



**Higher School Certificate
Assessment Schedule
2021 – 2022**

Table of Contents

General Information	1
Policies for Satisfactory Completion Of HSC Courses	4
ENGLISH	
English Standard	6
English Advanced	7
English Extension 1	8
English EAL/D	9
English Studies	10
MATHEMATICS	
Mathematics Standard 1.....	11
Mathematics Standard 2.....	12
Mathematics Advanced	13
Mathematics Extension 1	14
Mathematics Extension 2	15
SCIENCE	
Agriculture	16
Biology	17
Chemistry	18
Marine Studies	20
Physics.....	21
HSIE	
Ancient History	22
Business Studies	23
History Extension	24
Legal Studies	25
Modern History.....	26
PDHPE	
Community and Family Studies	27
Exploring Early Childhood	28
Personal Development, Health and Physical Education	29
Sport, Lifestyle and Recreation	30
TAS	
Industrial Technology – Timber Products and Furniture Industries	31
CAPA	
Dance	32
Drama	33
Visual Arts	34
VET	
Hospitality: Food and Beverage	35

Hospitality: Kitchen Operations 36

Appendix 38

Assessment Task Cover Sheet..... A

Illness/Misadventure Form C

Assessment Task Extension Application F

Student Assessment Appeal E

Student Assessment Appeal F

Official Warning Non-Completion of a Higher School Certificate Course..... H

Term 4 2021 Assessment Planner..... J

Term 1 2022 Assessment Planner..... K

Term 2 2022 Assessment Planner..... L

Term 3 2022 Assessment Planner..... M

General Information

ELIGIBILITY

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

- have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed *HSC: All My Own Work* (or its equivalent);
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent.

WHAT IS ASSESSMENT?

- Assessment consists of a series of tasks which measure a student's achievement in a particular course. The NSW syllabuses state what students at each stage are expected to learn.
- The purpose of HSC assessment is to compare the achievement of all students within a course against the outcomes of the course and rank students accordingly.
- Assessment should include practical and performance work; research, assignments and essays; formal examinations and in class tests; oral presentations, seminars, and other relevant activities.

RULES YOU MUST KNOW

1. At the commencement of each course, each faculty is required to provide students with a list of all assessment tasks to be completed through the course and the value (weighting) of each task. The schedule issued at the beginning of Term 4 will indicate the week in which each task is due.
2. Students must be notified in writing of the details and specific due date (as well as any changes) of each assessment task, including examinations, a **minimum of 10 school days prior to the date** the task is due. Marking criteria and rubrics will be included with the task when it is issued.
3. Unless otherwise stated, any assessment task will be due by the end of the school day (3:18 pm) on the due date stated on the assessment task. On submission, a receipt will be issued confirming submission, signed by the class teacher or the faculty Head Teacher. In the event of dispute, the student must produce the receipt.
4. There is a **ONE week amnesty** from assessment tasks before examination periods.
5. Students who are absent on the day the class is notified of an assessment task are responsible for obtaining details from their teachers immediately on their return to school. They will be expected to complete the task on time, unless granted an extension by the Head Teacher of the relevant faculty. See the appendix for the extension request form. No request will generally be granted on or after the due date of the assessment task, except by the relevant faculty Head Teacher or the Principal, and only in extenuating circumstances.
6. The same or equivalent tasks will be undertaken by all students in a course, regardless of the class in which they are placed. Marking procedures will include consultation between teachers and double marking where appropriate.
7. Students will be provided their marked assessments, with feedback, no later than two weeks after submission.

STUDENT RESPONSIBILITIES

- You are expected to complete all assessment tasks by the stated due time and date.
- Some assessment tasks involve attendance at excursions or field studies. Attendance may be compulsory. Where financial hardship is a factor, please see the principal for assistance.
- All work submitted for assessment must be your own work. Any breach of this rule will result in a mark of zero.
- It is your responsibility to be aware of assessment task dates for all your courses and to organise your schedule accordingly.
- Assessment tasks must be submitted directly to, and receipted by, your class teacher or the Head Teacher of that course. See the appendix for the assessment task cover sheet.

WHAT DO I DO IF I MISS AN ASSESSMENT TASK?

1. If you fail to submit an assessment task when it is due without a valid reason supported by documentation, you will receive a mark of zero. You must not miss lessons to complete an assessment task.
2. It is your responsibility to ensure that you make several backup copies of your work. Technology failure is not a valid reason for late submission of a task.
3. It is your responsibility to print and submit a hard copy of your assessment task, unless otherwise required for a specific task.
4. If you are sick on the day when an assessment task is due, you must arrange, where possible, to submit the task by the task deadline.
5. Where you think there is a valid reason, such as serious illness, for missing a task or being unable to submit a task, you must:
 - a. Where possible, inform the school on the day of the task – phone or email the school and leave a message for your teacher or the Head Teacher of the relevant faculty.
 - b. Complete an Illness/Misadventure form (see appendix) and submit to the relevant teacher or Head Teacher immediately upon your return to school with supporting documentation, such as a medical certificate, to discuss your case.
N.B. Documentation submitted at a later date cannot generally be accepted.
 - c. Be prepared to complete the task (or an alternative task) at the earliest available time or if the task is a take-home task, hand it in with your documentation immediately upon your return to school.

If you do not follow the above procedure you will be awarded ZERO for the task, unless there are extenuating circumstances validated by the relevant Head Teacher or the Principal. Even if you receive zero, you must complete and submit the task to avoid an N award determination in the course. See page 5 for N award information.

If you do follow the above procedure and the reason for your absence is accepted, the choice of completing the original task, completing an alternative task or receiving an estimate for the task rests with the Head Teacher of the relevant faculty.

WHAT DO I DO IF I KNOW IN ADVANCE THAT I AM GOING TO MISS AN ASSESSMENT TASK?

Either hand in the assessment task before the absence or complete an Assessment Task Extension Application form and submit to the Head Teacher of the faculty. Documentation explaining the absence (as outlined above) will be required.

***** NESAS EXPECTS STUDENTS TO ATTEMPT ALL ASSESSMENT TASKS SET *****

Note:

- Minor illness or illness that would not physically prevent you from completing a task will generally not be considered a valid reason for missing a task even if there is a medical certificate. The medical certificate

needs to state that you were unfit to complete the specific task. It is your responsibility to bring this to the attention of your medical practitioner when you request a medical certificate.

- Overseas trips, extended holidays, dental appointments, meeting relatives and other similar reasons will not generally be accepted as a valid reason for failing to submit assessment tasks on the due date.
- A proven case of copying, plagiarism or cheating will result in a zero mark.
- Misconduct during a formal examination or in-class task may result in a zero mark being awarded.
- If you will be absent from school for an extended period, for family reasons or because of severe illness or injury, you must request leave from the Principal in advance. If leave is granted you will need to negotiate assessment task completion with each Head Teacher responsible for each course you are studying.
- If you are attending work experience for an extended period of time, such as a week or more, you will need to negotiate assessment task completion with each Head Teacher responsible for each course you are studying.

WHAT DO I DO IF I AM UNHAPPY WITH MY MARK?

- See your classroom teacher **within two school days of receiving your mark** and explain the reason for your unhappiness. Attempt to negotiate a solution.
- If you are still unhappy after the interview, see the Head Teacher of the faculty immediately. If necessary the Head Teacher may refer the problem to the School Assessment Review Panel.

GROUNDINGS FOR APPEAL

- Students may appeal, within the school, against a specific mark according to the conditions above.
- NESAs has three grounds for appeal for students in a course:
 - The weightings in the school's assessment for the course do not correspond with those required by NESAs.
 - The procedures used by the teacher or faculty are not consistent with the school's stated policy.
 - There is a computational or clerical error in determining or recording a mark.

ESSENTIAL ORGANISATION

- Be positive and optimistic.
- Take responsibility for managing your assessment schedule and meeting deadlines.
- Use the calendar/yearly planner at the end of this booklet to record your own assessment tasks.
- Ensure that you are familiar with all relevant sections of this assessment booklet.
- Keep a record of tasks completed for each subject so that you know exactly what proportion of your course assessment has been completed and how much remains.
- Seek feedback from teachers about what you need to do to improve and make further progress.

Policies for Satisfactory Completion of HSC Courses

COURSE COMPLETION CRITERIA

The following course completion criteria refer to both Preliminary and HSC courses.

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

HSC ASSESSMENT

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where school-based assessment marks are submitted.

SATISFACTORY COMPLETION OF AN HSC COURSE

Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the course completion criteria.

A course will not be listed on the RoSA unless both of these conditions are met.

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.

If it is determined that a student has not made a genuine attempt to complete the course requirements, the principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

Students studying VET Industry Curriculum Framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.

SATISFACTORY COMPLETION OF AN HSC VET COURSE

As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements (where applicable)

- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

Schools in partnership with an RTO delivering an HSC VET course must ensure that the scope and sequence and program for delivery of the course address all of the HSC course requirements.

The course requirements for HSC VET courses can be found in the syllabus for Industry Curriculum Framework courses or in the course description for VET Board Endorsed Courses.

VET mandatory work placement

The requirement to complete work placement in a VET framework course is also stated in the student declaration on the Confirmation of Entry. This is to be signed by the student and retained by the school.

If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with a non-completion ('N') determination.

It is possible for the principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn.

WARNINGS OF NON-COMPLETION (N AWARD WARNINGS)

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, including VET courses, the principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing.

This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences on Higher School Certificate eligibility of an 'N' determination in a course.

The principal must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent or guardian in writing (if the student is under 18 years of age);
- request from the student or parent/guardian a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the issue has not been corrected; and
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue a non-completion determination and advise NESAC via Schools Online.

NON-COMPLETION (N) DETERMINATIONS

NESAC has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESAC.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

For post-compulsory students, principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied.

While NESAs do not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

'N' determinations may not be made for reasons related to school management or codes of conduct, such as non-payment of fees, participation in prohibited activities, non-wearing of school uniform or misuse of school equipment.

GRANTING LEAVE TO HSC STUDENTS

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.

ENGLISH STANDARD

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Common Module: Texts and Human Experiences	Module A: Language, Identity and Culture	Module C: The Craft of Writing	All modules	
Task Date	Term 4 Week 9	Term 1 Week 6	Term 2 Week 9	Term 3 Weeks 4-5	
Type of Task	Critical response study notes	Multimodal presentation	Imaginative and discursive responses	Trial HSC examination	
Outcomes	EN12-3, EN12-6, EN12-8	EN12-2, EN12-4, EN12-7	EN12-1, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4	
Components					
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	15%	10%	15%	10%	50%
Total Value (%)	25%	25%	25%	25%	100%

COURSE OUTCOMES

A student:

EN12-1	independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	EN12-5	thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
EN12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies	EN12-6	investigates and explains the relationships between texts
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	EN12-7	explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-4	adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts	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 ADVANCED

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Common Module: Texts and Human Experiences	Module A: Textual Conversations	Module B: Critical Study of Literature	All modules	
Task Date	Term 4 Week 9	Term 1 Week 6	Term 2 Week 9	Term 3 Weeks 4-5	
Type of Task	Multimodal presentation and reflection	Extended response	Extended response	Trial HSC examination	
Outcomes	EN12-2, EN12-4, EN12-9	EN12-6, EN12-7, EN12-8	EN12-1, EN12-3, EN12-7	EN12-2, EN12-4, EN12-5	
Components					
Knowledge and understanding of course content	15%	10%	15%	10%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	15%	15%	10%	50%
Total Value (%)	25%	25%	30%	20%	100%

COURSE OUTCOMES

A student:

EA12-1	independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	EA12-5	thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies	EA12-6	investigates and evaluates the relationships between texts
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	EA12-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA12-4	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts	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 EXTENSION 1

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Content	Common Module Literary Worlds Elective	Elective	All Content	
Task Date	Term 4 Week 9	Term 2 Week 9	Term 3 Weeks 4-5	
Type of Task	Imaginative response and reflection	Critical response with related text	Trial HSC examination	
Outcomes	EE12-2, EE12-5, EE12-6	EE12-1, EE12-2, EE12-4	EE12-3, EE12-5	
Components				
Knowledge and understanding of texts and why they are valued	15%	20%	15%	50%
Skills in complex analysis composition and investigation	15%	20%	15%	50%
Total Value (%)	30%	40%	30%	100%

COURSE OUTCOMES

A student:

- | | | | |
|--------|---|--------|--|
| 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 | EE12-4 | critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts |
| EE12-2 | analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts | EE12-5 | reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes |
| EE12-3 | independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts | EE12-6 | reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity |

ENGLISH EAL/D

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Module A: Texts and Human Experiences	Module B: Language, Identity and Culture	Module C: Close Study of Text Module D: Focus on Writing	All modules	
Task Date	Term 4 Week 9	Term 1 Week 6	Term 2 Week 9	Term 3 Weeks 4-5	
Type of Task	Essay	Multimodal presentation	Writing portfolio	Trial HSC examination	
Outcomes	EAL12-1A, EAL12-3, EAL12-4	EAL12-1B, EAL12-2, EAL12-8	EAL12-3, EAL12-5, EAL12-7, EAL12-9	EAL12-4, EAL12-5, EAL12-6	
Components					
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	15%	10%	15%	10%	50%
Total Value (%)	25%	25%	25%	25%	100%

COURSE OUTCOMES

A student:

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

ENGLISH STUDIES

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Common Module: Texts and Human Experiences	Module A: We Are Australians	Modules A, E, and K A: We Are Australians E: Playing the Game K: The Big Screen	Common Module and Module K: The Big Screen	
Task Date	Term 4 Week 9	Term 1 Week 6	Term 2 Week 9	Term 3 Weeks 4-5	
Type of Task	Multimodal presentation	Extended response	Extended response	Trial HSC examination	
Outcomes	ES12-2, ES12-4, ES12-6	ES12-1, ES12-3, ES12-7	ES12-2, ES12-9, ES12-10	ES12-5, ES12-8	
Components					
Knowledge and understanding of course content	15%	10%	15%	10%	50%
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	10%	15%	15%	10%	50%
Total Value (%)	25%	25%	30%	20%	100%

COURSE OUTCOMES

A student:

ES12-1	comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes	ES12-6	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and 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	ES12-7	represents own ideas in critical, interpretive and imaginative texts
ES12-3	accesses, comprehends and uses information to communicate in a variety of ways	ES12-8	understands and explains the relationships between texts
ES12-4	composes proficient texts in different forms	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
ES12-5	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	ES12-10	monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

MATHEMATICS STANDARD 1

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Possible topics: Year 11; Investment; Depreciation and Loans	Possible topics: Year 11; Rates; Scale Drawing; Simultaneous Linear Equations	Possible topics: Year 11; Statistical Investigation Process; Right-angled Triangles; Networks and Paths	Possible topics: All content taught to date	
Task Date	Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 4-5	
Type of Task	Investigation/assignment	In class test	Investigation/assignment	Trial HSC examination	
Outcomes	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	
Components					
Understanding, Fluency and Communicating	10%	15%	10%	15%	50%
Problem Solving, Reasoning and Justification	10%	10%	15%	15%	50%
Total Value (%)	20%	25%	25%	30%	100%

COURSE OUTCOMES

A student:

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

MATHEMATICS STANDARD 2

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Possible topics: Year 11; Investments; Depreciation and Loans; Rates and Ratios	Possible topics: Year 11; Introduction to Networks; Non-right-angled Trigonometry; Simultaneous Linear Equations	Possible Topics: Year Bivariate Data Analysis; Annuities; Non-Linear Relationships	Possible Topics: Year 11; all content taught to date	
Task Date	Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 4-5	
Type of Task	Investigation/assignment	In class test	Investigation/assignment	Trial HSC examination	
Outcomes	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	
Components					
Understanding, Fluency and Communicating	10%	15%	10%	15%	50%
Problem Solving, Reasoning and Justification	10%	10%	15%	15%	50%
Total Value (%)	20%	25%	25%	30%	100%

COURSE OUTCOMES

A student:

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

MATHEMATICS ADVANCED

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Possible topics: Year 11; Logarithms and exponentials; Graphing techniques; Differentiation	Possible topics: Year 11; The anti-derivative, Areas and the definite Integral; Applications of the first and second derivative; Trigonometric functions and graphs	Possible Topics: Year 11; Statistics and data analysis; Continuous random variables, The normal distribution	Possible Topics: Year 11; all content taught to date	
Task Date	Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 4-5	
Type of Task	OB Test – summary sheet or bank of questions	Investigation/assignment	OB Test – summary sheet or bank of questions	Trial HSC examination	
Outcomes	Possible: Year 11, MA12-1, MA12-3, MA11-6, MA11-8, MA11-9, MA12-10	Possible: Year 11, MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	Possible: Year 11, MA12-8, MA12-9, MA12-10	Possible: All year 11, MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
Components					
Understanding, Fluency and Communicating	10%	15%	10%	15%	50%
Problem Solving, Reasoning and Justification	10%	10%	15%	15%	50%
Total Value (%)	20%	25%	25%	30%	100%

COURSE OUTCOMES

A student:

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

MATHEMATICS EXTENSION 1

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Possible: Year 11; Proof by mathematical induction	Possible: Year 11; Introduction to vectors; Further operations with vectors; Further calculus skills	Possible: Year 11; Further area and volumes of solids of revolution; Differential equations; Projectile motion	Possible: Year 11; all content taught to date	
Task Date	Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 4-5	
Type of Task	In class test OB – summary sheet/bank of questions	In class test OB – summary sheet/bank of questions	Investigation/assignment	Trial HSC examination	
Outcomes	Possible: ME11-1, ME11-4, ME11-6, ME11-7, ME12-1, ME12-6, ME12-7	Possible: ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	Possible: ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7	Possible: ME11-1, ME12-2, ME12-3, ME11-4, ME12-5, ME12-6, ME12-7	
Components					
Understanding, Fluency and Communicating	10%	10%	15%	15%	50%
Problem Solving, Reasoning and Justification	10%	15%	10%	15%	50%
Total Value (%)	20%	25%	25%	30%	100%

COURSE OUTCOMES

A student:

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

MATHEMATICS EXTENSION 2

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Possible: Further Ext1; Arithmetic of complex numbers; Geometric representation of a complex number; Other representations of complex numbers; The nature of proof	Possible: Further Ext1; Introduction to three-dimensional vectors; Further operations with three-dimensional vectors; and vector equations of lines	Possible: Further Ext1; Solving equations with complex numbers; Geometrical implications of complex numbers; Further integration; Simple harmonic motion	Possible: Further Ext1; Modelling motion without resistance; Resisted motion; Projectiles and resisted motion	
Task Date	Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 4-5	
Type of Task	In class test OB summary sheet/bank of questions	Investigation/assignment	In class test OB summary sheet/bank of questions	Trial HSC examination	
Outcomes	Possible: Further Ext1, MEX12-1, MEX12-4, MEX12-7, MEX12-8	Possible: Further Ext1, MEX12-3, MEX12-7, MEX12-8	Possible: Further Ext1, MEX12-1, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	Possible: Further Ext1, MEX12-1, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	
Components					
Understanding, Fluency and Communicating	10%	10%	15%	15%	50%
Problem Solving, Reasoning and Justification	10%	15%	10%	15%	50%
Total Value (%)	20%	25%	25%	30%	100%

COURSE OUTCOMES

A student:

- | | | | |
|---------|---|---------|--|
| MEX12-1 | understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts | MEX12-5 | applies techniques of integration to structured and unstructured problems |
| MEX12-2 | chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings | MEX12-6 | uses mechanics to model and solve practical problems |
| MEX12-3 | uses vectors to model and solve problems in two and three dimensions | MEX12-7 | applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems |
| MEX12-4 | uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems | MEX12-8 | communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument |

AGRICULTURE

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Agricultural Animal Trial	Agricultural Cropping Depth Study	Agricultural Product Case Study	All content	
Task Date	Scientific investigation	Literacy investigation/presentation	Case study	Trial HSC examination	
Type of Task	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4-5	
Outcomes	H1.1, H2.1, H2.2, H4.1	H3.1, H3.2, H3.3, H3.4	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	
Components					
Knowledge and understanding of course content	5%	5%	5%	25%	40%
Knowledge, understanding and skills required to manage agricultural production systems	10%	15%	15%		40%
Skills in effective research, experimentation and communication	10%	5%	5%		20%
Total Value (%)	25%	25%	25%	25%	35%

COURSE OUTCOMES

A student:

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

BIOLOGY

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Module 1 Heredity	Module 1 & 2 Heredity and Genetic Change	Module 3 Infectious Disease	Modules 5-8 Heredity Genetic Change Infectious Disease Non-Infectious Disease and Disorders	
Task Date	Term 4 Week 7	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 4-5	
Type of Task	Practical Task	Google Classroom Online Knowledge and Processing Task	Depth Study Literature Review and Investigation	Trial HSC Examination	
Outcomes	BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO12-12, BIO12-13	BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-15	BIO11/12-1 to 7, BIO12-12, BIO12- 13, BIO12-14, BIO12-15	
Components					
Skills in Working Scientifically	5%	10%	10%	15%	40%
Knowledge and understanding	20%	15%	15%	10%	60%
Total Value (%)	25%	25%	25%	25%	100%

COURSE OUTCOMES

A student:

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

CHEMISTRY

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Module 5 Equilibrium & Acid Reactions	Modules 5 and 6 Equilibrium & Acid Reactions and Acid-Base Reactions	Module 7 Organic Chemistry	Modules 5, 6, 7 and 8. Equilibrium & Acid Reactions, Acid-Base Reactions, Organic Chemistry, Applying Chemical Ideas	
Task Date	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4-5	
Type of Task	Practical and Skills Competency	Research Essay on Issues in Australian Waters	Internet Research and Skills Competency Fishing Practical & Theory	Trial Exam	
Outcomes	H11/12-2, H11/12-3, H11/12-5, H11/12-6, H12-12	H11/12-1, H11/12-4, H11/12-5, H11/12-6, H11/12-7, H12-12, H12- 13	H11/12-1, H11/12-2, H11/12-3, H11/12-4, H11/12-5, H11/12-7, H12-14	H11/12-2, H11/12-4, H11/12-5, H11/12-6, H12-12, H12-13, H12- 14, H12-15	
Components					
Skills in Working Scientifically	5%	10%	10%	15%	40%
Knowledge and understanding	20%	15%	15%	10%	60%
Total Value (%)	25%	25%	25%	25%	100%

COURSE OUTCOMES

A student:

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

MARINE STUDIES

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Optional Modules 13, 19, 21 or 13 & 15	Optional Modules 6, 13	Optional Modules 10, 13	Optional Modules 6, 11, 13, 15, 19, 21	
Task Date	Practical and Skills Competency	Research Essay on Issues in Australian Waters	Internet Research and Skills Competency Fishing Practical & Theory	Trial Exam	
Type of Task	Term 4 Week 9	Term 1 Week 9	Term 2 Weeks 6-7	Term 3 Weeks 4-5	
Outcomes	1.2, 1.3, 3.1, 3.2, 5.1, 5.2	1.1, 1.5, 2.1, 2.3	2.2, 3.4, 4.2, 5.3, 5.4	1.4, 1.5, 3.3, 4.1 + various	
Components					
Skills in Working Scientifically	5%	20%	10%	30%	65%
Knowledge and understanding	15%	5%	10%	5%	35%
Total Value (%)	20%	25%	20%	35%	100%

COURSE OUTCOMES

A student:

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

PHYSICS

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Module 1 Advanced Mechanics	Modules 1 & 2 Mechanics and Electromagnetism	Module 3 Nature of Light	Modules 5-8 Advanced Mechanics, Electromagnetism, Nature of Light, Universe to Atom	
Task Date	Term 4 Week 7	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 4-5	
Type of Task	Practical task	Google classroom online knowledge and processing task	Depth study literature review and investigation	Trial HSC examination	
Outcomes	PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-6, PH12-12	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13	PH11/12-1, PH11/12-2, PH11/12- 3, PH11/12-4, PH11/12-5, H11/12- 6, H11/12-7, PH12-14	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH12-12, PH12-13, PH12-14, PH12-15	
Components					
Skills in Working Scientifically	5%	10%	10%	15%	40%
Knowledge and understanding	20%	15%	15%	10%	60%
Total Value (%)	25%	25%	25%	25%	100%

COURSE OUTCOMES

A student:

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

ANCIENT HISTORY

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	The Greek World	Xerxes	Spartan Society	Trial HSC	
Task Date	Term 4 Week 7	Term 1 Week 3	Term 2 Week 1	Term 3 Weeks 4-5	
Type of Task	Essay (in class)	Historical Analysis	Essay (In class)	Trial HSC examination	
Outcomes	AH12-1, AH12-2, AH12-3, AH12-9	AH12-5, AH12-6, AH12-8, AH12-9	AH12-6, AH12-8, AH12-9, AH12-10	AH12-3, AH12-4, AH12-6, AH12-7	
Components					
Knowledge and understanding of course content	5%	5%	10%	20%	40%
Stimulus-based skills	5%	5%		10%	20%
Inquiry and research	5%	10%	5%		20%
Communication of business information, ideas and issues in appropriate forms	5%	5%	10%		20%
Total Value (%)	20%	25%	25%	30%	100%

COURSE OUTCOMES

A student:

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

HSC BUSINESS STUDIES 2021

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Operations	Marketing	Marketing / HR	4 Key Business Functions	
Task Date	Term 4, Week 9	Term 1, Week 10	Term 2, Week 10	Term 3, Week 4	
Type of Task	Research Task	Extended Response	Business Report	Trial HSC Examination	
Outcomes	H1, H2, H5, H7	H2, H5, H6, H7, H8, H9	H4, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H9, H10	
Components					
Knowledge and understanding of course content	5%	10%	10%	15%	40%
Stimulus-based skills		5%	10%	5%	20%
Inquiry and research	10%	10%			20%
Communication of business information, ideas and issues in appropriate forms		5%	5%	10%	20%
Total Value (%)	15%	25%	25%	35%	100%

COURSE OUTCOMES

A student:

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

HISTORY EXTENSION

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Content	Historical Process	Essay: History Project	Trial HSC	
Task Date	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 4-5	
Type of Task	Proposal, process log, annotated sources	Essay (In class)	Trial HSC examination	
Outcomes	HE12-2	HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	
Components				
Knowledge and understanding about significant historiographical ideas and processes	15%	15%	10%	40%
Skills in designing, undertaking and communicating historical inquiry and analysis	15%	15%	30%	60%
Total Value (%)	30%	30%	40%	100%

COURSE OUTCOMES

A student:

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

LEGAL STUDIES

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Shelter	Crime	Consumers	Crime, Human Rights, Family, Consumers	
Task Date	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 5	
Type of Task	Research report	In class topic test/analysis and evaluation	Case study	Trial HSC examination	
Outcomes	H4, H5, H6, H7, H8	H1, H5, H6	H6, H7, H8, H9, H10	H2, H3, H9, H10	
Components					
Knowledge and understanding of course content	10%	10%	5%	15%	40%
Analysis and evaluation		5%	5%	10%	20%
Inquiry and research	10%		10%		20%
Communication of legal information, ideas and issues in appropriate forms	5%	5%	5%	5%	20%
Total Value (%)	25%	20%	25%	30%	100%

COURSE OUTCOMES

A student:

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

MODERN HISTORY

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	National Studies: Russia and the Soviet Union	Core Study: Power and Authority in the Modern World	Peace and Conflict: Conflict in Europe	Change in the Modern World: Apartheid in South Africa	
Task Date	Term 4 Week 9	Term 2 Week 1	Term 2 Week 9	Term 3 Weeks 4-5	
Type of Task	Oral/multimodal presentation	In class: source analysis and extended response	Take home essay	Trial HSC examination	
Outcomes	MH12-1, MH12-3, MH12-5, MH12-9	MH12-1, MH12-6, MH12-7, MH12-9	MH12-2, MH12-3, MH12-5, MH12-7	MH12-3, MH12-4, MH12-5, MH12-7	
Components					
Knowledge and understanding of course content	5%	10%	5%	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	5%	10%	25%
Historical inquiry and research	5%		10%		15%
Communication of historical understanding in appropriate forms	5%	10%	5%		20%
Total Value (%)	20%	25%	25%	30%	100%

COURSE OUTCOMES

A student:

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

COMMUNITY AND FAMILY STUDIES

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Research Methodology	Groups in Context	Parenting & Caring	Research Methodology Groups in Context Parenting & Caring Individuals & Work	
Task Date	Term 4 Week 10	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 4-5	
Type of Task	Independent research project	Case study of community group	Parenting & Carer's Support	Trial HSC examination	
Outcomes	H4.1 H4.2	H1.1 H2.2 H2.3 H3.1 H3.3 H5.1	H2.2 H3.2 H4.2 H5.1 H5.2	H1.1 to H6.2	
Components					
Knowledge and understanding of course content	5%	10%	10%	15%	40%
Skills in critical thinking, research methodology, analysing and communicating	15%	15%	15%	15%	60%
Total Value (%)	20%	25%	25%	30%	100%

COURSE OUTCOMES

A student:

- | | |
|--|--|
| H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities | H4.2 communicates ideas, debates issues and justifies opinions |
| H2.1 analyses different approaches to parenting and caring relationships | H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources |
| H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities | H5.2 develops strategies for managing multiple roles and demands of family, work and other environments |
| H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing | H6.1 analyses how the empowerment of women and men influences the way they function within society |
| H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups | H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments |
| H3.2 evaluates networks available to individuals, groups and families within communities | H7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society |
| H3.3 critically analyses the role of policy and community structures in supporting diversity | H7.2 develops a sense of responsibility for the wellbeing of themselves and others |
| H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities | H7.3 appreciates the value of resource management in response to change |
| H4.1 justifies and applies appropriate research methodologies | H7.4 values the place of management in coping with a variety of role expectations |

EXPLORING EARLY CHILDHOOD

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Module 11: Children’s Literature Module 4: Gender and Young Children	Module 1: Learning Experiences for Children, Module 2: Play and the Developing Child	Module 14: Young Children with Special Needs	Module 8: The Children’s Services Industry	
Task Date	Term 4 Week 8	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 4-5	
Type of Task	Part A: Write a children’s book Part B: Read to preschool children	Part A: Plan and reflect on learning activities, Part B: Conduct learning experiences with pre-schoolers	Part A: Create a toy aimed at a child with special needs, Part B: Promotional paragraph for toy	Trial HSC examination	
Outcomes	1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 4.1, 6.2	1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 4.2, 6.2	1.1, 1.4, 1.5, 2.1, 2.2, 2.3, 4.2, 6.2	1.4, 2.1, 2.4, 4.1, 6.1	
Components					
Knowledge and understanding of course content	15%	5%	10%	20%	50%
Skills in critical thinking, research methodology, analysing and communicating	10%	20%	15%	5%	50%
Total Value (%)	25%	25%	25%	25%	100%

COURSE OUTCOMES

A student:

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

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Content	Core 1: Health Priorities in Australia	Core 2: Factors Affecting Performance Option: Sports Medicine	Core 1: Health Priorities in Australia Core 2: Factors Affecting Performance Option 3: Sports Medicine Option 4: Improving Performance	
Task Date	Term 4 Week 10	Term 2 Week 8	Term 3 Weeks 4-5	
Type of Task	Research task on Health Priorities in Australia	In class long answer essay responses	Trial HSC examination	
Outcomes	H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H10, H11, H13, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Components				
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in critical thinking, research, analysis and communicating	25%	25%	10%	60%
Total Value (%)	35%	35%	30%	100%

COURSE OUTCOMES

A student:

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

SPORT, LIFESTYLE AND RECREATION

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Resistance Training	Games and Sports Applications II	Sports Coaching and Training	Individual Games and Sports Applications	
Task Date	Term 4 Week 9	Term 1 Week 6	Term 2 Week 6	Term 3 Week 2	
Type of Task	Training Program Analysis	Practical Task 1	Research Task	Practical Task 2	
Outcomes	H1.2, H1.3, H2.1, H2.2, H2.3, H2.5, H3.2, H3.3, H4.4	H1.1, H1.3, H2.1, H3.1, H3.2, H4.1, H4.4	H1.1, H1.3, H2.1, H2.2, H3.1, H3.2, H4.2, 4.5	H1.1, H1.3, H2.1, H3.1, H3.2, H4.1, H4.4	
Components					
Knowledge and understanding	20%	5%	20%	5%	50%
Skills	5%	20%	5%	20%	50%
Total Value (%)	25%	25%	25%	25%	100%

COURSE OUTCOMES

A student:

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

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE INDUSTRIES

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Presentation of Major Project Development	Industry Links Assessment	Practical and Folio Examination Assessment	All content taught to date	
Task Date	Term 4 Week 8	Term 1 Week 6	Term 2 Week 10	Term 3 Weeks 4-5	
Type of Task	Oral presentation and multimedia portfolio	Report	Practical	Trial HSC examination	
Outcomes	H3.1, H3.2, H3.3, H4.2, H5.1, H5.2	H1.1, H1.2, H1.3, H5.1, H7.1, H7.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H3.1, H4.3, H5.1, H6.1, H7.1	
Components					
Knowledge & understanding of the organisation & management of manufacturing process & techniques used by the timber industry	5%	10%	15%	10%	40%
Knowledge & understanding in designing, managing, problem solving, communicating & the safe use of manufacturing processes & techniques through the design & production of a quality major project	20%	10%	20%	10%	60%
Total Value (%)	25%	20%	35%	20%	100%

COURSE OUTCOMES

A student:

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles through the production of a Major Project
- H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project

- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

DANCE

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Core Performance	Core Composition	Major Study	Core Appreciation	
Task Date	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 4-5	
Type of Task	Solo demonstration of Core Performance, including interview	Practical Performance of Core Composition in progress with presentation of process diary, a 300-word choreographic statement and an interview	Presentation of major study in Performance OR Composition OR Appreciation OR Dance and Technology and an interview	Trial HSC examination	
Outcomes	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.5	Dependant on choice of study	H1.1, H1.2, H1.3, H4.1, H4.2, H4.3, H4.4, H4.5	
Components					
Performance	20%				20%
Composition		20%			20%
Appreciation				20%	20%
Major Study			40%		40%
Total Value (%)	20%	20%	40%	20%	100%

COURSE OUTCOMES

A student:

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

DRAMA

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Individual Project or Presentation of Individual Project Performance	Extended Response Essay: Studies in Drama and Theatre Topic	Presentation: Group Performance & Individual Project and logbooks	All content taught to date	
Task Date	Term 4 Week 9	Term 1 Week 10	Term 2 Week 2	Term 3 Weeks 4-5	
Type of Task	Hand-in/present work in progress, logbook with ongoing drafts, research, investigation of ideas and reflection	In-class extended response essay based on workshops related to current Studies in Drama and Theatre topic	Presentation of GP & IP under development, logbook with preliminary script development, research, planning and reflection	Trial HSC examination	
Outcomes	H1.2, H1.3, H1.5	H1.1, H1.3, H1.5, H3.1, H3.3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Components					
Making	5%	5%	10%	20%	40%
Performing			30%		30%
Critically Studying	10%	10%		10%	30%
Total Value (%)	15%	15%	40%	30%	100%

COURSE OUTCOMES

A student:

- | | |
|---|--|
| H1.1 uses acting skills to adopt and sustain a variety of characters and roles | H2.3 demonstrates directorial skills for theatre and other media |
| H1.2 uses performance skills to interpret and perform scripted and other material | H2.4 appreciates the dynamics of drama as a performing art |
| H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works | H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance |
| H1.4 collaborates effectively to produce a group-devised performance | H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements |
| H1.5 demonstrates directorial skills | H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses |
| H1.6 records refined group performance work in appropriate form | H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements |
| H1.7 demonstrates skills in using the elements of production | H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies |
| H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions | H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements |
| H1.9 values innovation and originality in group and individual work | |
| H2.1 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers | |
| H2.2 uses dramatic and theatrical elements effectively to engage an audience | |

VISUAL ARTS

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Content	Art Making, Art Criticism and Art History	Art Criticism and Art History	Art Making	Art Criticism and Art History	
Task Date	Term 4 Week 9	Term 1 Week 7	Term 3 Week 1	Term 3 Weeks 4-5	
Type of Task	Plan of intended Body of Work (BoW) with an external BoW including information on 3 artists who have inspired production & design of own work	Presentation that includes a Case Study essay which examines the practice of three (3) artists	Present a Body of Work (BOW) and Visual Arts Process Diary (VAPD) for marking	Trial HSC examination	
Outcomes	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H7, H8, H9, H10	
Components					
Art Making	15%		35%		50%
Art Criticism and Art History	10%	15%		25%	50%
Total Value (%)	25%	15%	35%	25%	100%

COURSE OUTCOMES

A student:

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

VET: HOSPITALITY: FOOD AND BEVERAGE – TAMWORTH RTO 90162

Delivery Strategy B Assessment Events for SIT20316 Certificate II in Hospitality (Must be edited to suit school delivery – refer to TAS)			Event No. 4	Event No. 5	First Aid	Event No. 6 - B	Yr12	Trial Exam*
			Espresso yourself	The more variety, the better society	(Delivery externally)	Working in industry (Work Placement B)	Half Year Exam	
			Term 1 2022 Week 5 Date: 02/2022	Term 2 2022 Week 9 Date: 07/2022	Term 4 Week 10 Date: 09/12/2021	Term 4 Week 4 Date: 25-29 OCT 2021	Term 2 Week 5 Date: 05/2022	Term 3 Week 4-5
Cluster	Code	Unit of Competency						
Event 4 Espresso yourself	SITHFAB005	Prepare and serve espresso coffee	✓					
	BSBWOR203	Work effectively with others ✓* collecting evidence towards	✓*					
	SITXCCS003	Interact with customers ✓* collecting evidence towards	✓*					
Event 5 The more variety, the better society	SITHCOM002	Show social and cultural understanding		✓				
	SITXCOM001	Source and present		✓				
	BSBCMM201	Communicate in the workplace		✓				
Event 6 B Working in industry (Work Placement B)	SITHIND003	Use hospitality skills effectively				✓		
	BSBSUS201	Participate in environmentally sustainable work practices				✓		
First Aid (Delivery externally)	HLTAID003	Provide first aid			✓	✓		

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

* Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

RTO 90162 Public Schools NSW, Tamworth have engaged NESAs to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentsonline.nesa.nsw.edu.au/go/login/>. Students have access to Students Online up until June of the following year. After which, students can contact NESAs for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

VET: HOSPITALITY: KITCHEN OPERATIONS – TAMWORTH RTO 90162

Assessment Events for SIT20416 Certificate II in Kitchen Operations (Must be edited to suit school delivery – refer to TAS)			Event 4 - Light Bites	Event 5 – What’s for dinner?	Event 6 B – Working in Industry (Work placement B)	½ yearly Exam*	Trial Exam*
			Term 1 2022 Week 5 Date: 02/2022	Term 3 2022 Week 2 Date: 07/2022	Term 4 Week 4 Date:25-29 OCT 2021	Term 2 Week 5 Date: __/05/2022	Term 3 Week 4-5
Cluster	Code	Unit of Competency					
Event 4 - Light Bites	SITHCCC006	Prepare Appetisers and Salads	√				
	SITHKOP001	Clean Kitchen premises and equipment ✓* collecting evidence towards	√*				
	SITHCCC001	Use food preparation equipment ✓* collecting evidence towards	√*				
	SITHCCC005	Prepare dishes using basic methods of cookery ✓* collecting evidence towards	√*				
Event 5 - What’s on the menu?	SITHCCC005	Prepare dishes using basic methods of cookery		√			
	SITHCCC001	Use food preparation equipment		√			
	SITXINV002	Maintain the quality of Perishable Items		√			
	SITHKOP001	Clean Kitchen premises and equipment		√			
Event 6B - Working in Industry (Work placement B)	SITHCCC011	Use cookery skills effectively			√		
	BSBSUS201	Participate in Environmentally Sustainable work practices (online quiz)			√		

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

* Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

✓* Indicates that an observational checklist is to be completed to ensure all elements of the UOC are assessed prior to a determination of “competent” is made.

RTO 90162 Public Schools NSW, Tamworth have engaged NESAs to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentsonline.nesa.nsw.edu.au/go/login/> Students have access to Students Online up until June of the following year. After which, students can contact NESAs for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

Appendix

INFORMATION

In the appendix you will find examples of proformas you will require throughout the HSC. You will find soft copies of these documents, and this assessment schedule handbook, on the school website in Learning \ Year 12.

Assessment Task Cover Sheet.....	ERROR! BOOKMARK NOT DEFINED.
Illness/Misadventure Form.....	ERROR! BOOKMARK NOT DEFINED.
Assessment Task Extension Application	ERROR! BOOKMARK NOT DEFINED.
Student Assessment Appeal	ERROR! BOOKMARK NOT DEFINED.
Official Warning Non-Completion of a Higher School Certificate Course.....	ERROR! BOOKMARK NOT DEFINED.
Term 4 2020 Assessment Planner.....	ERROR! BOOKMARK NOT DEFINED.
Term 1 2021 Assessment Planner.....	ERROR! BOOKMARK NOT DEFINED.
Term 2 2021 Assessment Planner.....	ERROR! BOOKMARK NOT DEFINED.
Term 3 2021 Assessment Planner.....	ERROR! BOOKMARK NOT DEFINED.



ASSESSMENT TASK COVER SHEET

INSTRUCTIONS

Attach to the front of your submission (whether electronically or hard copy) before submission.

COURSE: _____

UNITS (PLEASE CIRCLE):

2 units

1 unit

STUDENT NAME: _____

ASSESSMENT TASK: _____

DUE DATE: _____

DATE SUBMITTED: _____

IS SUBMISSION LATE (please circle)?

YES

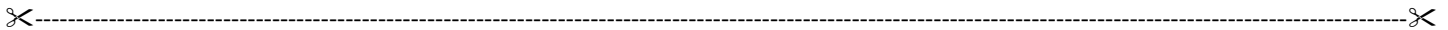
NO

TEACHER'S SIGNATURE: _____

EXTENSION DATE GRANTED BY HEAD TEACHER: _____

HEAD TEACHER'S SIGNATURE: _____

STUDENT'S SIGNATURE: _____



ASSESSMENT TASK SUBMISSION RECEIPT

INSTRUCTIONS

To be detached and retained as proof of submission.

COURSE: _____

UNITS (please circle):

2 units

1 unit

STUDENT NAME: _____

ASSESSMENT TASK: _____

DATE SUBMITTED: _____

TEACHER'S SIGNATURE: _____

EXTENSION DATE GRANTED BY HEAD TEACHER: _____

HEAD TEACHER'S SIGNATURE: _____

SECTION C: INDEPENDENT EVIDENCE OF ILLNESS/MISADVENTURE

Independent evidence of illness must be supplied by a medical practitioner who is NOT related to the student. If you are lodging this form due to illness you must provide a medical certificate.

Independent evidence of misadventure should be supplied by a relevant person. If you are lodging an appeal due to misadventure you must provide written documentation by a relevant person explaining the reasons for misadventure.

Please attach all required documentation to this form prior to submission. If the required documentation is not submitted with this form, your application cannot be accepted.

RELEVANT DOCUMENTS ATTACHED (PLEASE CIRCLE):

YES	NO
-----	----

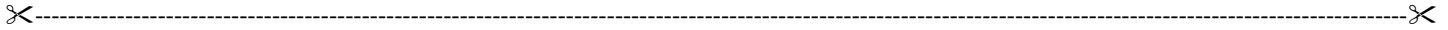
SECTION D: DECLARATION OF ACCURACY

I declare that, to the best of my knowledge, the information provided on this application is true, accurate and complete. I fully understand that I jeopardise my RoSA and/or HSC by making a false statement or representation on this application.

NAME (PRINTED): _____

DATE: ____ / ____ / 20____

SIGNATURE: _____



Orara High School

ILLNESS/MISADVENTURE FORM SUBMISSION RECEIPT

INSTRUCTIONS

To be detached and retained as proof of submission.

STUDENT NAME: _____

COURSE: _____

ASSESSMENT TASK: _____

ORIGINAL DUE DATE: _____

FACULTY: _____

CLASS TEACHER: _____

RECEIVED BY: _____ (OFFICE ONLY)

SIGNED: _____ (OFFICE ONLY)

DATE RECEIVED: _____ (OFFICE ONLY)



ASSESSMENT TASK EXTENSION APPLICATION

I, _____, WISH TO APPLY FOR AN EXTENSION FOR:

ASSESSMENT TASK:

PRELIMINARY COURSE:

DUE:

FOR THE FOLLOWING REASON(S):

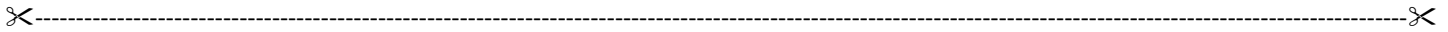
DOCUMENTATION IS ATTACHED (E.G. MEDICAL CERTIFICATE)

YES	NO
-----	----

CLASS TEACHER SIGNATURE (IF SUPPORTING APPLICATION):

STUDENT SIGNATURE:

HEAD TEACHER SIGNATURE:



ASSESSMENT TASK EXTENSION APPLICATION RECEIPT

STUDENT NAME:

ASSESSMENT TASK:

PRELIMINARY COURSE:

EXTENSION GRANTED:

YES	NO
-----	----

NEW DUE DATE:

FOR THE FOLLOWING REASON(S):

HEAD TEACHER SIGNATURE:



SECTION A: DETAILS OF APPLICANT AND APPLICATION

STUDENT NAME:

COURSE:

ASSESSMENT TASK:

CLASS TEACHER:

ORIGINAL DUE DATE:

SECTION B: NATURE OF THE APPLICATION

- Appeal against refusal of extension of time (where application is made before the task is due).
- Appeal against refusal of additional time (where application is made after the task is due).
- Appeal against result of application for consideration of extenuating circumstances.
- Appeal against the result of a missed in class assessment, test or examination.
- Other (please write a reason):

SECTION C: STUDENT COMMENT

Please provide reasons explaining and supporting your appeal (and include appropriate documentation as required):



STUDENT ASSESSMENT APPEAL

SECTION D: HEAD TEACHER COMMENT

Four horizontal lines for writing a comment.

SECTION E: PRINCIPAL (OR DELEGATE) COMMENT

Four horizontal lines for writing a comment.

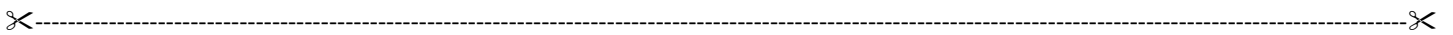
APPEAL UPHELD

APPEAL DENIED

PRINCIPAL: MALCOLM MCFARLANE OR DELEGATE _____

SIGNATURE: _____

DETERMINATION DATE: _____



STUDENT ASSESSMENT APPEAL APPLICATION RECEIPT

STUDENT NAME: _____

COURSE: _____

ASSESSMENT TASK: _____

RECEIVED BY: _____ (OFFICE ONLY)

SIGNED: _____ (OFFICE ONLY)

DATE RECEIVED: _____ (OFFICE ONLY)

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

30 October 2018

Dear Mr and Mrs Smith

RE: OFFICIAL WARNING Non-Completion of a Higher School Certificate Course

I am writing to advise that **John Smith** is in danger of not meeting the Course Completion Criteria for the **Higher School Certificate in English Standard**.

The New South Wales Education and Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **1st Official Warning we have issued concerning English Standard**.

A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by the board; 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 outcomes.

To date, John has not satisfactorily met **(a, b and c)** of the Course Completion Criteria.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for John to satisfy the Course Completion Criteria, the following task requirements or outcomes need to be satisfactorily completed/achieved.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment task 1 – Multimodal presentation	40%	17/08/2020	Complete and submit this task.	31/08/2018

Please discuss the matter with John and contact the school if further information or clarification is needed.

Yours sincerely,

Mr A Alpha

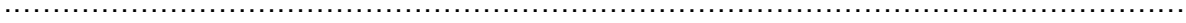
Class Teacher

Mr B Bravo

Head Teacher Arts

Mr C Charlie

Principal



Please detach this section and have John return it to the school.

Requirements for the satisfactory completion of a Higher School Certificate Course.

I have received the letter dated Thursday, 17th August, 2020 indicating that John is in danger of not satisfactorily completing English Standard.

I am aware that this course may not appear on John's Higher School Certificate Record of Achievement.

I am also aware that the 'N' determination may make my child ineligible for the award of the Higher School Certificate.

Parent / Carer signature: _____ Date: _____

Student signature: _____ Date: _____

TERM 4 2021 ASSESSMENT PLANNER

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					

TERM 1 2022 ASSESSMENT PLANNER

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Week 11					

TERM 2 2022 ASSESSMENT PLANNER

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					

TERM 3 2022 ASSESSMENT PLANNER

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					