



Deniliquin High School

Year 12
Assessment Program
2022 - 2023

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ASSESSMENT CALENDAR YEAR 12 2022 - 2023

Week	2022 Term 4 (11-week term)	2023 Term 1 (11-week term)	2023 Term 2 (10-week term)	2023 Term 3 (10-week term)
1				English Advanced English Standard English Studies
2		Heat Week	Food Technology	Biology Food Technology Physics SLR Science Extension
3			PDHPE Business Studies Music	Music Numeracy
4		Biology Food Technology Physics SLR	CAFS	
5		Legal Studies Science Extension	Biology Physics SLR	
6	Mathematics Extension 1	Visual Arts	Mathematics Extension 1	Trial HSC Exams
7	Mathematics Advanced Mathematics Standard 2 Numeracy	Mathematics Advanced Mathematics Standard 2 Numeracy	Mathematics Advanced Mathematics Standard 2 Numeracy	HSC Music Practical Exam Visual Arts (BOW due)
8	English Advanced English Standard English Studies	Music Mathematics Extension 1	Investigating Science Legal Studies Science Extension	
9	PDHPE Business Studies Investigating Science	English Advanced English Standard English Studies	PDHPE Business Studies	
10	Visual Arts Chemistry Agriculture	Agriculture Investigating Science Legal Studies	Agriculture Chemistry Visual Arts CAFS	
11		CAFS Chemistry		

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 HSC year.

Both the internal assessment result and the HSC exam result are reported on a student's HSC Record of Achievement (see the sample on the following page).

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

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

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

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

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

In summary the key points are –

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

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

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

Glen Warren, Principal



RECORD OF SCHOOL ACHIEVEMENT

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

STAGE 6 HSC COURSES

Enrolled in the following courses

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

STAGE 6 HSC COURSES

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



NOT ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE

Student Number: 93292223

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

Chief Executive Officer
NSW Education Standards Authority

123456789

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 the Senior School Co-ordinator about the RoSA and the reading, writing and numeracy tests, if you are thinking about leaving before you complete the HSC.

DENILQUIN 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?

- You must satisfy **ALL** the requirements of a syllabus – this includes all in class and homework tasks set by your teachers.
- *Failure to complete these tasks, such as class work and homework set by your teachers, means that NESAs requirements for completing a Year 12 or Year 11 Course are not satisfied.*

6. How will assessments be compiled?

- Each Faculty, using NESAs 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 the Senior School Co-ordinator, 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 keep a record of receipt of tasks in line with the senior assessment policy.
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 Senior School Co-ordinator and Principal as to whether or not a zero mark will be awarded.*
 - You will still be required to complete the task in order to judge your achievement of course outcomes.
 - A NESAs warning letter will be sent home informing you and your parents of the penalty that has been imposed.
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 must 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.
 - The school is required to keep documentary evidence of work submitted by a range of students in each subject. Original work will be returned to students no later than two weeks following submission.
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 meaningfully engage in their courses if they are absent frequently.
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?**
- You should discuss the situation with your classroom teacher when the task is returned to you. They will be able to justify and/or review the mark.
 - Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject ASAP and complete an Assessment Appeal Form (Appendix D).
 - The Head Teacher will then complete the form with you and it will be submitted to the Deputy Principal for judgement by a panel.

- The Appeals Panel includes the Principal, Deputy Principal and Senior School Co-ordinator.
- The panel will decide and the result will be reported to you. In extraordinary cases where the panel is unable to make a decision the Principal is able to call upon an outside arbitrator from the Department of Education to make a judgement.
- If a student is not satisfied with this process, an appeal to NESAs is then possible.

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 Co-ordinator and Head Teacher responsible) to determine the correct and most appropriate course of action that best benefits students and the satisfactory achievement and assessment of their learning outcomes.
- This will include, but is not limited to:
 - Looking at the sequence of the task and where the majority of students got to and using this data to record results
 - Changing the date and the task to a more appropriate time
 - Marking only the portions of the task that is best reflective of the students' time on task
- The decision will be communicated to all students via a class or subject cohort meeting where all students receive the same, singular message, and to parents, via a letter explaining the process and the outcome. The turnaround time between task and determination should be no more than three school days. The Deniliquin High School policy regarding Invalid Tasks aligns with 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 must discuss the situation with your classroom teacher.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and/or the Senior School Co-ordinator, Deputy Principal or Principal.
- You may then wish to complete an Appeal Form which will be submitted to a panel convened by the school. The panel will make a decision and the result will be reported to you. In extraordinary cases where the panel is unable to make a decision the Principal is able to call upon an outside arbitrator from the Department of Education to make a judgement.
- In the event that a student is not satisfied with this process an appeal 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.

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. Yes

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

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

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

A. Yes.

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

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

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

A. No, this is not plagiarism. You have acknowledged where your ideas came from. 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 tasks. For some tasks, 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 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 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 must 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 Year 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:

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

1	Your best 2 units of English are included in the ATAR calculation. How many units of Board Developed English do you study?
2	You need at least 8 units of other Board Developed courses. How many of these courses do you study?
3	You must complete at least 3 courses of 2 units or greater. How many of these courses do you study?
4	You must study at least 4 subjects. (Extension courses do not count as extra subjects.) How many subjects do you study?
5	Board Endorsed Courses do not count towards your ATAR. How many units of Board Endorsed subjects do you study?
6	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	In Class practical test	In class test	Research task	Trial Exam	
Date	Week 10 Term 4	Week 10 Term 1	Week 10 Term 2	Week 6 Term 3	
Outcome	H1.1 H2.1 H4.1	H4.1 H5.1	H3.1 H3.2	H1.1 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1 H5.1	
Total Weighting (%)	25	25	20	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	Class Test Module 5&6	Depth Study Module 7	Depth Study Module 8	Trial HSC Examination	
Date	Week 4 Term 1	Week 5 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 12-13	BIO 12-1 BIO 12-2 BIO 12-3 BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-14	BIO 12-1 BIO 12-2 BIO 12-3 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 (%)	30	20	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 9 Term 4	Week 3 Term 2	Week 9 Term 2	Week 6 Term 3	
Outcomes	H1 H2 H3 H4 H5 H6 H8	H1 H2 H3 H4 H5 H6 H7 H8 H9	H2 H5 H6 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H8 H9 H10	
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

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

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

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

Knowledge and Understanding

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

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

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

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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Depth Study – Research and Practical – module 7	Topic Test – Module 5	In Class Practical Test Module 6	Trial HSC Exam	
Date	Week 10 Term 4	Week 11 Term 1	Week 10 Term 2	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	
Total Weighting (%)	25	20	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	Groups Independent Research Task	Youth Unemployment Case Study	Parenting and Caring Support Services Presentation	Trial HSC Examination	
Date	Week 11 Term 1	Week 4 Term 2	Week 10 Term 2	Week 6 Term 3	
Outcomes	H1.1 H2.2 H4.1 H4.2 H6.2	H2.2 H3.3 H3.4 H6.2	H1.1 H2.2 H3.2 H4.2	H1.1 H2.1 H2.2 H2.3 H3.1 H3.2 H3.3 H3.4 H4.1 H4.2 H5.1 H5.2 H6.1 H6.2	
Total Weighting (%)	35	20	15	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	Project	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

FOOD TECHNOLOGY

Year 12 Course Outcomes

H1.1 explains manufacturing processes and technologies used in the production of food products

H1.2 examines the nature and extent of the Australian food industry

H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations

H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment

H2.1 evaluates the relationship between food, its production, consumption, promotion and health

H3.1 investigates operations of one organisation within the Australian food industry

H3.2 independently investigates contemporary nutrition issues

H4.1 develops, prepares and presents food using product development processes

H4.2 applies principles of food preservation to extend the life of food and maintain safety

H5.1 develops, realises and evaluates solutions to a range of food situations

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

- 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 In-Class Test	Crime Essay	Human Rights Issue	Trial Examination	
Date	Week 5 Term 1	Week 10 Term 1	Week 8 Term 2	Week 6 Term 3	
Outcomes	H1 H2 H3 H4 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	
Total Weighting (%)	20	20	30	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>TBA</i>	Investigation Topic: <i>TBA</i>	Class Test Topics: <i>TBA</i>	Trial HSC examination Topics: <i>All HSC and Preliminary topics</i>	
Date	Week 6 Term 4	Week 8 Term 1	Week 6 Term 2	Week 6 Term 3	
Outcomes	ME12-1 ME12-7	ME12-1 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 7 Term 1	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

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.

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.

	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

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 8 Term 1	Week 3 Term 2	Week 3 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

NUMERACY 2 UNIT

Year 12 Course Outcomes

- N6-1.1** recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2** applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3** determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1** chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2** chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3** chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4** chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5** chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-2.6** chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
- N6-3.1** chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2** chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Objectives

Students:

- develop numerical reasoning and mathematical thinking skills needed in everyday contexts to resolve situations, evaluate results and communicate solutions using appropriate language
- develop the capacity to choose and apply techniques to effectively meet the numeracy demands of life in personal and community, workplace and employment, and education and training contexts
- develop the capacity to use numerical reasoning and mathematical skills and techniques, aided by appropriate technology, to organise, represent and analyse information, and interpret practical situations

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Project	Project	Project	Project	
Date	Week 7 Term 4	Week 7 Term 1	Week 7 Term 2	Week 3 Term 3	
Outcomes	N6-2.3 N6-2.4 N6-2.5 N6-3.1	N6-2.2 N6-2.3 N6-2.4 N6-2.5 N6-3.1	N6-1.3 N6-2.2 N6-2.5 N6-3.2	N6-1.1 N6-2.3 N6-2.5 N6-3.1	
Knowledge & understanding	15	10	15	10	50
Skills	10	15	10	15	50
Total Weighting (%)	25	25	25	25	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 9 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	Depth Study – Module 7 and 8	Trial HSC Exam	
Date	Week 4 Term 1	Week 5 Term 2	Week 2 Term 3	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 PH12-15	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	20	25	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 (Module 8.6)	Practical Assessment (Module 8.10)	Practical Assessment (Module 8.7)	Trial Exam (Module 8.14)	
Date	Week 4 Term 1	Week 5 Term 2	Week 2 Term 3	Week 6 Term 3	
Outcomes	1.1 1.3 2.1 3.1 3.2 4.1 4.4	1.1 1.3 2.1 3.1 3.2 4.1 4.4	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	
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	Artmaking: Developing the Body of Work	Art Criticism and Art History: Written Research Task	Artmaking: Resolving the Body of Work	Art Criticism and Art History: Trial HSC Examination	
Date	Week 10 Term 4	Week 6 Term 1	Week 10 Term 2	Week 6 Term 3	
Outcomes	H1 H2 H3 H4	H7 H8 H9 H10	H1 H4 H5 H6	H7 H8 H9 H10	
Total Weighting %	20	20	30	30	100

HSC Assessment Advice for VET Courses

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

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

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

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

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

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

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

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

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

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

Work placement advice from NESA in response to COVID

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

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

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

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

Assessment Summary AHC20116 Certificate II in Agriculture

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

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

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

- Clusters DO NOT NEED TO BE ASSESSED IN ORDER.

Cluster 5 (includes Livestock stream)

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 5	AHCLSK202	Care for health and welfare of livestock	X	X	X	Stream focus area
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			Evidence Collection		
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 7	AHCMOM202	Operate tractors	X	X	X
Cluster 7	AHCMOM304	Operate machinery and equipment	X	X	X

Cluster 8 Feed and Water Livestock

Cluster 8	AHCLSK211	Provide feed for livestock	X	X	X
Cluster 8	AHCLSK209	Monitor water supplies	X	X	X

Cluster 9 Fencing

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 11 Prepare livestock for competition

Cluster 11	AHCLSK316	Prepare Livestock for Competition	X	X	X
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Cluster 12 Clean machinery

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

HSC Assessment Summary for CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction

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

Assessment Plan			Evidence Collection			HSC
Cluster	Unit of Competency codes	Title of Unit of Competency	Direct observation – real time, simulated environment	Product based method structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status - Mandatory
Cluster 1	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 3	CPCCCM1011	Undertake basic estimation and costing	X	X	X	Y
	CPCCOM1015	Carry out measurements and calculations				
Cluster 4	CPCCOM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
	CPCCCM2013	Undertake basic installation of wall tiles				
Cluster 5 – Option 3 Joinery	CPCCJN2001	Assemble components	X	X	X	
	CPCCJN3004	Manufacture and assemble joinery components				
Cluster 6	CPCCCA2002	Use carpentry tools and equipment	X	X	X	Y
	CPCCCM2005	Use construction tools and equipment				
	CPCCCA2011	Handle carpentry materials				
Cluster 7	CPCCVE1011	Undertake a basic construction project	X	X	X	Y
	CPCCOM1012	Work effectively in the construction industry				

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

Assessment Summary for SIT20316 Certificate II in Hospitality

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

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

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

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

APPENDICES



Assessment Task Notification

Year:

Subject name:

Module/Core Name:

Task Name:

Teacher:

Task Number:

Notification Date: TermWeek

Weighting (%):

Draft Due Date:

Term..... Week.....

Due Date: TermWeek

Preferred submission method(s):

Referencing/Plagiarism: tasks that are not entirely a student's own work will result in a 0-mark awarded.

Outcomes:

-
-
-

Task Description and Instructions

Assessment Criteria



Application for an Extension Assessment Task Affected by Illness or Misadventure

NameDate

SubjectTeacher

Task Concerned

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

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Student's Signature

Parent / Caregiver Signature

Decision of Head Teacher

Teacher's Signature

Date



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

NameDate

SubjectTeacher

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.

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Student's Signature

Parent / Caregiver Signature

Decision of Head Teacher

Teacher's Signature

Date



Application for Appeal

NameDate

SubjectTeacher

Task Concerned

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

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Student's Signature

Date

Head Teacher / Teacher's Name

Head Teacher / Teacher's Signature

Date



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