in Engineering and
Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.

| | |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Requirements for HSC purposes | Dates |
| Work Placement (compulsory for the HSC) 35 hours in total | Week 4 Term 2 |
| There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR | NA |

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

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

Mathematics Advanced Assessment Schedule

Course Overview:

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|----------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------|-------------|
| | Assignment/ Investigation | In-Class Test | In-Class Test | Trial HSC Examination | |
| | Term 4, Week 7 | Term 1, Week 6 | Term 2, Week 10 | Term 3, Week 4/5 | |
| | Outcomes assessed MA11-7 MA11-8 MA11-9 MA12-9 MA12-10 | Outcomes assessed MA12-1 MA12-3 MA12-5 MA12-7 MA12-9 MA12-10 | Outcomes assessed MA12-2 MA12-4 MA12-8 MA12-9 MA12-10 | Outcomes assessed MA12-1 to MA12-10 | |
| Understanding, Fluency and Communicating | 15 | 10 | 10 | 15 | 50 |
| Problem Solving, Reasoning and Justification | 15 | 10 | 10 | 15 | 50 |
| Total % | 30 | 20 | 20 | 30 | 100 |

Assessment Syllabus 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 Advanced Scope and Sequence

The scope and sequence covers the following content:

- Functions – 8 hours
- Trigonometric Functions – 12 hours
- Calculus – 48 hours
- Financial Mathematics – 20 hours
- Statistical Analysis – 36 hours

| Term 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|--------------------------------------------------------------------|--------|--------|-------------------------------------------|--------|--------|------------------------------------------|--------|---------------------------------|---------|-------------------------------------------|
| | Differential Calculus (MA-C2) | | | The First and Second Derivative (MA-C3.1) | | | Applications of the Derivative (MA-C3.2) | | The Anti-Derivative (MA-C4.1) | | Areas and the Definite Integral (MA-C4.2) |
| | Assessment Task 1: Assignment/Investigation Task, 30%, Due: Week 7 | | | | | | | | | | |
| | MA12-3, MA12-6, MA12-9, MA12-10 | | | MA12-3, MA12-6, MA12-9, MA12-10 | | | | | MA12-3, MA12-7, MA12-9, MA12-10 | | |
| | | | | | | | | | | | |

| Term 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | |
|--------|--------|------------------------------------------------------|-----------------------------|--------|--------------------------------------------|--------|---------------------------------------|--------|--------|-----------------------------------|---------|--|
| | | Areas and the Definite Integral (MA-C4.2) | Graphing Techniques (MA-F2) | | Trigonometric Functions and Graphs (MA-T3) | | Data and Summary Statistics (MA-S2.1) | | | Bivariate Data Analysis (MA-S2.2) | | |
| | | Assessment Task 2: In-Class Test, 20%, During Week 6 | | | | | | | | | | |
| | | MA12-3, MA12-7, MA12-9, MA12-10 | MA12-1, MA12-9, MA12-10 | | MA12-1, MA12-5, MA12-9, MA12-10 | | MA12-8, MA12-9, MA12-10 | | | | | |

| Term 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-------------------------------------------------------|--------|-----------------------------------|--------|--------|----------------------------------------|--------|--------|--------|---------|
| | Continuous Random Variables (MA-S3.1) | | The Normal Distribution (MA-S3.2) | | | Modelling Financial Situations (MA-M1) | | | | |
| | Assessment Task 3: In-Class Test, 20%, During Week 10 | | | | | | | | | |
| | MA12-8, MA12-9, MA12-10 | | | | | MA12-2, MA12-4, MA12-9, MA12-10 | | | | |

| Term 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-----------------------------------------------|--------|--------|--------------------|--------|---------------------------------|--------|--------|--------|---------|
| | Revision | | | Trial Examinations | | Preparation for HSC Examination | | | | |
| | Assessment Task 4: Trial HSC Examination, 30% | | | | | | | | | |
| | | | | MA12-1 to MA12-10 | | | | | | |

Mathematics Standard 1 Assessment Schedule

Course Overview:

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|----------------------------------------------------|--------------------------------|----------------------|--------------------------------|--------------------------|-------------|
| | Assignment/ Investigation 1 | In-Class Test | Assignment/ Investigation 2 | Trial HSC Examination | |
| | Term 4, Week 7 | Term 1, Week 6 | Term 2, Week 10 | Term 3, Week 4/5 | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| | MS1-12-2 | MS1-12-1 | MS1-12-3 | MS1-12-1 to MS1-12-10 | |
| | MS1-12-7 | MS1-12-3 | MS1-12-4 | | |
| | MS1-12-9 | MS1-12-4 | MS1-12-8 | | |
| | MS1-12-10 | MS1-12-5 | MS1-12-10 | | |
| | | MS1-12-6 | | | |
| | | MS1-12-9 | | | |
| | | MS1-12-10 | | | |
| Understanding, Fluency and Communicating | 15 | 10 | 10 | 15 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 10 | 15 | 15 | 50 |
| Total % | 25 | 20 | 25 | 30 | 100 |

Assessment Syllabus 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 recognises appropriate times for such use

MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Mathematics Standard 1 Scope and Sequence

The scope and sequence covers the following content:

- Algebra – 20 hours
- Measurement – 40 hours
- Financial Mathematics – 28 hours
- Statistical Analysis – 20 hours
- Networks – 16 hours

| Term 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|----------------------------------------------------------------------|--------|-----------------------------------------|--------|-----------------------------------------|--------|--------|-------------------------------|--------|---------|------------------------------------------|
| | Simultaneous Linear Equations (MS-A3.1) | | Surveys (MS-S3.1) | | Exploring and Describing Data (MS-S3.2) | | | Investment (MS-F2) | | | Graphs of Practical Situations (MS-A3.2) |
| | Assessment Task 1: Assignment/Investigation Task 1, 25%, Due: Week 7 | | | | | | | | | | |
| | MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10 | | MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10 | | MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10 | | | MS1-12-5, MS1-12-9, MS1-12-10 | | | MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10 |

| | Week 1 | Week 2 (31.1.22) | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|--------|------------------------------------------------------|--------|-----------------------------------------|--------|--------|--------|--------------------------------|--------|---------|---------|
| Term 1 | | Graphs of Practical Situations (MS-A3.2) | | Right-Angled Triangles (MS-M3) | | | | Depreciation and Loans (MS-F3) | | | |
| | | Assessment Task 2: In-Class Test, 20%, During Week 6 | | | | | | | | | |
| | | MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10 | | MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10 | | | | MS1-12-5, MS1-12-9, MS1-12-10 | | | |

| Term 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-----------------------------------------------------------------------|--------|--------|-----------------------------------------|--------|--------|-------------------------------|--------|-------------------------|---------|
| | Rates (MS-M4) | | | Scale Drawings (MS-M5) | | | Networks (MS-N1.1) | | Shortest Path (MS-N1.2) | |
| | Assessment Task 3: Assignment/Investigation Task 2, 25%, Due: Week 10 | | | | | | | | | |
| | MS1-12-3, MS1-12-9, MS1-12-10 | | | MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10 | | | MS1-12-8, MS1-12-9, MS1-12-10 | | | |

| Term 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-----------------------------------------------|--------|--------|-----------------------|--------|---------------------------------|--------|--------|--------|---------|
| | Revision | | | Trial Examinations | | Preparation for HSC Examination | | | | |
| | Assessment Task 4: Trial HSC Examination, 30% | | | | | | | | | |
| | | | | MS1-12-1 to MS1-12-10 | | | | | | |

Mathematics Standard 2 Assessment Schedule

Course Overview:

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|----------------------------------------------------|------------------------------|----------------------|----------------------|--------------------------|-------------|
| | Assignment/ Investigation | In-Class Test | In-Class Test | Trial HSC Examination | |
| | Term 4, Week 7 | Term 1, Week 6 | Term 2, Week 10 | Term 3, Week 4/5 | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| | MS2-12-1 | MS2-12-2 | MS2-12-3 | MS2-12-1 to | |
| | MS2-12-6 | MS2-12-5 | MS2-12-4 | MS2-12-10 | |
| | MS2-12-9 | MS2-12-7 | MS2-12-8 | | |
| | MS2-12-10 | MS2-12-9 | MS2-12-9 | | |
| | | MS2-12-10 | MS2-12-10 | | |
| Understanding, Fluency and Communicating | 15 | 10 | 10 | 15 | 50 |
| Problem Solving, Reasoning and Justification | 15 | 10 | 10 | 15 | 50 |
| Total % | 30 | 20 | 20 | 30 | 100 |

Assessment Syllabus Outcomes

MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 solves problems using networks to model decision-making in practical problems

MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Mathematics Standard 2 Scope and Sequence

The scope and sequence covers the following content:

- Algebra – 16 hours
- Measurement – 32 hours
- Financial Mathematics – 28 hours
- Statistical Analysis – 24 hours
- Networks – 24 hours

| Term 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|-------------------------------------------------------------------|--------|------------------------------------|--------|----------------------------------|--------|-----------------------|--------|-------------------------------|---------|---------|
| | Simultaneous Linear Equations (MS-A4.1) | | Non-Linear Relationships (MS-A4.2) | | Loans and Depreciation (MS-F4.2) | | Investments (MS-F4.1) | | Annuities (MS-F5) | | |
| | Assessment Task 1: Assignment/Investigation , 30%, During: Week 7 | | | | | | | | | | |
| | MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10 | | | | MS2-12-5, MS2-12-9, MS2-12-10 | | | | MS2-12-5, MS2-12-9, MS2-12-10 | | |

| Term 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | |
|--------|--------|---------------------------------------------------|--------|--------|---------------------------------|-----------------------------------------|--------|---------------------------------------|-----------------------------------------|---------|---------|--|
| | | Bivariate Data Analysis (MS-S4) | | | The Normal Distribution (MS-S5) | | | Non-Right-Angled Trigonometry (MS-M6) | | | | |
| | | Assessment Task 2: In Class Test, 20%, Due Week 6 | | | | | | | | | | |
| | | MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10 | | | | MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10 | | | MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10 | | | |

| Term 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-------------------------------------------------------|--------|--------|--------|-------------------------------|--------|-------------------------|--------------------------------|--------|---------|
| | Rates and Ratios (MS-M7) | | | | Networks (MS-N2.1) | | Shortest Path (MS-N2.2) | Critical Path Analysis (MS-N3) | | |
| | Assessment Task 3: In-Class Test, 20%, During Week 10 | | | | | | | | | |
| | MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10 | | | | MS2-12-8, MS2-12-9, MS2-12-10 | | | | | |

| Term 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-----------------------------------------------|--------|--------|-----------------------|--------|---------------------------------|--------|--------|--------|---------|
| | Revision | | | Trial Examinations | | Preparation for HSC Examination | | | | |
| | Assessment Task 4: Trial HSC Examination, 30% | | | | | | | | | |
| | | | | MS2-12-1 to MS2-12-10 | | | | | | |

Numeracy CEC Assessment Schedule

Course Overview:

The *Numeracy Stage 6 CEC Syllabus* is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively. The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|----------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------|
| | Assignment/ Investigation 1 | Assignment/ Investigation 2 | Assignment/ Investigation 3 | Assignment/ Investigation 4 | |
| | Term 4, Week 7 | Term 1, Week 6 | Term 2, Week 6 | Term 3, Week 3 | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| | N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.4 N6-2.5 N6-3.1 N6-3.2 | N6-1.1 N6-1.2 N6-1.3 N6-2.2 N6-2.5 N6-3.1 N6-3.2 | N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.3 N6-3.1 N6-3.2 | N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-2.4 N6-2.5 N6-3.1 N6-3.2 | |
| Understanding, Fluency and Communicating | 15 | 10 | 15 | 10 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 15 | 10 | 15 | 50 |
| Total % | 25 | 25 | 25 | 25 | 100 |

Assessment Syllabus Outcomes

N6-1.1: Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2: 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

N6-3.1: 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

Numeracy CEC Scope and Sequence

The following scope and sequence covers the following content:

Module 3 (92 hours)

Module 4 (44 hours)

| Term 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|------------------------------------------------|--------|--------|-------------------|--------|--------|------------------------|--------|-----------------------|---------|---------|
| | Operations with Whole Numbers (3.2) | | | Percentages (3.1) | | | Spending Money (3.3.1) | | Earning Money (3.3.2) | | |
| | AT1: Assessment Task 1, 25%, Due Week 7 | | | | | | | | | | |
| | N6-1.1, N6-1.2, N6-1.3, N6-2.4, N6-3.1, N6-3.2 | | | | | | | | | | |

| Term 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|------------------------------------------------|--------|--------|--------------------------------------------------------|--------|--------------|--------|---------------------|--------|------------------------|---------|
| | Personal Finance (3.3.3) | | | Location (3.4.1) | | Time (3.4.2) | | Temperature (3.4.3) | | Space and Design (3.5) | |
| | AT2: Assessment Task 2, 25%, Due Week 6 | | | | | | | | | | |
| | N6-1.1, N6-1.2, N6-1.3, N6-2.4, N6-3.1, N6-3.2 | | | N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-2.5, N6-3.1, N6-3.2 | | | | | | | |

| Term 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-----------------------------------------|--------|------------------------------------------------|--------|--------|--------|------------------------------------------------|--------|--------|---------|
| | Space and Design (3.5) | | Rates and Ratios (4.1) | | | | Statistics (4.2.1) | | | |
| | AT3: Assessment Task 3, 25%, Due Week 6 | | | | | | | | | |
| | N6-1.1, N6-1.2, N6-2.5, N6-3.2 | | N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.1, N6-3.2 | | | | N6-1.1, N6-1.2, N6-1.3, N6-2.3, N6-3.1, N6-3.2 | | | |

| Term 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|------------------------------------------------|--------|--------|------------------------|--------|--------|--------|--------|--------|---------|
| | Probability (4.2.2) | | | Trial HSC Examinations | | | | | | |
| | AT4: Assessment Task 4, 25%, Due Week 3 | | | | | | | | | |
| | N6-1.1, N6-1.2, N6-1.3, N6-2.3, N6-3.1, N6-3.2 | | | | | | | | | |

Music 1 Assessment Schedule

Course Overview:

- An Instrument and its Repertoire
- Music of the 20th and 21st Centuries
- Elective Topic

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|----------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------|
| | Presentation of Elective: Topic 1 Presentation of either Composition + diary, Performance or Viva Voce | Composition Portfolio Composition portfolio with aural and musicological analysis of one selected work to demonstrate stylistic features and compositional techniques | Presentation of Electives for Topic 2 and 3 Presentation of TWO Elective Tasks - each either a Composition + diary, Performance or Viva Voce | Trial HSC Examination Aural Skills exam responding to excerpts and presentation of Core Performance | |
| | Term 4, Week 10 | Term 1, Week 10 | Term 2, Week 7 | Term 3, Week 4/5 | |
| | Outcomes assessed Elective: H1- H9 (as appropriate to elected task) | Outcomes assessed H2, H3, H4, H5, H6 & H7 | Outcomes assessed Elective: H1- H9 (as appropriate to elected task) | Outcomes assessed Aural: H4, H6, H8 & H10 Core: H1, H5, H7 & H9 | |
| Performance | | | | 10 | 10 |
| Composition | | 10 | | | 10 |
| Musicology | | 10 | | | 10 |
| Aural | | 5 | | 20 | 25 |
| Elective | 15 | | 30 | | 45 |
| Total % | 15 | 25 | 30 | 30 | 100 |

Assessment Syllabus 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 |
| H10 | demonstrates a willingness to participate in performance, composition, musicology and aural activities |
| H11 | demonstrates a willingness to accept and use constructive criticism |

Music 1 Scope and Sequence

The scope and sequence covers the following content:

- An Instrument and its Repertoire (Common Practice) (35 hours)
- Music of the 20th and 21st Centuries (35 hours)
- Elective Topic – (45 hours)

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|----------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Term 4 | An Instrument and It's Repertoire (Common Practice) | | | | | | | | | | |
| | Assessment Task 1: Presentation of Elective Topic 1 15% Due: Week 10 | | | | | | | | | | |
| | Elective: H1- H9 (as appropriate to elected task) | | | | | | | | | | |

| | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|--------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Term 1 | Music of the 20 th and 21 st Centuries | | | | | | | | | |
| | Assessment Task 2: Composition Portfolio 25% Due: Week 10 | | | | | | | | | |
| | H2, H3, H4, H5, H6 & H7 | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| Term 2 | Elective 3 | | | | | | | | | |
| | Assessment Task 3: Presentation of Electives for Topics 2 & 3 30% Due: Week 7 | | | | | | | | | |
| | Elective: H1-H9 (as appropriate to elected task) | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|--------------------------------------------------|--------|--------|--------------------------------------------------|--------|------------------------------------|--------|--------|--------|---------|
| Term 3 | Exam Preparation + Core | | | Trial Examinations | | HSC MUSIC EXAMINATION – Week 8 & 9 | | | | |
| | | | | Assessment Task 4 30% | | | | | | |
| | Aural: H4, H6, H8 & H10 Core: H1, H5, H7 & H9 | | | Aural: H4, H6, H8 & H10 Core: H1, H5, H7 & H9 | | | | | | |

PDHPE Assessment Schedule

Course Overview:

The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------|-------------|
| | Core 2– Factors Affecting Performance Case Study & In Class Task | Option 4 – Improving Performance Report & In Class Task | Core 1– Health Priorities in Australia Research & In Class Task | Trial HSC Examination | |
| | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 5 | Term 3, Week 4/5 | |
| | Outcomes assessed H8, H11, H16, H17 | Outcomes assessed H8, H10, H-16, H17 | Outcomes assessed H1, H2, H3, H4, H5, H14, H15, H6 | Outcomes assessed ALL OUTCOMES | |
| Knowledge and understanding of course content | 10 | 10 | 10 | 10 | 40 |
| Skills in critical thinking, research, analysing and communicating | 15 | 10 | 15 | 20 | 60 |
| Total % | 25 | 20 | 25 | 30 | 100 |

Assessment Syllabus Outcomes

H1 describes the nature and justifies the choice of Australia's health priorities

H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk

H3 analyses the determinants of health and health inequities

H4 argues the case for health promotion based on the Ottawa Charter

H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities

H7 explains the relationship between physiology and movement potential

H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

H9 explains how movement skill is acquired and appraised

H10 designs and implements training plans to improve performance

H11 designs psychological strategies and nutritional plans in response to individual performance needs

H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity

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

PDHPE Scope and Sequence

The scope and sequence covers the following content:

- HSC Core 1: Health Priorities in Australia (36 hours) - This compulsory module examines the health status of Australians and investigates, in depth, the current health priority issues in Australia. Students identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians.
- HSC Core 2: Factors Affecting Performance (36 hours) - This compulsory module examines the factors that affect performance. In this module, students explore the physical and psychological bases of performance. They experience and critically analyse approaches to training and skill development and investigate the contributions of psychology, nutrition and recovery strategies to performance.
- HSC Option 3: Sports Medicine (24 hours) - This option module is concerned with the specific issues of prevention, assessment, management of and recovery from sports injury. In this module, students examine how the extent and intensity of sports participation relates to the incidence of sports injuries. They explore the range of technical and scientific approaches for maintaining the wellbeing of athletes.
- HSC Option 4: Improving Performance (24 hours) - In this module, students investigate approaches to the physiological preparation and skill development of athletes. Students will experience and analyse a variety of training methods and look at the application of these methods to improving performance. The effects of planning on performance and ethical considerations relating to improving athletes' performance are also examined.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|---------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------------------------------|---------|
| Term 4 | Core 2: Factors Affecting Performance | | | | | | | | | Option 4: Improving Performance | |
| | Assessment Task 1: 25% Due: Week 9 | | | | | | | | | | |
| | H7, 8, 9, 10, 11, 16, 17 | | | | | | | | | H7, 8, 9, 10, 16, 17 | |

| | Week 2 (31.1.22) | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|-------------------------------------|--------|--------|--------|--------|--------|----------------------------------------|--------|---------|---------|
| Term 1 | Option 4: Improving Performance | | | | | | Core 1: Health Priorities in Australia | | | |
| | Assessment Task 2: 20% Due: Week 10 | | | | | | | | | |
| | H7, 8, 9, 10, 16, 17 | | | | | | H1, 2, 3, 4, 5, 14, 15, 16 | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|----------------------------------------|--------|--------|--------|--------|--------|---------------------------|--------|--------|---------|
| Term 2 | Core 1: Health Priorities in Australia | | | | | | Option 3: Sports Medicine | | | |
| | Assessment Task 3: 25% Due: Week 5 | | | | | | | | | |
| | H1, 2, 3, 4, 5, 14, 15, 16 | | | | | | H8, H13, H16, H17 | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|---------------------------|--------|--------|-----------------------------------------------------|--------|---------------------|--------|--------|--------|---------|
| Term 3 | Option 3: Sports Medicine | | | Trial Examinations | | Catch Up / Revision | | | | |
| | | | | Assessment Task 4: Trial Examinations 30% | | | | | | |
| | H8, H13, H16, H17 | | | H1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17 | | | | | | |

Photography, Video and Digital Imaging Assessment Schedule

Course Overview: Photography, Video and Digital Imaging in Stage 6 is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and to understand and value how these fields of practice invite different interpretations and explanations.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------|
| | Temporal Accounts: Portfolio of Work | Traditions, Conventions and Genres Research task and Photo Journal | In class HSC Examination Critical and Historical Studies Written Examination | Arranged Image and Portfolio of Work: Submission of photographic works and photo journal. | |
| | Term 4, Week 10 | Term 1, Week 10 | Term 3, Week 6 | Term 3, Week 7 | |
| | M1, M2, M3, M4, M5, M6 | CH1, CH2, CH3, CH4, CH5 | CH1, CH2, CH4 | M1, M2, M3, M4, M5, M6, CH1, CH2 | |
| Artmaking | 30 | | | 40 | 70 |
| Critical & Historical Studies | | 10 | 20 | | 30 |
| Total % | 30 | 10 | 20 | 40 | 100 |

Assessment Syllabus 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

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 and 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

Photography, Video and Digital Imaging Scope and Sequence

| Term 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| | Critical & Historical Studies Temporal Accounts | | | | | | | | | | |
| | Artmaking Temporal Accounts – temporal nature of existence by employing techniques such as layering, distortion and transparency overlays | | | | | | | | | | |
| | Assessment Task 1: Portfolio of Work 30% Due Week 10 | | | | | | | | | | |
| | M1, M2, M3, M4, M5, M6 | | | | | | | | | | |

| Term 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|-----------------------------------------------------|---------|
| | Critical & Historical Studies Traditions, Styles, Conventions and Genres | | | | | | | | | Critical & Historical Studies The Arranged Image | |
| | Artmaking Traditions, Styles, Conventions and Genres - identify and understand the traditions, conventions, styles and genres that are contributing to the formulation of this field as a field of practice. | | | | | | | | | Artmaking The Arranged Image | |
| | Assessment Task 2: Research task and Photo Journal 10% Due Week 10 | | | | | | | | | | |
| | CH1, CH2, CH3, CH4, CH5 | | | | | | | | | | |

| Term 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------|
| | Critical & Historical Studies The Arranged Image | | | | | | | Critical & Historical Studies Selected artists of influences or students' body of work in selected media. | | |
| | Artmaking The Arranged Image - consider the compositional aspects which contribute to the arrangement of elements in their images on the picture field and which also affect meanings and how they register. | | | | | | | Artmaking Developing a Point of View Students explore their B.O.W. through a choice of wet, digital or video photography and present their concepts in the form of an exhibition. Students study a choice of frames. | | |
| | CH1, CH2, CH4 | | | | | | | | | |

| Term 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------------------|----------|------------------------------------------------------|-------------------|-------------------|--------------------------------------------------------|------------------------------------------------------|
| | Critical & Historical Studies Selected artists of influences or students' body of work in selected media. | | | Trial Examinations | | Assessment Task 3 | Assessment Task 4 | Skill Development | | |
| | | | | | | Artmaking Skill development in fields of interest | | | | |
| | Artmaking Developing a Point of View Students explore their B.O.W. through a choice of wet, digital or video photography and present their concepts in the form of an exhibition. Students study a choice of frames. | | | | | | | | Assessment Task 3: In class examination 20% Due Week 6 | Assessment Task 4: Portfolio of Work: 40% Due Week 7 |
| | | | | | CH1, CH2 | M1, M2, M3, M4, M5, M6, | | | | |

Physics Assessment Schedule

Course Overview:

The study of *Physics in Stage 6* deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|-----------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------|
| | Skills and Practical Task | Assessment Week | Depth Study | Trial Examination | |
| | Term 4, Week 10 | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 4/5 | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| | PH 12-1 PH 12-2 PH 12-3 PH 12-4 PH 12-5 PH 12-6 PH 12-7 PH12-13 | PH 12-5 PH 12-6 PH 12-7 PH 12-12 PH 12-13 | PH 12-1 PH 12-2 PH 12-3 PH 12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-15 | PH 12-4 PH 12-5 PH 12-6 PH 12-7 PH12-12, PH12-13 PH12-14, PH12-15 | |
| Knowledge and understanding of course content | 5 | 10 | 10 | 15 | 40 |
| Skills in Working Scientifically | 15 | 10 | 20 | 15 | 60 |
| Total % | 20 | 20 | 30 | 30 | 100 |

Assessment Syllabus 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 quantitatively 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

Physics Scope and Sequence

The following scope and sequence includes:

Module 5: Advanced Mechanics, students analyse the forces acting on a system, including the energy transformations taking place within and around the system.

Module 6: Electromagnetism, understanding the similarities and differences in the interactions of charges in electric and magnetic fields.

Module 7: The Nature of Light, students explore the evidence supporting these physical theories, along with the power of scientific theories to make useful predictions.

Module 8: From the universe to the atom, students further their understanding of the limitations of theories and models

| Term 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|---------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------------------------------------------|--------|---------|---------|
| | Module 5: Advanced Mechanics (28 hours) | | | | | | | Module 6: Electromagnetism (32 hours) | | | |
| | Assessment Task 1: Practical and Research Task, 20%, Week 10 Term 4 | | | | | | | | | | |
| | PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12 | | | | | | | PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4 | | | |

| | Week 1 | Week 2 (31.1.22) | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|---------------------------------------------------------|------------------|--------|--------|--------|----------------------------------------------------------------|--------|--------|--------|---------|---------|
| Term 1 | Module 6: Electromagnetism (continued) | | | | | Module 7: The nature of light (36 hours) | | | | | |
| | Assessment Task 2: Assessment Week, 20%, Week 10 Term 1 | | | | | | | | | | |
| | PH11/12-5, PH12-13 | | | | | PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-14 | | | | | |

| Term 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|----------------------------------------------------------------|--------|--------|----------------------------------------------------|--------|------------------------------------------|--------|--------|--------|---------|
| | Module 7 (continued) | | | Module 8: From the universe to the atom (44 hours) | | | | | | |
| | Assessment Task 3: Depth Study 30% Week 10 Term 2 | | | | | | | | | |
| | PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-14 | | | | | PH11/12-5, PH11/12-6, PH11/12-7, PH12-15 | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|---------------------------|--------|--------|--------|--------------------------------------------------------------------------------|--------|--------|--------|--------|---------|
| Term 3 | Module 8: light continued | | | | | | | | | |
| | | | | | Assessment Task 4: Trial HSC Examinations, 30% Week 4 and 5 Term 3 | | | | | |
| | | | | | PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15 | | | | | |

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

Certificate II in Rural Operations

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

| Assessment Plan | | | Evidence Collection | | | HSC |
|-----------------|------------------|-----------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------|
| Cluster | Competency codes | Title of competency | Direct observation – real time, simulated environment | Product based method – structured activities e.g. role plays, work samples, presentation, reports | Questioning – written or oral related to knowledge e.g. quizzes, interviews | NESA Status Mandatory/Stream |
| Cluster 1 | AHCWHS201 | Participate in work health and safety processes | X | X | X | Mandatory focus area |
| Cluster 2 | AHCWRK204 | Work effectively in the industry | X | | X | Mandatory focus area |
| Cluster 2 | AHCWRK209 | Participate in environmentally sustainable work practices | X | X | X | Mandatory focus area |
| Cluster 3 | AHCWRK201 | Observe and report on weather | X | X | X | Mandatory focus area |
| Cluster 4 | AHCCHM201 | Apply chemicals under supervision | X | X | X | Mandatory focus area |
| Cluster 4 | AHCPMG201 | Treat weeds | X | X | X | |

Trainers must deliver and assess Cluster 1, 2, 3, 4, then select either Cluster 5 (Livestock stream) or Cluster 6 (Plant stream) and select optional clusters to total of at least 15 units.

Cluster 5

| Assessment Plan | | | Evidence Collection | | | HSC |
|-----------------|------------------|------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------|
| Cluster | Competency codes | Title of competency | Direct observation – real time, simulated environment | Product based method – structured activities e.g. role plays, work samples, presentation, reports | Questioning – written or oral related to knowledge e.g. quizzes, interviews | NESA Status Mandatory/Stream |
| Cluster 5 | AHCLSK202 | Care for health and welfare of livestock | X | X | X | Stream focus |
| Cluster 5 | AHCLSK205 | Handle livestock using basic techniques | X | X | X | |
| Cluster 5 | AHCLSK206 | Identify and mark livestock | X | | X | |

Cluster 7 Tractors and machinery

| Assessment Plan | | | | | |
|-----------------|------------------|---------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Cluster | Competency codes | Title of competency | Direct observation – real time, simulated environment | Product based method – structured activities e.g. role plays, work samples, presentation, reports | Questioning – written or oral related to knowledge e.g. quizzes, interviews |
| Cluster 7 | AHCMOM202 | Operate tractors | X | X | X |
| Cluster 7 | AHCMOM304 | Operate machinery and equipment | X | X | X |

Cluster 8 Feed and Water Livestock

| Assessment Plan | | | | | |
|-----------------|------------------|----------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Cluster | Competency codes | Title of competency | Direct observation – real time, simulated environment | Product based method – structured activities e.g. role plays, work samples, presentation, reports | Questioning – written or oral related to knowledge e.g. quizzes, interviews |
| Cluster 8 | AHCLSK211 | Provide feed for livestock | X | X | X |
| Cluster 8 | AHCLSK209 | Monitor water supplies | X | X | X |

Cluster 9 Fencing

| Assessment Plan | | | | | |
|-----------------|------------------|---------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Cluster | Competency codes | Title of competency | Direct observation – real time, simulated environment | Product based method – structured activities e.g. role plays, work samples, presentation, reports | Questioning – written or oral related to knowledge e.g. quizzes, interviews |
| Cluster 9 | AHCINF202 | Install, maintain, and repair farm fencing | X | X | X |
| Cluster 9 | AHCINF201 | Carry out basic electric fencing operations | X | X | X |

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC21216 Certificate II in Rural Operations. The Statement of Attainment towards AHC21216 Certificate II in Rural Operations will only be the possible AQF outcome if at least one UoC has been achieved.

Society and Culture Assessment Schedule

Course Overview:

The central goal of Society and Culture Stage 6 is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course.

| Component | Task 1 | Task 2 | Task 3 | PIP | Task 4 | Weighting % |
|-------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------|----------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------|-------------|
| | Research Task Change and Continuity | In class task Popular Culture | Case Study Belief and Ideologies | 40% of HSC mark 30% of course times | Trial HSC Examination | |
| | Term 4, Week 8 | Term 1, Week 10 | Term 2, Week 8 | Term 3, Week 2 | Term 3, Week 4-5 | |
| | Outcomes assessed H1; H2; H3; H5; H7; H9; H10 | Outcomes assessed H1; H3; H4; H9; H10 | Outcomes assessed H1; H2; H3; H6; H7; H9 | | Outcomes assessed H1; H4; H5; H6; H7; H8; H9; H10 | |
| Knowledge and understanding | 10 | 10 | 10 | | 20 | 50 |
| Application of evaluation of social and cultural research methodologies | 10 | 10 | 10 | | | 30 |
| Communication of information ideas and issues in appropriate forms | 5 | 5 | 5 | | 5 | 20 |
| Total % | 25 | 25 | 25 | | 25 | 100 |

H1 evaluates and effectively applies social and cultural concepts

H2 explains the development of personal, social and cultural identity

H3 analyses relationships and interactions within and between social and cultural groups

H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy

H5 analyses continuity and change and their influence on personal and social futures

H6 evaluates social and cultural research methods for appropriateness to specific research tasks

H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias

H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex

H9 applies complex course language and concepts appropriate for a range of audiences and contexts

H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Society and Culture Scope and Sequence

The scope and sequence covers the following content:

- Core Study: Social and Cultural Continuity and Change – (35 hours)
- Personal Interest Project – (36 hours)
- Popular Culture – (28 hours)
- Belief Systems and Ideologies – (28 hours)

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|-------------------------------------------------------|--------|--------|--------|--------|--------|--------------------------------------------------|--------|--------|---------|---------|
| Term 4 | Core Study: Social and Cultural Continuity and Change | | | | | | Core Study: Personal Interest Project (10 hours) | | | | |
| | | | | | | | Assessment Task 1: Research Task Week 8. | | | | |
| | H1; H2; H3; H4; H5; H6; H7; H8; H9; H10 | | | | | | H1; H4; H5; H6; H7; H8; H9; H10 | | | | |

| | Week 1 | Week 2 Commence Module | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------|----------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|---------|---------|
| Term 1 | Core Study: Social and Cultural Continuity and Change Core Study: Personal Interest Project (2 lesson a cycle). (For the rest of the term) | | | Option 1: Popular Culture Core Study: Personal Interest Project (2 lesson a cycle for the remainder of the term). | | | | | | | |
| | | | | Assessment Task 2: In class test Week 10 | | | | | | | |
| | H1; H2; H3; H4; H5; H6; H7; H8; H9; H10 | | | H1; H2; H3; H5; H7; H9; H10 | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|---------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|-------------------------------------------------|---------|
| Term 2 | Option 2: Belief Systems and Ideologies Core Study: Personal Interest Project (1 lesson a cycle). (For the rest of the term) | | | | | | | | Core Study: Personal Interest Project (7 hours) | |
| | Assessment Task 3: Case Study: Week 8. | | | | | | | | | |
| | H1; H2; H3; H6; H7; H9 | | | | | | | | H1; H4; H5; H6; H7; H8; H9; H10 | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|---------------------------------------|--------|--------|---------------------------------------|--------|----------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|---------|
| Term 3 | Core Study: Personal Interest Project | | | Trial Examinations | | Revision of Topics: Continuity and Change, Popular Culture and Beliefs and Ideologies Three to Four hours on each topic | | | | |
| | | | | Assessment Task 3: Trial Examinations | | | | | | |
| | H1; H4; H5; H6; H7; H8; H9; H10 | | | Trial Examinations | | H1; H2; H3; H4; H5; H6; H7; H8; H9; H10 | | | | |

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.

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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

Certificate III in Sport Coaching

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

| Cluster name and unit of competency code and title | 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 | Questioning – written or oral related to knowledge e.g. quizzes, interviews |
|----------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|----------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|

Cluster 1 Tournament Time

| | | | | |
|---------------------------------------------------------|---|---|--|---|
| HLTWHS001 Participate in workplace health and safety | X | X | | X |
| SISXIND006 Conduct sport, fitness and recreation events | | | | |

Cluster 2 The Community Coach

| | | | | |
|---------------------------------------------------------------|---|---|---|---|
| SISSSCO002 Work in a community coaching role | X | X | X | X |
| SISSSCO005 Continuously improve coaching skills and knowledge | | | | |

Cluster 3 Choose 2 of the following options

| | | | | |
|------------------------------------------------------------------------------------------------------------|---|---|---|---|
| Cluster 3a Officiating in Sport SISSSOF002 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

| | | | | |
|----------------------------------------------------|---|---|---|---|
| SISSSCO003 Meet participant coaching needs | X | X | X | X |
| BSBOPS403 Apply business risk management processes | | | | |

Cluster 5 Next Level Coaching

| | | | | |
|------------------------------------------------------------------|---|---|---|---|
| SISSSCO012 Coach sports participants up to an intermediate level | X | X | X | X |
|------------------------------------------------------------------|---|---|---|---|

Cluster 6 First Aid

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|------------------------------|---|---|--|---|
| HLTAID0011 Provide first aid | X | X | | X |
|------------------------------|---|---|--|---|

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIS30521 Certificate III in Sport Coaching. The Statement of Attainment towards SIS30521 Certificate III in Sport Coaching will only be the possible AQF outcome if at least one UoC has been achieved.

Sport, Lifestyle & Recreation Assessment Schedule

Course Overview:

The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---------------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------|-------------|
| | Fitness Research Task | Resistance Training Research & In Class Task | Individual Games and Sports Applications Report & Oral Presentation | End of Course Examination | |
| | Term 4, Week 8 | Term 1, Week 7 | Term 2, Week 8 | Term 3, Week 4/5 | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| | 1.2, 1.3, 2.2, 3.2, 3.3, 4.1 | 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4 | 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4 | All | |
| Knowledge and understanding of course content | 10 | 15 | 10 | 15 | 50 |
| Skills in critical thinking, research, analysing and communicating | 15 | 10 | 15 | 10 | 50 |
| Total % | 25 | 25 | 25 | 25 | 100 |

Assessment Syllabus 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

Sports, Lifestyle and Recreation Scope and Sequence

The scope and sequence covers the following content:

- Fitness (30 hours) - In this module students will develop the knowledge, understanding and skills necessary to design, implement and evaluate individual fitness programs. Students will examine the nature of fitness, the key elements of fitness program design and how fitness can be improved.
- Resistance (30 hours) - In this module students will develop the knowledge and skills necessary to plan and implement safe and effective resistance training programs. Students will investigate the various forms and uses of muscle training and will design resistance programs incorporating overload techniques.
- Individual Games and Sports (30 hours) - In this module students will develop knowledge, understanding and skills that promote confidence and success in games and sports activities that are individually orientated * Students will investigate elements of individual performance in a chosen activity and how practice and training can improve individual performance.
- Healthy Lifestyle (30 hours) - In this module students examine the components of a healthy lifestyle and the factors that influence lifestyle. Students will investigate lifestyle balance, focusing on physical activity, nutrition, and drug use. Students will examine the consequences of imbalance with specific reference to health issues affecting young people.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Term 4 | Fitness | | | | | | | | | | |
| | Assessment Task 1: 25% Due: Week 8 | | | | | | | | | | |
| | 1.2, 1.3, 2.2, 3.2, 3.3, 4.1 | | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|---------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Term 1 | Resistance Training | | | | | | | | | | |
| | Assessment Task 2: 25% Due: Week 7 | | | | | | | | | | |
| | 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4 | | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| Term 2 | Individual Games and Sports Applications | | | | | | | | | |
| | Assessment Task 3: 25% Due: Week 8 | | | | | | | | | |
| | 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4 | | | | | | | | | |

| Term 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|--------------------|--------|--------|--------------------------------------------------|--------|--------------------|--------|--------|--------|---------|
| | Healthy Lifestyles | | | Trial Examinations | | Health Lifestyles | | | | |
| | | | | Assessment Task 4: End of Course Examination 25% | | | | | | |
| | 1.5, 2.3, 3.5, 4.3 | | | | | 1.5, 2.3, 3.5, 4.3 | | | | |
| | | | | | | | | | | |

Visual Arts Assessment Schedule

Course Overview: Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view. Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| | Development of the Body of Work Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas through the 3 areas of study | Written Task: Artist's Practice Investigation of the relationship(s) between artists and artworld practices, including annotated research | Trial HSC Examination Art Criticism and Art History Written Examination | Body of Work Resolving the Body of Work: submission of artworks under development. VAPD, written analysis of intention and artmaking practice through the conceptual framework | |
| | Term 4, Week 10 | Term 1, Week 10 | Term 3, Week 4, 5 | Term 3, Week 7 | |
| | Outcomes assessed H1, H3, H4, | Outcomes assessed H7, H8 | Outcomes assessed H7, H8, H9, H10 | Outcomes assessed H1, H2, H4, H5, H6 | |
| Artmaking 50% | 10 | | | 40 | 50 |
| Art Criticism & Art History 50% | | 20 | 30 | | 50 |
| Total % | 10 | 20 | 30 | 40 | 100 |

Assessment Syllabus Outcomes

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

Visual Arts Scope and Sequence

| | | | | | | | | | | | |
|--------|---------------------------------------------------------------------------------------------------------------------------|--------|--------|-------------------------------------------------------------------------------|--------|------------------------------------------------------------------------------------------|----------------------|------------------------------------------|-------------------|-----------------------------------------|-----------------------------|
| TERM 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10/Week 11 | |
| | Critical & Historical Studies Case Study 1 Feminism – Women in Art | | | | | | | | | Assessment Task | |
| | Artmaking EXPERIMENTING – Starting the Body of Work | | | | | | | | | | |
| | Assessment Task 1: Body of Work Development + Visual Arts Process Diary 10% Due: Week 10 | | | | | | | | | Due: Week 10 | |
| | H1, H3, H4 | | | | | | | | | | |
| TERM 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| | Critical & Historical Studies Case Study 2 Identity and the Personal - Blak Douglas, Jonathan Jones, Gordon Bennett | | | | | | | | Assessment Task 2 | Revision Section II Written Essay | |
| | Artmaking EXPLORING – The Body of Work | | | | | | | | | Artmaking Body of Work | |
| | Assessment Task 2: Written Task – Artist’s Practice 20% Due: Week 10 | | | | | | | | Due: Week 10 | | |
| | H7, H8 | | | | | | | | | | |
| TERM 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | Critical & Historical Studies Case Study 3 Art and Political Comment - Nick Cave, Ai Wei Wei, Ben Quilty | | | | | Critical & Historical Studies Case Study 4 Half the Sky - Contemporary Chinese Art | | | | | |
| | Artmaking DEVELOPING – The Body of Work | | | | | | | | | | |
| | H7, H8, H9, H10 | | | | | | | | | | |
| TERM 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| | Critical & Historical Studies Case Study 5 Arhitecture - Zaha Hadid, Antoni Gaudi | | | Trial HSC Examination Art Criticism and Art History Written Examination | | Revision Case Studies 1-5 | Assessment Task 4 | Revision | | | |
| | Artmaking RESOLVING – The Body of Work | | | Assessment Task 3: Trial HSC Examination 30% | | Artmaking Presentation | Due: Week 7 | SECTION I Unseen Artwork Questions | | | SECTION II Written Essay |
| | Assessment Task 3: Trial HSC Examination 30% | | | | | Assessment Task 4: Body of Work & VAPD 40% | | | | | |
| | H1, H2, H4, H5, H6 + H7, H8, H9, H10 | | | | | | | | | | |