



# Deniliquin High School

Year 12  
Assessment Program  
2023 - 2024




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## ASSESSMENT CALENDAR YEAR 12 2023 – 2024

Week	2023 Term 4 (11-week term)	2024 Term 1 (11-week term)	2024 Term 2 (10-week term)	2024 Term 3 (10-week term)
1		<b>Heat Week</b>	CAFS	English Advanced English Standard English Studies
2			Agriculture Investigating Science Food Technology Music	Biology CAFS Physics SLR
3		English Extension 1	PDHPE	Music Science Extension Food Technology Work Studies
4		Physics SLR		
5	Industrial Technology (Timber)	Agriculture Investigating Science Food Technology Music	Biology CAFS Physics SLR	Trial HSC Exams
6	Mathematics Extension 1 English Extension 2	Business Studies Industrial Technology (Timber) Visual Arts Science Extension	Mathematics Extension 1 English Extension 1	 Trial HSC Exams
7	Mathematics Advanced Mathematics Standard 2 Mathematics Standard 1 Textiles and Design	Mathematics Advanced Mathematics Standard 2 Mathematics Standard 1 Textiles and Design	Mathematics Advanced Mathematics Standard 2 Mathematics Standard 1 Textiles and Design	Trial Music Practical Exam English Extension 2 (Major Work due) HSC Visual Arts (BOW due)
8	English Advanced English Standard English Studies	Biology Mathematics Extension 1	Agriculture Investigating Science English Extension 2	
9	PDHPE Business Studies Visual Arts	English Advanced English Standard English Studies	PDHPE Business Studies Industrial Technology (Timber) Visual Arts Science Extension	
10	Chemistry Ancient History EEC Work Studies	English Extension 2	Chemistry Ancient History EEC Work Studies	
11		Chemistry Ancient History EEC Work Studies		

The award of the Higher School Certificate is based on the performance of students in an internal assessment program that is devised by the school but must meet the requirements of each of the syllabuses devised by the NSW Educational Standards Authority (NESA) and external exams conducted by NESA that are held in October and November of the HSC year.

Both the internal assessment result and the HSC exam result are reported on a student's HSC Record of Achievement (see the sample on the following page). HSC results are available in your Students Online account and sent to you by email and SMS (see the sample on the following page) in December. You can also download and print your full credentials from Students Online in December. Hard copies of the testamur (certificate) are sent in the mail in January the following year. If you are not eligible for an HSC and are leaving school, you may still receive a Record of School Achievement (hereby referred to as RoSA). Your RoSA will show your results in all Year 10, 11 and 12 courses that you completed. If you are not eligible for a RoSA, you will receive a Transcript of Study listing your results.

The main purpose of the internal assessment program is to allow a wide range of subject skills and knowledge to be assessed. It also allows assessment to take place at stages throughout the course, rather than just by a single examination at its end, and so students get credit for their achievements throughout each course.

At the end of the assessment program students are given a rank compared to other students in the course, and staff also assess the 'gap' between the performances of students based on their work in the assessment schedule. A problem with internal assessment however, is that it's impossible to compare the performance of a student at one school compared to that of another, as all schools devise their own assessment tasks. To compensate for this, students also sit external exams in most subjects.

The main purpose of the HSC exams is to test the skills and knowledge of all candidates under exam conditions where all students, no matter what school they have attended, have to respond to the same questions under exactly the same conditions. This ensures real certainty into judgements as to how well students have performed.

There are some key points that students must be aware of –

- The internal assessment results are determined by each school are not necessarily what appears on a student's HSC Record of Achievement.
- School's send their internal assessment results to NESA and they moderate them in line with the performance of students in the HSC exam. In simple terms, the better the performance of the group in the exam – the higher the assessments. Students will be given more information on this later.

In summary the key points are –

- All students need to read this booklet very, very carefully and be familiar with all assessment requirements.
- All students need to strive to achieve the best possible assessment results.
- Performance in the HSC exam is absolutely critical in regard to a student's overall achievement in the HSC.
- In this regard students must recognise that all work – including all class work, all homework, as well as assessment work is important – the better this is done, the better students are likely to achieve under exam conditions.

All rules and regulations governing the provision of the HSC are available online at <http://ace.nesa.nsw.edu.au>. I highly recommend that parents and students familiarise themselves with this website.

Should students have any concerns about any aspect of the assessment or exam process, please speak to your Teacher, Year Adviser, the Senior School Co-ordinator or Principal.

Glen Warren, Principal



# RECORD OF SCHOOL ACHIEVEMENT

This is to certify that **Sample Student** of **Other Sample High School** has met the requirements of the Record of School Achievement \* and has received the results shown below.

## STAGE 6 HSC COURSES

Enrolled in the following courses

Year	Course
2020	Community and Family Studies (2 unit)
	Hospitality (4 unit)
	Legal Studies (2 unit)

## STAGE 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark/Grade	HSC Mark	Performance Band
2019	English Studies (2 unit)	N/A	C	N/A	N/A
	English Studies Examination	63/100	N/A	63	3
	Mathematics Standard 2 (2 unit)	54/100	54/100	54	2
	Retail Services (4 unit)	Refer to Vocational documentation			
	Retail Services Examination	64/100	N/A	64	3



NOT ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE  
Student Number: 93292223

Issued by NESA without alteration or erasure on 17 November 2020 at Sydney, NSW, Australia

*[Signature]*  
Chief Executive Officer

NSW Education Standards Authority

SMS sample	What sample represents
NSW NESA 2022	NESA NSW 2022 Results
EngAd 85 5	English (Advanced), HSC Mark 85, Band 5
FrenB 85 5	French Beginners, HSC Mark 85, Band 5
Geog 81 5	Geography, HSC Mark 81, Band 5
GMaths 72 4	General Mathematics, HSC Mark 72, Band 4
HistX 43 E3	History Extension, HSC Mark 43, Band E3
Mhist 91 6	Modern History, HSC Mark 91, Band 6

## NESA INFORMATION

### LEAVING SCHOOL WITHOUT YOUR HSC

If you decide to leave school before completing your HSC, you have three other options to show your achievements and credentials:

**eRecord:** You can retrieve a record of your results from Students Online at any time until 30 June the year after you complete your HSC.

**Record of School Achievement (RoSA):** You may be eligible for a RoSA if you meet certain criteria. The RoSA shows your results for Year 9 electives, Years 10 and 11 courses, and any HSC courses you have taken.

**HSC Minimum standards tests:** You are required to sit compulsory tests in Reading, Writing and Numeracy. The reports are available through Students Online that you may want to show to potential employers

#### **RoSA**

The RoSA is a cumulative credential and contains a student's record of academic achievement up until the date they leave school. The RoSA records completed 100 hour Year 9 electives, all completed Year 10 and Year 11 courses, and Year 12 HSC results for students not eligible for the HSC. It also records participation in any unfinished Year 11 or Year 12 courses and the date of leaving school.

#### **HSC**

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the statewide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

### Eligibility for the HSC

The rules and requirements for HSC eligibility are governed by NESA and are published in the *Assessment, Certification and Examination (ACE) Manual*. To be eligible for the HSC, students must:

- Meet the [HSC minimum standard](#) in Literacy and Numeracy
- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- Complete [HSC: All My Own Work](#) (or its equivalent) before submitting any work for Preliminary or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete courses in the patterns of study that are detailed in the following section
- Sit for and make a serious attempt at the required HSC exams.

Do you meet the following PATTERN OF STUDY REQUIREMENTS?

At least 10 units of Year 12 Course subjects
At least 6 units of Board Developed Courses
At least 2 units of a Board Developed Course in English
At least 3 courses of 2 units value (or greater)
At least 4 subjects
No more than 7 units of courses in Science can count towards Year 12 eligibility



## If you wish to receive an Australian Tertiary Admission Rank (ATAR)

The ATAR is based on the scaled aggregate of **10 units** of Board Developed Year 12 courses comprising:

- a) the best 2 units of English;
- b) The best 8 units from the remaining units;

No more than two units of **Category B** courses (e.g English Studies, Mathematics Standard 1, VET course) may be included. *If you wish to count a **Category B** Course in your ATAR, you must undertake the optional HSC exam in that Course*

1	Your best 2 units of English are included in the ATAR calculation. How many units of Board Developed English do you study?
2	You need at least 8 units of other Board Developed courses. How many of these courses do you study?
3	You must complete at least 3 courses of 2 units or greater. How many of these courses do you study?
4	You must study at least 4 subjects. (Extension courses do not count as extra subjects.) How many subjects do you study?
5	Board Endorsed Courses <b>do not</b> count towards your ATAR. How many units of Board Endorsed subjects do you study?
6	No more than 2 units of <b>Category B</b> courses may be included. How many Category B units do you wish to include in your ATAR?

## **DISABILITY PROVISIONS**

Disability provisions are approved by NESA to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

To apply for provisions, schools must submit an online application to NESA through *Schools Online*. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through *Schools Online* and the school will communicate this decision to the student.

Students and parents/caregivers are strongly advised to consult the [NESA website](#) for more information about Disability Provisions.

## LIFE SKILLS

Stage 6 Life Skills courses provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Preliminary course and a 2-unit 120-hour HSC course.

Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. **There is no requirement for formal assessment of Life Skills outcomes.**

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) for Preliminary courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.

Students who complete Life Skills courses in Mathematics and/or English are not required to sit the HSC Minimum Standards in those subjects.

## MAINTAINING HONESTY AND INTEGRITY

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

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Some examples of behaviour considered to be cheating:

- Copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own
- Using material directly from books or the internet without acknowledging the source
- Submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author
- Paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and journals

Please be aware that if a student submits work generated by artificial intelligence (Chat GPT and similar) as their own work, this is considered malpractice and may result in a mark of zero being awarded for the task in question. To appeal this decision, the onus is on the student to prove that they have composed/created the assessment task. The student will be required to present this evidence to a panel of staff consisting of the Classroom Teacher and the faculty Head Teacher.

**What is plagiarism?** Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated.

**Q. Is it plagiarism if I copy someone else's work exactly and claim it is my own work?**

**A.** Yes

**Q. Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?**

**A.** Yes. You are using someone else's thoughts and words without acknowledgement.

**Q. Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my English exam?**

**A.** Yes.

**Q. Is it plagiarism if someone else proofreads my written work and changes my final draft?**

**A.** It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

**Q. Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?**

**A.** No, this is not plagiarism. You have acknowledged where your ideas came from.

**Q. Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?**

**A.** This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

Detected malpractice will limit a student's marks and jeopardise their HSC. One or more of the following will apply if you attempt to cheat in an external examination:

- Reduced marks for part or all of the examination
- ZERO marks for part or all of the examination
- An interview with a NESA malpractice panel
- Loss of one or more courses towards the HSC award
- Damage to your ability to apply for entry to TAFE or university courses or scholarships.

Cheating in school assessment tasks is dealt with at school level. Your teachers must be satisfied that the work you are presenting is your own, particularly in tasks that require work to be done at home, and that any help that you have received has been acknowledged. One or more of the following will apply if you are suspected at attempting to cheat in an assessment :

- Reduced marks for part or all of the assessment
- ZERO marks for part or all of the assessment
- The Head Teacher will review any cases of suspected malpractice and determine the appropriate action should malpractice be proven. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher **within two school days** of the decision being taken (see [Procedures for an Assessment Appeal Application](#) and [Assessment Task Appeal Application Form](#)).
- Malpractice in school-based assessment is a serious offence. If malpractice is proven, a **zero mark** may be awarded. In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESA.
- The school may refuse to certify Major Projects as 'authentic work' before sending them to NESA. Your school may take further disciplinary action.

It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do the work for you. Remember that doing your own work is not only about learning, it adds to your overall sense of achievement in completing school.

## **HSC: ALL MY OWN WORK**

*HSC: All My Own Work* is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for *Year 11 and Year 12 Life Skills* courses.

### **Further help**

If you are unsure about anything you have read in this guide ask a teacher or your Year Adviser for help.

All NESA rules and resources mentioned here are available on NESA's website at <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

All HSC candidates, their teachers and others who guide them must comply with *NESA's Honesty in Assessment Standards* to maintain the integrity of the HSC. Students should also read their course syllabuses and related NESA policies, such as those on malpractice and completion of a course, on [NESA's website](#). Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

# SCHOOL ASSESSMENT PROCEDURES

## FORMAL ASSESSMENT

Formal assessment tasks are those that students undertake as part of the school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to presentations, reports, practical work, portfolios, journals, logbooks, process diaries, tests, compositions and formal written examinations. Your formal assessments are outlined in this booklet.

## RESPONSIBILITIES OF THE SCHOOL

The school is responsible for providing:

- Students with the *Senior Commitment booklet* and the *Year 12 HSC Assessment Program*, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.
- Students with Year 12 HSC Assessment Schedules for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the weighting that applies to each assessment task.
- NESAs with an assessment of students' achievement in each course they have studied in Year 11 and Year 12.
- Appropriate reporting procedures.
- A review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- Special consideration to students with a disability and others with special needs following endorsement by the Principal.

Your teacher and Head Teacher are responsible for:

- Setting assessment tasks that:
  - Will be used to measure student performance in each component of a course.
  - Are effective at discriminating between students' achievement of outcomes in order to determine assessment rank.
  - Specify a mark/weighting for each assessment task.
  - Are of the same type and have the same weighting for all classes studying that course.
- Providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task. This notification will be issued at least two weeks in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.
- Maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification, submission of the assessment task, and the return of the assessment task.
- Providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and written feedback, and return feedback within 2 weeks of the task due date.
- Have procedures for recording and reporting student performance on all assessment tasks.
- Keep a record of all marks that form part of the assessment program.
- Issuing official *NESA Non-Completion of a Course Warning Letters* to your parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements.
- Ensuring that final cumulative school-based assessment marks are not provided to students and that students are aware that they can access their *Assessment Rank Order Notice* after the last HSC examination has occurred.

## YOUR RESPONSIBILITIES

You are responsible for:

- Being familiar with the procedures and course information contained in this booklet.
- Attending classes regularly and ensuring your attendance enables you to achieve course outcomes.
- Demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- Ensuring, when you are absent from school, that you know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an assessment task notification is issued that you contact your teacher and/or access the subject's online platform to access the notification. No extension or leave will be granted if you fail to carry out this action.
- Speaking with your teacher for clarification about the requirements of the subject/course assessment program.
- Being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification, assessment booklet and the assessment calendar.
- Submitting work that is your own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed.
- Ensuring you sign the assessment task register for any hand-in assessment task, i.e. one that was not completed during class time or in an examination. Disputes about lost assessment tasks will **NOT** be considered if the student has not signed the sheet.
- Lodging appeals against marks awarded for an assessment task within two school days of receiving the marked assessment task. Note: two school days does **NOT** include weekends, public holidays or school holidays.

## SCHOOL ASSESSMENT PROCESSES

- Assessment Notifications

All assessments will use the Deniliquin High School assessment notification sheet that will be given to you at least two weeks before the task is due. See an example of the notification - Appendix A.

You will also be asked to sign an assessment register to record (Appendix B) when you receive a task and when you submit the task.

- Assessment Submissions

This handbook shows the school term and week assessment tasks are due. Precise submission dates and times for a hand-in task will be clearly specified on the assessment notification for that particular task. Teachers will provide students with an acknowledgement of the task being received. Dates and times for examinations will be provided on the examination timetable.

Failure to submit a task on time will result in a zero mark being awarded. If a student is absent on the day an assessment task is due, they may apply for illness/misadventure by completing the form in the appendix.

It is the responsibility of students to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated.

Students are advised of the following *NESA Assessment Certification Examination (ACE)* policies:

**ACE 8073: Completion of HSC internal assessment tasks**

NESA expects students to attempt all assessment tasks set. For all *Board Developed Courses* (except VET and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted. A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who do not comply with the minimum assessment requirements for a co-requisite course will not receive a result in either course.

**ACE 8078: Non-completion of HSC internal assessment: failure to submit task**

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task. In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Principal may authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

**ACE 8079: Non-completion of HSC internal assessment: principals must warn students**

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a warning must be given. The Principal must:

- a. Advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination.
- b. Advise the parent or guardian in writing if the student is under 18.
- c. Request from the student and/or parent/guardian a written acknowledgement of the warning.
- d. Issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements).
- e. Retain a copy of the warning notice and other relevant documentation.

- **Non-Serious Attempts**

A teacher or Head Teacher can issue an N warning letter for Non-Serious Attempts. Non-serious attempts are where less than 50% of the course outcomes are not met for the task.

An example of a non-serious attempt in an examination is when only multiple-choice questions are attempted. (NESA 1 April 2019)

- **Extensions**

You can request an extension of due date of an assessment task but only if it is at least 3 days prior to the due date. You must complete an extension form (Appendix C). Note, it should *NOT* be assumed that such an application would automatically gain an extension of time. *Extensions will only be granted for extenuating circumstances.*

If an extension is granted, the Head Teacher will make a copy of the form, and hand the original back to the you. The Head Teacher will pass the form onto your classroom teacher, informing them of the extension.

- Absence on the day an assessment task is due

If an at-home assessment task is due, you should still try to submit it using the online platform. If you are absent, sick or a misadventure occurs on the day of an assessment task, you will need to ensure contact is made with the school and you will need to supply a doctor's certificate as further evidence, on the **first day of return**. A computer, printing or other technological malfunction is not a valid reason for a late submission of an assessment task, nor are family holidays or reasons considered not an emergency.

- (i) Absence due To School Business

Where a student has a clash between an in-class assessment task and another official school activity such as an SBAT or VET Work Placement outside the designated weeks, it is the your responsibility to complete and submit an Application for an Extension to the **Head Teacher**. The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher (see Appeal form). The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

- (ii) Absence due to suspension

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will NOT be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the Head Teacher of the student's suspension. The following procedures will then apply:

- **Hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- **In-class assessment tasks** – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student and parent/carer via the Head Teacher.
- **Examinations** – the Senior School Coordinator will arrange for the student to sit the examination at the schedule time in an alternative school-based location, which will be communicated to the student, parent/caregiver by the Faculty Head Teacher.

The consequences of not following these procedures may result in a zero mark being awarded.

- Non-submission of an assessment task

If a task has not been submitted and there is no valid reason, your teacher will award a zero mark and:

- contact your parent/caregiver
- send RoSA N-warning data letter home with a revised due date

You will be required to meet the revised due date and submit the whole task, making a serious attempt. Although your zero mark will still stand, it is important your teacher has evidence of how you can meet the outcomes of that task for your semester report and you also need to still demonstrate you have applied yourself with diligence and sustained effort to meet course outcomes.

If you receive two or more N-warning letters for any subject the Principal will arrange a meeting to discuss ramifications to your HSC

- Right to appeal

You can appeal an assessment task mark. A form must be completed (see Appendix E) as soon as possible after the return of the mark and given to the Head Teacher of the course.

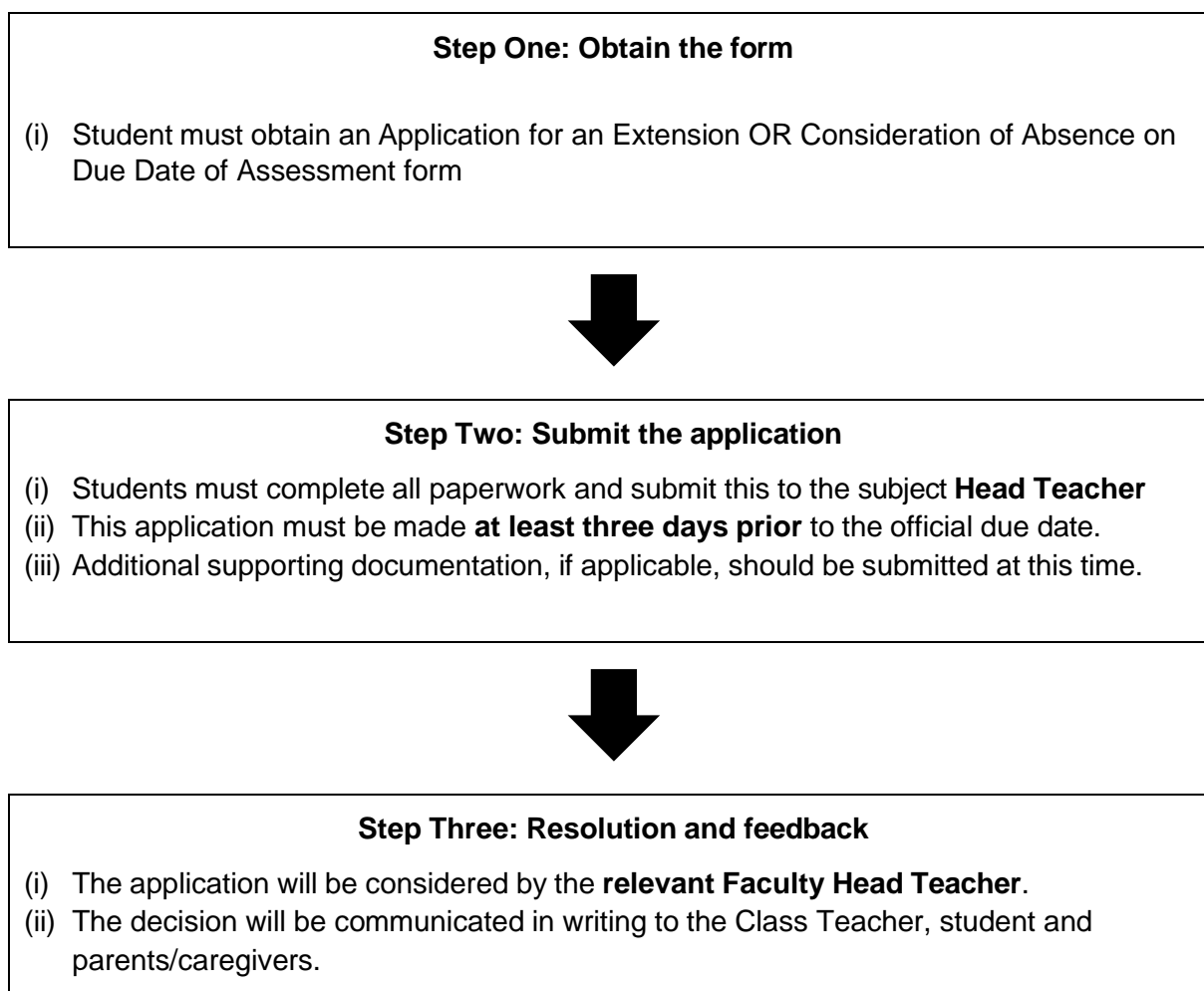


- Return of tasks

Your teacher must return your assessment task to you within two weeks after you have submitted it. They will provide you with a mark and meaningful feedback which will include how they have marked you (a marking rubric) and written comments.

All students may request an extension if they feel they have a genuine reason for being unable to meet a scheduled due date. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A *Medical Certificate* will be required in all cases of illness.

Students wishing to request an extension must follow the procedure outlined below:



If an extension is not approved, the student must submit the task on the due date. If there is a late submission of the task will result in a **zero mark** being awarded.

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

Students need to be aware that if they commence or attempt an assessment task the result they achieve will be recorded. In this case, Illness/Misadventure does not apply retrospectively.

Students wishing to apply for illness/misadventure should follow the relevant procedure specific to the situation as outlined below.

Procedures to follow in the event of:

**1. Absence due to illness/misadventure on the day of an in-school assessment task**

- The student or parent/caregiver **MUST** contact the school by phone on 03 5881 1211 by **8:50 am** on the day the task is scheduled
- Students must complete the illness/misadventure form and obtain a medical certificate and any other relevant documentation
- Students must report to the **relevant Faculty Head Teacher** on the **first day of their return to school** and be prepared to complete the task on that day.

**2. Absence due to illness/misadventure on the day a hand-in assessment task is due to be submitted**

- The student or parent/caregiver **MUST** contact the school by phone on 03 5881 1211 by **8:50 am** on the day the task is scheduled
- Students should make every attempt to have the task delivered in-person (e.g. by a third party) or submitted via the subject's online platform
- Students must complete the illness/misadventure form and obtain a medical certificate and any other relevant documentation

**3. Illness/misadventure during an in-school assessment**

- The student **MUST** notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task. At this stage, the student will need to decide to either:
  - a) Sit the task, in which case the mark earned will be awarded and the student **cannot apply retrospectively** for any special consideration due to illness or misadventure; or,
  - b) Leave the task and apply for illness or misadventure procedure outlined above.
- If the task has already commenced, the student must notify the supervisor of the task of the circumstance related to illness or misadventure and the mark earned to that point shall be awarded. Students may then submit an appeal should they feel their mark was negatively affected.

- Assessment Appeals

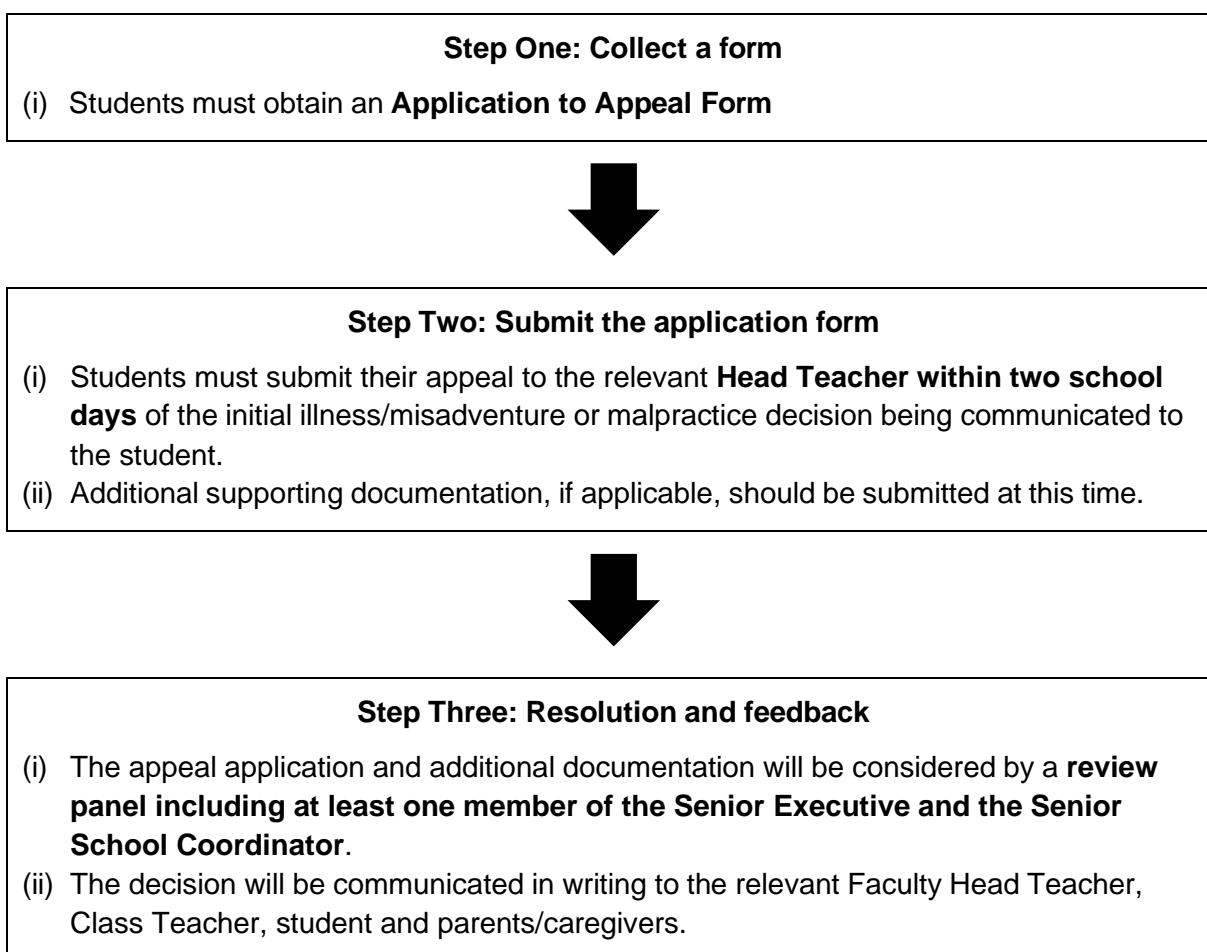
All students have the right to appeal a decision made regarding an: application for illness/misadventure; malpractice, or an assessment task result. A student must submit an 'Application to Appeal' form (Appendix D) to the relevant Head Teacher.

In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

- The student's original Illness/Misadventure application.
- Documentation submitted with the original application.
- Any additional statement and/or documentation submitted with the student's appeal form.
- All evidence presented which relates to the malpractice.

Students wishing to appeal a decision must follow the relevant procedure outlined below:

**To appeal an illness/misadventure or malpractice decision:**



**To appeal an assessment task result:**

**Step One: Collect a form**

- (i) Students must obtain an **Application to Appeal Form**



**Step Two: Submit the application**

- (ii) Students must submit their appeal to the relevant **Faculty Head Teacher within two school days** of the receipt of the assessment task result.
- (iii) Additional supporting documentation, if applicable, should be submitted at this time.



**Step Three: Resolution and feedback**

- (i) The appeal application and additional documentation will be considered by the relevant **Faculty Head Teacher**.
- (ii) The decision will be communicated in writing to the Class Teacher, student and parents/caregivers.

# EXAMINATION PROCEDURES AND RULES

Exams play an important role in assessment. They aim to assess what you have learned with regards to the content in particular subjects. They also allow for strengths and weaknesses to be determined.

The school employs external staff to undertake this task in order to prepare and familiarize both yourself and supervisors with the processes involved. The final HSC exams are supervised externally by employees of NESAs under the guidance of a Presiding Officer.

## Responsibilities of Students

- To follow the examination timetable, which clearly specifies the date and time of all examinations. During the examination period, there will be no normal lessons. Students are **not** required to be at school when they do not have an examination scheduled.
- To respect and support the examination rules (see below).
- To wear the correct uniform to exams.
- To notify the school by phone on 03 5881 1211 **by 8.50 am** on the day of the exam should they be unable to attend an exam due to misadventure.
- To remain silent and respect the working conditions of others once they enter the examination room.
- To bring your own equipment eg. calculators, pens, 2B pencils, rulers etc. into the examination room in a clear plastic sleeve. Borrowing of equipment from other candidates during the examination is **NOT** permitted.
- To follow all instructions given by the supervisors.
- To behave politely and courteously towards the supervisors and other students.
- To ensure your student number is written clearly on all pages of the exam booklet, including multiple choice answer sheets, writing booklets and extra lined paper.

Permitted Items	Prohibited Items
<ul style="list-style-type: none"> <li>✓ Pens</li> <li>✓ Pencils, erasers and a sharpener</li> <li>✓ A ruler</li> <li>✓ Highlighter pens</li> <li>✓ A clear bottle of water</li> <li>✓ A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the exam</li> <li>✓ Other equipment as specified in the exam notification, like a calculator</li> <li>✓ Stationery to be placed in either a clear (transparent) pencil case or a clear plastic sleeve (including the geometry set)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mobile phones</li> <li><input type="checkbox"/> Programmable watches, like smart watches</li> <li><input type="checkbox"/> Any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries</li> <li><input type="checkbox"/> Paper or any printed or written material</li> <li><input type="checkbox"/> Dictionaries (except in language exams, if allowed)</li> <li><input type="checkbox"/> Correction fluid or correction tape.</li> </ul>

## Examination Conditions

Exam conditions shall apply from when the first student enters the examination room until the last student leaves the examination room.

### ON ENTERING THE EXAMINATION ROOM AND DURING THE EXAMINATION

1. Candidates **MUST** wear school uniform in all examinations
2. Candidates must enter the examination room silently ten (10) minutes prior to the scheduled start of the examination to receive final instructions.
3. Complete silence **MUST** be adhered to whilst candidates are in the examination room.
4. Bags, containing notes, are to be left in an orderly fashion outside of the examination room.
5. You must sit at the desk that shows your student number. You will be issued with your NESA number for use during formal examinations in the senior school. You must write your "Student Number" on all examination paper pages, **NOT** your name.
6. Candidates **MUST** sit facing the front and are **NOT** to turn around or look at any other candidate's paper.
7. Candidates are **NOT** to communicate with any other candidates in any way.
8. Any student who disrupts the examination may be at risk of receiving a '0' (zero) mark for their work.
9. Year 12 Trial and external HSC exams: you must remain for the first hour of your exam and you are not permitted to leave the exam in the last 15 minutes.
10. Food and drink are **NOT** permitted in the exam hall.
11. Candidates **MUST** obey all reasonable instructions given by supervisors.
12. Candidates must **NOT** pick up their writing implements until reading time has ceased and writing time has started.
13. All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.
14. School Rules apply during **ALL** exams.
15. Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
16. Write clearly with black pen (only use pencil if instructed to).
17. Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet and write a note on the front of both booklets stating that you wrote an answer in the wrong place. Make sure you label and hand in all parts of your answers.
18. Make a serious attempt at the exam by answering a range of question types. **Answering only multiple-choice questions is not considered a serious attempt.**
19. Stop writing immediately when the supervisor tells you to.
20. Follow the supervisor's instructions for arranging completed answers and wait for the supervisor to collect them.

## ON LEAVING THE EXAMINATION ROOM AND AFTER THE EXAMINATION

1. **NO** exam papers or the writing paper provided are to be removed from the examination hall.
2. If your exam finishes while another exam is still in progress, classes will quietly depart the room when dismissed by the supervisors.

### Illness/misadventure on a day during an examination period

- The student or parent/caregiver **MUST** contact the school by phone on 03 58811 211 **up until 30 minutes prior** to the commencement of the scheduled examination.
- **Prior to their return to school**, you must contact the Senior School Coordinator to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, you must report to your Year Adviser at a time determined previously by your Year Adviser.
- You must obtain an Illness/Misadventure Application Form and any other relevant documentation, such as a Medical Certificate.
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of your return to school (i.e. no later than your third day back at school).
- The consequences of not following these procedures may result in the application for Illness/Misadventure being rejected and a **zero mark** being awarded.

<b>Behaviour/Action</b>	<b>Consequence</b>
If a student interrupts the examination.	Supervisor will place a Green "Warning" card on your desk.
If a student interrupts the examination after being given a green 'Warning' card	Supervisor will place a Yellow "Warning" card on your desk and you will be moved to the back of the examination room where you will be allowed to continue the examination
If a student continues to interrupt the examination after being given a yellow "Warning" card.	You will be given a Red card and sent from the examination room to either the Deputy Principal or Principal. The examination paper for that subject will be cancelled.
If a student makes a non-serious attempt.	If you do not make a serious attempt at an examination, you may not receive a result. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious.

# FAQs

- 1. Why is it important to pass Year 11 in order to complete Year 12?**
  - Year 11 courses are assumed knowledge for the HSC Examination.
- 2. What is an Assessment Mark?**
  - An Assessment Mark represents your *achievement of outcomes* listed in the syllabus for each course studied at different stages of the course
  - The marks allow a wide range of subject skills and knowledge to be assessed.
- 3. What do the terms “examination”, “in-class” and “hand-in” assessment task mean?**
  - An “*examination*” is a task that is held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus.
  - An “*in-class assessment task*” is a task that requires you to be present at school in order to complete, such as topic tests, presentations, performances and submissions of major works.
  - “*Hand-in assessment tasks*” are tasks that are completed at home and submitted by a designated due date and time.
- 4. Are non-assessment tasks important?**
  - You must satisfy ALL the requirements of a syllabus – this includes all in class and homework tasks set by your teachers.
  - *Failure to complete these tasks, such as class work and homework set by your teachers, means that NESAs requirements for completing a Year 12 or Year 11 Course are not satisfied.*
- 5. How will assessment marks be compiled?**
  - Each Faculty, using NESAs guidelines, has developed procedures for compiling all assessment marks by the end of each course.
  - Guidelines indicate the outcomes being assessed in each assessment task, the percentage of the final mark each of these areas is worth, and what forms of assessment will be used.
- 6. When will assessment take place?**
  - For Year 12 courses, assessment may begin in Term 4 of Year 11 and will be completed by Term 3 in Year 12.
  - A period of at least TWO WEEKS prior to the Trial HSC Examination will be kept free of other Assessment Tasks as well as in the VET Work Placement Week (Term 4 Week 4).
- 7. How will I be notified of impending assessment tasks?**
  - You will receive written notice of impending Assessment Tasks *at least two weeks before the due date*. The only exceptions to this are the Trial HSC exams where students are informed weeks in advance.
  - Notice will be given in a standardised format across all subjects. It will include information regarding outcomes, timeframes, marking schemes and clearly outlined expectations.
  - Your classroom teacher will ask you to sign an assessment register as proof that you have received the task notification.
- 8. How will assessment results be reported to students?**
  - Detailed feedback will be given on the outcomes you have achieved. You will also be awarded a mark or grade for each assessment task completed except in some Vocational Education Courses where you will be deemed competent for class tasks.
  - Cumulative rankings will be indicated on each school report sent home during the Year 12 Course.



**9. What provisions are made for assessment work affected by illness or misadventure?**

- If you are having problems with a particular assessment task because of illness or misadventure, you may ask for special consideration.
- *Written application must be made on the appropriate form (Appendix B), and submitted to the Class Teacher, at least three days before the task is due.* The matter will then be referred to the Head Teacher. You may be asked to produce evidence of the progress you have made on the set task and may need to produce a Medical Certificate.

**10. What happens if special accommodations or adjustments are required for me to complete an assessment task?**

- When students are provided with adjustments to support their learning, accommodations will be provided during assessment activities, including examinations.
- The staff will liaise with the Senior School Co-ordinator, the student and their parents to determine the most suitable adjustment and levels of support.
- Approval for these provisions are applied for under *Disability Provisions* with NESAs. Medical or other supporting documentation will be sought to help determine appropriate levels of support needed.
- *Disability Provisions* need to be applied for during the first two terms of the Year 12 course.

**11. How should an Assessment Task be submitted?**

- *All Assessment Tasks, except in-class tasks, must be submitted by 8.50 am on the date due.* This includes tasks that are to be uploaded onto online platforms.
- Teachers will keep a record of receipt of tasks in line with the senior assessment policy.

**12. What happens if my Assessment Task is late?**

- *Unless there are extenuating circumstances, a ZERO mark will be awarded (refer to Question 10). If there are extenuating circumstances, the Head Teacher will consult with the Senior School Co-ordinator and Principal as to whether or not a zero mark will be awarded.*
- You will still be required to complete the task in order to judge your achievement of course outcomes.
- A NESAs warning letter will be sent home informing you and your parents of the penalty that has been imposed.

**13. What about assessment work which is not handed in?**

- In order to have studied a course satisfactorily, NESAs expects you to have completed all assessment work.
- *If you fail to complete assessment work, and have not been granted special consideration, a ZERO must be recorded for it.*
- Parents will be notified in writing by the Head Teacher, when a zero mark is given. This NESAs warning letter will be sent home informing you and your parents of the penalty that has been imposed and a new timeline given for the completion of the task.
- If you do not make a genuine attempt at assessment tasks which total 50% or more of available marks, you are deemed not to have studied the course satisfactorily. An 'N' Determination may be issued against this subject and you may be in jeopardy of not gaining your HSC.

**14. What happens in the case where a teacher is concerned about cheating or malpractice on an assessment task?**

- In such cases the teacher will immediately bring this to the attention of the student(s) involved and make a report to the Head Teacher.
- A ZERO mark may be awarded, depending on the severity of the situation.
- Parents will be notified in writing by the Head Teacher, when a ZERO mark is given. A NESAs warning letter will be sent home informing you and your parents of the penalty that has been imposed and a new timeline may be given for the satisfactory completion of the task.

**15. What happens if I know that I will be away on the day an in-class task is scheduled (excursion, sporting event, appointment)?**

- You must complete and submit a “Consideration of Absence” form (Appendix C) to the Head Teacher *as soon as the issue arises*.
- Supportive evidence should be attached (eg. Medical Certificate and/or Parental Letter).
- The Head Teacher will consider the application, and a decision issued promptly to the student and to the Class Teacher.
- An alternate Assessment Task may be issued for you to complete to allow course outcomes to be assessed.

**16. What if I am absent unexpectedly on the day an assessment task is scheduled?**

- *You should phone the school (talk to the Head Teacher of the subject, your Year Adviser, Deputy Principal or Principal) and explain the reason for absence.* Then on the day you return to school, report to the Head Teacher of the subject concerned, and complete a “Consideration of Absence” form (Appendix B)
- Supportive evidence must be attached (eg. Medical Certificate), and the form returned to the Head Teacher.
- The Head Teacher will consider the application, and a decision issued promptly to the student and to the Class Teacher.
- If the task is an examination, a decision will be made as to whether you sit for the exam when you return to school or an estimate will be allocated at a later date based on your performance in similar tasks for that subject.

**17. What happens if I do not make a serious attempt to complete an examination?**

- All students are expected to make a serious attempt at all exams. A non-serious attempt will immediately result in a NESAs warning letter being sent home and is placing a student in danger of receiving an ‘N’ award (unsatisfactory) for that course. A non-serious attempt could be a situation where a student answers very few questions on a paper, or the responses made are nonsensical or obscene.

**18. What happens to assessments if I change schools or repeat courses?**

- No action is necessary for students who transfer to another school before assessments begin. Your new school will assess you.
- NESAs provides guidelines for assessing students who transfer at a later stage of a course.
- If you repeat a Higher School Certificate course, the Assessment Mark will be based only on work done in the most recent attempt.

**19. What records is the school required to keep?**

- The school must keep signed records that all students have been issued with their Assessment Booklet, NESAs syllabuses for each subject and The Higher School Certificate (HSC) Rules and Procedures guide.
- The school must keep a record of all Assessment Marks that students gain in every assessment task of each Year 12 course.
- The school is required to keep evidence of assessment notifications, submission of assessment tasks and date of return of tasks to students.
- The school is required to keep documentary evidence of work submitted by a range of students in each subject. Original work will be returned to students no later than two weeks following submission.

**20. Do school Year 11 Course Assessment Marks appear on the HSC?**

- No. The school retains Year 11 Course Assessment Marks.
- Any student who does not fulfil the assessment requirements of a Year 11 Course may not be eligible to undertake Year 12 in that Course.

**21. Must I attend school regularly?**

- Yes. You are expected to be present on each school day unless you are ill. In simple terms, it is not possible for any student to meaningfully engage in their courses if they are absent frequently. Students should be attending at least 85% of scheduled classes.

**22. What do I do if I disagree with an assessment mark? Is there a way to appeal against an assessment task result?**

- You should discuss the situation with your classroom teacher when the task is returned to you. They will be able to justify and/or review the mark.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject ASAP and complete an Assessment Appeal Form (Appendix D).
- The Head Teacher will then complete the form with you and it will be submitted to the Deputy Principal for judgement by a panel.
- The Appeals Panel includes the Principal, Deputy Principal and Senior School Co-ordinator.
- The panel will decide and the result will be reported to you. In extraordinary cases where the panel is unable to make a decision the Principal is able to call upon an outside arbitrator from the Department of Education to make a judgement.
- If a student is not satisfied with this process, an appeal to NESAs is then possible.

**23. What happens if there is a problem that affects all students in a particular assessment task?**

- In the first instance if a student or a group of students have a concern about a task, they should discuss the situation with the classroom teacher.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and complete an Assessment Appeal Form (Appendix E) if appropriate.
- If a teacher believes that the results of a task are either invalid or questionable, they will bring it to the attention of the students and immediately refer the matter to the Head Teacher.
- In either of the above cases, the matter must then immediately be reported to the Deputy Principal and Principal for a judgement.

#### **24. What happens if my task is interrupted by factors beyond my control?**

- A task that is interrupted by external factors is called an Invalid Task. Examples of reasons for invalid task include, but are not limited to:
  - An emergency evacuation or lock down occurring down during a task
  - A black-out, electrical fault or system fault within the school
  - Part of a task being unclear (copy is unrecognisable on some or all of the tasks)
  - Students having seen and/or practiced the task prior to having to actually completed it
- If this happens, the school will form a panel (consisting of the Principal, Deputy Principal, Senior School Co-ordinator and Head Teacher responsible) to determine the correct and most appropriate course of action that best benefits students and the satisfactory achievement and assessment of their learning outcomes.
- This will include, but is not limited to:
  - Looking at the sequence of the task and where the majority of students got to and using this data to record results
  - Changing the date and the task to a more appropriate time
  - Marking only the portions of the task that is best reflective of the students' time on task
- The decision will be communicated to all students via a class or subject cohort meeting where all students receive the same, singular message, and to parents, via a letter explaining the process and the outcome. The turnaround time between task and determination should be no more than three school days. The Deniliquin High School policy regarding Invalid Tasks aligns with NESA requirements in terms of students having equitable access to curriculum and to assessment of said curriculum, and that students be given every opportunity to maximise potential in the assessment of curriculum.

#### **25. What do I do if I feel that a course(s) has not been taught as per the requirements of the syllabus?**

- In the first instance, you must discuss the situation with your classroom teacher.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and/or the Senior School Co-ordinator, Deputy Principal or Principal.
- You may then wish to complete an Appeal Form which will be submitted to a panel convened by the school. The panel will make a decision and the result will be reported to you. In extraordinary cases where the panel is unable to make a decision the Principal is able to call upon an outside arbitrator from the Department of Education to make a judgement.
- In the event that a student is not satisfied with this process an appeal NESA is then possible.

#### **26. What happens in the event of a significant problem that prevents the completion of the assessment task?**

- An alternate Assessment Task may be issued for you to complete, allowing the course outcomes to be assessed.

**If you have any concerns with any aspect of the Assessment Procedures please talk to your teacher, your Year Adviser or the Senior School Co-ordinator, Deputy Principal or Principal.**

# Schedule of Assessment Tasks

# AGRICULTURE - 2 UNIT

## Year 12 Course Outcomes

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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	In Class practical test	In class test	In class task	Trial HSC Examination	
<b>Date</b>	<b>Week 5 Term 1</b>	<b>Week 2 Term 2</b>	<b>Week 8 Term 2</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	H1.1 H2.1 H4.1	H4.1 H5.1	H3.1 H3.2	H1.1 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1 H5.1	
<b>Total Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# ANCIENT HISTORY – 2 UNIT

## Year 12 Course Outcomes

**AH12-1** accounts for the nature of continuity and change in the ancient world

**AH12-2** proposes arguments about the varying causes and effects of events and developments

**AH12-3** evaluates the role of historical features, individuals and groups in shaping the past

**AH12-4** analyses the different perspectives of individuals and groups in their historical context

**AH12-5** assesses the significance of historical features, people, places, events and developments of the ancient world

**AH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument

**AH12-7** discusses and evaluates differing interpretations and representations of the past

**AH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

**AH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

**AH12-10** analyses issues relating to the ownership, custodianship and conservation of the ancient past

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Source Analysis In-Class Essay	Historical Analysis Multimodal	Viva Voce	Trial HSC Examination	
<b>Date</b>	<b>Week 10 Term 4</b>	<b>Week 11 Term 1</b>	<b>Week 10 Term 2</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	AH12-1 AH12-5 AH12-6 AH12-10	AH12-2 AH12-4 AH12-5 AH12-6 AH12-8 AH12-9	AH12-3 AH12-4 AH12-5 AH12-7 AH12-9	AH12-1 AH12-2 AH12-3 AH12-5 AH12-9	
<b>Total Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

# BIOLOGY - 2 UNIT

## Year 12 Course Outcomes

### Skills in Working Scientifically

**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

### Knowledge and Understanding

**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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Depth Study Module 6	Depth Study Module 7	In-Class Skills Test Module 7&8	Trial HSC Examination	
<b>Date</b>	<b>Week 8 Term 1</b>	<b>Week 5 Term 2</b>	<b>Week 2 Term 3</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	BIO 12-1 BIO 12-3 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-13	BIO 12-1 BIO 12-2 BIO 12-3 BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-14	BIO 12-1 BIO 12-2 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-14 BIO 12-15	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	
<b>Total Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>



# BUSINESS STUDIES - 2 UNIT

## Year 12 Course Outcomes

- H1** Critically analyses the role of business in Australia and globally
- H2** Evaluates management strategies in response to changes in internal and external influences
- H3** Discusses the social and ethical responsibilities of management
- H4** Analyses business functions and processes in large and global business
- 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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Topic Test: Operations	Research Task: Marketing	Financial Statement Analysis	Trial HSC Examination	
<b>Date</b>	<b>Week 9 Term 4</b>	<b>Week 6 Term 1</b>	<b>Week 9 Term 2</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	H1 H2 H3 H4 H5 H6 H8	H1 H2 H3 H4 H5 H6 H7 H8 H9	H2 H5 H6 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H8 H9 H10	
<b>Total Weighting (%)</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# CHEMISTRY - 2 UNIT

## Year 12 Course Outcomes

### Skills in Working Scientifically

**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** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**CH12-6** analyses and evaluates primary and secondary data and information

**CH12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

### Knowledge and Understanding

**CH12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems

**CH12-13** describes, explains and quantitatively analyses acids and bases using contemporary models

**CH12-14** analyses the structure of, and predicts reactions involving, carbon compounds

**CH12-15** describes and evaluates chemical systems used to design and analyse chemical processes

	Task 1	Task 2	Task 3	Task 4	Total Weighting
<b>Task Type</b>	Topic Test Module 5	In Class Practical Test Module 6	Depth Study Module 7/8	Trial HSC Examination	
<b>Date</b>	<b>Week 10 Term 4</b>	<b>Week 11 Term 1</b>	<b>Week 10 Term 2</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-13	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-14 CH12-15	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Total Weighting (%)	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# COMMUNITY & FAMILY STUDIES - 2 UNIT

## Year 12 Course Outcomes

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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Groups Independent Research Task	Youth Unemployment Case Study	Parenting and Caring Support Services Presentation	Trial HSC Examination	
<b>Date</b>	<b>Week 1 Term 2</b>	<b>Week 5 Term 2</b>	<b>Week 2 Term 3</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	H1.1 H2.2 H4.1 H4.2 H6.2	H2.2 H3.3 H3.4 H6.2	H1.1 H2.2 H3.2 H4.2	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 H6.2	
<b>Total Weighting (%)</b>	<b>35</b>	<b>20</b>	<b>15</b>	<b>30</b>	<b>100</b>

# ENGLISH EXTENSION 1 - 1 UNIT

## Year 12 Course Outcomes

- EE12-1** demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE12-2** analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
- EE12-3** independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
- EE12-4** critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
- EE12-5** reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Creative and Reflective Response	Critical Response	Trial HSC Examination	
<b>Date</b>	<b>Week 3 Term 1</b>	<b>Week 6 Term 2</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	EE12-2 EE12-4 EE12-5	EE12-1 EE12-2 EE12-3 EE12-4 EE12-5	EE12-1 EE12-2 EE12-3 EE12-4 EE12-5	
<b>Total Weighting (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# ENGLISH EXTENSION 2 - 1 UNIT

## Year 12 Course Outcomes

**EEX12-1** strategically and efficiently manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

**EEX12-2** strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

**EEX12-3** applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

**EEX12-4** undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

**EEX12-5** reflects on and evaluates the composition process and the effectiveness of their own published composition

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Viva Voce	Literature Review	Critique of the Creative Process	
<b>Date</b>	<b>Week 6 Term 4</b>	<b>Week 10 Term 1</b>	<b>Week 8 Term 2</b>	
<b>Outcomes</b>	EEX12-1 EEX12-3 EEX12-4	EEX12-1 EEX12-2 EEX12-3 EEX12-4	EEX12-1 EEX12-3 EEX12-5	
<b>Total Weighting (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# ENGLISH ADVANCED - 2 UNIT

## Year 12 Course Outcomes

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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Multimodal Presentation	Essay	Writing Portfolio	Trial HSC Examination	
<b>Date</b>	<b>Week 8 Term 4</b>	<b>Week 9 Term 1</b>	<b>Week 1 Term 3</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	EA12-1 EA12-2 EA12-7 EA12-8 EA12-9	EA12-1 EA12-3 EA12-5 EA12-6 EA12-8	EA12-1 EA12-3 EA12-4 EA12-9	EA12-1 EA12-3 EA12-5 EA12-6 EA12-8 EA12-9	
<b>Total Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# ENGLISH STANDARD - 2 UNIT

## Year 12 Course Outcomes

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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Multimodal Presentation	Essay	Writing Portfolio	Trial HSC Examination	
<b>Date</b>	<b>Week 8 Term 4</b>	<b>Week 9 Term 1</b>	<b>Week 1 Term 3</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	EN12-1 EN12-2 EN12-7 EN12-8 EN12-9	EN12-1 EN12-3 EN12-4 EN12-7 EN12-8	EN12-1 EN12-3 EN12-4 EN12-5 EN12-9	EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-9	
<b>Total Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# ENGLISH STUDIES - 2 UNIT

## Year 12 Course Outcomes

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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
<b>Task Type</b>	Multimodal Presentation	Project	Portfolio	Trial HSC Examination	
<b>Date</b>	<b>Week 8 Term 4</b>	<b>Week 9 Term 1</b>	<b>Week 1 Term 3</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	ES12-1 ES12-4 ES12-7 ES12-8 ES12-9	ES12-4 ES12-7 ES12-9 ES12-10	ES12-1 ES12-2 ES12-5 ES12-7 ES12-9	ES12-1 ES12-2 ES12-3 ES12-4 ES12-6 ES12-8	
<b>Total Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>



# EXPLORING EARLY CHILDHOOD - 2 UNIT

## Year 12 Course Outcomes

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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
<b>Task Type</b>	Observation Task	Pamphlet/ filmed ad/ podcast	Scenario Response	Trial HSC Examination	
<b>Date</b>	<b>Week 10 Term 4</b>	<b>Week 11 Term 1</b>	<b>Week 10 Term 2</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	1.2 1.3 1.4 2.2 2.3 2.4 3.1 4.1 4.2 4.3 6.2	1.4 2.1 2.4 4.1 6.1	1.1 1.4 1.5 2.1 2.2 2.3 4.2 6.2	1.1 1.2 1.3 1.4 1.5 2.1 2.2 2.3 2.4 3.1 4.1 4.2 4.3 6.1 6.2	
<b>Total Weighting (%)</b>	<b>40</b>	<b>25</b>	<b>20</b>	<b>15</b>	<b>100</b>

# FOOD TECHNOLOGY – 2 Unit

## Year 12 Course Outcomes

- H1.1** explains manufacturing processes and technologies used in the production of food products
- H1.2** examines the nature and extent of the Australian food industry
- H1.3** justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4** evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
- H2.1** evaluates the relationship between food, its production, consumption, promotion and health
- H3.1** investigates operations of one organisation within the Australian food industry
- H3.2** independently investigates contemporary nutrition issues
- H4.1** develops, prepares and presents food using product development processes
- H4.2** applies principles of food preservation to extend the life of food and maintain safety
- H5.1** develops, realises and evaluates solutions to a range of food situations

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Investigation Report	Experimentation Report	Promotional Strategy (including practical task)	Trial HSC Examination	
<b>Date</b>	<b>Week 5 Term 1</b>	<b>Week 2 Term 2</b>	<b>Week 3 Term 3</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	H1.2 H3.1 H1.4	H1.1 H4.2	H1.3 H2.1 H3.2 H4.1 H5.1	H1.1 H1.2 H1.3 H1.4 H2.1 H3.2 H4.2	
<b>Total Weighting (%)</b>	<b>20</b>	<b>20</b>	<b>35</b>	<b>25</b>	<b>100</b>

# INDUSTRIAL TECHNOLOGY - 2 UNIT

## Year 12 Course Outcomes

- H1.1** investigates industry through the study of businesses in one focus area
- H1.2** identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3** identifies important historical developments in the focus area industry
- H2.1** demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1** demonstrates skills in sketching, producing and interpreting drawings
- H3.2** selects and applies appropriate research and problem-solving skills
- H3.3** applies and justifies design principles effectively through the production of a Major Project
- H4.1** demonstrates competence in a range of practical skills appropriate to the Major Project
- H4.2** explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3** critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1** selects and uses communication and information processing skills
- H5.2** examines and applies appropriate documentation techniques to project management
- H6.1** evaluates the characteristics of quality manufactured products
- H6.2** applies the principles of quality and quality control
- H7.1** explains the impact of the focus area industry on the social and physical environment
- H7.2** analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Industry Study	Design and Planning: Major Project	Planning and Management: Major Project	Trial HSC Examination	
<b>Date</b>	<b>Week 5 Term 4</b>	<b>Week 6 Term 1</b>	<b>Week 9 Term 2</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	1.1 1.2 1.3 7.1 7.2	3.1 3.2 5.1 5.2	2.1 3.2 3.3 4.1 4.3 5.1 5.2 6.1 6.2	1.1 1.2 1.3 3.1 3.2 4.3 6.1 7.1 7.2	
<b>Total Weighting (%)</b>	<b>15</b>	<b>30</b>	<b>35</b>	<b>20</b>	<b>100</b>

# INVESTIGATING SCIENCE - 2 UNIT

## Year 12 Course Outcomes

### Skills in Working Scientifically

**INS11/12-1** develops and evaluates questions and hypotheses for scientific investigation

**INS11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**INS11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**INS11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**INS11/12-5** analyses and evaluates primary and secondary data and information

**INS11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.

**INS11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

### Knowledge and Understanding

**INS12-12** develops and evaluates the process of undertaking scientific investigations

**INS12-13** describes and explains how science drives the development of technologies

**INS12-14** uses evidence-based analysis in a scientific investigation to support or refute a hypothesis

**INS12-15** evaluates the implications of ethical, social, economic and political influences on science

	Task 1	Task 2	Task 3	Task 4	Total Weighting
<b>Task Type</b>	Investigation Analysis	Depth Study	Depth Study	Trial HSC Examination	
<b>Date</b>	<b>Week 5 Term 1</b>	<b>Week 2 Term 2</b>	<b>Week 8 Term 2</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	INS11/12-1 INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-13	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-14	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-13 INS12-14 INS12-15	
<b>Total Weighting (%)</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# MATHEMATICS EXTENSION 1 - 1 UNIT

## Year 12 Course Outcomes

**ME12-1** applies techniques involving proof or calculus to model and solve problems.

**ME12-2** applies concepts and techniques involving vectors and projectiles to solve problems.

**ME12-3** applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

**ME12-4** uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution.

**ME12-5** applies appropriate statistical processes to present, analyse and interpret data.

**ME12-6** chooses and uses appropriate technology to solve problems in a range of contexts.

**ME12-7** evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms.

	Task 1	Task 2	Task 3	Task 4	Total Weighting
<b>Task Type</b>	Class Test	Class Test	Investigation	Trial HSC Examination	
<b>Date</b>	<b>Week 6 Term 4</b>	<b>Week 8 Term 1</b>	<b>Week 6 Term 2</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	ME12-1 ME12-7	ME12-1 ME12-4 ME12-7	ME12-1 ME12-4 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-7	
<b>Total Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# MATHEMATICS ADVANCED - 2 UNIT

## Year 12 Course Outcomes

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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Class Test Topics: <i>Exponential and logarithmic functions and Discrete probability</i>	Investigation Topics: <i>Arithmetic and geometric sequences and series</i>	Class Test Topics: <i>Differentiation and Integration</i>	Trial HSC examination Topics: <i>All HSC and Preliminary topics</i>	
<b>Date</b>	<b>Week 7 Term 4</b>	<b>Week 7 Term 1</b>	<b>Week 7 Term 2</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	MA12-1 MA12-3 MA12-8 MA12-10	MA12-1 MA12-2 MA12-4 MA12-9 MA12-10	MA12-1 MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
<b>Total Weighting (%)</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# MATHEMATICS STANDARD 2 - 2 UNIT

## Year 12 Course Outcomes

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

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

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

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

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

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

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

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

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

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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
<b>Task Type</b>	In-class test	Investigation	In-class test	Trial HSC Examination	
<b>Date</b>	<b>Week 7 Term 4</b>	<b>Week 7 Term 1</b>	<b>Week 7 Term 2</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	MS2-12-3 MS2-12-4 MS2-12-5	MS2-12-1 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-10	
<b>Total Weighting (%)</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# MATHEMATICS STANDARD 1 - 2 UNIT

## Year 12 Course Outcomes

**MS1-12-1** uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

**MS1-12-2** analyses representations of data in order to make predictions and draw conclusions

**MS1-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness

**MS1-12-4** analyses simple two-dimensional and three-dimensional models to solve practical problems

**MS1-12-5** makes informed decisions about financial situations likely to be encountered post-school

**MS1-12-6** represents the relationships between changing quantities in algebraic and graphical forms

**MS1-12-7** solves problems requiring statistical processes

**MS1-12-8** applies network techniques to solve network problems

**MS1-12-9** chooses and uses appropriate technology effectively and recognises appropriate times for such use

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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
<b>Task Type</b>	In-class test	Project	Project	Trial HSC Examination	
<b>Date</b>	<b>Week 7 Term 4</b>	<b>Week 7 Term 1</b>	<b>Week 7 Term 2</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	MS1-12-3 MS1-12-4 MS1-12-5	MS1-12-1 MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-5 MS1-12-7 MS1-12-8 MS1-12-9	
<b>Total Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



# MUSIC 1 - 2 UNIT

## Year 12 Course Outcomes

- H1** Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2** Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3** Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4** Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5** Critically evaluates and discusses performances and composition
- 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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
<b>Task Type</b>	Musicology Research/ Aural Task	Performance/ Composition	Performance	Performance/ Aural exam	
<b>Date</b>	<b>Week 5 Term 1</b>	<b>Week 2 Term 2</b>	<b>Week 3 Term 3</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	H4 H6 H10 H11	H1 H2 H3 H7 H9 H10 H11	H1 H7 H9 H10 H11	H1 H4 H5 H6 H7 H9 H10 H11	
<b>Total Weighting (%)</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>35</b>	<b>100</b>

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION - 2 UNIT

## Year 12 Course Outcomes

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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Take Home Task <i>Core 2: Factors Affecting performance</i>	Scenario <i>Sports Medicine (Option 3) &amp; Improving Performance (Option 4)</i>	Research Task <i>Core 1: Health Priorities in Australia</i>	HSC Trial Examination <i>All course content: Core 1 &amp; 2, Option 3 &amp; 4</i>	
<b>Date</b>	<b>Week 9 Term 4</b>	<b>Week 3 Term 2</b>	<b>Week 9 Term 2</b>	<b>Week 5/6 Term 3</b>	
<b>Outcomes</b>	H7 H8 H9 H10 H11 H16 H17	H7 H8 H9 H10 H13 H16 H17	H1 H2 H3 H4 H5 H14 H15 H16	H1, H10 H2, H11 H3, H13 H4, H14 H5, H15 H7, H16 H8, H17 H9,	
<b>Total Weighting (%)</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

# PHYSICS - 2 UNIT

## Year 12 Course Outcomes

### Skills in Working Scientifically

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

**PH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**PH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**PH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

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

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

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

### Knowledge and Understanding

**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.

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Practical Task	Depth Study 1	Depth Study 2	Trial HSC Examination	
<b>Date</b>	<b>Week 4 Term 1</b>	<b>Week 5 Term 2</b>	<b>Week 2 Term 3</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-6 PH12-7 PH12-12	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-6 PH12-7 PH12-13 PH12-14	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-6 PH12-7 PH12-14 PH12-15	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-6 PH12-7 PH12-12 PH12-13 PH12-14 PH12-15	
<b>Total Weighting (%)</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# SCIENCE EXTENSION - 1 UNIT

## Year 12 Course Outcomes Skills in Working Scientifically

- SE-1** refines and applies the Working Scientifically processes in relation to scientific research
- SE-2** analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
- SE-3** interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
- SE-4** uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
- SE-5** analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
- SE-6** analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
- SE-7** communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Presentation of research proposal	Test – Data, Evidence and Decisions	Scientific Research Report	
<b>Date</b>	<b>Week 6 Term 1</b>	<b>Week 9 Term 2</b>	<b>Week 3 Term 3</b>	
<b>Outcomes</b>	SE-1 SE-3 SE-6 SE-7	SE-4 SE-5 SE-7	SE-1 SE-2 SE-3 SE-4 SE-5 SE-6 SE-7	
<b>Total Weighting (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# SPORT, LIFESTYLE & RECREATION - 2 UNIT

## Year 12 Course Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 4.1 plans strategies to achieve performance goals
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.5 strives to achieve quality in personal performance

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Theory Test (Module 8.6)	Practical Assessment (Module 8.10)	Assignment (Module 8.14)	Trial HSC Examination (Modules 8.6, 8.7, 8.10 & 8.14)	
<b>Date</b>	<b>Week 4 Term 1</b>	<b>Week 5 Term 2</b>	<b>Week 2 Term 3</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	1.1 3.1 4.1 4.4	1.1 3.1 4.1 4.4 5.5	1.3 1.6 4.5	1.1 1.3 1.6 4.1 4.4 4.5	
<b>Total Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

# TEXTILES AND DESIGN - 2 UNIT

## Year 12 Course Outcomes

- H1.1** critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
- H1.2** designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
- H1.3** identifies the principles of colouration for specific end-uses
- H2.1** communicates design concepts and manufacturing specifications to both technical and non-technical audiences
- H2.2** demonstrates proficiency in the manufacture of a textile item/s
- H2.3** effectively manages the design and manufacture of a Major Textiles Project to completion
- H3.1** explains the interrelationship between fabric, yarn and fibre properties
- H3.2** develops knowledge and awareness of emerging textile technologies
- H4.1** justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
- H4.2** selects and justifies manufacturing techniques, materials and equipment for a specific end-use
- H5.1** investigates and describes aspects of marketing in the textile industry
- H5.2** analyses and discusses the impact of current issues on the Australian textiles industry
- H6.1** analyses the influence of historical, cultural and contemporary developments on textiles

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Oral Presentation and Visual Report	Contemporary Designer Research Report	Textile Experiments with Analysis	Trial HSC Examination	
<b>Date</b>	<b>Week 7 Term 4</b>	<b>Week 7 Term 1</b>	<b>Week 7 Term 2</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	H1.1 H1.2 H2.1 H6.1	H3.2 H6.1	H3.1 H4.1 H4.2	H1.3 H3.1 H3.2 H4.1 H4.2 H5.1 H5.2 H6.2	
<b>Total Weighting (%)</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# VISUAL ARTS - 2 UNIT

## Year 12 Course Outcomes

### Artmaking Outcomes:

- H1** initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2** applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3** demonstrates an understanding of the frames when working independently in the making of art
- H4** selects and develops subject matter and forms in particular ways as representations in artmaking
- H5** demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6** demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

### Art Criticism and Art History outcomes:

- 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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Artmaking: Developing the Body of Work	Art Criticism and Art History: Written Research Task	Artmaking: Resolving the Body of Work	Art Criticism and Art History: Trial HSC Examination	
<b>Date</b>	<b>Week 9 Term 4</b>	<b>Week 6 Term 1</b>	<b>Week 9 Term 2</b>	<b>Week 6 Term 3</b>	
<b>Outcomes</b>	H1 H2 H3 H4	H7 H8 H9	H1 H4 H5 H6	H7 H8 H9 H10	
<b>Total Weighting (100%)</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# WORK STUDIES – 2 UNIT

## Year 12 Course Outcomes

**H1** investigates a range of work environments

**H2** examines different types of work and skills for employment

**H3** analyses employment options and strategies for career management

**H4** assesses pathways for further education, training and life planning

**H5** communicates and uses technology effectively

**H6** applies self-management and teamwork skills

**H7** utilises strategies to plan, organise and solve problems

**H8** assesses influences on people's working lives

**H9** evaluates personal and social influences on individuals and groups

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Research Task	Booklet	Practical	Interview	
<b>Date</b>	<b>Week 10 Term 4</b>	<b>Week 11 Term 1</b>	<b>Week 10 Term 2</b>	<b>Week 3 Term 3</b>	
<b>Outcomes</b>	H1 H2 H5	H1 H2 H8	H6 H7	H3 H4 H8 H9	
<b>Total Weighting (100%)</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



## HSC Assessment Advice for VET Courses

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

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

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

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

**The achievement of units of competency** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

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

**Credit Transfer (CT)** may be given for units of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer prior to the commencement of the delivery of this UoC

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

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

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

### **Work placement advice from NESA in response to COVID**

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

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

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

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

## Assessment Summary AHC20116 Certificate II in Agriculture

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3 Week 4, Term 4 Week 4
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 6

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes		Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1	<a href="#">AHCWHS201</a>	Participate in WHS processes	X	X	X	Mandatory
Cluster 2	<a href="#">AHCWRK204</a>	Work effectively in the industry	X		X	Mandatory
Cluster 2	<a href="#">AHCWRK209</a>	Participate in environmentally sustainable work practices	X	X	X	Mandatory
Cluster 2	<a href="#">AHCWRK205</a>	Participate in workplace communications	X	X	X	
Cluster 3	<a href="#">AHCWRK201</a>	Observe and report on weather	X	X	X	Mandatory
Cluster 4	<a href="#">AHCPMG201</a>	Treat weeds	X	X	X	
Cluster 4	<a href="#">AHCCHM201</a>	Apply chemicals under supervision	X	X	X	Mandatory

Trainers must deliver and assess Cluster 1, 2, 3, 4, then select either Cluster 5 (Livestock stream) or Cluster 6 (Plant stream) and select optional clusters to total of at least 18 units.

- Clusters DO NOT NEED TO BE ASSESSED IN ORDER.

### Cluster 5 (includes Livestock stream)

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation,	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 5	<a href="#">AHCLSK202</a>	Care for health and welfare of livestock	X	X	X	Stream focus area
Cluster 5	<a href="#">AHCLSK205</a>	Handle livestock using basic techniques	X	X	X	
Cluster 5	<a href="#">AHCLSK206</a>	Identify and mark livestock	X		X	
Cluster 5	<a href="#">AHCLSK204</a>	Carry out regular livestock observations	X		X	

## Cluster 7 Tractors and machinery

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

## Cluster 8 Feed and Water Livestock

Cluster 8	<a href="#">AHCLSK211</a>	Provide feed for livestock	X	X	X
Cluster 8	<a href="#">AHCLSK209</a>	Monitor water supplies	X	X	X

## Cluster 9 Fencing

Cluster 9	<a href="#">AHCINF202</a>	Install, maintain, and repair farm fencing	X	X	X
Cluster 9	<a href="#">AHCINF201</a>	Carry out basic electric fencing operations	X	X	X

## Cluster 11 Prepare livestock for competition

Cluster 11	<a href="#">AHCLSK316</a>	Prepare Livestock for Competition	X	X	X
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## Cluster 12 Clean machinery

Cluster 12	<a href="#">AHC BIO201</a>	Inspect and clean machinery for plant, animal and soil material	X	X	X
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You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC20116 Certificate II in Agriculture. The Statement of Attainment towards AHC20116 Certificate II in Agriculture will only be the possible AQF outcome if at least one UoC has been achieved.

School Name: Deniliquin High School

Assessment Schedule Year 11 - 2023

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Preliminary Yearly Exam
		Term 2 2023	Week 10 Term 3 2023
Code	Unit of Competency		
SITXFSA005	Use hygienic practices for food safety	x	
SITXWHS005	Participate in safe work practices	x	
SITXFSA006	Participate in safe food handling practices	x	
SITHCCC025	Prepare and present sandwiches	x	
SITXCOM007	Show social and cultural sensitivity	x	
SITXCCS011	Interact with customers	x	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20322 Certificate II in Hospitality**.

**The exam tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

School Name:

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 2	Task 3	Task 4	Trial Exam
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Term 4 2023	Term 1 2024	Term 3 2024	Term 3
Code	Unit of Competency				
SITHIND006	Source and use information on the hospitality industry	x			
SITHFAB024	Prepare and serve non-alcoholic beverages		x		
SITHFAB025	Prepare and serve espresso coffee		x		
SITHFAB027	Serve food and beverages		x		
BSBTWK201	Work effectively with others			x	
SITHIND007	Use hospitality skills effectively			x	

Depending on the achievement of units of competency, the possible qualification outcome is SIT20322 Certificate II in Hospitality

**The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.



# APPENDICES



## Assessment Task Notification

<b>Year Level</b>	
<b>Subject Name</b>	
<b>Module Name</b>	
<b>Task Name</b>	
<b>Teacher</b>	
<b>Task Number</b>	
<b>Notification Date</b>	Term _____ Week _____ Date _____
<b>Weighting (%)</b>	
<b>Due Dates</b>	Draft Due Date: Term _____ Week _____ Date _____ Due Date: Term _____ Week _____ by 8.50am
<b>Preferred submission method(s):</b>	
<b>Class time allocated</b>	

Referencing/Plagiarism: Tasks that are not entirely a student's own work will result in a **0 mark** awarded and contact made with the parent/caregiver; the task will also need to be resubmitted.

Non-submission:

If you are absent on the due date, you have the chance to submit the task with no penalty in the next scheduled class you are present for. If you continue to be absent for two weeks after the submission date, an automatic 0 mark will be issued. Non-submission means parent contact will be made and a 'Failure to submit assessment' letter will go home. You will still be required to submit the task for reporting purposes.

If you are absent on the due date, a 0 mark will be issued unless there is medical certificate produced explaining illness, accident or misadventure as the reason for the non-submission. The school must be contacted.

If you do not submit on the due date, without prior acceptance of an extension, a 0 mark will be issued. Parent contact will also be made and an RoSA N warning letter will be sent home. You will still be required to submit the task for reporting purposes.

## Outcomes

## Task Description and Instructions

## Assessment Criteria

Head Teacher Checked and Signed: \_\_\_\_\_



## Common Grade Scale

**A** - The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

**B** - The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

**C** - The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

**D** - The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

**E** - The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

*If you receive an E, this may be classed as a non-serious attempt and re-submission may be required. However the original mark will be maintained.*

## What is the difference between referencing and bibliographies?

**Referencing:** Referencing is needed when you use a direct quote or information from a source.

For example;

“The ability of the heart, lungs and circulatory system to supply oxygen and nutrients efficiently to working muscles and remove waste products” (PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020, page 25) OR

According to *Australia’s Health 2018* cancer causes the greatest burden of disease in Australia.

**Bibliographies:** Bibliographies include all sources used to inform and develop your response. This includes all sources you have referenced.

For example;

Australian Institute of Health and Welfare, *Australia’s Health 2018*. [ONLINE] Available at <https://www.aihw.gov.au/getmedia/7c42913d-295f-4bc9-9c24-4e44eff4a04a/aihw-aus-221.pdf.aspx?inline=true> [Accessed 10 May 2020] OR

PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020

BIBLIOGRAPHY	
Film production	<i>Australia</i> (2008), motion picture, producers B Luhrmann, G MacBrown and C Knapman, director B Luhrmann, Twentieth Century Fox, Australia.
Government publication from a specific department	Australian Institute of Health and Welfare (2006), <i>Disability and disability services in Australia</i> , Australian Government Publishing Service, Canberra.
Website	Centre for Policy Development (2007), <a href="http://cpd.org.au/">http://cpd.org.au/</a> , 17 October 2009. <span style="float: right;">Date accessed</span>
Book with multiple authors	Cornelius, H, Faire, S & Cornelius, E (2006). <i>Everyone Can Win—Responding to Conflict Constructively</i> (2nd edition), Simon & Schuster, Sydney.
Podcast	Fidler, R (2008) Conversations: Leith Harding, ABC local radio, backyard@our.abc.net.au, 2 December.
Newspaper article	Ham, M, 'Part-time gives you more time', <i>My Career</i> , <i>Sydney Morning Herald</i> , 13 December, p. 3.
Book (with general editor)	Healey, J (ed) (2001), <i>Family values, Issues in Society</i> , Spinney Press, Australia. <span style="float: right;">Publisher</span>
Video production	<i>Inside Story: Conflict Resolution</i> (2007), Video Education Australia, Victoria.
Conference paper	Katz, I (2007), 'Resilience and diversity in children and families', <i>Australian Welfare 2007 Conference</i> , Canberra, pp. 26–42. <span style="float: right;">Page numbers</span>
Journal article	Qu, L (2008), 'Work and family balance: Issues in research and policy', <i>Family Matters</i> , Australian Institute of Family Studies, Melbourne, 80, pp. 12–21. <span style="float: right;">Volume number</span>
Educational resource kit/package	Slee, P, Flanagan, A & Mitchell, B (1995), <i>Stressed Out and Growing Up</i> , Children and Adolescent Psychological and Educational Resources, Flinders University, South Australia.
Personal interview	Taylor, L, personal interview, 12 August 2009. <span style="float: right;">Date interviewed</span>
Television program	<i>Today Tonight</i> recording, Channel Seven, 20 November 2009. <span style="float: right;">Date of recording</span>
Personal email	Weihen, L weihen@optusnet.com.au personal email, (29 October 2009). <span style="float: right;">Date posted</span>
Book with single author	Ziegler, H (2004), <i>Changing lives, changing communities</i> , (Revised edition) Wesley Mission, Melbourne. <span style="float: right;">Place of publication</span>

## APPENDIX B

### DENILQUIN HIGH SCHOOL Assessment Task Registration



Course	
Task Number	
Task Weight %	
Task checked by Head Teacher (date and sign)	
Date of Notification	
Date Due	

Student Name	Task Received <i>Student Signature</i>	Date Received	Task Submitted <i>Student Signature</i>	Date Submitted	Task returned <i>Student Signature</i>	Date Returned





## Application for an Extension Assessment Task Affected by Illness or Misadventure

Name ..... Date .....

Subject ..... Teacher .....

Task Concerned .....

I hereby apply for an extension based on consideration of the following factor(s) which affected my performance in this Assessment Task (*Documentary evidence from Doctor or Parent should be provided*). In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

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Student's Signature .....

Parent / Caregiver Signature .....

Decision of Head Teacher .....

Teacher's Signature .....

Date .....





Application for an Extension
Consideration of Absence on Due Date of Assessment

Name ..... Date .....

Subject ..... Teacher .....

Task Concerned .....

I hereby apply for consideration of my absence for the Assessment task outlined above.

Documentary evidence is / is not attached.

The facts as outlined below, which affected my ability to complete this Assessment Task by the due date are an accurate record of my situation.

Series of horizontal dotted lines for writing the student's explanation.

Student's Signature .....

Parent / Caregiver Signature .....

Decision of Head Teacher .....

Teacher's Signature .....

Date .....







## Application for Appeal

Name .....Date .....

Subject .....Teacher .....

Task Concerned .....

Please give details in the space below your concern / complaint with regard to the above  
Year 11 / Year 12 Assessment Task

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Student's Signature .....

Date .....

Head Teacher / Teacher's Name .....

Head Teacher / Teacher's Signature .....

Date .....



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