St John Paul College
Coffs Harbour

Year 12 2022
HSC Assessment Book

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Part 1: Assessment Policy

1.1 Overview

The College Assessment policy for senior students is provided in this booklet. Please read the entire policy to ensure students meet their responsibilities, thus preventing issues arising. The purpose of the policy is to ensure that all assessment is managed in a programmed format and carried out as fairly as possible to all students.

The College's assessment procedure reflects the principles of the HSC and learning at St John Paul College. Assessment should enhance the individual student's total development including the building of self-esteem, self-discipline and positive attitudes towards learning. All assessment procedures should contribute to, rather than detract from, the quality of learning and teaching.

1.2 Rationale

Assessment is a system using standards referenced frameworks. It involves tasks designed to produce an image of what students have achieved at a particular point in the teaching and learning process relative to the outcomes for the course. Assessment provides a link between the syllabus and performance standards.

Assessment can also set the direction for ongoing teaching and learning strategies. Assessment is to the student's advantage, providing feedback and giving a focus for improvement.

The Assessment process does not measure interest, attitudes or conduct of the student. However, these factors inevitably will affect student performance.

What correlation should there be between the HSC external examination mark and the internal assessment mark?

There is no necessary degree of correlation expected between internal assessment marks and external examination marks. The internal assessment program assesses achievement of all outcomes of the course, some of which are not adequately measured by external examination processes. Maximising this correlation is not the goal of school-based assessment.

In general, students will perform in a similar manner in the internal and external assessments, but schools should not expect a perfect correlation between these two measures.

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment

1.3 Vocation Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF).
This national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive documentation showing the competencies gained. Some of these courses will

be delivered by schools, while others will be delivered by TAFE or other providers. TAFE courses for secondary students are usually referred to as TVET courses.

VET courses are examined during the Year 11 and HSC Examination Periods, up to and including the Trial HSC. There is an optional HSC examination in each of these courses.

As VET courses are also competency based, there will be ongoing assessment of Elements of Competency throughout each of these courses. This assessment may take many different forms, and students will always be given prior notification of an assessment event.

Assessment of VET Competencies takes into account that not all students take the same time to attain the required competencies, and that some students may require many attempts before achieving a particular competency. Students should refer to the VET Student Manual for a more detailed discussion on various issues teachers take into account in the scheduling and design of assessment tasks.

1.4 Assessment Ranking in a Task/Course

For each completed task, feedback (usually a raw mark, rank and comments) will be returned to each student after marking/assessment by the teacher(s) of the course.

Following each task, a student's current progressive ranking in the course will also be available after administrative procedures are completed.
Students should note that it is not the absolute value of the assessment mark that is important, but the position in the college's **rank order** and the relative difference between students' assessments over the year.

The final assessment rank can be viewed online on the "HSC Assessment Rank Order Notice" via "Students Online" after completion of the assessment program.

1.5 The Australian Tertiary Admission Rank (ATAR)

The actual calculation of an ATAR is a complex process. Students wishing to know more should visit the website www.uac.edu.au

Part 2: Assessment at St John Paul College

To facilitate the Assessment Program for each course, assessment procedures are necessary.

2.1 Overview

Where there are two or more classes in a particular course, assessment must be such that students are ranked across the entire cohort for that course.

The following methods assist with comparability:

- Common units of work and scope and sequence across a cohort.
- Common tasks, with agreed marking procedures.
- Sharing of marking so that one marker marks all of one section.

Cumulative assessment marks are never made available to students/parents.

Students' cumulative **RANK ORDER** must be given after each HSC task, and the privacy of other students must be respected.

Changes to the Assessment Calendar are only permitted with the approval of the Leader of Curriculum and with APPROPRIATE notice to students.

Students are not required to undertake an unreasonable number of Assessment Tasks in any given period of time. Assessment Tasks generally will not be scheduled in the week immediately prior to an Examination period. Generally, the final Assessment Task for each course will be the Trial HSC Examination.

- This Assessment Booklet is the first notification of each task. Subject teachers will give further details prior to the task.
- For assessment tasks that need to be submitted, the teacher will provide the task criteria at least two weeks before the task is due.
- For tests and examinations, the assessment booklet details the outcomes to be assessed. Separate notification is not required.
- It is the responsibility of the teachers/Leaders of Learning setting an assessment task to;
    - publish the full details of the task at least two weeks before the assessment is due.
    - incorporate the details onto the Student Assessment Calendar at the beginning of each year.
    - provide a criterion sheet for the task based on the outcomes of the course.

HSC Assessment will commence concurrently with the HSC courses in Term 4 and will conclude prior to the date stipulated by NESA.

When a student changes schools after 30th June in the year of the HSC Examination, the previous school is responsible for all assessment and moderating procedures.

2.2 Course Information

Your HSC mark for 2 unit courses will be reported on a scale of 0 – 100, where a mark of 50 will represent the minimum standard expected. School based assessment tasks will contribute to 50% of your HSC mark.
Your school assessment mark will be based on your performance in assessment tasks you undertake during the course. The remaining 50% will come from the HSC examination. There are five performance bands that correspond to different levels of achievement in knowledge, skills and understanding. The highest level of achievement is referred to as a 'Band 6'.

On satisfactory completion of your HSC you will be able to download:

1. The HSC Testamur (The official certificate confirming your achievement for all requirements for the award)
2. The Record of School Achievement (The document lists the courses you have studied and reports the marks and grades you have achieved from Year 10 to Year 12).
3. Course Reports (For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the Band Descriptions for that course. It also contains a graph showing the state-wide distribution of marks in the course)
4. VET Certificates for NSW Education Standards Authority (NESA) Framework Courses.
5. College Report

Please note:

Students download their RoSA and HSC results from Students Online

https://studentsonline.NESA.nsw.edu.au/go/login/&returnURL=studentdetails/%20

Students can download their College Reports from Sentral until the end of Term 4 in their HSC year.

2.3 Attendance

While NESA does not stipulate attendances, principals may determine that, as a result of a high rate of absence, the course completion criteria have not been met. Students who have poor attendance patterns will receive formal notifications.

2.4 Greater than 50% of Assessment Tasks Attempted

A further minimum requirement is that students make a ***genuine*** attempt at assessment tasks which contribute in ***excess of 50%*** of available marks. Students who do not comply with assessment requirements of any HSC course will have neither an assessment mark nor an examination mark awarded for that course. An N determination will be recorded for that course which may result in a student being ineligible to receive an HSC.

2.5 Procedure when a student misses an Assessment Task

Students who do not submit an assessment on the due date or fail to attend an assessment task scheduled on that due date must complete a variation of Assessment form with supporting evidence. If a student does not provide a counsellor's report, medical certificate, police report or notification of funeral, or statutory declaration, to support their paperwork, may be **awarded zero**.

The Leader of Learning will issue an N award warning letter for any unexplained missed tasks. Parents will be notified via an official warning letter in compliance with NESA protocols. The student must comply with the

2.5 Procedure when a student misses an Assessment Task (continued)

requests of the letter. An 'N' Award determination for the course will result if students do not meet their assessment responsibilities.

Courses which are not satisfactorily completed will not appear on the student's Record of Achievement.

Computer failure, USB error and printer malfunction ***are not*** excuses for late assessment. In the event of computer failure, drafts of the assessment task and USB must be submitted on the due date of the task.

Extenuating Circumstances

Students who miss tasks due to extenuating circumstances are required to *email the Leader of Learning of the subject to let them know of the situation*. On return to the College they will need to submit a VOA with supporting documentation explaining this absence. E.g. medical certificate, police report, notification of a funeral etc.

- Students who have supplied the College with a medical certificate, police report, notification of a funeral, counsellors report or newspaper clipping, must submit the assessment task or sit for the task on their return at a time negotiated with the Leader of Learning or Leader of Curriculum

- If the nature of the task does not allow for this, then an estimate may be given at the discretion of the Leader of Learning in consultation with the class teacher.

Variation of Assessment (VOA) form

It is the student's responsibility to ensure the Variation of Assessment form is submitted to the Leader of Learning or in case of examination blocks, to the Leader of Curriculum. Under no circumstances are students to assume that a request will be approved automatically.

The Variation of Assessment form is available from:

- Student document stand at the College office
- Student document stand at the Curriculum office
- College website, under Curriculum

https://www.cofhslism.catholic.edu.au/learning-teaching/curriculum

- ☑ The appropriate section on the back of the VOA form must be completed and all relevant supporting documentation must be attached.

- ☑ The VOA must be submitted within 48 hours of a student's return to school after an absence.

If students fail to submit an assessment on the due date due to illness or misadventure, the task is due no later than 9.00am on the date the student returns to school after an absence.

If students fail to submit an Illness/Misadventure (VOA) form within 48 hours of their return to school, the student will receive a penalty on the task of 25% of marks per day from the due date.

A Sentral record will be entered and a letter informing parents of the reduction in marks will be processed and sent home. A second late submission will result in an N award warning letter to be processed and sent to parents.

2.5 Procedure when a student misses an Assessment Task (continued)

Each request will be judged on the evidence provided and must be approved by the LOL. A successful VOA will result in a new date and or an alternate task or in exceptional circumstances an estimate. It should not be assumed holidays, family visits and work requirements are adequate reasons for a VOA. Driving tests are not a valid reason for a VOA.

Please note illness or misadventure for the Trial HSC Examinations at SJPC will follow the process set down for NESA HSC Illness or Misadventure application. Complete a VOA and attach supporting documentation. Please note that this application requires a doctor's certificate, police report or other appropriate formal documentation.

Known absence

Students who know in advance that they will be absent for an assessment task, should complete a VOA request at ***least two school days before the known absence***. The Leader of Learning will reschedule the task as required, if approved. Any un-approved absence may result in a zero mark.

Procedure when a student is absent the day before an assessment task

This policy inclusion is to minimise students gaining an advantage over others.

- All students must be present for *the* ***entire day*** before an assessment task.
- It is the student's responsibility to notify the College if they will be absent the day before an assessment task. Students need to ***phone the College on 66533155*** and leave a message for the Leader of Learning (LOL) or the Leader of Curriculum (LOC) OR email the LOL or LOC.
- Students who are away the day before an assessment task (even for a partial absence) must supply the College with a counsellor's report, medical certificate, police report or other documentation as discussed with the Leader of Curriculum.
- Students who do not obtain permission, speak with the Leader of Curriculum or present documentation explaining their absence will be issued with an N award Warning Letter.
- The academic penalty for this absence may be zero for the assessment task.

NB.

- If absence is due to a College organised activity or TAFE commitment; a VOA form is not required to explain an absence the day before a task.
- A VOA is not required if student is absent the Friday before a Monday assessment
- If P5/6 is a designated study period Year 12 students may go home without submitting a VOA.

2.6 Submission of assessment items

Assessment items which are completed over a period of time are to be submitted to the teachers by 9am on the due date, unless otherwise negotiated.

Assessment items are to be submitted directly to the teacher, or the Leader of Learning if the teacher is absent.
Do not leave assessment items on a teacher's desk or at the College office. As a last resort the item can be submitted via the Curriculum Office.

All assessments must be submitted as a hard copy unless otherwise arranged.

Note: if the assessment notification submission instructions are different to the above points, abide by the assessment notification.

2.7 Students on Leave for Examinations and Assessment Tasks

Students who will be away on non-school business on assessment or examination dates need to apply for school leave for approval by the Principal.

If leave is approved, extensions can be granted for assessment tasks and examination dates can be changed. Students need to see the Leader of Curriculum to organise this.

If leave is classified as unjustified, students need to submit assessments before they leave and examinations cannot be rescheduled.

If a student is on unjustified leave on the date of an examination, they may receive zero for this examination.

2.8 Disability Provisions

In regards to assessments, St John Paul College makes every attempt to meet the needs of every student following the guidelines set by NESA. For students with special needs this might include a writer, reader, rest breaks or separate supervision. If a student wishes to discuss whether they are eligible for Disability Provisions they are to contact the Leader of Student Services, Mrs Cathy Conroy.

Any application to NESA for Disability Provisions must be submitted via the College. Students are responsible for providing the medical evidence to support their application. This provides NESA with specific information regarding the difficulties a student may experience in a classroom or examination situation.

2.9 Appeals Arising Over Assessment Tasks

If a student feels that they have been disadvantaged due to the organisation and administration of an assessment task they have the right to appeal.

Initially, students should attempt to resolve any perceived problems regarding the assessment task with their class teacher in discussion with the Leader of Learning. If this proves to be unsatisfactory, a written appeal can be made to the Leader of Curriculum with supporting documentation attached. Appeal forms need to be ***completed and lodged within 2 working days from when the work has been returned. No further appeal will be considered after this time.***

The Appeal form is available from:

- Student document stand in the Curriculum office
- College website, under Curriculum

https://www.cofhslism.catholic.edu.au/learning-teaching/curriculum

An assessment Appeal Panel will address the issues raised by the appeal. The panel usually consists of the Leader of Curriculum, the Assistant Principal Learning and Teaching and the relevant Leader of Learning. The Leader of Curriculum will chair this panel.

The Leader of Curriculum will report the result of the appeal to the appellant and will retain records of the outcome on the student file.

2.10 Higher School Certificate Assessment Ranking Appeals

Students who feel that their final HSC Assessment rank is inaccurate in any course are able to seek a school review of their assessment ranking. If the appeal is declined at school level, they may subsequently appeal to NESA. Appeals should be made in writing** to the Leader of Curriculum or directly to the Principal.

A school review will ascertain whether:

- the weightings for course components in the school assessment program conform with the NESA's requirements as detailed in the syllabus.
- the school's procedures for determining assessments conform with its stated assessment program.
- there are no clerical or computational errors in the determination of the assessment mark.
- once the review has been undertaken the Principal or Leader of Curriculum will respond in writing** to the student indicating that a change to the assessment ranking will be made.

The school will return to NESA an *Assessment Review Schedule* detailing all reviews sought by students.

Students may appeal to NESA in writing** if the Appeal is not upheld at the school level.

2.11 Appeal to NSW Education Standards Authority (NESA)

Where possible, all reviews will be resolved within the school, however provision exists for subsequent appeals to NESA. There is no provision for appeals against the marks awarded for individual assessment tasks. NESA will consider only whether:

a) the school review process was adequate for determining that the weightings for course components in the school assessment program conform with NESA's requirements as detailed in the syllabus.
b) the school's procedures for determining the final assessment mark conform with its stated assessment program – in particular the weightings used for the various assessment tasks should be consistent with those specified in the assessment program.
c) there are no computational or other clerical errors in the determination of the assessment mark.
d) conduct of the school review was proper in all respects.

If the appeal is upheld, NESA will refer the matter back to the school for a further review. The results of that review may affect the assessment of the student making the appeal and/or the assessments of other students. This may then be reflected in the moderated assessment marks for all students so affected.

NESA will not consider further appeals from other students whose assessment ranking may be affected by reviews or appeals. Although initiated by individual students, the reviews and appeals related to the assessment process and are designed to correct any errors affecting the assessment for the entire school group.

2.12 Major Works

Students who are attempting courses which have a major work component must conform to the following requirements:

- the work must be submitted by the due date
- no extensions will be given
- the work must not be worked on past the finishing time or date
- the work must be the students' own work
- if work is done off site it must be with the prior agreement with and under the supervision terms of the course teacher
- All my own work – Honesty in the HSC Assessment: the standard

2.13 Plagiarism

Plagiarism gives the impression that you have written or reported or designed something that you have in fact borrowed from someone else, a textbook, a website or other source of information. To do so is considered plagiarism unless it is acknowledged correctly.

Forms of plagiarism include:

- failure to give appropriate acknowledgement when repeating another person's wording or particularly phrase
- paraphrasing another's argument
- presenting another's line of thinking

The most obvious form of plagiarism is reproducing or submitting someone else's sentences almost word for word, and presenting them as your own. Other forms include repeating another's phrase without appropriate acknowledgement, paraphrasing someone else's argument as your own, introducing another's line of thinking as your own development of an idea, and failing to cite the source for a borrowed idea or approach.

Penalties for plagiarism range from a loss of trust to loss of marks

By submitting any task throughout the year for marking, you are acknowledging the following:

- work submitted is your own work (unless appropriate acknowledgement has been made) including homework, tests, quizzes, assignments and tasks
- the work has followed College Assessment Guidelines
- no advantage has been gained by using another person's work or knowledge

Please note: where the work of others is used and not acknowledged, a finding of plagiarism will be made and your final mark will be affected. It is advised to use the facilities provided via ***turnitin*** before submitting any work.

2.14 Malpractice and Cheating

Zero marks is awarded to any student who, in working through an assessment task;

- cheats or attempts to cheat
- assists others to cheat
- submits any work that is not their own
- disrupts the assessment task in any way.

2.14 Malpractice and Cheating (continued)

This decision is taken by the class teacher in consultation with the Leader of Learning of the course involved and the Leader of Curriculum is notified immediately.
.
Any appeal against such a decision must be made in writing** to the teacher or Leader of Learning within two (2) college days. An Appeal Panel will determine the outcome of the appeal as per ***Section 2.9*** .NESA requires malpractice and plagiarism offences to be recorded online with NESA.

2.15 Mobile Devices in Exams and Assessment Task

Students are not permitted to have access to mobile telephones or other electronic devices (including apple watches) in formal assessment tasks or examinations. Mobile phones may ring or vibrate, disturbing concentration, and students may be tempted to use mobile phones or electronic devices to cheat. For all examinations or formal assessment tasks, mobile phones or electronic devices MUST BE switched off and placed into bags. Turning phones to 'silent' is not sufficient. Failure to follow this rule will be viewed as Malpractice.

2.16 Failure of Technology

Students relying on technology/electronic methods of completing and/or submitting assessment tasks must have backups/hardcopies of their work available for submission on the date due. This also includes backups at regular intervals of tasks completed outside the classroom.

Failure of technology without the above will not be considered as a valid reason for an illness/misadventure claim.

As with submission of hard copy assessment tasks, the requirements and procedures for online submission will be defined by the teacher within the Task Notification outline at the time of issue. Students will be given clear guidance about which submission methods the teacher has selected as most appropriate for task submission.

If a digital copy is accepted via ***turnitin*** or other platform, it will be noted on the task notification uploaded to Google classroom. The finished document should be submitted in a PDF form unless otherwise specified.

2.17 Examination Procedures

- Normal timetabled lessons will cease during examination periods
- Any contact regarding submission of VOA's or rescheduled exams during the examination period are to go via the Curriculum office.
- Please contact the College before 9am, if absent on the day of an examination

Trial Assessment Block Student Information

1. Assessments will be held as per the assessment block schedules. **Check your schedule**.
2. **Students** must be at the **exam location at least 30 min** prior to the scheduled commencement time.
3. **Students** need only be at school during the time required for the exam. The library is available for study or exam preparation.
4. **Disability provisions** will usually be held in the allocated exam area and starting times are scheduled as per your notification from Student Services. Please confirm with Student Services staff, prior to commencement of the assessment block.
5. Students are to wear **full school uniform** at all times whilst at school including tutorials.
6. Students must **contact the College** if they are absent for any examination. Students who do not have a legitimate reason for an absence will not be permitted to sit the exam and will receive zero.
7. **College Assessment guidelines apply** (see **Section 2.5** in this booklet). Students should reschedule the task for Trial Examinations through the Curriculum office immediately upon their return to College.
8. Students will not be admitted to the exam room if they are more than 15 minutes late.
9. Students may not leave the exam room until the end of the exam.
10. No student is to speak once inside the exam room. If assistance is required, students are to raise their hand and wait for the supervisor. Disruptive behaviour or malpractice will result in a zero for the task.
11. **No borrowing** is permitted in the exam room.
12. It is the responsibility of each student to ensure that they have any specialised equipment that may be necessary for particular exams. Please check with your teachers to ensure that you have correct equipment.
13. All examinations must be written on the examination or the booklet provided. These will be provided in the examination room.
14. You may request extra writing booklets or paper as required.
15. Only writing/calculation and other prescribed equipment may be taken into the examination room.
16. No folders, exam pads, written or printed material or pencil cases are permitted in the examination room.
17. A clear plastic water bottle is permitted in the examination room.
18. **All electronic and programmable devices (phones etc) must be turned off and left in your bag. No smart watches will be permitted. Watches should be placed on the examination desk.**
19. Bags and valuables may usually be left inside the exam space, e.g. back of the hall/H2
20. Students are encouraged to utilise the Homework Centre, College Library and staff at these busy times to assist with their preparation.
21. **Malpractice** is any activity that allows you to gain an unfair advantage or disrupts other students; e.g. copying work, cheating, disruptive behaviour and/or non-approved sources of information or devices. Having and/or using a device e.g. phone. Malpractice will result in a zero for the task.

Please note:
If you miss an examination simply because you have misread the timetable, you must contact the Leader of Curriculum immediately. Variation of Assessment forms on these grounds will not usually be accepted. You will receive an assessment mark of zero for this task.

2.18 Referencing

What is referencing?
Referencing is a standardised way of acknowledging the sources of information and ideas that you have used in your assignments. This allows the sources to be identified.

Why reference?
Referencing is important to avoid plagiarism, to verify quotations and to enable readers to identify and follow up works you have referred to.

A System of Reference
Systems of reference refer to the way students cite the material that they have used in their assessments and how they create a reference list or bibliography to acknowledge all of the sources they have used in their research.

It is important to remember that not all systems of reference are the same and that different disciplines may have different methods of referencing that they would like you to use.

What is the difference between a Bibliography and a reference list?
A reference list includes just the books, articles, and web pages etc that are cited in the text of the document. A bibliography includes all sources consulted for background reading.

Click here to access The Online Referencing Generator

Or access Online Generator via the Student Link page under Teaching and Learning

Part 3: Student Responsibilities

It is vital that students recognise the importance of every assessment task as marks derived from these tasks constitute 50% of the student's final mark for each HSC course. When students undertake an assessment task, they are working towards their final HSC result.

3.1 NESA Requirements

NESA gives the following criteria for the completion of a course.

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

a) followed the course developed or endorsed by NESA; and
b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
c) achieved some or all of the course outcomes."

If a student is in danger of not satisfactorily completing the course a **warning letter** will be sent home in time for them to address the issue.

3.2 Student Responsibilities Beyond Assessment Tasks

Satisfactory application to *"in-class"* tasks other than *"School Assessment Tasks"* is necessary in order to complete the overall requirements of a course. Students are required to have a satisfactory attendance and conduct record.

3.3 Satisfactory Completion of a Course

For courses where assessments are submitted, students must make **a genuine attempt** at all tasks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks work in ***excess of 50%* must be attempted**. ***Students may be requested to resubmit any work which is deemed a non-genuine attempt, especially if they have received an official warning.***

3.4 Attendance

The school expects students to be present for all scheduled classes and school functions. You must have a satisfactory attendance up to and including the final date of attendance for Year 12 students. If you are absent you must provide written support detailing reasons for your absence. Any prolonged absence needs to be approved by the Principal.

3.5 Change of Course

Any student wishing to change a course must complete a Change of Course application form. This can be collected from the Curriculum office. The application needs to be signed by the Careers Advisor, Leader of Learning, Leader of Curriculum and parents. An interview may be requested, to determine the best possible progression for each application/student.

***Assessment or Examination blocks** – please **contact the College before 9.00am if sick** on the day of the examination. A VOA with supporting documentation such as a medical certificate is required and the examination rescheduled at the Curriculum Office with an alternate task. If the alternate task is missed, an estimate may be given.*

Part 4: The Student's Rights

As a student completing the HSC you have the following rights in relation to the assessment process.

- You have the right to:
  - be fully informed of all relevant details of the assessment process
  - receive adequate notice in order for you to improve your approach if you are failing to meet the requirements of the course
  - disability provisions in the case of having identified specific learning needs
  - be informed in writing** of the policy and procedures in relation to various aspects of the assessment process including, the components and their weightings for each course as set out in the examination specifications of each syllabus
  - be informed when assessment tasks will take place, with adequate notice of the precise timing of each assessment task
  - be expected to only complete a reasonable amount of assessment on any given day. No student would usually complete/submit more than two (2) tasks on any given day or more than five (5) assessment tasks in total in any one week. The exception to this is during block assessment or examination periods
  - receive a warning or N award warning letter if you are in danger of not satisfactorily completing a course
  - appeal

All students should receive a minimum two weeks' notice, in writing**, via a Task Notification, specifying the date and other relevant details in regard to an assessment task. In cases where students are to submit a task this timeframe may be significantly longer.

The school will provide:

- syllabus outcomes that will be assessed by each task
- mark value of each task in relation to the total number of marks for the course (weighting)
- nature of the assessment task (research assignment, test, TED talk, etc)
- administrative details associated with each task (particular instructions in regard to submission of work etc)
- proposed timing and duration (for examination style assessment)
- proposed length (in words e.g. 1000 words) if the task is completed outside class
- assessment criteria indicating the levels of achievement on which you will be assessed for each task
- feedback on performance in each task in relation to the syllabus outcomes e.g. marking guidelines
- information on your result on the task in relation to other students in the course e.g. student profile

Part 5: Subject Assessment Outlines

The following pages contain outlines of each subject's assessment tasks and weightings.
Further to this booklet, a google calendar link to the 2021/22 Assessment Calendar is located on Sentral.

Assessment Schedules for each subject are provided to assist each student, parents and staff in their overall planning and study requirements for the HSC course. The format that is recommended by the NSW Education Standards Authority (NESA) provides:

- a brief description of each task
- an approximate date for each task
- please note the following codes used:
  (D) due date
  (I) in class task
  (E) exam
  (F) field trip
  (P) practical or performance
  nb- practical or performance will occur during the week advised as per task notification
- the breakdown of marks for each task
- the outcomes pertaining to each task or component of the course
- The % weight of each section

Further to this booklet, a calendar detailing exactly when each assessment task will occur is located on the College Website under Teaching and Learning - Curriculum

https://www.cofhslism.catholic.edu.au/learning-teaching/curriculum

If the timing of an assessment task needs to be changed, at least 2 weeks' notice will be given to the student.

Please Note: The College has made every effort to ensure the accuracy of assessment information supplied at the time of printing. However, this information may be subject to change.

*** in writing - includes electronic format*

Ancient History

Components	Task 1	Task 2	Task 3	Weighting
Timing	Term 1 Week 5/6	Term 2 Week 7	Term 3 Examination Block	
Task Type	Historical Analysis Task (D)	Source Evaluation Task (D)	Trial HSC Examination (E)	
Task Details	The fall of the Roman Republic and Caesar	Cities of Vesuvius	All Topics *Cities of Vesuvis to be weighted less than the other three topics*	
Outcomes	AH12-2, AH12-3, AH12-5, AH12.8	AH 12-6, AH12-7, AH12-10	AH 12-1, AH 12-3, AH12-4, AH12-9	
Knowledge and understanding	5	10	25	40
Historical Skill		20		20
Historical inquiry	20			20
Communication of Historical understanding	5	10	5	20
Total %	30	40	30	100

Outcomes:

AH12-1 accounts for the nature of continuity and change in the ancient world
AH12-2 proposes arguments about the varying causes and effects of events and developments
AH12-3 evaluates the role of historical features, individuals and groups in shaping the past
AH12-4 analyses the different perspectives of individuals and groups in their historical context
AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world
AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7 discusses and evaluates differing interpretations and representations of the past
AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Biology

Components	Task 1	Task 2	Task 3	Weighting
Timing	Term 1 (end of Week 2)	Term 2 (end of Week 2)	Term 3 Examination Block	
Task Type	Modelling Task 2 pd (I)	Depth Study 2 pd (I) (D)	Trial HSC Examination 3hr (E)	
Task Details	Modelling task and presentation Module 1	Submission & presentation on Modules 2 & 3		
Skills in Working Scientifically outcomes	BIO11/12-4 - BIO11/12-7	BIO11/12-1 BIO11/12-4, BIO11/12-7	BIO11/12-1 - BIO11/12-7	
Knowledge and Understanding outcomes	BIO12-15	BIO12-14	BIO12-12 - BIO12-15	
Skills in Working Scientifically	20	25	15	60
Knowledge and Understanding	15	10	15	40
Totals %	35	35	30	100

Outcomes:
SKILLS

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5 analyses and evaluates primary and secondary data and information
BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

KNOWLEDGE & 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

Business Services - VET

DIOCESE OF LISMORE
CATHOLIC SCHOOLS OFFICE

NESA COURSE:	**BUSINESS SERVICES**		
QUALIFICATION TITLE:	Certificate II in Business (Release 2)	QUALIFICATION CODE:	BSB20115
COURSE NUMBER:	26101 240hr (2U x 2year)	TRAINING PACKAGE:	BSB v3
DELIVERY SITE	**St John Paul College**	COHORT	**2020 - 2021**

DELIVERY & ASSESSMENT PLAN

	TOPIC	UNIT CODE	UNIT TITLE	PREREQUISITE/S	ASSESSMENT METHODS	BSB20115	HSC HRS	26101	PRELIMINARY TERM 1	PRELIMINARY TERM 2	PRELIMINARY TERM 3	HSC TERM 4	HSC TERM 5	HSC TERM 6	HSC TERM 7
240 HOUR	WHS & DIGITAL TECHNOLOGIES	BSBWHS201	Contribute to health and safety of self and others (R1)	nil	PORTFOLIO OBSERVATION WRITTEN Q'S	C	15	M	BSB 1						REVISION & RE-ATTEMPT
		BSBITU213	Use digital technologies to communicate remotely (R1)	nil		E(L)	10	E							
	KEYBOARDING	BSBITU307	Develop keyboarding speed and accuracy (R2)	nil	PORTFOLIO TEST PROJECT	E	25	E	BSB 2						
	DIGITAL TEXT DOCUMENTS & BUSINESS TECHNOLOGY	BSBITU211	Produce digital text documents (R1)	nil	PORTFOLIO QUESTIONING OBSERVATION	E(L)	20	E		BSB 3					
		BSBWOR204	Use business technology (R1)	nil		E(L)	15	E							
	WORKING EFFECTIVELY & CUSTOMER SERVICE	BSBIND201	Work effectively in a business environment (R1)	nil	OBSERVATION WRITTEN Q'S PORTFOLIO	E(L)	25	M			BSB 4				
		BSBCUS201	Deliver a service to customers (R1)	nil		E(L)	15	M							
	WORKPLACE INNOVATION & SUSTAINABLE WORK PRACTICES	BSBINN201	Contribute to workplace innovation (R1)	nil	SCENARIO OBSERVATION TEST	E(L)	15	M				BSB 5			
		BSBSUS201	Participate in environmentally sustainable work practices (R1)	nil		E(L)	15	M							
	WORKPLACE INFORMATION & WORK ACTIVITIES	BSBINM201	Process and maintain workplace information (R1)	nil	OBSERVATION PORTFOLIO WRITTEN Q'S	E(L)	20	M					BSB 6		
		BSBWOR202	Organise and complete daily work activities (R1)	nil		E(L)	15	E							
	FINANCIAL, SPREADSHEETS & MAIL	TLIP2029	Prepare and process financial documents (R1)	nil	PORTFOLIO WRITTEN Q'S OBSERVATION	E	20	M						BSB 7	
		BSBITU212	Create and use spreadsheets (R1)	nil		E(L)	20	E							
		BSBINM202	Handle mail (R1)	nil		E(L)	10	E							
	Key: C – Core unit E(L) – Elective Listed		M – Mandatory NESA unit E – Elective unit		**TOTAL HOURS**		**240**								
					ELECTIVE HOURS		115								
			240 HOUR COURSE WORKPLACEMENT REQUIREMENT		**Work Placement 1**		35								
					Work Placement 2		35								

Business Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8B	Term 1 Week 9	Term 2 Week 4	Term 3 Examination Block	
Task Type	Extended Response 2pd (D) (I)	Research and Analysis 2 pd (I)	Business Report (D)	Trial HSC Examination (E)	
Task Details	Case Study – Stimulus Operations	Case Study – Finance Short Answer	Marketing		
Add your outcomes	H1, H2, H3, H4, H5, H7, H8, H9	H2, H3, H4, H5, H6, H8, H9, H10	H2, H3, H4, H5, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6; H8, H9, H10	
Knowledge and Understanding of course content	5	10	10	15	40
Stimulus Based Skills	10	5		5	20
Inquiry and Research		10	10		20
Communication	5		5	10	20
Totals %	20	25	25	30	100

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 businesses
H5 explains management strategies and their impact on businesses
H6 evaluates the effectiveness of management in the performance of businesses
H7 plans and conducts investigations into contemporary business issues
H8 organises and evaluates information for actual and hypothetical business situations
H9 communicates business information, issues and concepts in appropriate formats
H10 applies mathematical concepts appropriately in business situation

Chemistry

Components	Task 1	Task 2	Task 3	Weighting
Timing	Term 4 Week 8B	Term 1 Week 8	Term 3 Examination Block	
Task Type	Modelling & Data Analysis Task 2 pd (I)	Depth Study - Titration (D)	Trial HSC Examination 3 hr (E)	
Task details	Modelling & Data Analysis	Titration		
Skills Outcomes	CH12-4 - CH12-7	CH12-1 - CH12-7	CH12-4 - CH12-7	
Knowledge and Understanding Outcomes	CH12-12	CH12-13	CH12-12 - CH12-15	
Skills in Working Scientifically	15	30	15	60
Knowledge and Understanding	10	5	25	40
Totals	25	35	40	100
Totals %				100

Outcomes:

SKILLS

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and I information
CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5 analyses and evaluates primary and secondary data and information
CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

KNOWLEDGE & 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

Community & Family Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8B	Term 1 Week 7	Term 2 Week 9	Term 3 Examination Block	
Task Type	Project 2pd (D)	Case Study 2 pd (D)	Investigation 2 pd (D)	Trial HSC Examination (E) 3hr	
Task Details	Independent Research Project	Issues of concern for a group within the community	One piece of technology		
Outcomes assessed	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3	H3.4, H4.1, H4.2	H1.1 to H6.2	
Knowledge & Understanding of course content	5	10	10	15	40
skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
Totals %	20	25	25	30	100

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

Drama

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 9A	Term 1 Week 10	Term 2 Week 8	Term 3 Examination Block	
Task Type	Essay Submission (D)	Essay Submission (D)	Part A Performance Part B Log book and rationale (D)(I)	Trial HSC Practical examination (E)	
Task Details	Australian Drama and Theatre	Studies in Drama and Theatre	IP/GP Works in progress	Part A Group Performance Part B Individual Project	
	H1.5, H2.3, H3.1, H3.2, H3.3	H1.5, H2.2, H3.1, H3.2, H3.3	H1.2, H1.3, H1.4, H1.6	H1.1, H1.3, H1.4, H1.7, H2.1, H2.2, (IP**)	
Making	5	5	20	10	40
Performing				30	30
Critically Studying	15	15			30
Totals %	20	20	20	40	100

** Appropriate outcomes will be based on the Individual Project option selected by each student.

Outcomes:

H1.1 uses acting skills to adopt and sustain a variety of characters and roles
H1.2 uses performance skills to interpret and perform scripted and other material
H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
H1.4 collaborates effectively to produce a group-devised performance
H1.5 demonstrates directorial skills
H1.6 records refined group performance work in appropriate form
H1.7 demonstrates skills in using the elements of production
H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
H1.9 values innovation and originality in group and individual work
H2.1 demonstrates effective performance skills
H2.2 uses dramatic and theatrical elements effectively to engage an audience
H2.3 demonstrates directorial skills for theatre and other media
H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written response
H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

Earth & Environmental Science

Component	Task 1	Task 2	Task 3	Weighting
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Assessment Block	
Task Type	Skills and Data Processing 2 pd (P)(I)	Depth Study 2 pd (D)(P)	Examination (E)	
Task Details	Processing data on Modules 1 & 2	Submission & presentation on Modules 2 & 3		
Skills Outcomes	EES 11/12-1,11/12/2, 11/12-4, 11/12-5, 11/12-6, 11/12-7	EES 11/12-1, 11/12-4, 11/12-5, 11/12-6, 11/12-7	EES 11/12-1, 11/12-4, 11/12-5, 11/12-6, 11/12-7	
Content outcomes	EES11-8	EES11-9, EES11-10	EES11-8, EES11-9, EES11-10, EES11-11	
Working scientifically Skills	25	20	15	60
Knowledge & understanding	5	15	20	40
Total %	30	35	35	100

Outcomes:

Working Scientifically Skills

EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation

EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11/12-5 analyses and evaluates primary and secondary data and information

EES11/12-6 solves scientific problems using primary and sec- ondary data, critical thinking skills and scientific

EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and bio- sphere and how they are interrelated

EES11-9 describes the evidence for the theory of plate tecton- ics and the energy and geological changes that occur at plate boundaries

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

EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems

EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

Economics

Component	Task 1		Task 2	Task 3	Weighting
Timing	Term 4 Week 7	Term 1 Week 7	Term 2 Week 8	Term 3 Assessment Block	
Task Type	Case Study (D)(I)	In class Task (I)	Case Study (D) (I)	Trial HSC Examination (E)	
Task Details	China and Globalisation research and extended Response	External Stability / Australia's Trade Flows	Economic issues research and in-class extended response	Trial HSC Examination	
Outcomes	H1, H2, H3, H4, H5, H8, H9, H10, H12	H1, H2, H3 H4, H6, H8, H10, H11, H12	H1, H2, H4, H7, H9, H10, H11, H12	H1, H2, H3, H4, H5, H6, H7, H8, H10	
Knowledge and understanding of course content	5	5	15	15	40
Stimulus based skills		10		10	20
Inquiry and research	10		10		20
Communication	5	5	5	5	20
Total %	20	20	30	30	100

Outcomes:

H1 demonstrates understanding of economic terms, concepts and relationships
H2 analyses the economic role of individuals, firms, institutions and governments
H3 explains the role of markets within the global economy
H4 analyses the impact of global markets on the Australian and global economies
H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts
H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
H9 selects and organises information from a variety of sources for relevance and reliability
H10 communicates economic information, ideas and issues in appropriate forms

English Advanced

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8B	Term 1 Week 8	Term 2 Week 6	Term 3 Examination block	
Task Type	Multimodal (D)	Essay 2pd (I)	Craft of Writing Portfolio 1pd (D)(I)	Trial HSC Examination (E)	
Task Details	Common Module: Texts and Human Experiences. including related text	Module A: Comparative Study of Texts	Module C: Craft of Writing	(5% Craft of Writing)	
Outcomes	EA12-1, EA12-2, EA 12-4	EA12-3, EA12-5, EA12-6, EA12-7	EA12-4, EA12-5, EA 12-9	EA 12-1, EA12-3, EAL12-5, EAL12-6, EAL12-8,	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Totals %	25	25	20	30	100

Outcomes:

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EAL12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EAL12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

English Standard

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8B	Term 1 Week 8	Term 2 Week 6	Term 3 Exam Block	
Task Type	Multimodal (D)	Essay 2pd (I)	Craft of Writing Portfolio 1pd (D)(I)	Trial HSC Examination (E)	
Task Details	Common Module: Texts and Human Experiences including related text	Module B: Close Study of text	Module C: The Craft of Writing	5% Craft of Writing	
Outcomes	EN12-2, EN12-6, EN12-7	EN12-1 EN12-5, EN12-8	EN12-1, EN12-3, EN12-4 EN12-9	EN12-3, EN12-5, EN12-6, EN12-7,	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Totals %	25	25	20	30	100

Outcomes:

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

English Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 5	
Task Type	Multimodal (D)	Creative Task (D)	Portfolio-Travel (D)	Collection of Classwork (D)	
Task Details	Common Module: Texts and Human Experiences	The Way we Were	On The Road		
Outcomes	ES12-1, S12-2, ES12-5, S12-7	ES12-3, ES12-4, ES12-6, ES12-7	ES12-3, ES12-6, ES12-9	ES12-3, ES12-6, ES12-9, ES12-10	
Knowledge and understanding of course content	10	10	10	20	50
Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	10	15	15	10	50
Totals %	20	25	25	30	100

Outcomes:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains the ways in which texts may influence, engage and persuade different audiences

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

English Extension 1

Components	Task 1	Task 2	Task 3	Weighting
Timing	Term 1 Week 5	Term 2 Week 8	Term 3 Exam block	
Task Type	Written Response (D)	Critical Response (D)	Trial HSC Exam (E)	
Task Details	Imaginative response & reflection	2 core texts and related text	Trial HSC Exam	
Outcomes	EE12-1 EE12-2 EE12-4 EE12-5	EE12-1 EE12-3 EE12-4	EE12-1 EE12-2 EE12-3 EE12-4 EE12-5	
Knowledge and Understanding of texts and why they are valued	20	15	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Totals %	35	35	30	100

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

English Extension 2

Components	Task 1	Task 2	Task 3	Weighting
Timing	Term 4 Week 9	Term 2 Week 3	Term 3 Week 1	
Task Type	Oral 2 pd (D, I)	Literature review (D)	Written Critique (D)	
Task Details	Viva Voce (including written proposal)	Literary Mindscapes	Critique of the creative process	
Outcomes	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Totals %	30	40	30	100

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

Geography

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 week 8	Term 1 week 9	Term 2 week 8	Term 3 Examination Block	
Task Type	Short Answer Analysis Task, including skills 2pd (I)	Research Task (D)	Stimulus Based Extended Response 2pd (I)	Trial HSC Examination (E)	
Task Details	Ecosystems at Risk	Urban Places	People and Economic Enterprise		
Outcomes	H1, H2, H5, H8, H10	H1, H3, H9, H10, H13	H1, H3, H6, H7, H8, H9, H10, H12, H13	H1, H7, H9, H10, H11, H12, H13	
Knowledge and understanding of course content	5	10	10	15	40
Geographical tools and skills	10			10	20
Geographical inquiry and research, including fieldwork		10	10		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
Totals %	20	25	25	30	100

Outcomes:

H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity

H2 explains the factors which place ecosystems at risk and the reasons for their protection

H3 analyses contemporary urban dynamics and applies them in specific contexts

H4 analyses the changing spatial and ecological dimensions of an economic activity

H5 evaluates environmental management strategies in terms of ecological sustainability

H6 evaluates the impacts of, and responses of people to, environmental change

H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world

H8 plans geographical inquiries to analyse and synthesise information from a variety of sources

H9 evaluates geographical information and sources for usefulness, validity and reliability

H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts

H11 applies mathematical ideas and techniques to analyse geographical data

H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples

H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

History Extension

Components	Task 1	Task 3	Task 3	Weighting
Timing	Term 4 week 7	Term 2 week 9	Term 3 Examination Block	
Task Type	Project (D)	Project (D)	Trial HSC Examination (E)	
Task Details	Historical Process (proposal, process, log, annotated sources)	History Project		
Outcomes	HE12-1 HE12-2 HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	
Knowledge and understanding about significant historiographical ideas and processes	5	20	15	40
Skills in designing, undertaking and communicating historical inquiry and analysis	25	20	15	60
Totals %	30	40	30	100

Outcomes:

HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Catholic Schools Office
Diocese of Lismore 7054

DELIVERY & ASSESSMENT PLAN

QUALIFICATION CODE: SIT20416
QUALIFICATION TITLE: Certificate II in Kitchen Operations (Release 1)
TRAINING PACKAGE: SIT v1.2
NESA COURSE NUMBER/S: 26511
NESA COURSE: Hospitality 240hr (2Ux2yr)

PACKAGING RULES:
TRAINING PACKAGE REQUIREMENTS (TP): 13 units must be completed. 8 core and 5 electives, consisting of: 3 listed units and 2 either listed, from elsewhere in the SIT Training Package, or any other current training package or accredited course.
NESA REQUIREMENTS (NESA): Students must complete 4 mandatory units, four associated stream units, HSC elective units to a minimum of 95 hours and a minimum of 70 hours of work placement.

UNIT CODE	UNIT TITLE	PREREQUISITE/S	ASSESSMENT METHODS	TP – SIT20416	HSC HRS	NESA -26501	2021 Preliminary - Year 11 TERM 1	TERM 2	TERM 3	HSC - Year 12 TERM 4	TERM 5	TERM 6	TERM 7
SITXFSA001	Use hygienic practices for food safety	nil	OBSERVATION SCENARIO WRITTEN TEST	C	10	M	KIT 1						
SITXFSA002	Participate in safe food handling practices	nil		E	15	S							
SITXWHS001	Participate in safe work practices	nil	OBSERVATION ORAL QUESTIONS WRITTEN TEST PROJECT	C	15	M		KIT 2					
SITHKOP001	Clean kitchen premises and equipment	SITXFSA001		C	10	S							
SITHCCC001	Use food preparation equipment	SITXFSA001	OBSERVATION PROJECT WRITTEN TEST	C	20	S			KIT 3				
SITHCCC002	Prepare and present simple dishes	SITXFSA001		E	20	E							
SITHFAB005	Prepare and serve espresso coffee	SITXFSA001	OBSERVATION DEMONSTRATION WRITTEN TEST	E	15	E				KIT 4			
SITHCCC006	Prepare appetisers and salads	SITXFSA001	OBSERVATION PORTFOLIO WRITTEN TEST	E	25	E					KIT 5		
SITHCCC003	Prepare and present sandwiches	SITXFSA001		E	10	E							
STIHIND002	Source and use information on the hospitality industry	nil	OBSERVATION PROJECT	E	20	M						KIT 6	
SITXINV002	Maintain the quality of perishable items	SITXFSA001	OBSERVATION WRITTEN TEST	C	5	E							KIT 7
BSBWOR203	Work effectively with others	nil	PORTFOLIO OBSERVATION	C	15	M						KIT 8	
SITHCCC005	Prepare dishes using basic methods of cookery	SITXFSA001	PORTFOLIO OBSERVATION WRITTEN TEST	C	40	S						KIT 9	
FOR STUDENTS WISHING TO COMPLETE SIT20416 CERTIFICATE II IN KITCHEN OPERATIONS													
SITHCCC011	Use cookery skills effectively	SITXFSA001	JOURNAL	C	20	E						KIT 10	
			TOTAL HOURS		240								
			TOTAL ELECTIVE HOURS		95								
			Work Placement 1		35								
			Work Placement 2		35								

Industrial Technology

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 6B	Term 1 Week 8	Term 3 Week 1	Term 3 Examination Block	
Task Type	Project Proposal & Research (D)	Industry Study (D)	Project Evaluation Progressive & Final (D)	Trial HSC Examination 1 ½ hrs (E)	
Outcomes	H3.1, H3.2, H3.3, H5.1	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60
Totals %	20	20	30	30	100

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
H 3.1 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
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

Japanese Continuers

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8 B	Term 1 Week 8/9	Term 2 Week 3/4	Term 3 Weeks 5/6	
Task Type	Response in English and Japanese to spoken texts 2 pd (I)	Response in English and Japanese to written texts 2 pd (I)	Oral Presentation (I) dbl	Trial Examination (E) 3hr	
Task Details	Education and Aspirations/World of work	Lifestyles, urban vs rural	Personal world		
Outcomes	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 4.1	1.1,1.2,1.3,1.4,2.1 ,2.2,2.3,3.1,3.2,3. 3,3.4,3.5,3.6,4.1	
Listening	20			10	30
Reading		20		10	30
Speaking			20		20
Writing	5	5		10	20
Totals %	25	25	20	30	100

Outcomes:

1.1 uses a range of strategies to maintain communication
1.2 conveys information appropriate to context, purpose and audience
1.3 exchanges and justifies opinions and ideas
1.4 reflects on aspects of past, present and future experience
2.1 applies knowledge of language structures to create original text
2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3 structures and sequences ideas and information
3.1 conveys the gist of texts and identifies specific information
3.2 summarises the main ideas
3.3 identifies the tone, purpose, context and audience
3.4 draws conclusions from or justifies an opinion
3.5 interprets, analyses and evaluates information
3.6 infers points of view, attitudes or emotions from language and context
4.1 recognises and employs language appropriate to different social contexts
4.2 identifies values, attitudes and beliefs of cultural significance
4.3 reflects upon significant aspects of language and culture

Legal Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 week 6	Term 3 Examination Block	
Task Type	Research report/Viva Voce 2 pd (D) (I)	Research File/ Essay 2 pd (D) (I)	Stimulus response & multiple choice. 2 pd (I)	Trial HSC Examination (E)	
Task Details	Option 1	Option 2	Crime		
Outcomes	H3, H4, H8, H9, H10	H5, H7, H8, H9	H1, H2, H3, H6, H9	H1, H2, H3, H7, H10	
Knowledge and Understanding	5		10	25	40
Analysis and evaluation		10	10		20
Inquiry and research	10	10			20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Totals %	20	25	25	30	100

Outcomes:

H1 identifies and applies legal concepts and terminology;
H2 describes and explains key features of and the relationship between Australian and international law;
H4 evaluates the effectiveness of the legal system in addressing issues;
H3 analyses the operation of domestic and international legal systems;
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

Mathematics Standard 1

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 6B	Term 1 Week 9	Term 2 Week 7	Term 3 Examination Block	
Task Type	Topic Test (50 mins) (I)	Assignment + 1pd in-class (D) (I)	Topic Test (50 mins) (I)	Trial HSC Examination (1 hr) (E)	
Outcomes	MS1-12-3 MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-5 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-6 MS1-12-7 MS1-12-9 MS1-12-10	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	
Understanding, fluency and communication	12.5	10	12.5	15	50
Problem solving, reasoning and justification	12.5	10	12.5	15	50
Totals %	25	20	25	30	100

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

Mathematics Standard 2

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 6B	Term 1 Week 9	Term 2 Week 7	Term 3 Examination Block	
Task Type	Topic Test (90 mins) (I)	Assignment + 1pd in-class (D) (I)	Topic Test (90 mins) (I)	Trial HSC Examination (2hrs 30min) (E)	
Add your outcomes	MS2-12-3 MS2-12-4 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10	
Understanding, fluency and communication	12.5	10	12.5	15	50
Problem solving, reasoning and justification	12.5	10	12.5	15	50
Totals %	25	20	25	30	100

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

Mathematics Advanced

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 6B	Term 1 Week 9	Term 2 Week 7	Term 3 Examination Block	
Task Type	Topic Test (90min) (I)	Assignment + 1pd in-class (D) (I)	Topic Test (90mins) (I)	Trial HSC Examination (3hrs) (E)	
Outcomes	MA12-1 MA12-3 MA12-5 MA12-6 MA12-9 MA12-10	MA12-2 MA12-3 MA12-4 MA12-6 MA12-8 MA12-9 MA12-10	MA12-2 MA12-3 MA12-4 MA12-6 MA12-7 MA12-9 MA12-10	MA12-1, MA12-2 MA12-3, MA12-4 MA12-5, MA12-6 MA12-7, MA12-8 MA12-9, MA12-10	
Understanding, fluency and communication	12.5	10	12.5	15	50
Problem solving, reasoning and justification	12.5	10	12.5	15	50
Totals %	25	20	25	30	100

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.

Mathematics Extension 1

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 9A	Term 1 Week 8	Term 2 Week 8	Term 3 Examination Block	
Task Type	Topic Test (90min) (I)	Assignment + 1pd in-class (D) (I)	Topic Test (90mins) (I)	Trial HSC Examination (2hrs) (E)	
Outcomes	ME12-3 ME12-6 ME12-7	ME12-1 ME12-2 ME12-6 ME12-7	ME12-1 ME12-2 ME12-4 ME12-6 ME12-7 ME12-9 ME12-10	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7	
Understanding, fluency and communication	12.5	10	12.5	15	50
Problem solving, reasoning and justification	12.5	10	12.5	15	50
Totals %	25	20	25	30	100

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.

Mathematics Extension 2

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 1 Week 3 (tbc)	Term 1 Week 10	Term 2 Week 10	Term 3 Examination Block	
Task Type	Topic Test (90min) (I)	Topic Test (90mins) (I)	Assignment + 1pd in-class (D)	Trial HSC Examination (3hrs) (E)	
Outcomes	MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-3 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-5 MEX12-6 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8	
Understanding, fluency and communication	12.5	12.5	10	15	50
Problem solving, reasoning and justification	12.5	12.5	10	15	50
Totals %	25	25	20	30	100

Outcomes:

MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts.

MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings.

MEX12-3 uses vectors to model and solve problems in two and three dimensions.

MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems.

MEX12-5 applies techniques of integration to structured and unstructured problems.

MEX12-6 uses mechanics to model and solve practical problems.

MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems.

MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument.

Modern History

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8B	Term 1 Week 6	Term 2 Week 6	Term 3 Examination Block	
Task Type	Source analysis I pd (I)	Historical analysis 1 pd (D) (I)	Essay or Screen cast 1 pd (D) (I)	Trial HSC Examination (E)	
Task Details	Power and Authority in the Modern World 1919–1946	Peace and Conflict	National Study and change in the modern world	All 4 topics	
	MH 12-6 MH12-7 MH12-9	MH12-2 MH12-5 MH12-8	MH12-1 MH12-3 MH12-4	MH12-1 MH12-3 MH12-5 MH12-7 MH12-9	
Knowledge and Understanding of course content	10	5	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	20
Historical inquiry and research		10	10		20
Communication in appropriate forms		5	5	10	20
Totals %	20	20	30	30	100

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

Music 1

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8B	Term 1 Week 9	Term 2 Week 8	Term 3 Examination Block	
Task Type	Composition Portfolio and Aural Analysis (D)(I)	Presentation of Performance and Viva Voce 3 pds (D)(I)	Presentation or Submission: Elective Option for Topics 1 & 2 3 pds (D)(I)	Trial HSC Examination (E)	
Task Details	*Topic 1* Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic	*Topic 2* Solo or ensemble performance and in–class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic *A musicology research task to be submitted on the same day/date as performance assessment*	Presentation of performance and/or composition portfolio and/or musicology outline and viva voce	Aural Skills Examination Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3	
Outcomes	H2, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1–8*	H1–8*	
Performance		10			10
Composition	10				10
Musicology		10			10
Aural	10			15	25
Electives			30 (15 each)	15	45
Totals %	20	20	30	30	100

**Teachers will select appropriate outcomes based on Elective options selected by each student.*

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 compositions
H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music
H9 performs as a means of self-expression and communication
H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
H11 demonstrates a willingness to accept and use constructive criticism.

Personal Development, Health & Physical Education

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 1 Week 8/9	Term 2 Week 8/9	Term 3 Examination Block	
Task Type	Case Study (D) (I) dbl	Analysis (D) (I) dbl	Presentation (D) (I)dbl	Trial HSC Examination (E) 3hr	
Task Details	Core 2	Sports Medicine & Improving performance	Health priority or issue		
Outcomes	H7 – H11 H16, H17	H7 – H11,H13, H16,H17	H1, H2, H3, H4, H5, H14, H15, H16	H1–H5, H7–H11, H14–H17	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	10	15	20	60
Totals %	25	20	25	30	100

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
H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
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
H12 analyses the influence of socio-cultural factors on the way people participate in and value physical activity and sport (Option 2)
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

Physics

Components	Task 1	Task 2	Task 3	Weighting
Timing	Term 4 Week 8	Term 2 Week 6	Term 3 Examination Block	
Task Type	Skills & data Analysis 2 pd (I)(P)	Depth Study (D)	Trial HSC Examination 3 hr (E)	
Task Details	Processing data on Module 1	Submission & presentation on Modules 2 & 3		
Skills Outcomes	PH11/12-3 PH11/12-4 PH11/12-5	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4 PH11/12-5, PH11/12-6 PH11/12-7	PH11/12-5 PH11/12-6 PH11/12-7	
Knowledge and Understanding Outcomes	PH12-12	PH12-13	PH12-12 PH12-13 PH12-14 PH12-15	
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	5	5	30	40
Totals %	25	35	40	100

Outcomes:
SKILLS

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 & 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

Science Extension

Components	Task 1	Task 2	Task 3	Weighting
Timing	Term 4 Week 8	Term 2 Week 5	Term 3 Week 6	
Task Type	Written research proposal and viva voce. 2pd (D)(I)	Examination 2hr (E)	Research Report (D)	
Task Details	Hand in and presentation of research proposal	Exam on Module 1 & 3	Hand in final report	
Outcomes	SE3 SE5 SE7	SE4 SE5 SE6 SE7	SE1-7	
Module	2	1 & 3	4	
Communicating Scientifically	15	5	10	30
Gathering, Recording, Analysing and Evaluating data	5	15	10	30
Application of Scientific Research Skills	10	10	20	40
Totals %	30	30	40	100

Outcomes:

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

Society and Culture

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 week 9	Term 1 week 4	Term 2 week 3/4	Term 3 Examination Block	
Task Type	Process Oral PIP Viva Voce 2pd (I)(D)	Research Report (D)	Extended Writing Task 2pd (D) (I)	Trial HSC Examination (E)	
Task Details		Social and Cultural Continuity and Change (Afghanistan)	Depth Study		
Outcomes	H1, H4, H6, H7, H8, H10	H3, H5, H7, H8, H9	H2, H7, H8,H9, H10	H1-10	
Knowledge & understanding of course content	5	15	10	20	50
Application and evaluation of social and cultural research methods	10	10		10	30
Communication of information, ideas and issues in appropriate forms	5	5	10		20
Totals %	20	30	20	30	100

Outcomes:

H1 evaluates and effectively applies social and cultural concepts
H2 explains the development of personal, social and cultural identity
H3 analyses relationships and interactions within and between social and cultural groups
H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
H5 analyses continuity and change and their influence on personal and social futures
H6 evaluates social and cultural research methods for appropriateness to specific research tasks
H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
H9 applies complex course language and concepts appropriate for a range of audiences and contexts
H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Textiles and Design

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 week 7	Term 2 Week 5	Term 2 week 10	Term 3 Examination Block	
Task Type	Presentation (D) (I) 1pd	Experimentation Ongoing in class (D)	Diary Management Ongoing in class (I)	Trial HSC Examination (E)1.5hr	
Outcomes	H1.1, H1.2, H2.1	H2.2, H4.1, H4.2, H5.1, H6.1	H1.1, H2.1, H2.3	H1.3, H2.1, H3.1, H3.2, H5.2, H6.1	
Knowledge and Understanding of textiles and textiles industry	15		10	25	50
Skills in design, manipulation, analysis, manufacture & selection of textiles for specific end purposes using appropriate technologies	5	20	20	5	50
Totals %	20	20	30	30	100

Outcomes:

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

Visual Arts

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 9	Term 1 Week 4	Term 2 Week 8	Term 3 Examination Block	
Task Type	Case Study (D)	BOW (D)	BOW (D) VAPD (D) Case Study (D)	Trial HSC Examination (E) 1.5hrs BOW(D)	
Task Details	Essay	Progress mark- BOW	Progress mark- BOW VAPD Research Task	Completed BOW Trial HSC Examination	
Outcomes	H7, H8, H9, H10	H1, H2, H3, H4	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Artmaking VAPD		10	15 5	20	50
Art Criticism & Art Historical Studies	15		15	20	50
Totals %	15	10	35	40	100

Outcomes:

H1 initiates and organises art making 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 art-making
H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
H7 applies their understanding of practice in art criticism and art history
H8 applies their understanding of the relationships among the artist, artwork, world and audience
H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts