



Deniliquin High School

Year 12
Assessment Program
2020 - 2021

TABLE OF CONTENTS

- Assessment Calendar
- Assessment Procedures
- Honesty in Assessment – the Standard
- ATAR Requirements
- Schedule of Assessment Tasks
- Vocational Education Training
- Appendix

ASSESSMENT CALENDAR YEAR 12 2020 - 2021

Week	2020 Term 4 (10-week term)	2021 Term 1 (11-week term)	2021 Term 2 (10-week term)	2021 Term 3 (10-week term)
1			Mathematics Advanced	English Advanced English Standard English Studies
2			Music	Science Extension Biology
3			PDHPE	Chemistry
4		Biology		Music Work Studies
5		Visual Arts Industrial Technology (Timber) Science Extension	Business Studies Chemistry	Visual Arts (Trial Exam - BOW Submission)
6	Maths Extension 1 Industrial Technology (Timber)	Music Modern History Work Studies Agriculture	Maths Extension 1 English Extension 2 Legal Studies	Trial HSC Exams
7	Mathematics Advanced Mathematics Standard 2 Mathematics Standard 1 English Extension 2	Mathematics Standard 1 Mathematics Standard 2	Mathematics Advanced Mathematics Standard 2 Mathematics Standard 1 Biology	
8	Chemistry Legal Studies Business Studies English Advanced English Standard English Studies	Business Studies Legal Studies	PDHPE Investigating Science Earth & Environmental Science Extension English Extension 1	
9	Investigating Science Earth & Environmental PDHPE English Extension 1	SLR CAFS English Advanced English Standard English Studies Physics	Visual Arts SLR CAFS Industrial Technology (Timber) Physics	
10	Visual Arts Agriculture CAFS Modern History Work Studies Physics SLR	Investigating Science Earth & Environmental Math Extension 1 English Extension 2	Agriculture Modern History Work Studies	

ASSESSMENT PROCEDURES IN THE HIGHER SCHOOL CERTIFICATE

The award of the Higher School Certificate is based on the performance of students in a number of different areas-

- 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).
- External exams conducted by the NESA that are held in October and November of the Yr 12 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).

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 as determined by each school are not necessarily what appears on a student's HSC Record of Achievement
- Schools send their internal assessments 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 or with Mrs Van Lieshout or Mr Warren.

Glen Warren, Principal

HIGHER SCHOOL CERTIFICATE

Record of Achievement



This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Higher School Certificate and has
received the results shown below.

STAGE 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark	HSC Performance Mark	Band
Board Developed Courses					
2016	English (Advanced) (2 unit)	68/100	68/100	68	3
	Hospitality (2 unit)	Refer to Vocational documentation			
	Hospitality Examination (Food and Beverage)	83/100	N/A	83	5
	Mathematics General 2 (2 unit)	68/100	68/100	68	3
	Modern History (2 unit)	74/100	70/100	72	4
	Society and Culture (2 unit)	77/100		77	4



Student Number: 80293882

Issued by NESA without a signature or seal on 18 May 2017 at Sydney, NSW,
Australia

[Signature]
Chief Executive Officer
NSW Education Standards Authority

LEAVING 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 courses and results for Years 10 and 11, and any HSC courses you have taken.
- **Reading, writing and numeracy test results:** You can take optional online minimum standard reading, writing and numeracy tests and show the results to potential employers.

Talk to Mrs Van Lieshout about the RoSA and the reading, writing and numeracy tests, if you are thinking about leaving before you complete the HSC.

DENILIQVIN HIGH SCHOOL - STAGE 6 - YR 12 COURSE

ASSESSMENT PROCEDURES

1. What is the purpose of this booklet?

The purpose of this booklet is to provide information about:

- School assessment of students' progress in Year 12.
- Your rights and responsibilities under this system.

2. What are Yr 11 and Yr 12 Courses?

- Yr 11 Courses are normally completed in Year 11. *Students must satisfy the requirements of a Yr 11 course **before** proceeding to the Year 12 course in that subject.*
- Yr 11 courses are assumed knowledge for the HSC Examination.

3. What is an Assessment Mark?

- An Assessment Mark represents your *achievement of outcomes* listed in the syllabus for each course studied.

4. What is the purpose of Assessment Marks?

- To allow a wide range of subject skills and knowledge to be assessed.
- Assessment takes place at stages throughout the course, rather than by a single examination at its end.

5. Are non-assessment tasks important?

- Yes! 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 NESA requirements for completing a Year 12 or Year 11 Course are not satisfied.*

6. How will assessments be compiled?

- Each Faculty, using NESA guidelines, has developed procedures for compiling an Assessment Mark 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.
- Details of the procedures used for each subject are included in this booklet.

7. 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.
- In most cases, a period of at least ONE WEEK prior to the Trial HSC Examination will be kept free of other Assessment Tasks.

8. 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 many 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.

9. 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.
- Cumulative rankings will be indicated on each school report sent home during the Year 12 Course.

10. 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 3 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.

11. 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 Mrs Van Lieshout, the student and 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.

12. How should an Assessment Task be submitted?

- *All Assessment Tasks, except in-class tasks, must be submitted by 9am on the date due.* This includes tasks that are to be emailed.
- Teachers will ask you to sign the assessment register as proof of receipt of the task.

13. 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 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.

14. 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.

15. 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.

16. 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.

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

- *You should telephone 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 should be attached (eg. Medical Certificate and/or Parental Letter), 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.

18. 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 NESA 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.

19. 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.
- NESA 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.

20. What records is the school required to keep?

- The school must keep signed records that all students have been issued with their Assessment Booklet, NESA 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. This is the Assessment Register.
- The school is required to keep documentary evidence of work submitted by a range of students in each subject. Original work would normally be returned to students following assessment.

21. Do school Yr 11 Course Assessment Marks appear on the HSC?

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

22. 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 successfully complete the outcomes of the courses they are studying if they are missing a lot of school.

23. What are my options if I fail to satisfy the requirements of a Yr 11 or YR 12 course?

- Option 1: Repeat the course in a later year, and "Accumulate" Yr 12 over a longer period (up to 5 years)
- Option 2: Repeat all Yr 11 Courses or all Yr 12 Courses
- Option 3: Negotiate with the Principal to continue "On Probation" during Term 4 of the Yr 11 Course.

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

- In the first instance, you should 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 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 Coordinator.

- 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 to NESAs is then possible.

25. 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 D) 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.

26. 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 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 complete it
- If this happens, the school will form a panel (consisting of the Principal, Deputy Principal, Senior School Coordinator 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 NESAs 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.

27. 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 should 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 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 NESAs is then possible.

28. 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.

HONESTY IN ASSESSMENT - THE STANDARD

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

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

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

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission against Corruption.

How can I best manage my assessment tasks?

- Be aware of due dates. Keep an up-to-date diary of all assessment tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

What is cheating in assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here are 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, journals, CDs 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.

The above are examples of plagiarism.

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your HSC results. The following are common questions about plagiarism.

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

A. Definitely 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. This is plagiarism.

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. It is legitimate to build on ideas from others provided you don't claim they are your own.

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.

How do I acknowledge sources?

Your teachers can tell you exactly how they would like to see you acknowledge sources. For written works, this usually will be in a bibliography. You will need to check how the bibliography should be presented for each of your projects. For some projects, such as practical works for Industrial Technology or Design and Technology, you must keep a folio or journal. In it, you can show your influences and any practical help you received (for example a professional welder to join pieces of your work together), ideas that inspired you, as well as a bibliography.

Remember that acknowledging your sources is also a good way to show your teacher the extent of the reading and research you have done. Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

Why does honesty matter in Year 12?

Honesty is very important in all aspects of life and is an essential part of academic research.

The Higher School Certificate is a well-respected and widely recognised educational credential.

Many students use Year 12 to enter employment and further education.

Cheating is absolutely unacceptable in Year 12 as it undermines the integrity of the qualification.

Why do people cheat and what are the consequences?

Some people cheat because they are under pressure. They can be under pressure because they have not organised their time and feel they have to take shortcuts to meet the course requirements. Others are under pressure because they are trying to achieve unrealistic academic goals. It is important to speak to your parents and teachers if you feel this kind of pressure.

Some people cheat because they don't understand the seriousness of what they are doing and tell themselves it doesn't matter. Some people cheat accidentally because they do not understand plagiarism.

NESA treats cheating very seriously. It investigates allegations of cheating and penalises students caught cheating in YR 12 written examinations and in projects or practical works.

Detected malpractice will limit a student's marks and jeopardise their HSC.

One or more of the following will apply:

- Reduced marks for part or all of the examination
- ZERO marks for part or all of the examination
- An interview with a 'malpractice' panel at NESA
- 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. 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. Schools may use procedures similar to NESA's rules, such as signed declarations of authenticity.

Cheating in school assessment tasks also has serious consequences. You may receive zero marks for the task, and depending on the task, you may lose that course from your HSC award. Your school may refuse to certify practical works or projects as 'authentic work' before sending them to NESA. Your school may take further disciplinary action. Apart from anything else, if you are caught cheating you are likely to lose the trust of your fellow students and your own self-respect.

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.

A summary of student rights and responsibilities in YEAR 12 assessment

You have the following rights:

- to be informed of the assessment policies of your school and NESA
- to receive clear guidelines relating to the requirements of each assessment task
- to be told in advance of the due date for each assessment task
- to receive feedback that assists you to review your work
- to query the mark for an individual task at the time it is returned to you
- to request a review of the calculation of the final assessment mark if you believe your final assessment rank is incorrect.

You have the following responsibilities:

- to become familiar with and follow the assessment requirements set by your school and the rules in the Rules and Procedures for Higher School Certificate Candidates booklet
- to complete all set tasks on time, or talk to your teacher about what is required if you can't meet a deadline
- not to engage in behaviour which could be considered cheating or malpractice, including plagiarism.
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

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>

PATTERN OF STUDY REQUIREMENTS CHECKLIST

Do you meet the following PATTERN OF STUDY REQUIREMENTS?

At least 10 units of Yr 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 Yr 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 YR 12 courses comprising:

- The best 2 units of English;
- The best 8 units from the remaining units;
- No more than two units of **Category B** courses may be included.

NB: **Category B** courses include English Studies, Mathematics Standard 1, Metal Engineering, Primary Industries, Construction & Hospitality.

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

*If you wish to count a **Category B** Course in your ATAR, you must undertake the optional HSC exam in that Course*

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.

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Take home task Farm Case Study	In class practical task	In class test	Trial Exam	
Date	Week 10 Term 4	Week 6 Term 1	Week 10 Term 2	Week 6 Term 3	
Outcome	H3.1 H3.2	H1.1 H2.1 H4.1	H4.1 H5.1	H1.1 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1 H5.1	
Total Weighting (%)	20	25	25	30	100

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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Depth Study Module 5	Test Module 6/7	Depth Study Module 8	Trial HSC Examination	
Date	Week 4 Term 1	Week 7 Term 2	Week 2 Term 3	Week 6 Term 3	
Outcomes	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 12-1 BIO 12-2 BIO 12-3 BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-13 BIO 12-14	BIO 12-1 BIO 12-2 BIO 12-3 BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-7 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	
Total Weighting (%)	20	30	20	30	100

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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Topic Test: Operations	Research Task: Marketing	Financial Statement Analysis	Trial Examination	
Date	Week 8 Term 4	Week 8 Term 1	Week 5 Term 2	Week 6 Term 3	
Outcomes	H1 H2 H3 H4 H5 H6 H7 H8	H1 H2 H3 H4 H5 H6 H7 H8 H9	H2 H5 H6 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	
Total Weighting (%)	20	20	30	30	100

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

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

CH12-5 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

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

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
Task Type	In Class Skills & Practical Test Module 7	Depth Study Practical Module 6	Depth study – Research & Practical with in class test 8	Trial HSC Exam	
Date	Week 8 Term 4	Week 5 Term 2	Week 3 Term 3	Week 6 Term 3	
Outcomes	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-14	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 CH12-15	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Total Weighting (%)	20	25	25	30	100

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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Parenting and Caring Support Services Presentation	Independent Research Project	Groups in Context and Individuals and Work Media Folio and Case Study	Trial HSC Examination	
Date	Week 10 Term 4	Week 9 Term 1	Week 9 Term 2	Week 6 Term 3	
Outcomes	H1.1 H2.2 H3.2 H4.2	H4.1 H4.2	H1.1 H2.2 H3.1 H3.3 H3.4 H4.2 H6.2	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	
Total Weighting (%)	15	20	35	30	100

EARTH & ENVIRONMENTAL SCIENCE – 2 UNIT

Year 12 Course Outcomes

Skills in Working Scientifically

EES12-1 develops and evaluates questions and hypotheses for scientific investigation

EES12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES12-5 analyses and evaluates primary and secondary data and information

EES12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history

EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems

EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate

EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Model (Earth's Processes)	Practical and Process Test (Hazards)	Depth Study Research Task (Climate Science)	Trial HSC Examination	
Date	Week 9 Term 4	Week 10 Term 1	Week 8 Term 2	Week 6 Term 3	
Outcomes	EES12-4 EES12-5 EES12-6 EES12-7 EES12-12	EES12-1 EES12-2 EES12-3 EES12-4 EES12-5 EES11-6 EES11-7 EES11-13	EES12-1 EES12-2 EES12-3 EES12-4 EES12-5 EES12-6 EES12-7 EES12-14	EES12-1 EES12-2 EES12-4 EES12-5 EES12-6 EES12-7 EES12-12 EES12-13 EES12-14 EES12-15	
Total Weighting (%)	20	20	30	30	100

ENGLISH ADVANCED - 2 UNIT

Year 12 Course Outcomes

EA 12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA 12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA 12-3 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

EA 12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA 12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA 12-6 investigates and evaluates the relationships between texts

EA 12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA 12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA 12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Multimodal Presentation	Essay	Writing Portfolio	Trial Exam	
Date	Week 8 Term 4	Week 9 Term 1	Week 1 Term 3	Week 6 Term 3	
Outcomes	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	
Total Weighting (%)	25	25	25	25	100

ENGLISH STANDARD - 2 UNIT

Year 12 Course Outcomes

EN 12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN 12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN 12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN 12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN 12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN 12-6 investigates and explains the relationships between texts

EN 12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN 12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN 12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Multimodal Presentation	Essay	Writing Portfolio	Trial Exam	
Date	Week 8 Term 4	Week 9 Term 1	Week 1 Term 3	Week 6 Term 3	
Outcomes	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	
Total Weighting (%)	25	25	25	25	100

ENGLISH STUDIES - 2 UNIT

Year 12 Course Outcomes

ES 12-1 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

ES 12-2 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

ES 12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES 12-4 composes proficient texts in different forms

ES 12-5 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

ES 12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES 12-7 represents own ideas in critical, interpretive and imaginative texts

ES 12-8 understands and explains the relationships between texts

ES 12-9 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

ES 12-10 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
Task Type	Multimodal Presentation	Group Presentation	Portfolio	Trial Exam	
Date	Week 8 Term 4	Week 9 Term 1	Week 1 Term 3	Week 6 Term 3	
Outcomes	ES12-1 ES12-4 ES12-7 ES12-8 ES12-9	ES12-1 ES12-4 ES12-5 ES12-6 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	
Total Weighting (%)	25	25	30	20	100

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Literary Worlds - Creative Response	Literary Homelands – Critical Response	Trial Exam	
Date	Week 9, Term 4	Week 8, Term 2	Week 6, Term 3	
Outcomes	EE12-1 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	
Total Weighting (%)	30	40	30	100

ENGLISH EXTENSION 2 - 1 UNIT

Year 12 Course Outcomes

EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Proposal for Major Work – Viva Voce	Investigation – Literature Review	Major Work Process – Critique of the Creative Process	
Date	Week 7, Term 4	Week 10, Term 1	Week 6, Term 2	
Outcomes	EEX12-1 EEX12-3 EEX12-4 EEX12-5	EEX12-1 EEX12-2 EEX12-3 EEX12-4 EEX12-5	EEX12-1 EEX12-2 EEX12-3 EEX12-4 EEX12-5	
Total Weighting (%)	30	40	30	100

INDUSTRIAL TECHNOLOGY (TIMBER PRODUCTS & FURNITURE TECHNOLOGIES) - 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 through the production of a Major Project
H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
H5.1 selects and uses communication and information processing skills
H5.2 examines and applies appropriate documentation techniques to project management
H6.1 evaluates the characteristics of quality manufactured products
H6.2 applies the principles of quality and quality control
H7.1 explains the impact of the focus area industry on the social and physical environment
H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

	Task 1	Task 2	Task 3	Task 4	Total
Task Type	Industry Study Report	Design and Planning: Major project	Planning and management: Major Project	Trial HSC Examination	
Date	Week 6 Term 4	Week 5 Term 1	Week 9 Term 2	Week 6 Term 3	
Outcomes	H1.3 H1.1 H1.2 H 7.1 H7.2	H3.1 H3.2 H5.1 H5.2	H3.3 H4.1 H4.2 H4.3 H5.1 H5.2 H6.2 H7.1 H7.2	H1.2 H1.3 H3.2 H4.3 H6.1 H6.2 H7.1 H7.2	
Total Weighting (%)	15	30	35	20	100

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
Task Type	Data Analysis– Module 5	Depth Study – Module 6	Depth Study – Module 7	Trial HSC Examination	
Date	Week 9 Term 4	Week 10 Term 1	Week 8 Term 2	Week 6 Term 3	
Outcomes	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	
Total Weighting (%)	25	20	25	30	100

LEGAL STUDIES - 2 UNIT

Year 12 Course Outcomes

A student:

H1. identifies and applies legal concepts and terminology

H2. describes and explains key features of and the relationship between Australian and international law

H3. analyses the operation of domestic and international legal systems

H4. evaluates the effectiveness of the legal system in addressing issues

H5. explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

H6. assesses the nature of the interrelationship between the legal system and society

H7. evaluates the effectiveness of the law in achieving justice

H8. locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents

H9. communicates legal information using well-structured and logical arguments

H10. analyses differing perspectives and interpretations of legal information and issues.

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Crime (Essay)	Human Rights (Report)	Family Law (Essay)	Trial HSC Examination	100
Date	Week 8 Term 4	Week 8 Term 1	Week 6 Term 2	Week 6 Term 3	
Outcomes	H1 H4 H5 H8	H3 H6 H10	H2 H7 H9	H1-10	
Total Weighting (%)	20	25	25	30	100

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.

Knowledge and Understanding

- Develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques.
- Develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis.
- Uses technology effectively and apply critical thinking to recognise appropriate times for such use.
- Develop the ability to interpret, justify and communicate mathematics in a variety of forms.

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Class Test Topics: <i>Inverse Trigonometric Functions, Rates of Change</i>	Investigation Topic: <i>Vectors</i>	Class Test Topics: <i>Integration, Differential Equations</i>	Trial HSC examination Topics: <i>All HSC and Preliminary topics</i>	
Date	Week 6 Term 4	Week 10 Term 1	Week 6 Term 2	Week 6 Term 3	
Outcomes	ME12-1 ME12-3 ME12-4 ME12-7	ME12-1 ME12-2 ME12-6 ME12-7	ME12-1 ME12-4 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7	
Total Weighting (%)	25%	20%	25%	30%	100%

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

Knowledge and Understanding

- develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques
- develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data, statistics and probability
- develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations
- develop the ability to interpret and communicate mathematics logically and concisely in a variety of form

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Class Test Topics: <i>Logarithmic functions, Calculus</i>	Investigation Topics: <i>To be determined</i>	Class Test Topics: <i>Calculus, Statistical Analysis</i>	Trial HSC examination Topics: <i>All HSC and Preliminary topics</i>	
Date	Week 7 Term 4	Week 1 Term 2	Week 7 Term 2	Week 6 Term 3	
Outcomes	MA12-1 MA12-3 MA12-6	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	MA12-3 MA12-6 MA12-7 MA12-8	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
Total Weighting (%)	25%	20%	25%	30%	100%

MATHEMATICS STANDARD 2 - 2 UNIT

Objectives

Students:

- develop the ability to apply reasoning, the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts.
- develop the ability to use concepts and apply techniques to the solutions of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks.
- develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations.
- develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs.

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
Task Type	In-class test	Investigation	In-class test	Trial HSC Examination	
Date	Week 7 Term 4	Week 7 Term 1	Week 7 Term 2	Week 6 Term 3	
Outcomes	MS2-12-3 MS2-12-4	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	
Total Weighting (%)	25	20	25	30	100

MATHEMATICS STANDARD 1 - 2 UNIT

Objectives

Students:

- develop the ability to apply reasoning, the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts.
- develop the ability to use concepts and apply techniques to the solutions of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks.
- develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations.
- develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs.

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
Task Type	Project Topic: Networks	Project Topics: Rates, Scale Drawings, Right Triangles	Project	HSC Trial Examination	
Date	Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Week 6	
Outcomes	MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-3 MS1-12-4 MS1-12-6 MS1-12-9		MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10	
Total Weighting (%)	25%	25%	25%	25%	100%

MODERN HISTORY – 2 UNIT

Year 12 Course Outcomes

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	In-Class Essay	Class Test	Research & Presentation	Trial Exam	
Date	Week 10 Term 4	Week 6 Term 1	Week 10 Term 2	Week 6 Term 3	
Outcomes	MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-9	MH12-5 MH12-6 MH12-7 MH12-8 MH12-9	MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-9	
Total Weighting (%)	20	25	25	30	100

MUSIC - 2 UNIT Course 1

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

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

Knowledge and Understanding:

- demonstrate knowledge and understanding of health and physical activity concepts relevant to the question
- apply the skills of critical thinking and analysis
- communicate ideas and information using relevant examples
- present a logical and cohesive response

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Take Home Task <i>Core 2: Factors Affecting performance</i>	Scenario <i>Sports Medicine (Option 3) & Improving Performance (Option 4)</i>	Research Task <i>Core 1: Health Priorities in Australia</i>	HSC Trial Examination <i>All course content: Core 1 & 2, Option 3 & 4</i>	
Date	Week 9 Term 4	Week 3 Term 2	Week 8 Term 2	Week 6 Term 3	
Outcomes	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	
Total Weighting (%)	20	30	20	30	100

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.

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	In-class Practical Task – Module 5	Depth Study - Module 6	In-class task – Interpreting, analysing and processing data	Trial HSC Exam	
Date	Week 10 Term 4	Week 9 Term 1	Week 9 Term 2	Week 6 Term 3	
Outcomes	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	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-6 PH12-7 PH12-14	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-6 PH12-7 PH12-12 PH12-13 PH12-14 PH12-15	
Total Weighting (%)	25	25	20	30	100

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

Knowledge and Understanding

- develop extensive knowledge and understanding about the development of scientific inquiry and research
- develop extensive understanding of the nature of, and the application and processes involved in, modern scientific research
- develop and apply comprehensive knowledge, understanding and skills, to a specific area of science informed by researching, manipulating and analysing primary and secondary-sourced data in relation to relevant publicly available data sets
- develop and apply extensive knowledge, understanding and skills in regard to the current methods of communicating scientific ideas through scientific research

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Presentation of research proposal	Test – Data, Evidence and Decisions	Scientific Research Report	
Date	Week 5 Term 1	Week 8 Term 2	Week 2 Term 3	
Outcomes	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	
Total Weighting (%)	30	30	40	100

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
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Theory Test	Assignment	Practical Assessment	Practical & theory assessment	
Date	Week 10 Term 4	Week 9 Term 1	Week 9 Term 2	Week 6 Term 3	
Outcomes	1.1 1.3 2.1 3.1 3.2 4.1 4.4	1.1 1.3 1.6 2.4 3.2 4.2 4.5	1.1 1.3 2.1 3.1 3.2 4.1 4.4	1.3 2.5 3.6 4.2 4.4 5.5	
Total Weighting(%)	25%	25%	25%	25%	100

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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Development of BOW and VAPD	Artwork Research Paper	Analytical Essay	Trial HSC Exam: a) Practical (20%) b) Written Paper (10%)	
Date	Week 10 Term 4	Week 5 Term 1	Week 9 Term 2	Week 6 Term 3	
Outcomes	H1 H7 H2 H8 H3 H9 H4 H10	H7 H9 H10	H7 H8 H10	H5 H7 H6 H8 H9 H10	
Total Weighting (%)	30	20	20	30	100

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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Research Task	Booklet	Practical	Interview	
Date	Week 10 Term 4	Week 6 Term 1	Week 10 Term 2	Week 4 Term 3	
Outcomes	H1 H2 H5	H1 H2 H8	H6 H7	H3 H4 H8 H9	
Total Weighting (%)	25	25	25	25	100

ASSESSMENT SCHEDULES FOR YR 12 VET COURSES

Formal Assessment

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 e.g. written tasks, practical demonstration, portfolio or assignment.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory OR 'Not Yet 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 Yr 12 VET courses is in a different format to other Board Developed Courses.

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

Your trainer will keep a record of units of competency achieved. 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 yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

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

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO. Refer to RTO Student Guide for further information and process

Work placement is a mandatory YR 12 component. A minimum of 70 hours must be completed during a 240 hour course. Note that:

- You will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- An 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your YR 12 pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- The scheduled date for work placement is shown in the assessment summary

The Optional HSC Examination is:

- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification
- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.
- 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 Yr 12. This will only be used in the case of an illness/misadventure appeal. You will be asked to complete a trial examination to practice appropriate written tasks under examination conditions to determine the estimated mark.



YR 12 VET Metals and Engineering MEM10119 Certificate I in Engineering SCHEDULE OF ASSESSMENT

Evidence Collection Techniques

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



Year 12 VET Primary Industries AHC20116 Certificate II in Agriculture SCHEDULE OF ASSESSMENT

Assessment Plan					
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation,	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1	AHCWHS201	Participate in WHS processes	X	X	X
Cluster 2	AHCWRK204	Work effectively in the industry	X		X
Cluster 2	AHCWRK209	Participate in environmentally sustainable work practices	X	X	X
Cluster 2	AHCWRK205	Participate in workplace communications	X	X	X
Cluster 3	AHCWRK201	Observe and report on weather	X	X	X
Cluster 4	AHCPMG201	Treat weeds	X	X	X
Cluster 4	AHCCHM201	Apply chemicals under supervision	X	X	X

Evidence Collection Techniques

- Trainers must deliver and assess Cluster 1, 2, 3, 4, then select either Cluster 5 (Animal stream) or Cluster 6 (Plant stream) and select optional clusters to total at least 18 units.
- Clusters DO NOT NEED TO BE ASSESSED IN ORDER.
- Note: When more than 1 unit is in a 'Cluster', trainers must not assess individual units. Units in a Cluster must be assessed and recorded together in their respective cluster.
- Trainers need to be qualified to deliver the Show livestock Cluster, Growing Plants Cluster.
- [AHCLSK316](#) Prepare livestock for competition will not be automatically opened on Schools Online, RTO contact is essential if you are selecting this unit of competency.



Evidence Collection Techniques

Cluster 5 (Animals)

Assessment Plan					
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	method – structured activities e.g. role plays, work samples	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 5	AHCLSK202	Care for health and welfare of livestock	X	X	X
Cluster 5	AHCLSK205	Handle livestock using basic techniques	X	X	X
Cluster 5	AHCLSK206	Identify and mark livestock	X		X
Cluster 5	AHCLSK204	Carry out regular livestock observations	X		X



Cluster 7 Tractors and machinery

Assessment Plan					
Cluster	Competency codes	Title of competency	Direct observation - real time, simulated	structured activities e.g. role plays, work	Questioning - written or oral related to knowledge e.g. quizzes, interviews
Cluster 7	AHCMOM202	Operate tractors	X	X	X
Cluster 7	AHCMOM203	Operate machinery and equipment	X	X	X

Cluster 8 Feed and Water Livestock

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



Cluster 9 Fencing

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

Cluster 10 Growing Plants

Assessment Plan					
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 10	AHCNSY203	Undertake Propagation Activities	X	X	X
Cluster 10	AHCNSY201	Pot up plants	X	X	X
Cluster 10	AHCNSY202	Assist with the soil growing media sampling and testing	X	X	X



Cluster 11 Prepare livestock for competition

Assessment Plan					
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 11	AHCLSK316	Prepare Livestock for Competition	X	X	X

Cluster 12 Clean machinery

Assessment Plan					
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 12	AHC BIO201	<i>Inspect and clean machinery for plant, animal and soil material</i>	X	X	X



Year 12 VET Hospitality SIT20316 Certificate II in Hospitality SCHEDULE OF ASSESSMENT

Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	method – structured activities e.g. role plays, work samples	annotated and validated pieces of evidence compiled by the learner work samples,	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – Working Together	BSBWOR203	Work effectively with others		X		X
	BSBCMM201	Communicate in the Workplace		X		X
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X
	SITHCCC001	Part B Use food preparation equipment	X	X		X
	SITXFSA002	Participate in safe food handling practices	X	X		X
Cluster 3 – Café Skills	SITHFAB005	Part A Prepare and serve espresso coffee	X	X	X	X
	SITHFAB004	Part B Prepare and serve non-alcoholic beverages	X	X	X	X
Cluster 4 – Safe and Sustainable work practices	SITXWHS001	Participate in safe work practices	X	X		X
	BSBSUS201	Participate in environmentally sustainable work practices				X



Evidence Collection Techniques - Certificate II in Hospitality

Cluster 5 – Interacting with diverse customers	SITXCCS003 SITXCOM002	Interact with customers Show social and cultural sensitivity	X X	X X		X X
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X

APPENDICES



Assessment Task Notification

Year 11/12 - _____

Teacher: _____

Task Number: _____

Notification Date: _____ Term – Week: _____

Weight: _____

Due Date: _____ Term – Week: _____

Outcomes *(list of syllabus outcomes being assessed)*

-
-
-

Task Description and Instructions

(Explains the task and outlines suggested format for presentation)

Assessment Criteria

(Outline of how the task will be assessed. This may include a marking rubric)

Tasks that are not entirely a student's own work, or considered to be a non-serious attempt, will result in a 0-mark awarded and a NESA warning letter.



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/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.

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 Task

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:

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 or Year 12 Assessment Task**

STUDENTS SIGNATURE:

DATE:

TEACHER /HEAD TEACHER

SIGNATURE:

DATE:



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