

**Year 12**

**Higher School Certificate Assessment Information**

**2025**

**Camden High School**

*Tradition Opportunity Innovation Success*

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**CAMDEN HIGH SCHOOL**

**ASSESSMENT PROCEDURES**

**What is assessment?**

Assessments represent an integral part of the teaching and learning process and as such all assessments that are set must be completed. Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessments will be used to determine satisfactory student progress.

Informal tasks and class work not included in the formal assessment schedule are of significance as they:

* assist in skill and knowledge development.
* identify areas for extension or remediation for the teacher and student.
* provide opportunities for students to consolidate conceptual understanding.
* provide evidence of sustained and diligent effort.

**Why is there school assessment?**

* It allows the student to be given credit for developing skills and knowledge over a period of time.
* It allows for evaluation of student achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
* It increases the accuracy of a student’s final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.
* The school assessment will form 50% of a student’s HSC mark.

**What will assessment tasks look like?**

Some or all of the following, may form the assessment program:

* Oral/aural tests
* Reports
* Essays
* Assignments
* Research
* Submitted practical work
* Field work
* Oral presentations
* Practical performance
* Formal examinations

**How often will assessment tasks occur?**

Assessment tasks will occur regularly throughout every Preliminary and HSC course. The schedule of Year 12 assessment tasks is set out in this booklet.

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| **YEAR 12 SUBJECTS** |
| **Agriculture** |
| **Ancient History** |
| **Biology** |
| **Business Studies** |
| **Chemistry** |
| **Community and Family Studies** |
| **Design and Technology** |
| **English Studies** |
| **English Standard** |
| **English Advanced** |
| **Industrial Technology Timber** |
| **Legal Studies** |
| **Mathematics Standard 1 (NON ATAR)** |
| **Mathematics Standard 2 (ATAR)** |
| **Mathematics Advanced** |
| **Mathematics Extension 1** |
| **Modern History** |
| **Music** |
| **Numeracy** |
| **Personal Development, Health and Physical Education** |
| **Physics** |
| **Sports, Lifestyle and Recreation** |
| **Visual Arts** |
| **Work Studies** |
| |  | | --- | | **VET Courses and MTTC Courses at Camden High School** | |
| **VET Hospitality** |
| **VET Business Services** |
| **VET Retail Services** |

NOTE: Any courses studied externally with another school, TAFE or educational provider will be responsible for issuing their own assessment schedules.



**Senior Examination Procedures  
(for Students in Years 10, 11 & 12)**

**Rationale:**

October 2019

Examinations are an important part of the teaching and learning process. It is appropriate that processes are implemented in order to meet the standards set by the NSW Education Standards Authority (NESA) and the Department of Education to establish acceptable codes of conduct for these examinations.

**Aim:**

* To ensure that all examinations meet the requirements of the NESA and are fair and meaningful for all students
* To ensure the examination environment is conducive to high student achievement.

**Procedures:**

* All students must wear full school uniform when sitting for an examination.
* Students should not talk once they enter the examination room.
* Mobile phones and electronic devices, including smart watches must be switched off and left in bags in designated areas.
* According to the NESA guidelines, students must remove wrist watches at the start of an examination and leave the watch on their desk in full view of the examination supervisors.
* Upon entering the examination room, all equipment required for the examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them or access them during the exam.
* No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
* Students must complete examinations in black or blue pen only. Pencil cases must remain in student bags and no white out is to be used throughout the examination.
* Students are permitted to bring a bottle containing water into the exam room, however the bottle must be completely clear – no labels or non-transparent containers.
* Students who talk or disrupt others during an examination will have their names and the nature of the incident recorded by the examination supervisor and may potentially receive a mark of zero for the examination.
* Any student who creates a major disturbance during an exam will be removed from the exam room and sent to a Deputy for disciplinary action. They will receive a mark of zero for that particular examination.
* Students may not leave (finish) the exam until the designated finish time.
* If a student needs to use the toilet they must raise their hand and obtain permission from the examination supervisors before leaving their seat. This cannot occur within the first 30 minutes or the last 30 minutes of the examination.
* If a student cannot attend an examination due to illness or misadventure, the student needs to obtain appropriate documentation such as a medical certificate, a subpoena from a court or a death notice. This documentation must be attached to a completed Illness and Misadventure Form and submitted to the supervising Deputy Principal, on their return to school, so that an alternate exam time can be arranged.
* Please Note: Family holidays and other non-emergencies are not justifiable reasons for being absent from an examination and will result in a zero mark being recorded along with an N Warning Notification.
* There should be an interruption free period prior to every structured senior exam session. This interruption free period will be placed on the school timetable for the week prior to the Trial HSC exams and the Year 11 Yearly exams
* No assessment tasks should be handed out or be expected to be completed during this interruption free time.
* No student should be expected to attend excursions, out of class events, complete work placement or work experience during this interruption free period.
* Students should expect to receive their marks and written feedback about their performance in the exam within 3 weeks of the examination being completed.
* If a student is concerned with the result following the marking of an exam, they have a right of appeal by submitting the exam to the Deputy Principal, along with an Appeal Form, on the same day they receive their exam back from the teacher (to ensure tampering does not occur).

**Evaluation:**

This document will be reviewed as part of the school’s three year review cycle.

JUNE 2023

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**Senior Assessment Procedures**(for students in Years 10, 11 & 12)

**RATIONALE:** Camden High School ensures that the Year 10 ROSA, Year 11 ROSA and Year 12 Higher School Certificate assessments meet NSW Educational Standards Authority (NESA) requirements.

October 2019

**Notifications and Marking**

* Each course will include an Assessment Schedule in the Assessment Booklet, containing an outline of all assessment tasks for that year, components and weightings of tasks, assessed outcomes and estimated timing within the school calendar.
* Students will receive a written notification of an Assessment Task for all tasks (including exams) typically 3 weeks prior to the submission date. This will align with the assessment schedule and will include the type of task(s), syllabus outcomes being assessed, components and weightings, the scheduled date and time for attempting/submitting the task and marking criteria (where appropriate).
* Exam notifications will include the topics being assessed, parts of the exam, timing, mark range and weighting.
* Upon submission of a task, a student will sign for proof of submission, or a time stamp will be taken in the case of a digital submission.
* Students can submit a maximum of ONE draft per assessment task to their teacher for feedback. The cut-off date for draft submission is 7 days before the task is due, so if a task is due on a Friday then the latest day for a draft submission is the previous Friday evening.
* All tasks should be marked and written feedback will be provided to the students within 3 weeks of the submission date. Students will receive clear feedback on their performance relative to the outcomes being assessed, a mark / grade and where they ranked in the cohort for the task (Year 12 only).

**Submission requirements**

* Students are expected to attempt all assessment tasks.
* An assessment task not submitted on time, and without a valid reason, will be given a zero mark. An **official N warning letter** will be sent home, and a phone call made, informing the student and parents of the missing task and the impact of non-completion of this task on the course completion.
* If a student fails to submit a task on time, that task must still be submitted. Failure to complete a task may be used as evidence that a student has not applied themselves with diligence and sustained effort and may have ramifications for course eligibility.
* Students who are deemed to make a non-serious attemptat an assessment task may receive a zero mark. This includes only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.
* **Year 10 students-** must successfully satisfy all assessment requirements. Students who are presented with 2 or more official warning letters in any one course, will be deemed as ‘causing concern’ and may not achieve a ROSA or progress into preliminary courses.
* **Year 11 students-** must successfully satisfy all assessment requirements for all preliminary courses (a total of 12 units of study). Students who are presented with 2 or more official warning letters in any one course, could be issued with an ‘N’ determination in that course. This could deem a student ineligible for a Year 11 ROSA, which will prevent them from progressing into the HSC course.
* **Year 12 students-** that fail to complete tasks whose weightings total more than 50% of the total assessment mark in a particular course, without a valid reason, or receive 2 or more official warning letters in any one course, could be issued with an ‘N’ determination in that course. This could deem a student ineligible to receive an HSC.
* If a student requires disability provisions then they are required to discuss this with the class teacher prior to task submission.

**Illness/Misadventure**

* Students are to attend school and all timetabled lessons on the due date of an assessment task. All in-class assessment tasks must be completed on the designated day. Failure to do so without a valid reason will result in a zero mark being awarded.
* Early submission of a task may be negotiated in extenuating circumstances.
* Acceptable reasons for the late submission or absence from an assessment task include illness, accident or misadventure suffered immediately before or during an assessment task. If a student cannot attend an exam or submit a task on time, that student needs to obtain documentation such as a medical certificate, a subpoena from a court or a death certificate, and submit that documentation, along with the Illness and Misadventure Application,

to the supervising senior executive immediately upon returning to school. The senior executive, in consultation with the faculty Head Teacher, will review the documentation to determine if the misadventure will be upheld, then advise the student of the outcome.

* Students with a valid reason for not completing an assessment task by the due date, will be provided an opportunity to attempt the task by either providing an extension of time OR providing a substitute task.
* Technological issues, sporting events, work placement, family holidays and other non-emergencies are not valid reasons for submitting an assessment task late; or for being absent from an exam; and may receive a zero mark.
* If applying for official leave via the principal, all course completion and assessment requirements and exam attendance requirements continue to apply, irrespective of whether the leave request is granted or not.

**Malpractice**

**What constitutes malpractice?**

* Work submitted must be only that of the student. Malpractice is any attempt to gain an unfair advantage over other students and may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
* Malpractice in any form including plagiarism, collusion, misrepresentation and breach of assessment conditions is unacceptable.

**Procedures for investigating malpractice**

* If malpractice is suspected, students will be required to provide evidence that the submitted work is entirely their own. This evidence must be submitted to the Head Teacher within 3 days of being asked for. The Head Teacher, with the Deputy Principal, will determine the outcome.
* If malpractice is found to have occurred, the impacted part of the task will receive zero marks, and an official N warning letter will be sent home and a phone call made, informing the student and parents. The task will need to be re-submitted.

**Appeals Process**

A student may appeal the following in terms of school procedures:

1. Individual assessment task
2. Final assessment rank order
3. Final grades
4. Illness/Misadventure decision
5. Malpractice decision
6. N Determination

**Note:** implementation of draft feedback is **NOT** a valid reason for appeal.

* The student must submit the appeal to the Deputy Principal on the same day it is returned to the student. The student must include a clear explanation of the grounds for appeal with attached evidence.
* The appeal will then be submitted to an Appeal Review Panel within 48 hours (ARP includes a Deputy Principal, a Head Teacher and another member of staff, not involved in the marking or implementation of the task).
* The appeal will take into consideration assessment process and calculations, with a decision returned to the student within 5 school days.
* A final appeal can be made to the Principal who will lead an independent panel. This decision will be final.

**Final Assessment Determination for NESA**

* Final Year 10 grades are based on the Course Performance Descriptors and Final Year 11 grades are based on the Preliminary Common Grade Scale. The allocation of grades to these two qualifications are determined by a series of formal and informal assessments that occur throughout each course.
* Final Year 12 assessment ranks are determined by the accumulation of marks issued for each formal assessment task completed in the HSC course. This accumulative mark will not be given to the student at the completion of the course, as per NESA regulations. Students will be provided with their final course rank only.

**Appendix**

* For assessment procedures and appeal processes relating to vocational education and training (VET) courses, refer to the VET section of assessment books and the Training and Assessment Schedules (TAS) for each VET course, or discuss with the school’s VET Coordinator.
* For Life skills achievement and outcomes negotiate with the Deputy Principal Inclusion and Support.

**To be reviewed October 2026**



**Student Drafts Procedures**

**Rationale:**

October 2019

These procedures are intended to provide guidance and support for staff and students in the completion of written tasks, in order to provide a balance between staff supporting students in creating their best possible work and excessively contributing to their work via draft feedback.

**Aim:**

To ensure that the process of drafting assists students in refining their work for the purpose of producing the highest-quality assessment submissions.

**Procedures:**

* Drafting is encouraged, but not compulsory.
* When students want feedback on a draft, they must submit to their teacher digitally with a clear indication of what area of feedback is required (Option 1/2/3).
* Any individualised feedback required for written drafts should occur outside of class time.
* As per the Senior Assessment Procedures, “Students can submit a maximum of ONE draft per assessment task to their teacher for feedback. The cut-off date for draft submission is 7 calendar days before the task is due, so if a task is due on a Friday then the latest day for a draft submission is the previous Friday evening.”
* When requesting feedback in the draft, Students will select 2 of 3 options. Each option will guide the student and teacher in understanding what feedback is to be given. The student will therefore have received feedback for up to 2/3 of the assessment task.
  + **Option 1 - Structure**
    - Does the work follow the required format? What elements are missing?
    - Are there issues of spelling/grammar/punctuation?
    - Are the introduction/opening paragraph, topic sentences and link sentences strong and compelling?
    - Is there effective use of subject-specific terminology?
  + **Option 2 - Answering the Question**
    - Is every component of the question being answered?
    - Is the argument lacking in some of the ‘steps’ required to effectively communicate the point?
    - Is there sufficient depth (not too much or too little) to effectively answer the question?
  + **Option 3 - Use of Examples**
    - Are there enough examples?
    - Is the type/quality of the examples sufficient to successfully answer the question?
    - Is there a better example that should be used? (This also relates to quotes/techniques and sources/legislation)
    - Is there appropriate use of referencing (where applicable)?
* A teacher may identify issues of plagiarism, but it remains the responsibility of the student to ensure that their work is not plagiarised in any way (in accordance with the HSC: All My Own Work program completed at the start of senior studies).

**SEPTEMBER 2022**



**Illness / Misadventure Application**

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s Name: | | | Year: |
| Subject: | | | |
| Task: | | | |
| Due Date of Task: | | Teacher: | |
| **Summary of Reason for Illness / Misadventure Application** | | | |
| Details: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Documentation attached to support application: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student Signature: Date: | | | |
| **SCHOOL USE ONLY** | | | |
| **Outcome of Illness / Misadventure Application** | | | |
| * **Upheld** | * **Declined** | | |
| Details: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Staff Signature: Date: | | | |
| Sentral No: | | | |



**Assessment Appeal Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s Name: | | | Year: |
| Subject: | | | |
| Task: | | | |
| Due Date of Task: | | Teacher: | |
| **Summary of Reason for Appeal** | | | |
| Type of Appeal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Details of Appeal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Documentation attached to support appeal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student Signature: Date: | | | |
| **SCHOOL USE ONLY** | | | |
| **Outcome of Appeal** | | | |
| * **Upheld** | * **Declined** | | |
| Appeal Panel Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Details: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Staff Signature: Date: | | | |
| Sentral No: | | | |

**ADDITIONAL INFORMATION**

Further to the Senior Examination Policy and Senior Assessment Policy detailed above, the following information is provided:

**Satisfactory Completion of Courses**

A Course has been satisfactorily completed, when the student has:-

* followed the course developed/endorsed by NESA
* applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
* achieved some or all of the course outcomes.

Students must satisfactorily complete the Preliminary component of a Course to be eligible to proceed into the HSC component in Year 12. Where a student is at risk of a Non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

Students whose **attendance** is poor may not satisfy course completion criteria. The Principal is the final arbiter on any matters that arise regarding the final assessments.

**N Determinations**

Such determinations will be made by the Principal on advice from the Deputy Principal and relevant Head Teacher.

All staff are expected to follow the appropriate warning procedures as outlined below. This process typically involves considerable documentation reflecting lack of academic progress.

An example of this process is as follows

* Student academic report reflect non-achievement of course outcomes
* N Warning Letter 1 and follow up phone call
* N Warning Letter 2 and follow up phone call
* N Warning Letter 3 and follow up phone call
* Offers of support from teachers to catch up on missed work
* Discussions with student about progress concerns
* Senior Review Meeting
* N Determination- Interview with Senior Executive, Student, and Parent



(Senior Year of study and subject name)

(Topic) Assessment Task (Year)

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| **TOPIC**: Task Name | **MARKS:** / | |
| **SUBMISSION REQUIREMENTS:**  Day, date, week and method for task submission e.g. email (include email address) a specific time? | **WEIGHTING:**  % | **COMPONENTS:** |
| **TASK DESCRIPTION:**  Clearly explain what it is you want the students to do. Make sure that all directional verbs being assessed are used in the task description (OR use a similar word from the definition if necessary). If your task has multiple parts then list under headings such as Part A, Part B etc. Include a breakdown of the marks for each part of the task e.g. Part A out of 10, Part B out of 20. DO NOT turn multiple unrelated tasks into one multi-part task.  Make your instructions in this section clear and simple.  *For example: You are to write a report that* ***describes*** *. . . .*  Please note that ONLY syllabus outcomes can be assessed and marks cannot be awarded for things like page limits, spelling, presentation and bibliography if there is not a syllabus outcome that links to it.  Tell the students in plain language exactly what is expected of them to complete the task.  *For example: You need to interview 10 people and place these interview responses into a graph of your choosing (eg pie graph, bar graph, etc). You must also explain what each graph tells us by describing your interview findings.*  Suggestions can be provided like page limits, presentation requirements, etc.  This where you provide a scaffold for the task.eg. double bubble map, template to be completed, etc. | | |
| **OUTCOMES TO BE ASSESSED:**  Syllabus outcomes listed with number/code and description. You must also include the directional verb in bold type that you will be assessing (this is not always the ‘verb’ of the sentence, but the action within the outcome that you want completed) | | |
| **DIRECTIONAL VERBS:**  Include the used directional verbs with a definition of each one that is relevant to your subject area (sometimes it aligns with NESA’s definitions, sometimes it doesn’t) | | |

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT MARKING CRITERIA** | | |
| **Parts or Sections listed as a heading here…e.g. Part A (outcomes in brackets)** | **Mark** | **Grade** |
| Take a portion of the outcome and link to the directional verb using the standard marking descriptor (again BOLD the directional verb). Then make very clear the components of the task that are required to successfully achieve at this grade (in italics below the opening sentence). Examples below:  Presents an outstanding **description** of the functional properties of a formal dress through the inclusion of:  *A minimum of 4-5 construction techniques, comparison of suitable fabrics, burn and abrasion tests.*  *OR*  Extensive presentation that ***analyses*** the selected athlete’s impact on sport in Australian society and their contribution to sport in the community:  *Student identifies and describes key events within the life of the chosen athlete, with a clear focus on events that have had a significant impact on the sport and community at large. The athlete’s achievements and their impact on the sport/community is clearly demonstrated, as well as interconnections throughout their career.* | 5 | A |
| Same form as above, with a lower-level marking descriptor. Ensure that the component lists allows for a variation in response (some may do lots at a lower level, others may do less at a greater level). Examples below:  Presents an above average **description** of the functional properties of a formal dress through the inclusion of:  *Up to 5 construction techniques, comparison of suitable fabrics, burn and / or abrasion tests. Some components of the description may be inaccurate or incomplete.*  *OR*  Thorough presentation that ***analyses*** the selected athlete’s impact on sport in Australian society and their contribution to sport in the community:  *Student identifies and describes key events within the life of the chosen athlete, with a focus on events that have had an impact on the sport and community at large. The athlete’s achievements and their impact on the sport/community is clearly demonstrated, although some connections or assertions may be incorrect/irrelevant.* | 4 | B |
|  | 3 | C |
|  | 2 | D |
|  | 1 | E |

**FEEDBACK: MARK: RANK:**

**DISABILITY PROVISIONS**

Practical Support for Higher School Certificate Examinations

Information for Students and Parents

NESA has a program to help students with practical support in their Higher School Certificate examinations. This practical support, known as provisions, assists students to read examination questions and to write their answers. Provisions include rest breaks and extra time.

The use of any provision is not written on the student’s results.

Students may need provisions for:

* a permanent condition, such as diabetes, anxiety or reading difficulty
* a temporary condition, such as a broken arm, or
* an intermittent condition, such as back pain when sitting for long periods.

It is not embarrassing to apply for or use provisions. More than 5000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

To apply for provisions, the school submits an online application to the NESA. This application tells us which provisions the student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Much of the evidence can be collected by the school, but the parents’ role is welcome and needed. Parents help by talking with the school, describing the student’s needs, and providing the school with medical or other reports.

Applications for provisions should be submitted by the school to NESA by the end of Term 1. Late applications are accepted for an emergency, such as a broken arm, until the time of the examinations.

Once NESA has made a decision about which provisions are approved or declined, a decision letter is provided to the school. The school will provide the student with a copy of the letter.

If you or the school are not satisfied with the NESA’s decision, it is possible for the school to lodge an appeal. Appeals must state why NESA’s decision is unsuitable and must include new evidence to support the appeal.

If you think that you or your child may require support in completing the Higher School Certificate examinations, please discuss the matter with the HT Wellbeing, Learning and Support Teacher, Year Adviser, School Counsellor or teacher.

Additional information on HSC Disability Provisions is available at

<https://ace.nesa.nsw.edu.au/disability-provisions>

**YEAR 12 – Term 4 Assessment Due Dates (2024)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| AGRICULTURE |  |  |  |  |  |  |  |  |  | **X** |
| ANCIENT HISTORY |  |  |  |  |  |  |  | **X** |  |  |
| BIOLOGY |  |  |  |  |  |  | **X** |  |  |  |
| BUSINESS STUDIES |  |  |  |  |  |  |  |  | **X** |  |
| CHEMISTRY |  |  |  |  |  |  |  |  |  | **X** |
| COMMUNITY AND FAMILY STUDIES |  |  |  |  |  |  |  | **X** |  |  |
| DESIGN AND TECHNOLOGY |  |  |  |  |  |  |  |  |  | **X** |
| ENGLISH STUDIES |  |  |  |  |  |  |  | **X** |  |  |
| ENGLISH STANDARD |  |  |  |  |  |  |  | **X** |  |  |
| ENGLISH ADVANCED |  |  |  |  |  |  |  | **X** |  |  |
| INDUSTRIAL TECHNOLOGY TIMBER |  |  |  |  |  |  | **X** |  |  |  |
| LEGAL STUDIES |  |  |  |  |  |  |  |  |  | **X** |
| MATHEMATICS STANDARD 1  (NON ATAR) |  |  |  |  |  |  |  |  | **X** |  |
| MATHEMATICS STANDARD 2 |  |  |  |  |  |  |  |  | **X** |  |
| MATHEMATICS ADVANCED |  |  |  |  |  |  |  |  | **X** |  |
| MATHEMATICS EXTENSION 1 |  |  |  |  |  |  |  |  | **X** |  |
| MODERN HISTORY |  |  |  |  |  |  | **X** |  |  |  |
| MUSIC |  |  |  |  |  |  |  |  |  | **X** |
| NUMERACY |  |  |  |  |  |  |  |  | **X** |  |
| PDHPE |  |  |  |  |  |  | **X** |  |  |  |
| PHYSICS |  |  |  |  |  |  |  | **X** |  |  |
| SPORT, LIFESTYLE AND RECREATION |  |  |  |  |  |  |  |  |  | **X** |
| VISUAL ARTS |  |  |  |  |  |  |  |  | **X** |  |
| WORK STUDIES |  |  |  |  |  |  |  | **X** |  |  |
| VET PRIMARY INDUSTRIES | **See Assessment Schedules at back of book for more assessment information for VET courses. Due dates for cluster tasks TBA. But all four VET course will have TRIAL HSC Exams in term 2 Week 9 & 10, 2025.** | | | | | | | | | |
| VET RETAIL SERVICES |
| VET HOSPITALITY |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**YEAR 12 – Term 1 Assessment Due Dates (2025)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B | WEEK  11A |
| AGRICULTURE |  |  |  |  |  | **X** |  |  |  |  |  |
| ANCIENT HISTORY |  |  |  |  |  | **X** |  |  |  |  |  |
| BIOLOGY |  |  |  |  |  |  |  |  | **X** |  |  |
| BUSINESS STUDIES |  |  |  |  |  |  |  | **X** |  |  |  |
| CHEMISTRY |  |  |  |  |  |  |  | **X** |  |  |  |
| COMMUNITY AND FAMILY STUDIES |  |  |  |  |  | **X** |  |  |  |  |  |
| DESIGN AND TECHNOLOGY |  |  |  |  |  | **X** |  |  |  |  |  |
| ENGLISH STUDIES |  |  |  |  |  |  |  |  |  |  | **X** |
| ENGLISH STANDARD |  |  |  |  |  |  |  |  |  |  | **X** |
| ENGLISH ADVANCED |  |  |  |  |  |  |  |  |  |  | **X** |
| INDUSTRIAL TECHNOLOGY TIMBER |  |  |  |  | **X** |  |  |  |  |  |  |
| LEGAL STUDIES |  |  |  |  |  | **X** |  |  |  |  |  |
| MATHEMATICS STANDARD 1 (NON ATAR) |  |  |  |  |  |  | **X** |  |  |  |  |
| MATHEMATICS STANDARD 2 |  |  |  |  |  |  | **X** |  |  |  |  |
| MATHEMATICS ADVANCED |  |  |  |  |  |  | **X** |  |  |  |  |
| MATHEMATICS EXTENSION 1 |  |  |  |  |  |  | **X** |  |  |  |  |
| MODERN HISTORY |  |  |  |  | **X** |  |  |  |  |  |  |
| MUSIC |  |  |  |  |  |  |  |  |  | **X** |  |
| NUMERACY |  |  |  |  |  |  | **X** |  |  |  |  |
| PDHPE |  |  |  |  |  |  |  | **X** |  |  |  |
| PHYSICS |  |  |  |  |  | **X** |  |  |  |  |  |
| SPORT, LIFESTYLE AND RECREATION |  |  |  |  |  | **X** |  |  |  |  |  |
| VISUAL ARTS |  |  |  |  |  |  |  |  |  |  |  |
| WORK STUDIES |  |  |  |  |  | **X** |  |  |  |  |  |
| VET PRIMARY INDUSTRIES |  | **See Assessment Schedules at back of book for more assessment information for VET courses. Due dates for cluster tasks TBA. But all four VET course will have TRIAL HSC Exams in term 2 Week 9 & 10, 2025.** | | | | | | | | | |
| VET RETAIL SERVICES |  |
| VET HOSPITALITY |  |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**YEAR 12 – Term 2 Assessment Due Dates (2025)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| AGRICULTURE |  |  | **X** |  |  | **COWRA** |  | **INTERUPTION FREE WEEK** | **XX** | **XX** |
| ANCIENT HISTORY |  |  |  |  | **X** |  | **XX** | **XX** |
| BIOLOGY |  |  |  |  |  |  | **XX** | **XX** |
| BUSINESS STUDIES |  |  |  |  |  |  | **XX** | **XX** |
| CHEMISTRY |  |  |  |  |  |  | **XX** | **XX** |
| COMMUNITY AND FAMILY STUDIES |  |  |  |  |  |  |  |  |
| DESIGN AND TECHNOLOGY |  |  |  |  |  | **X** | **XX** | **XX** |
| ENGLISH STUDIES |  |  |  |  |  |  | **XX** | **XX** |
| ENGLISH STANDARD |  |  |  |  |  |  | **XX** | **XX** |
| ENGLISH ADVANCED |  |  |  |  |  |  | **XX** | **XX** |
| INDUSTRIAL TECHNOLOGY TIMBER |  |  | **X** |  |  |  | **XX** | **XX** |
| LEGAL STUDIES |  |  | **X** |  |  |  | **XX** | **XX** |
| MATHEMATICS STANDARD 1 (NON ATAR) |  |  |  |  |  |  | **XX** | **XX** |
| MATHEMATICS STANDARD 2 |  |  |  |  |  |  | **XX** | **XX** |
| MATHEMATICS ADVANCED |  |  |  |  |  |  | **XX** | **XX** |
| MATHEMATICS EXTENSION 1 |  |  |  |  |  |  | **XX** | **XX** |
| MODERN HISTORY |  |  |  |  | **X** |  | **XX** | **XX** |
| MUSIC |  |  |  |  |  |  | **XX** | **XX** |
| NUMERACY |  |  |  |  |  | **X** |  |  |
| PDHPE |  |  |  | **X** |  |  | **XX** | **XX** |
| PHYSICS |  |  |  |  |  |  | **XX** | **XX** |
| SPORT, LIFESTYLE AND RECREATION |  |  |  |  |  | **X** |  |  |
| VISUAL ARTS |  |  |  | **X** |  |  | **XX** | **XX** |
| WORK STUDIES |  |  |  |  | **X** |  |  |  |
| VET PRIMARY INDUSTRIES |  | | | | |  | **XX** | **XX** |
| VET RETAIL SERVICES | **XX** | **XX** |
| VET HOSPITALITY | **XX** | **XX** |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**YEAR 12 – Term 3 Assessment Due Dates (2025)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| AGRICULTURE |  |  |  |  |  |  |  |  |  |  |
| ANCIENT HISTORY |  |  |  |  |  |  |  |  |  |  |
| BIOLOGY |  |  |  |  | **X** |  |  |  |  |  |
| BUSINESS STUDIES |  |  | **X** |  |  |  |  |  |  |  |
| CHEMISTRY |  |  |  |  | **X** |  |  |  |  |  |
| COMMUNITY AND FAMILY STUDIES |  |  | **X** |  |  |  |  |  |  |  |
| DESIGN AND TECHNOLOGY |  |  |  |  |  |  |  |  |  |  |
| ENGLISH STUDIES |  |  |  | **X** |  |  |  |  |  |  |
| ENGLISH STANDARD |  |  |  | **X** |  |  |  |  |  |  |
| ENGLISH ADVANCED |  |  |  | **X** |  |  |  |  |  |  |
| INDUSTRIAL TECHNOLOGY TIMBER |  | **X** |  |  |  |  |  |  |  |  |
| LEGAL STUDIES |  |  |  |  |  |  |  |  |  |  |
| MATHEMATICS STANDARD 1 (NON ATAR) |  |  |  | **X** |  |  |  |  |  |  |
| MATHEMATICS STANDARD 2 |  |  |  | **X** |  |  |  |  |  |  |
| MATHEMATICS ADVANCED |  |  |  | **X** |  |  |  |  |  |  |
| MATHEMATICS EXTENSION 1 |  |  |  | **X** |  |  |  |  |  |  |
| MODERN HISTORY |  |  |  |  |  |  |  |  |  |  |
| MUSIC |  |  | **X** |  |  |  |  |  |  |  |
| NUMERACY |  |  |  | **X** |  |  |  |  |  |  |
| PDHPE |  |  |  |  |  |  |  |  |  |  |
| PHYSICS |  |  | **X** |  |  |  |  |  |  |  |
| SPORT, LIFESTYLE AND RECREATION |  |  |  |  | **X** |  |  |  |  |  |
| VISUAL ARTS |  |  | **X** |  |  |  |  |  |  |  |
| WORK STUDIES |  |  | **X** |  |  |  |  |  |  |  |
| VET PRIMARY INDUSTRIES | **See Assessment Schedules at back of book for more assessment information for VET courses. Due dates for cluster tasks TBA. But all four VET course will have TRIAL HSC Exams in term 2 Week 9 & 10, 2025.** | | | | | | | | | |
| VET RETAIL SERVICES |
| VET HOSPITALITY |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**ASSESSMENT SCHEDULES**

**BY**

**SUBJECTS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **HSC ASSESSMENT TASK GRID**  **AGRICULTURE** | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | **40%** | **40%** | **20%** | **DUE DATE** |
| H1.1 | H2.1 | H2.2 | H3.1 | H3.2 | H3.3 | H3.4 | H4.1 | H5.1 | KNOWLEDGE & UNDERSTANDING | KNOWLEDGE UNDERSTANDING & SKILLS REQUIRED TO MANAGE AGRICULTURAL PRODUCTION  SYSTEMS | SKILLS IN EFFECTIVE RESEARCH, EXPERIMENTATION & COMMUNICATION |
| First-hand investigation: Effects of Light on Plant Growth | **X** | **X** |  |  |  |  |  | **X** |  | 5 | 10 | 5 | Term 4  Week 10  2024 |
| Soil Classification Task and Whole Farm  Planning Scenario | **X** | **X** |  |  |  |  |  | **X** |  | 10 | 10 | 5 | Term 1  Week 6 |
| Research Assessment: Elective Unit |  |  |  |  |  |  | **X** | **X** | **X** | 5 | 10 | 10 | Term 2  Week 2 |
| Trial HSC Examination | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  | 20 | 10 |  | Term 2  Weeks 9-10 |
|  | | | | | | | | | | | | | |
| H1.1 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1  H5.1 | Explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production. Describes the inputs, processes and interactions of plant production systems.  Describes the inputs, processes and interactions of animal production systems.  Assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products. Critically assesses the marketing of a plant OR animal product critically.  Examines the technologies and technological innovations employed in the production and marketing of agricultural products. Evaluates the management of the processes in agricultural systems.  Justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations.  evaluates the impact of innovation, ethics and current issues on Australian agricultural systems. | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **ANCIENT HISTORY** | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **40%** | **20%** | **20%** | **20%** | **DUE DATE** |
| AH12-1 | AH12-2 | AH12-3 | AH12-4 | AH12-5 | AH12-6 | AH12-7 | AH12-8 | AH12-9 | AH12-10 | KNOWLEDGE | SOURCE BASED SKILLS | HISTORICAL INQUIRY & RESEARCH | COMMUNICATION |
| Ancient Society Multimedia Presentation |  |  | **X** |  |  |  |  |  | **X** |  | 10 | 5 | 10 |  | Term 4 Week 8  2024 |
| Historical Period In Class Written Task |  |  |  |  |  |  |  |  | **X** |  | 10 | 5 |  | 10 | Term 1 Week 6 |
| Cities of Vesuvius Historical Analysis |  |  |  |  | **X** | **X** |  | **X** |  |  | 10 | 5 | 10 |  | Term 2 Week 5 |
| Trial HSC Examination | **X** | **X** |  |  |  |  | **X** |  |  | **X** | 10 | 5 |  | 10 | Term 2 Weeks  9-10 |
|  | | | | | | | | | | | | | | | | |
| AH 12-1 | Accounts for the nature of continuity and change in the ancient world. | | | | | | | | | | | | | | |
| AH 12-2 | Proposes arguments about the varying causes and effects of events and developments. | | | | | | | | | | | | | | |
| AH 12-3 | Evaluates the role of historical features, individuals and groups in shaping the past. | | | | | | | | | | | | | | |
| AH 12-4 | Analyses the different perspectives of individuals and groups in their historical context. | | | | | | | | | | | | | | |
| AH 12-5 | Assess the significance of historical features, people, places, events and developments of the ancient world. | | | | | | | | | | | | | | |
| AH 12-6 | Analyses and interprets different types of sources of evidence to support an historical account or argument. | | | | | | | | | | | | | | |
| AH 12-7 | Discusses and evaluates differing interpretations and representations of the past. | | | | | | | | | | | | | | |
| AH 12-8 | Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources | | | | | | | | | | | | | | |
| AH 12-9 | Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms. | | | | | | | | | | | | | | |
| AH 12-10 | Analyses issues relating to the ownership, custodianship and conservation of the ancient past. | | | | | | | | | | | | | | |

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| **Year 12 ASSESSMENT TASK GRID**  **BIOLOGY** | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | **40%** | **60%** | **DUE**  **DATE** |
| BIO  12-1 | BIO  12-2 | BIO  12-3 | BIO  12-4 | BIO  12-5 | BIO  12-6 | BIO  12-7 | BIO  12-12 | BIO  12-13 | BIO  12-14 | BIO  12-15 | KNOWLEDGE & UNDERSTANDING | SKILLS IN WORKING SCIENTIFICALLY |
| Scientific Investigation | **X** | **X** | **X** |  |  |  |  | **X** |  |  |  | 15 | 10 | Term 4  Week 7  2024 |
| Secondary Source Investigation |  |  |  | **X** | **X** |  |  |  | **X** |  |  | 5 | 20 | Term 1  Week 9 |
| Trial HSC Examination |  |  |  |  |  | **X** |  | **X** | **X** | **X** |  | 10 | 20 | Term 2  Weeks 9-10 |
| Depth Study | **X** |  |  |  | **X** | **X** | **X** |  | **X** |  | **X** | 10 | 10 | Term 3  Week 5 |
|  | | | | | | | | | | | | | | |
| Bio12-1 | Develops and evaluates questions and hypotheses for scientific investigation. | | | | | | | | | | | | | |
| Bio12-2 | Designs and evaluates investigations in order to obtain primary and secondary data and information. | | | | | | | | | | | | | |
| Bio12-3 | Conducts investigations to collect valid and reliable primary and secondary data and information. | | | | | | | | | | | | | |
| Bio12-4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media. | | | | | | | | | | | | | |
| Bio12-5 | Analyses and evaluates primary and secondary data and information. | | | | | | | | | | | | | |
| Bio12-6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes. | | | | | | | | | | | | | |
| Bio12-7 | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose. | | | | | | | | | | | | | |
| Bio12-12 | Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species. | | | | | | | | | | | | | |
| Bio12-13 | Explains natural genetic change and the use of genetic technologies to induce genetic change. | | | | | | | | | | | | | |
| Bio12-14 | Analyses infectious disease in terms of cause, transmission, management and the organism’s response, including the human immune system. | | | | | | | | | | | | | |
| Bio12-15 | Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease. | | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **BUSINESS STUDIES** | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **40%** | **20%** | **20%** | **20%** | **DUE DATE** |
| H1 | H2 | H3 | H4 | H5 | H6 | H7 | H8 | H9 | H10 | KNOWLEDGE & UNDERSTANDING | STIMULUS BASED SKILLS | INQUIRY & RESEARCH | COMMUNICATION OF BUSINESS IDEAS |
| Operations: Extended Response | **X** |  | **X** |  |  |  |  |  | **X** |  | 10 | 5 | 5 | 5 | Term 4  Week 9  2024 |
| Finance: In Class Task |  |  |  |  | **X** |  |  |  |  | **X** | 5 | 5 | 10 | 5 | Term 1 Week 8 |
| Trial HSC Examination |  | **X** |  | **X** |  |  |  | **X** |  |  | 15 | 10 |  | 5 | Term 2  Weeks 9-10 |
| Marketing: Multimedia Presentation |  |  |  |  |  | **X** | **X** |  |  |  | 10 |  | 5 | 5 | Term 3  Week 3 |
|  | | | | | | | | | | | | | | | | |
| H1 | Critically analyses the role of business in Australia and globally. | | | | | | | | | | | | | | |
| H2 | Evaluates management strategies in response to changes in internal and external influences. | | | | | | | | | | | | | | |
| H3 | Discusses the social and ethical responsibilities of management. | | | | | | | | | | | | | | |
| H4 | Analyses business functions and processes in large and global businesses. | | | | | | | | | | | | | | |
| H5 | Explains management strategies and their impact on businesses. | | | | | | | | | | | | | | |
| H6 | Evaluates the effectiveness of management in the performance of businesses. | | | | | | | | | | | | | | |
| H7 | Plans and conducts investigations into contemporary business issues. | | | | | | | | | | | | | | |
| H8 | Organises and evaluates information for actual and hypothetical business situations. | | | | | | | | | | | | | | |
| H9 | Communicates business information, issues and concepts in appropriate formats. | | | | | | | | | | | | | | |
| H10 | Applies mathematical concepts appropriately in business situations. | | | | | | | | | | | | | | |

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| **Year 12 ASSESSMENT TASK GRID**  **CHEMISTRY** | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | **40%** | **60%** | **DUE**  **DATE** |
| CH  12-1 | CH  12-2 | CH  12-3 | CH  12-4 | CH  12-5 | CH  12-6 | CH  12-7 | CH  12-12 | CH  12-13 | CH  12-14 | CH  12-15 | KNOWLEDGE & UNDERSTANDING | SKILLS IN WORKING SCIENTIFICALLY |
| Organic Chemistry Research Task |  |  |  | **X** | **X** |  | **X** |  |  | **X** |  | 5 | 15 | Term 4  Week 10  2024 |
| Depth Study: Acid & Bases | **X** | **X** | **X** |  |  |  | **X** |  | **X** |  |  | 5 | 20 | Term 1  Week 8 |
| Trial HSC Examination |  |  |  |  |  | **X** |  | **X** | **X** | **X** |  | 20 | 10 | Term 2  Weeks 9-10 |
| Scientific Investigation |  | **X** | **X** |  | **X** |  |  |  |  |  | **X** | 10 | 15 | Term 3  Week 5 |
|  | | | | | | | | | | | | | | |
| CH12-1 | Develops and evaluates questions and hypotheses for scientific investigation. | | | | | | | | | | | | | |
| CH12-2 | Designs and evaluates investigations in order to obtain primary and secondary data and information. | | | | | | | | | | | | | |
| CH12-3 | Conducts investigations to collect valid and reliable primary and secondary data and information. | | | | | | | | | | | | | |
| CH12-4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media. | | | | | | | | | | | | | |
| CH12-5 | Analyses and evaluates primary and secondary data and information. | | | | | | | | | | | | | |
| CH12-6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes. | | | | | | | | | | | | | |
| CH12-7 | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose. | | | | | | | | | | | | | |
| CH12-12 | Explains the characteristics of equilibrium systems, and the factors that affect these systems. | | | | | | | | | | | | | |
| CH12-13 | Describes, explains and quantitatively analyses acids and bases using contemporary models. | | | | | | | | | | | | | |
| CH12-14 | Analyses the structure of, and predicts reactions involving, carbon compounds. | | | | | | | | | | | | | |
| CH12-15 | Describes and evaluates chemical systems used to design and analyse chemical processes. | | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **COMMUNITY AND FAMILY STUDIES** | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | **40%** | **60%** | **DUE**  **DATE** |
| H1.1 | H2.1 | H2.2 | H2.3 | H3.1 | H3.2 | H3.3 | H3.4 | H4.1 | H4.2 | H5.1 | H5.2 | H6.1 | KNOWLEDGE & UNDERSTANDING | SKILLS IN CRITICAL THINKING, RESEARCH METHODOLOGY, ANALYSING & COMMUNICATING |
| Independent Research Written Task |  |  |  |  |  |  |  |  | **X** | **X** |  |  |  |  | 20 | Term 4  Week 8  2024 |
| Groups in Context Research Written Task | **X** |  | **X** |  |  |  | **X** |  |  |  | **X** |  |  | 10 | 15 | Term 1  Week 6 |
| Trial HSC Examination |  |  |  | **X** | **X** | **X** |  | **X** |  |  |  | **X** |  | 20 | 10 | Term 2  Weeks 9-10 |
| Parenting & Caring Written Response |  | **X** |  |  |  |  |  |  |  |  |  |  | **X** | 10 | 15 | Term 3  Week 3 |
|  | | | | | | | | | | | | | | | | |
| H1.1 | Analyses the effects of resource management on the wellbeing of individuals, groups, families & communities. | | | | | | | | | | | | | | | |
| H2.1 | Analyses different approaches to parenting & caring relationship. | | | | | | | | | | | | | | | |
| H2.2 | Evaluates strategies to contribution to positive relationship & the wellbeing of individuals, groups, families & communities. | | | | | | | | | | | | | | | |
| H2.3 | Critically examines how individual rights & responsibilities in various environments contribute to wellbeing. | | | | | | | | | | | | | | | |
| H3.1 | Analyses the sociocultural factors that lead to special needs of individuals in groups. | | | | | | | | | | | | | | | |
| H3.2 | Evaluates networks available to individuals, groups & families within communities. | | | | | | | | | | | | | | | |
| H3.3 | Critically analyses the role of policy & community structures in supporting diversity. | | | | | | | | | | | | | | | |
| H3.4 | Critically evaluates the impact of social, legal & technological change on individuals, groups, families & communities. | | | | | | | | | | | | | | | |
| H4.1 | Justifies and applies appropriate research methodologies. | | | | | | | | | | | | | | | |
| H4.2 | Communicates ideas, debates issues & justifies opinions. | | | | | | | | | | | | | | | |
| H5.1 | Proposes management strategies to enable individuals and groups to satisfy their specific needs & to ensure equitable access to resources. | | | | | | | | | | | | | | | |
| H5.2 | Develops strategies for managing multiple roles and demands of family, work and other environments. | | | | | | | | | | | | | | | |
| H6.1 | Analyses how the empowerment of women & men influences the way they function within society. | | | | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **DESIGN AND TECHNOLOGY** | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | **40%** | **60%** | **DUE**  **DATE** |
| H1.1 | H1.2 | H2.1 | H2.2 | H3.1 | H3.2 | H4.1 | H4.2 | H4.3 | H5.1 | H5.2 | H6.1 | H6.2 | INNOVATION AND EMERGING TECHNOLOGIES | DESIGNING AND PRODUCING |
| Innovation & Emerging Technology Case Study |  |  | **X** | **X** | **X** |  |  |  |  |  | **X** |  | **X** | 20 |  | Term 4  Week 10  2024 |
| Design Task  (in class) | **X** |  |  |  |  | **X** | **X** |  |  |  |  |  |  |  | 20 | Term 1  Week 6 |
| Presentation Major Design Project |  | **X** |  |  |  |  |  | **X** | **X** | **X** |  | **X** |  |  | 30 | Term 2  Week 7 |
| Trial HSC Examination | **X** |  | **X** |  |  |  |  |  |  |  |  |  | **X** | 20 | 10 | Term 2  Weeks 9-10 |
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| H1.1 | Critically analyses the factors affecting design and the development and success of design projects. | | | | | | | | | | | | | | | |
| H1.2 | Relates the practices and processes of designers and producers to the major design project. | | | | | | | | | | | | | | | |
| H2.1 | Explains the influence of trends in society on design and production. | | | | | | | | | | | | | | | |
| H2.2 | Evaluates the impact of design and innovation on society and the environment. | | | | | | | | | | | | | | | |
| H3.1 | Analyses the factors that influence innovation and the success of innovation. | | | | | | | | | | | | | | | |
| H3.2 | Uses creative and innovative approaches in designing and producing. | | | | | | | | | | | | | | | |
| H4.1 | Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project. | | | | | | | | | | | | | | | |
| H4.2 | Selects and uses resources responsibly and safely to realise a quality major design project. | | | | | | | | | | | | | | | |
| H4.3 | Evaluates the processes undertaken and the impacts of the major design project. | | | | | | | | | | | | | | | |
| H5.1 | Manages the development of a quality major design project. | | | | | | | | | | | | | | | |
| H5.2 | Selects and uses appropriate research methods and communication techniques. | | | | | | | | | | | | | | | |
| H6.1 | Justifies technological activities undertaken in the major design project through the study of industrial and commercial practices. | | | | | | | | | | | | | | | |
| H6.2 | Critically assesses the emergence and impact of new technologies, and the factors affecting their development. | | | | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **ENGLISH STUDIES** | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **50%** | **50%** | **DUE**  **DATE** |
| ES12-1 | ES12-2 | ES12-3 | ES12-4 | ES12-5 | ES12-6 | ES12-7 | ES12-8 | ES12-9 | ES12-10 | KNOWLEDGE & UNDERSTANDING | SKILLS IN:  COMPREHENDING TEXTS COMMUNICATION IDEAS  USING LANGUAGE ACCURATELY, APPROPRIATELY & EFFECTIVELY |
| Texts and Human Experience  Written Task |  |  | **X** | **X** |  |  |  |  | **X** |  | 10 | 15 | Term 4  Week 8  2024 |
| On The Road  Multi-Modal Task |  | **X** | **X** |  |  | **X** | **X** |  |  |  | 15 | 10 | Term 1  Week 11 |
| Trial HSC Examination | **X** |  |  |  |  |  | **X** | **X** | **X** |  | 10 | 10 | Term 2  Weeks 9-10 |
| Portfolio Task |  |  |  | **X** | **X** |  |  |  |  | **X** | 15 | 15 | Term 3  Week 4 |
|  | | | | | | | | | | | | | | |
| ES12-1 | Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes. | | | | | | | | | | | | |
| ES12-2 | Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts. | | | | | | | | | | | | |
| ES12-3 | Accesses, comprehends and uses information to communicate in a variety of ways. | | | | | | | | | | | | |
| ES12-4 | Composes proficient texts in different forms. | | | | | | | | | | | | |
| ES12-5 | Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences. | | | | | | | | | | | | |
| ES12-6 | Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes. | | | | | | | | | | | | |
| ES12-7 | Represents own ideas in critical, interpretive and imaginative texts. | | | | | | | | | | | | |
| ES12-8 | Understands and explains the relationships between texts. | | | | | | | | | | | | |
| ES12-9 | Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences. | | | | | | | | | | | | |
| ES12-10 | Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner. | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **ENGLISH STANDARD** | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | **50%** | **50%** | **DUE**  **DATE** |
| EN12-1 | EN12 -2 | EN12-3 | EN12-4 | EN12-5 | EN12-6 | EN12-7 | EN12-8 | EN12-9 | KNOWLEDGE & UNDERSTANDING | SKILLS IN RESPONDING TO TEXTS & COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE & CONTEXT ACROSS ALL MODES |
| Texts & Human Experiences  Multi-Modal Task |  | **X** |  | **X** |  | **X** |  |  |  | 15 | 10 | Term 4  Week 8  2024 |
| Language Identity & Culture  Analytical Written Task |  |  | **X** |  |  |  | **X** | **X** |  | 10 | 10 | Term 1  Week 11 |
| Trial HSC Examination | **X** |  | **X** |  | **X** |  |  |  |  | 15 | 15 | Term 2  Weeks 9-10 |
| Craft of Writing Creative and Reflective Task | **X** |  |  | **X** |  |  |  |  | **X** | 10 | 15 | Term 3  Week 4 |
|  | | | | | | | | | | | | | |
| **EN12-1** | Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. | | | | | | | | | | | |
| EN12-2 | Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies. | | | | | | | | | | | |
| EN12-3 | Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning. | | | | | | | | | | | |
| EN12-4 | Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts. | | | | | | | | | | | |
| EN12-5 | Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments. | | | | | | | | | | | |
| EN12-6 | Investigates and explains the relationships between texts. | | | | | | | | | | | |
| EN12-7 | Explains and evaluates the diverse ways texts can represent personal and public worlds. | | | | | | | | | | | |
| EN12-8 | Explains and assesses cultural assumptions in texts and their effects on meaning. | | | | | | | | | | | |
| EN12-9 | Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner. | | | | | | | | | | | |

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| **P-0HSC ASSESSMENT TASK GRID**  **ENGLISH ADVANCED** | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | **50%** | **50%** | **DUE**  **DATE** |
| EA12-1 | EA12-2 | EA12-3 | EA12-4 | EA12-5 | EA12-6 | EA12-7 | EA12-8 | EA12-9 | KNOWLEDGE & UNDERSTANDING | SKILLS IN RESPONDING TO TEXTS & COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE & CONTEXT ACROSS ALL MODES |
| Texts & the Human Experience  Multi-Modal Task |  | **X** |  | **X** |  | **X** |  |  |  | 15 | 10 | Term 4  Week 8  2024 |
| Textual Conversations  Analytical Written Task |  |  | **X** |  |  | **X** |  | **X** |  | 10 | 10 | Term 1  Week 11 |
| Trial HSC Examination | **X** |  | **X** |  | **X** |  | **X** |  |  | 15 | 15 | Term 2  Weeks 9-10 |
| The Craft of Writing Creative & Reflective Task | **X** |  |  | **X** |  |  |  |  | **X** | 10 | 15 | Term 3  Week 4 |
|  | | | | | | | | | | | | |
| EA12-1 | Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. | | | | | | | | | | | |
| EA12-2 | Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies | | | | | | | | | | | |
| EA12-3 | Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning. | | | | | | | | | | | |
| EA12-4 | Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts. | | | | | | | | | | | |
| EA12-5 | Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments. | | | | | | | | | | | |
| EA12-6 | Investigates and evaluates the relationships between texts. | | | | | | | | | | | |
| EA12-7 | Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued. | | | | | | | | | | | |
| EA12-8 | Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning. | | | | | | | | | | | |
| EA12-9 | Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner. | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **INDUSTRIAL TECHNOLOGY TIMBER** | | | | | | | | | | | | | | | | | | | | |
| **TASK** | | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | **40%** | **60%** | **DUE**  **DATE** |
| H1.1 | H1.2 | H1.3 | H2.1 | H3.1 | H3.2 | H3.3 | H4.1 | H4.2 | H4.3 | H5.1 | H5.2 | H6.1 | H6.2 | H7.1 | H7.2 | KNOWLEDGE & UNDERSTANDING | KNOWLEDGE & SKILLS IN MANAGEMENT, COMMUNICATION & PRODUCTION OF PRODUCTS |
| Design & Planning: Project Proposal | |  | **X** |  | **X** |  |  | **X** |  |  |  |  | **X** |  | **X** |  |  |  | 30 | Term 4  Week 7  2024 |
| Industry Study: Written Report | | **X** |  | **X** |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** | 20 |  | Term 1  Week 5 |
| Trial HSC Examination | |  |  |  |  |  |  |  |  |  | **X** |  |  | **X** |  |  |  | 15 | 15 | Term 2  Weeks 9-10 |
| Manufacturing: Practical & Written Task | |  |  |  |  | **X** | **X** |  | **X** | **X** |  | **X** |  |  |  |  |  | 5 | 15 | Term 2  Week 3 |
|  |  | | | | | | | | | | | | | | | | | | | | |
| H1.1  H1.2 | | Investigates industry through the study of businesses in one focus area.  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 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. | | | | | | | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **LEGAL STUDIES** | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **60%** | **20%** | **20%** | **DUE**  **DATE** |
| H1 | H2 | H3 | H4 | H5 | H6 | H7 | H8 | H9 | H10 | KNOWLEDGE & UNDERSTANDING | INQUIRY &  RESEARCH | COMMUNICATION |
| Human Rights In Class Task | **X** |  | **X** |  | **X** |  |  |  |  |  | 10 | 5 | 5 | Term 4  Week 10  2024 |
| World Order: Extended Response |  |  |  | **X** |  |  |  | **X** |  |  | 10 | 10 | 5 | Term 1  Week 6 |
| Crime Media File & Response |  |  |  |  |  |  | **X** |  | **X** |  | 15 | 5 | 5 | Term 2  Week 3 |
| Trial HSC Examination |  | **X** |  |  |  | **X** |  |  |  | **X** | 25 |  | 5 | Term 2  Weeks 9-10 |
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| H1 | Identifies and applies legal concepts and terminology. | | | | | | | | | | | | | |
| H2 | Describes and explains key features of and the relationship between Australian and international law. | | | | | | | | | | | | | |
| H3 | Analyses the operation of domestic and international legal systems. | | | | | | | | | | | | | |
| H4 | Evaluates the effectiveness of the legal system in addressing issues. | | | | | | | | | | | | | |
| H5 | Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change. | | | | | | | | | | | | | |
| H6 | Assesses the nature of the interrelationship between the legal system and society. | | | | | | | | | | | | | |
| H7 | Evaluates the effectiveness of the law in achieving justice. | | | | | | | | | | | | | |
| H8 | Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents. | | | | | | | | | | | | | |
| H9 | Communicates legal information using well-structured and logical arguments. | | | | | | | | | | | | | |
| H10 | Analyses differing perspectives and interpretations of legal information and issues. | | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **MATHEMATICS STANDARD 1** | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **50%** | **50%** | **DUE**  **DATE** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | UNDERSTANDING FLUENCY & COMMUNICATION | PROBLEM SOLVING, REASONING & JUSTIFICATION |
| Networks Investigation |  |  |  |  |  |  |  | **X** |  | **X** | 10 | 10 | Term 4  Week 9  2024 |
| In Class Test: Finance & Data |  | **X** |  |  | **X** |  | **X** |  |  |  | 15 | 15 | Term 1  Week 7 |
| Trial HSC Examination | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | 15 | 15 | Term 2  Weeks 9-10 |
| Multimedia Assignment: Linear Modelling | **X** |  |  |  |  | **X** |  |  | **X** | **X** | 10 | 10 | Term 3  Week 4 |
|  | | | | | | | | | | | | | | |
| MS1-12-1 | Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts. | | | | | | | | | | | | |
| MS1-12-2 | Analyses representations of data in order to make predictions and draw conclusions. | | | | | | | | | | | | |
| MS1-12-3 | Interprets the results of measurements and calculations and makes judgements about their reasonableness. | | | | | | | | | | | | |
| MS1-12-4 | Analyses simple two-dimensional and three-dimensional models to solve practical problems. | | | | | | | | | | | | |
| MS1-12-5 | Makes informed decisions about financial situations likely to be encountered post-school. | | | | | | | | | | | | |
| MS1-12-6 | Represents the relationships between changing quantities in algebraic and graphical forms. | | | | | | | | | | | | |
| MS1-12-7 | Solves problems requiring statistical processes. | | | | | | | | | | | | |
| MS1-12-8 | Applies network techniques to solve network problems. | | | | | | | | | | | | |
| MS1-12-9 | Chooses and uses appropriate technology effectively and recognises appropriate times for such use. | | | | | | | | | | | | |
| MS1-12-10 | Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others. | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **MATHEMATICS STANDARD 2** | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **50%** | **50%** | **DUE**  **DATE** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | UNDERSTANDING, FLUENCY & COMMUNICATION | PROBLEM SOLVING, REASONING & JUSTIFICATION |
| Networks Investigation |  |  |  |  |  |  |  | **X** | **X** | **X** | 10 | 10 | Term 4  Week 9  2024 |
| Finance & Trigonometry in class test |  |  | **X** | **X** | **X** |  |  |  |  | **X** | 15 | 15 | Term 1  Week 7 |
| Trial HSC Examination | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | 15 | 15 | Term 2  Weeks 9-10 |
| Multimedia Assignment: Linear Modelling | **X** |  |  |  |  | **X** |  |  | **X** | **X** | 10 | 10 | Term 3  Week 4 |
|  | | | | | | | | | | | | | | |
| MS2-12-1 | Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts. | | | | | | | | | | | | |
| MS2-12-2 | Analyses representations of data in order to make inferences, predictions and draw conclusions. | | | | | | | | | | | | |
| MS2-12-3 | Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate. | | | | | | | | | | | | |
| MS2-12-4 | Analyses two-dimensional and three-dimensional models to solve practical problems. | | | | | | | | | | | | |
| MS2-12-5 | Makes informed decisions about financial situations, including annuities and loan repayments. | | | | | | | | | | | | |
| MS2-12-6 | Solves problems by representing the relationships between changing quantities in algebraic and graphical forms. | | | | | | | | | | | | |
| MS2-12-7 | Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data. | | | | | | | | | | | | |
| MS2-12-8 | Solves problems using networks to model decision-making in practical problems. | | | | | | | | | | | | |
| MS2-12-9 | Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use. | | | | | | | | | | | | |
| MS2-12-10 | Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response. | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **MATHEMATICS ADVANCED** | | | | | | | | | | | | | | |
| **TASK** | | **SYLLABUS OUTCOMES** | | | | | | | | | | **50%** | **50%** | **DUE**  **DATE** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | CONCEPTS, SKILLS & TECHNOLOGIES | REASONING & COMMUNICATION |
| Investigative Project | | **X** |  |  |  | **X** |  |  |  | **X** |  | 10 | 10 | Term 4  Week 9  2024 |
| In Class Test | |  |  | **X** | **X** |  |  | **X** |  |  | **X** | 15 | 15 | Term 1  Week 7 |
| Trial HSC Examination | | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | 15 | 15 | Term 2  Weeks 9-10 |
| Investigative Project | |  | **X** |  | **X** |  |  |  |  | **X** | **X** | 10 | 10 | Term 3  Week 4 |
|  |
| MA12-1  MA12-2  MA12-3  MA12-4  MA12-5  MA12-6  MA12-7  MA12-8  MA12-9  MA12-10 | | Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts.  Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques.  Applies calculus techniques to model and solve problems.  Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems.  Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs.  Applies appropriate differentiation methods to solve problems.  Applies the concepts and techniques of indefinite and definite integrals in the solution of problems.  Solves problems using appropriate statistical processes.  Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use.  Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context. | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **MATHEMATICS EXTENSION 1** | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | **50%** | **50%** | **DUE**  **DATE** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | CONCEPTS, SKILLS & TECHNOLOGIES | REASONING & COMMUNICATION |
| Vectors Investigative Project |  | **X** |  |  |  | **X** | **X** | 10 | 10 | Term 4  Week 9  2024 |
| Binomial Distribution & Induction: Skills & Application Task | **X** |  |  |  | **X** |  |  | 10 | 10 | Term 1  Week 7 |
| Trial HSC Examination | **X** | **X** | **X** | **X** | **X** |  |  | 15 | 15 | Term 2  Weeks 9-10 |
| In class Written Test | **X** |  |  | **X** |  |  | **X** | 15 | 15 | Term 3  Week 5 |
|  | | | | | | | | | | | |
| ME12-1 | Applies techniques involving proof or calculus to model and solve problems. | | | | | | | | | |
| ME12-2 | Applies concepts and techniques involving vectors and projectiles to solve problems. | | | | | | | | | |
| ME12-3 | Applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations. | | | | | | | | | |
| ME12-4 | Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution. | | | | | | | | | |
| ME12-5 | Applies appropriate statistical processes to present, analyse and interpret data. | | | | | | | | | |
| ME12-6 | Chooses and uses appropriate technology to solve problems in a range of contexts. | | | | | | | | | |
| ME12-7 | Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms. | | | | | | | | | |
| NOTE: As this is an extension course the final HSC mark submitted to the NESA will be out of 50 and not 100 like all other courses. | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **MODERN HISTORY** | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | **40%** | **20%** | **20%** | **20%** | **DUE DATE** |
| MH12-1 | MH12-2 | MH12-3 | MH12-4 | MH12-5 | MH12-6 | MH12-7 | MH12-8 | MH12-9 | KNOWLEDGE | SOURCE BASED SKILLS | HISTORICAL INQUIRY & RESEARCH | COMMUNICATION |
| Core: Power & Authority in the Modern World 1919-1946: Extended Response |  |  |  | **X** | **X** |  |  |  |  | 10 | 5 | 5 | 5 | Term 4 Week 7  2024 |
| National Study: Historical analysis |  |  |  |  |  | **X** | **X** |  |  | 10 | 5 | 5 | 5 | Term 1 Week 5 |
| Peace and Conflict Presentation |  |  | **X** |  |  |  |  | **X** |  | 5 |  | 10 | 5 | Term 2  Week 5 |
| Trial HSC Examination | **X** | **X** |  |  |  |  |  |  | **X** | 15 | 10 |  | 5 | Term 2  Weeks 9-10 |
|  | | | | | | | | | | | | | | |
| MH21-1 | 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 | Analyse 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. | | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **MUSIC** | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | **10%** | **10%** | **10%** | **25%** | **45%** | **DUE DATE** |
| H1 | H2 | H3 | H4 | H5 | H6 | H7 | H8 | H9 | H10 | H11 | Performance | Composition | Musicology | Aural | Electives |
| Core Performance and Interview | **X** |  |  | **X** |  |  |  |  | **X** | **X** | **X** | 10 |  |  | 10 |  | Term 4  Week 10  2024 |
| Composition Portfolio |  | **X** | **X** |  | **X** | **X** | **X** |  |  |  |  |  | 10 | 10 |  |  | Term 1  Week 10 |
| Trial HSC Elective 1\* and Aural Examination |  |  |  | **X** |  | **X** |  | **X** |  |  |  |  |  |  | 15 | 15 | Term 2  Weeks 9-10 |
| Elective 2\* & Elective 3\* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 30 | Term 3  Week 3 |

\*Please note that outcomes for electives depend on the elective they choose.

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| H1 | Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble. |
| H2 | Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied. |
| H3 | Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied. |
| H4 | Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles. |
| H5 | Critically evaluates and discusses performances and compositions. |
| H6 | Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening. |
| H7 | Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied. |
| H8 | Identifies, recognises, experiments with, and discusses the use and effects of technology in music. |
| H9 | Performs as a means of self-expression and communication. |
| H10 | Demonstrates a willingness to participate in performance, composition, musicology and aural activities. |
| H11 | Demonstrates a willingness to accept and use constructive criticism. |

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| **HSC ASSESSMENT TASK GRID**  **NUMERACY** | | | | | | | | | | | | | | | | |
| **TASK** | | **SYLLABUS OUTCOMES** | | | | | | | | | | | **50%** | **50%** | | **DUE DATE** |
| N6  1.1 | N6  1.2 | N6  1.3 | N6  2.1 | N6  2.2 | N6  2.3 | N6  2.4 | N6  2.5 | N6  2.6 | N6  3.1 | N6  3.2 | UNDERSTANDING FLUENCY & COMMUNICATION | | PROBLEM SOLVING, REASONING & JUSTIFICATION |
| Investigative Assignment | |  |  |  | **X** |  | **X** | **X** | **X** |  | **X** |  | 10 | | 15 | Term 4  Week 9  2024 |
| Investigative Assignment | |  |  | **X** |  | **X** |  |  | **X** |  |  | **X** | 10 | | 10 | Term 1  Week 7 |
| Investigative Assignment | | **X** |  |  |  |  | **X** |  | **X** |  | **X** |  | 15 | | 10 | Term 2  Week 7 |
| Investigative Assignment | | **X** | **X** |  |  |  |  |  |  | **X** | **X** | **X** | 15 | | 15 | Term 3  Week 4 |
|  | | | | | | | | | | | | | | | | | |
| N6-1.1 | Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts | | | | | | | | | | | | | | | |
| N6-1.2 | Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems | | | | | | | | | | | | | | | |
| N6-1.3 | Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions | | | | | | | | | | | | | | | |
| N6-2.1 | Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems | | | | | | | | | | | | | | | |
| N6-2.2 | Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature | | | | | | | | | | | | | | | |
| N6-2.3 | Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability | | | | | | | | | | | | | | | |
| N6-2.4 | Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance | | | | | | | | | | | | | | | |
| N6-2.5 | Chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design | | | | | | | | | | | | | | | |
| N6-2.6 | Chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations | | | | | | | | | | | | | | | |
| N6-3.1 | Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts | | | | | | | | | | | | | | | |
| N6-3.2 | Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts | | | | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION** | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | **40%** | **60%** | **DUE**  **DATE** |
| H1 | H2 | H3 | H4 | H5 | H7 | H8 | H9 | H10 | H11 | H13 | H14 | H15 | H16 | H17 | KNOWLEDGE & UNDERSTANDING | SKILLS IN CRITICAL THINKING, RESEARCH, ANALYSIS & COMMUNICATION |
| Factors Affecting Performance Video Evaluation Task |  |  |  |  |  | **X** | **X** |  |  |  |  |  |  |  |  | 10 | 10 | Term 4  Week 7  2024 |
| Applying Sports Medicine Task |  |  |  |  |  |  |  |  | **X** | **X** | **X** |  |  | **X** | **X** | 10 | 15 | Term 1  Week 8 |
| Health Priorities Research Task | **X** | **X** | **X** |  |  |  |  |  |  |  |  |  | **X** | **X** |  | 10 | 15 | Term 2  Week 4 |
| Trial HSC Examination | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | 10 | 20 | Term 2  Weeks 9-10 |
|  | | | | | | | | | | | | | | | | | | | | |
| H1 | Describes the nature and justifies the choice of Australia’s health priorities. | | | | | | | | | | | | | | | | | | |
| H2 | Analyses and explains the health status of Australians in terms of current trends and groups most at risk. | | | | | | | | | | | | | | | | | | |
| H3 | Analyses the determinants of health and health inequities. | | | | | | | | | | | | | | | | | | |
| H4 | Argues the case for health promotion based on the Ottawa Charter. | | | | | | | | | | | | | | | | | | |
| H5 | Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities. | | | | | | | | | | | | | | | | | | |
| H7 | Explains the relationship between physiology and movement. | | | | | | | | | | | | | | | | | | |
| H8 | Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity. | | | | | | | | | | | | | | | | | | |
| H9 | Explains how movement skill is acquired and appraised. | | | | | | | | | | | | | | | | | | |
| H10 | Designs and implements training plans to improve performance. | | | | | | | | | | | | | | | | | | |
| H11 | Design psychological strategies and nutritional plans in response to individual performance needs. | | | | | | | | | | | | | | | | | | |
| H13 | Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity. | | | | | | | | | | | | | | | | | | |
| H14 | Argues the benefits of health-promoting actions and choices that promote social justice. | | | | | | | | | | | | | | | | | | |
| H15 | Critically analyses the key issues affecting the health of Australians and proposes ways of working towards better health for all. | | | | | | | | | | | | | | | | | | |
| H16 | Devises methods of gathering, interpreting and communicating information about health and physical activity concepts. | | | | | | | | | | | | | | | | | | |
| H17 | Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation. | | | | | | | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **PHYSICS** | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | **40%** | **60%** | **DUE**  **DATE** |
| PH12-1 | PH12-2 | PH12-3 | PH12-4 | PH12-5 | PH12-6 | PH12-7 | PH12-12 | PH12-13 | PH12-14 | PH12-15 | KNOWLEDGE & UNDERSTANDING | SKILLS IN WORKING SCIENTIFICALLY |
| First-Hand  Investigation: Mechanics of projectiles | **X** | **X** | **X** |  |  | **X** |  | **X** |  |  |  | 5 | 15 | Term 4  Week 8  2024 |
| Depth Study: Electromagnetism | **X** |  |  | **X** | **X** |  | **X** |  | **X** |  |  | 10 | 20 | Term 1  Week 6 |
| Trial Examination |  |  |  |  |  | **X** |  | **X** | **X** | **X** |  | 25 | 5 | Term 2  Week 9-10 |
| Secondary Source Investigation |  |  |  | **X** | **X** |  | **X** |  |  |  | **X** |  | 20 | Term 3  Week 3 |
|  | | | | | | | | | | | | | | |
| PH12-1 | Develops and evaluates questions and hypotheses for scientific investigation. | | | | | | | | | | | | | |
| PH12-2 | Designs and evaluates investigations in order to obtain primary and secondary data and information. | | | | | | | | | | | | | |
| PH12-3 | Conducts investigations to collect valid and reliable primary and secondary data and information. | | | | | | | | | | | | | |
| PH12-4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media. | | | | | | | | | | | | | |
| PH12-5 | Analyses and evaluates primary and secondary data and information. | | | | | | | | | | | | | |
| PH12-6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes. | | | | | | | | | | | | | |
| PH12-7 | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose. | | | | | | | | | | | | | |
| PH12-12 | Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles | | | | | | | | | | | | | |
| PH12-13 | Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively. | | | | | | | | | | | | | |
| PH12-14 | Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world. | | | | | | | | | | | | | |
| PH12-15 | Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom. | | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **SPORT, LIFESTYLE AND RECREATION** | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | **50%** | **50%** | **DUE**  **DATE** |
| H1.1 | H1.2 | H1.3 | H1.6 | H2.1 | H2.2 | H2.3 | H2.5 | H3.1 | H3.2 | H3.3 | H3.6 | H4.1 | H4.2 | H4.4 | KNOWLEDGE & UNDERSTANDING | SKILLS |
| Aquatics Practical Examination & Emergency Care |  |  |  |  |  |  |  |  | **X** |  |  | **X** |  |  | **X** | 10 | 15 | Term 4  Week 10  2024 |
| Athletics Discipline Presentation | **X** |  |  | **X** |  | **X** |  |  |  |  | **X** |  |  |  |  | 10 | 15 | Term 1  Week 6 |
| Resistance Training Test |  | **X** |  |  | **X** |  |  | **X** |  | **X** |  |  |  |  |  | 20 | 5 | Term 2  Week 7 |
| Coaching Presentation Games Application |  |  | **X** |  |  |  | **X** |  |  |  |  |  | **X** | **X** |  | 10 | 15 | Term 3  Week 5 |
|  | | | | | | | | | | | | | | | | | | | |
| H1.1 | Applies the rules and conventions that relate to participation in a range of physical activities. | | | | | | | | | | | | | | | | | |
| H1.2 | Explains the relationship between physical activity, fitness and healthy lifestyle. | | | | | | | | | | | | | | | | | |
| H1.3 | Demonstrates ways to enhance safety in physical activity. | | | | | | | | | | | | | | | | | |
| H1.6 | Describes administrative procedures that support successful performance outcomes. | | | | | | | | | | | | | | | | | |
| H2.1 | Explains the principles of skill development and training. | | | | | | | | | | | | | | | | | |
| H2.2 | Analyses the fitness requirements of specific activities. | | | | | | | | | | | | | | | | | |
| H2.3 | Selects and participates in physical activities that meet individual needs, interests and abilities. | | | | | | | | | | | | | | | | | |
| H2.5 | Describes the relationship between anatomy, physiology and performance. | | | | | | | | | | | | | | | | | |
| H3.1 | Selects appropriate strategies and tactics for success in a range of movement contexts. | | | | | | | | | | | | | | | | | |
| H3.2 | Designs programs that respond to performance needs. | | | | | | | | | | | | | | | | | |
| H3.3 | Measures and evaluates physical performance. | | | | | | | | | | | | | | | | | |
| H3.6 | Assesses and responds appropriately to emergency care situations. | | | | | | | | | | | | | | | | | |
| H4.1 | Plan strategies to achieve performance goals. | | | | | | | | | | | | | | | | | |
| H4.2 | Demonstrates leadership skills and a capacity to work cooperatively in movement context | | | | | | | | | | | | | | | | | |
| H4.4 | Demonstrates competence and confidence in movement contexts. | | | | | | | | | | | | | | | | | |

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| **HSC ASSESSMENT TASK GRID**  **VISUAL ARTS** | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **50%** | **50%** | **DUE**  **DATE** |
| H1 | H2 | H3 | H4 | H5 | H6 | H7 | H8 | H9 | H10 | MAKING | ART CRITICISM AND ART HISTORY |
| Artmaking / Artist Practice | **X** |  |  | **X** |  |  | **X** |  |  |  | 10 | 10 | Term 4  Week 9  2024 |
| Case Study – Extended Response |  |  |  |  |  |  | **X** |  |  | **X** |  | 15 | Term 2  Week 4 |
| Trial HSC Examination |  |  |  |  |  |  | **X** | **X** | **X** |  |  | 25 | Term 2  Weeks 9-10 |
| Artmaking/BoW Progress |  | **X** | **X** |  | **X** | **X** |  |  |  |  | 40 |  | Term 3  Week 3 |
|  | | | | | | | | | | | | | | |
| H1 | Initiates and organises art making practice that sustained, reflective and adapted to suit particular conditions. | | | | | | | | | | | | |
| H2 | Applies their understanding of the relationship among the artist, artwork, world and audience through the making of a body of work. | | | | | | | | | | | | |
| H3 | Demonstrates an understanding of the frames when working independently in the making of art. | | | | | | | | | | | | |
| H4 | Selects and develops subject matter and forms in particular ways as representations in art making. | | | | | | | | | | | | |
| H5 | Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways. | | | | | | | | | | | | |
| H6 | Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work. | | | | | | | | | | | | |
| H7 | Applies their understanding of practice in art criticism and art history. | | | | | | | | | | | | |
| H8 | Applies their understanding of the relationships among the artist, artwork, world and audience. | | | | | | | | | | | | |
| H9 | Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art. | | | | | | | | | | | | |
| H10 | Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts. | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **HSC ASSESSMENT TASK GRID**  **WORK STUDIES** | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | **30%** | **70%** | **DUE**  **DATE** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | KNOWLEDGE &  UNDERSTANDING | SKILLS |
| My Working Life Research Task | **X** |  | **X** |  |  |  |  |  |  | 10 | 10 | Term 4  Week 8  2024 |
| In the Workplace: Report and Presentation |  | **X** |  | **X** |  | **X** |  |  |  |  | 20 | Term 1  Week 6 |
| Workplace Issues: Investigation and Report | **X** |  | **X** | **X** |  |  |  |  |  | 10 | 20 | Term 2  Week 5 |
| Personal Finance Travel Plan |  |  |  |  | **X** |  | **X** | **X** | **X** | 10 | 20 | Term 3  Week 3 |
|  | | | | | | | | | | | | | |
| 1 | Investigates a range of work environments. | | | | | | | | | | | |
| 2 | Examines different types of work and skills for employment. | | | | | | | | | | | |
| 3 | Analyses employment options and strategies for career management. | | | | | | | | | | | |
| 4 | Assesses pathways for further education, training and life planning. | | | | | | | | | | | |
| 5 | Communicates and uses technology effectively. | | | | | | | | | | | |
| 6 | Applies self-management and teamwork skills. | | | | | | | | | | | |
| 7 | Utilises strategies to plan, organise and solve problems. | | | | | | | | | | | |
| 8 | Assesses influences on people’s working lives. | | | | | | | | | | | |
| 9 | Evaluates personal and social influences on individuals and groups. | | | | | | | | | | | |





VOCATIONAL EDUCATION AND TRAINING (VET)

# 

# VOCATIONAL EDUCATION AND TRAINING (VET)

**Assessment**

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and Universities and will assist students to move to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or simulated workplace hours at school as specified by NESA.

Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations therefore can’t count in the calculations of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing the competencies achieved for the VET course undertaken.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

**Mandatory Work Placement**

Work placement is a mandatory HSC requirement and failure to attend does not impact on the AQF qualification.

Students who do not complete at least 70 hours of work placement over the two years will not have the course recognised by NESA. This will mean that students will receive an N Determination for the Preliminary Course if 35 hours has not been completed and for the HSC course if the minimum of 70 hours has not been completed. The N Determination can be overturned by the school once the work placement has been completed.

Work placement requires students to participate in relevant industry placement for up to one week of both years. During work placement students are expected to practise and develop the competencies that are part of the course. Teacher and/or workplace supervisor will assess your performance on the job.

Work Placement is a privilege offered by employers in the community. Employers are under no obligation to assist in work placement.

Some students have gained employment or improved their employment chances due to work placement. It is expected that students will make the most of the opportunity given to you.

Students who do not undertake Work Placement at the prescribed venue as organised the school will receive a Non-Completion of Work Placement warning letter which will jeopardise the satisfactory requirements for work placement.

**Work Placement Organisation for Camden High School**

Students undertaking a VET Course at Camden High School will be participating in their mandatory 35 hours work placement at a venue organised through the school and MWLP. Students wishing to complete mandatory work placement at another workplace venue are to see their teacher as soon as possible. Work placement in a VET course, will be in a one-week block per year. It is the students’ responsibility to catch up on missed class work.

**NB**: It is each **student’s responsibility** to submit assessment tasks on time. Negotiation between student and subject teacher/ Head Teacher will be required for any assessment tasks scheduled during the work placement week. Students will be required to hand in the completed task before you commence Work Placement. Alternate arrangements for any in-class assessment tasks must also be negotiated with your teacher BEFORE Work Placement. **Work Placement is not a reason for non-completion of assessment tasks**

**Work Placement and student responsibilities**

All students going on Work Placement are required to complete **a journal**, which will be available from the VET teacher. These are to be completed and returned to the teacher immediately after work placement. This forms part of the evidence required for completion of mandatory work hours

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# VOCATIONAL EDUCATION AND TRAINING (VET)

# Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is the acknowledgement of skills and/or knowledge you may have obtained through one or more of the following acceptable methods:

1. **Formal Training** - which has been provided by another training company or educational institution.
2. **Work Experienc**e - skills/knowledge you have gained while actively working in the position.
3. **Life Experience**

Industry Curriculum Framework Courses have units of competency, which are uniform and nationally recognised outcomes. Students who have learned a skill or outcome which are linked to a unit of competency may apply for RPL through the Vocational Education Coordinator at Camden High School.

The RTO RPL process is detailed in the flow chart below. An application form for Recognition of Prior Learning can be obtained from the VET Coordinator.

A student who is applying for RPL must be able to demonstrate that they have already gained the skill or learning outcome for one or more competencies and therefore will not have to redo the relevant module / competency. Acceptable forms of evidence include:

* relevant documentation from a recognised RTO e.g. competency records
* references from previous employers
* work samples
* RPL may also be assisted by the administration of challenge tests which suit the task being considered.

**NOT MORE THAN 70HRS OF A 240HOUR COURSE CAN BE GRANTED RPL**

## See Camden High School’s VET Coordinator if you need a RPL/Credit Transfer Application

## 

## RECOGNITION OF PRIOR LEARNING (RPL)

Student applies for RPL to VET Teacher as per application form provided on NSW Education Standards Authority website

Evidence assessed by school RPL panel including school VET Coordinator

Outcome of the RPL panel

Discussed with applicant

DEPARTMENT OF EDUCATION DECISION FAVOURABLE

DEPARTMENT OF EDUCATION DECISION UNFAVOURABLE

**RPL GRANTED**

Appeal to School Executive

Further evidence collected and

application to be re-submitted

RPL NOT GRANTED

UPHELD

REJECTED

# Appeals of Assessment for VET

In line with the NESA policy an assessment appeal or review may be made on the grounds of the decision applied to a student’s work not being consistent with the school’s assessment policy and procedures.

In Vocational Education courses you are able to make 3 attempts in order to prove competency for a module being assessed. If you are deemed “Not Yet Competent” you may:

1. Discuss why this decision was made with the classroom teacher. If necessary, discuss an appropriate alternative assessment with the Vocational Coordinator
2. Arrange further training in the area deemed “Not Yet Competent”
3. Repeat the assessment

|  |
| --- |
| *From the Public Schools NSW, Ultimo 90072 VET Handbook*  *Students have access to an appeals process if they feel in any way dissatisfied with the assessment process. Students have the right to lodge an appeal against the assessment of their competency on the following grounds:*   * *The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency* * *They were not informed in advance of the conditions and method of assessment* * *The process used was discriminatory in some way* * *They were ill or suffered misadventure at the time of assessment (must be supported by a medical certificate)*   *Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal.*  *Appeals must be lodged within 5 days from the date of assessment. The school must deal with the appeal in ten working days. See flowchart on the following page.* |

**See Camden High School’s VET Coordinator if you need an Appeal Application**

PUBLIC SCHOOLS NSW, ULTIMO 90072 – VOCATIONAL EDUCATION AND TRAINING

**APPEALS FLOWCHART**

School/delivering teachers explain rights of appeal to students at commencement

of course and assessment process

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teacher receives informal appeal |  | Appeal is resolved | **YES** | No Further  Action required |
|  |  | **NO** |  |  |
|  |  | Mediation by Teacher’s Direct  Supervisor | **YES** | No Further  Action required |
|  |  | **NO** |  |  |
|  |  | Formal appeals process initiated:  Student lodges formal appeal to principal within 5 working days |  |  |
|  |  | **NO** |  |  |
| **upheld** |  | School Appeal Panel convened with student and assessor input  (within 10 days) |  | **rejected** |
| Reassessment process by school |  |  |  | Student can lodge further appeal to SPO  Who will convene an appeal panel |
|  |  |  |  | **NO** |
|  |  |  |  | Student can lodge further appeal to ASQA if required |

**VOCATIONAL EDUCATION AND TRAINING (VET) ASSESSMENT SCHEDULES**

**BY**

**SUBJECTS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PUBLIC SCHOOLS NSW ULTIMO RTO 9007**Shape  Description automatically generated with medium confidence**2**  **BUSINESS SERVICES ASSESSMENT SCHEDULE**  **Preliminary Year 2024 - HSC 2025**  QUALIFICATION: BSB30120 Certificate III in Business  Training Package: BSB Business Services (Version 8) | | | | | | | **NESA Course Code:**  2 U X 2 YR - 26111  **2023 HSC Exam:** 26199  **LMBR UI Code:**  BSB30120126111B |
| **TERM** | **UOC CODE** | **Unit of Competency** | **AQF**  **Core/Elective** | **HSC**  **STATUS** | **HSC INDICATIVE HOURS** | **Assessment Task Cluster &**  **Methods of Assessment** | **HSC requirements**  **Exam estimate mark & weighting to total 100%** |
| Term 1  Week7 | **6 PRELIMINARY UOCs** | | | | |  | 240 Indicative Hours over 2 yrs  35 hrs Work placement  30% Preliminary Exam |
| BSBTEC201  BSBTEC202 | Use business software applications  Use digital technologies to communicate in the work environment | E  E | M  E | 15  10 | **Cluster 1: Let’s get tech savvy**  Direct observation, produce based method, questioning |
| Terms 1-2  Week 7 | BSBWHS311  BSBINS302 | Assist with maintaining workplace safety  Organise workplace information | C  E | M  E | 20  20 | **Cluster 2: Organise business safety**  Direct observation, produce based method, questioning |
| Terms 2-3  Week 7 | BSBXCM301  BSBOPS201 | Engage in workplace communication  Work effectively in business environments | C  E | M  E | 15  25 | **Cluster 3: Working in industry**  Direct observation, produce based method, questioning |
| Term 4  Week 5 | **7 HSC UOCs** | | | | |  |
| BSBPEF201 | Support personal wellbeing in the workplace | C | M | 10 | **Cluster 4: Wellbeing**  Direct observation, produce based method, questioning | 35 hrs Work placement  70% Trial HSC Exam  Term 2 Week 9&10  The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision. |
| Terms 4-5  Week 5 | BSBPEF301  BSBTEC301 | Organise personal work priorities  Design and produce business documents | E  E | M  E | 20  25 | **Cluster 5: Mastering document design**  Direct observation, produce based method, questioning |
| Terms 5-6  Week 10 | BSBSUS211  BSBTWK301  BSBTEC303 | Participate in sustainable work practices  Use inclusive work practices  Create electronic presentations | C  C  E | M  M  E | 15  15  15 | **Cluster 6: Sharing is caring**  Direct observation, produce based method, questioning |
| Term 7  Week 6 | BSBCRT311 | Apply critical thinking skills in a team environment | C | M | 20 | **Cluster 7: Thinking critically**  Direct observation, produce based method, questioning |  |
| *NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.* | | | Total hours 225 | | | *Units of competency from the HSC focus areas will be included in the optional HSC examination.* | |

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RTO 90072, Public Schools NSW, Ultimo

SCOPE AND SEQUENCE – Course name: **Retail Services 2 units x 2 year**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Camden High School** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Qualification: SIR30216 Certificate III in Retail | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HSC Year: 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit Code** | **Unit Title** | NESA**Hrs** | **Term 4 2024** | | | | | | | | | | **Term 1 2025** | | | | | | | | | | **Term 2 2025** | | | | | | | | | | **Term 3 2025** | | | | | | | | | |
| **1-5** | | | | | **6-10** | | | | | **1-5** | | | | | **6-10** | | | | | **1-5** | | | | | **6-10** | | | | | **1-5** | | | | | **6-10** | | | | |
| SIRXSLS001 | Sell to the retail customer | 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | |  | | | | |  | | | | |  | | | | |
| SIRXSLS002 | Follow point of sale procedures | 15 |
| SIRXRSK001 | Identify and respond to security risks | 15 |
| SIRRMER001 | Produce visual merchandise displays | 20 |  | | | | |  | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | |  | | | | |
| SIRXPDK001 | Advise on products and services | 20 |
| SIRRINV002 | Control Stock | 20 |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  |  |  |  |  |  |  |  |  |  |
| SIRRINV001 | Receive and handle retail stock | 15 |

Public Schools NSW Ultimo RTO 90072 Training & Assessment Strategy – SIR30216 Certificate III in Retail (Release 4) January 2024 Endorsed for use with courses commencing 2024

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Description automatically generated with medium confidenceCOOKERY RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: SIT20421 Certificate II in Cookery

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

**School Name: Camden High School Assessment Schedule Year 12 - 2025**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Assessment Tasks for The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.  Competency assessment is graded as ‘not yet competent’, ‘developing’, ‘competent’. This means a course mark is not allocated. SIT20421 Certificate II in Cookery*Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.* | | **Task 3**  **Let’s start cooking and cleaning** | **Task 4**  **Pack it up** | **Task 5**  **There’s no I in team** |  | **HSC TRIAL EXAM** | |
| Week TBA | Week TBA | Week TBA | Weeks 9 & 10 | |
| Term 4 2024 | Term 1 2025 | Term 2 2025 | Term 2 | 70% |
| **Code** | **Unit of Competency** | Date TBA | Date TBA | Date TBA |  | |
| SITHKOP009 | Clean kitchen premises and equipment | X |  |  |  | |
| SITXINV006 | Receive, store and maintain stock | X |  |  |
| SITHCCC026 | Package prepared foodstuffs |  | X |  |
| SITHCCC023 | Use food preparation equipment |  |  | X |
| SITHCCC024 | Prepare and present simple dishes |  |  | X |
| SITHCCC027 | Prepare dishes using basic method of cookery |  |  | X |
| SITHCCC034 | Work effectively in a commercial kitchen |  |  | X |

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.

**\* HSC Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent’. In some cases, other descriptive words may be used leading up to “competent”.

Cohort 2024 - 2025 Stage 6 Cookery Qualification SIT20421 Certificate II in Cookery Training Package SIT Tourism, Travel and Hospitality Version 0.20

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Description automatically generated with medium confidence Primary Industries RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: AHC20122 Certificate II in Agriculture Release 1

Cohort 2024 - 2025

Training Package AHC Agriculture, Horticulture and Conservation and Land Management Release 9.0

**School Name: Camden High School** **Livestock Assessment Schedule Year 12 – 2025**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assessment Tasks for The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.  Competency assessment is graded as ‘not yet competent’, ‘developing’, ‘competent’. This means a course mark is not allocated. AHC20122 Certificate II in Agriculture*Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.* | | | **Task 12**  Provide Feed for livestock | **Task 13**  Monitor water supplies | **Task 7**  Weather | **Task 8**  Chemicals and Weeds | **Task 9**  Environmentally Sustainable | **Task 10**  Electric Fencing | **Task 11**  Farm Fencing | **HSC**  **Trial EXAM** |
| Week T4W6-10 | Weeks T4W6-10 | Week  T1W2-6 | Week  T1W7-T2W7 | Week  T2W7-10 | Week T3W1-10 | Week T3W1-10 | Week  9-10 |
| Term 4 | Term 4 | Term 1 | Term 1-2 | Term 2 | Term 3 | Term 3-4 | Term 2 |
| **Code** | Date 2024 | **HSC Examinable**  **Unit** | Date  2024 | Date 2024 | Date 2025 | Date  2025 | Date  2025 | Date 2025 | Date 2025 | Date  2025 |
| AHCWRK210 | Observe and report on weather | √ |  |  | X |  |  |  |  |  |
| AHCCHM201 | Apply chemicals under supervision | √ |  |  |  | X |  |  |  |
| AHCPMG201 | Treat weeds |  |  |  |  | X |  |  |  |
| AHCWRK211 | Participate in environmentally sustainable work practices | √ |  |  |  |  | X |  |  |
| AHCINF205 | Carry out basic electric fencing operations |  |  |  |  |  |  | X |  |
| AHCINF206 | Install, maintain and repair farm fencing |  |  |  |  |  |  |  | X |
| AHCLSK211 | Provide feed for livestock |  | X | X |  |  |  |  |  |
| AHCLSK209 | Monitor water supplies |  | X | X |  |  |  |  |  |

Depending on the achievement of units of competency, the possible qualification outcome is a AHC20122 Certificate II in Agriculture.

**For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent’. In some cases, other descriptive words may be used leading up to “competent”.

**HSC Directional Verbs**

**Account -** Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse -** Identify components and the relationship between them; draw out and relate implications

**Apply -** Use, utilise, employ in a particular situation

**Appreciate -** Make a judgement about the value of

**Assess -** Make a judgement of value, quality, outcomes, results or size

**Calculate -** Ascertain/determine from given facts, figures or information

**Clarify -** Make clear or plain

**Classify -** Arrange or include in classes/categories

**Compare -** Show how things are similar or different

**Construct -** Make; build; put together items or arguments

**Contrast -** Show how things are different or opposite

**Critically (analyse/evaluate) -** Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce -** Draw conclusions

**Define -** State meaning and identify essential qualities

**Demonstrate -** Show by example

**Describe -** Provide characteristics and features

**Discuss -** Identify issues and provide points for and/or against

**Distinguish -** Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate -** Make a judgement based on criteria; determine the value of

**Examine -** Inquire into

**Explain -** Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract -** Choose relevant and/or appropriate details

**Extrapolate -** Infer from what is known

**Identify -** Recognise and name

**Interpret -** Draw meaning from

**Investigate -** Plan, inquire into and draw conclusions about

**Justify -** Support an argument or conclusion

**Outline -** Sketch in general terms; indicate the main features of

**Predict -** Suggest what may happen based on available information

**Propose -** Put forward (for example a point of view, idea, argument, and suggestion) for consideration or action

**Recall -** Present remembered ideas, facts or experiences

**Recommend -** Provide reasons in favour

**Recount -** Retell a series of events

**Summarise -** Express, concisely, the relevant details

**Synthesise -** Putting together various elements to make a whole

**Note:** There may be a number of other verbs used in your syllabus that isn’t listed above. If this is the case, then you will need to create a definition for that verb and provide it to the students to provide a shared understanding.