



MONARO

High School

HSC Assessment Booklet | Year 12



Your Commitment for Success

- | It is **your responsibility** to ensure you are meeting the pattern of study requirements at all times. You cannot change or withdraw from a subject without permission in writing from the school and your parents.
- | It is your responsibility to ensure you are studying ten units of the correct subjects to gain an Australian Tertiary Admissions Rank (ATAR). When you are given an enrolment confirmation sheet from the NSW Education Standards Authority (NESA), it is your responsibility to check and verify that you are correctly enrolled for the Higher School Certificate (HSC) and an ATAR, if needed. You must notify the Administration Office if you change your address or any personal details during the year.
- | It is **your responsibility** to complete all class work, assignments, revision and research in addition to HSC assessment tasks. You need to do the best you can in all assessment tasks to give yourself the best possible chance of attaining a good final HSC mark. You need to commit to completing all tasks to the best of your ability and to submit all assessment tasks on time.
- | You must present your own work. Further explanation of this is outlined in the HSC: All My Own Work program.
- | You need to make a commitment that school will be your top priority during the HSC year. This will include a study plan each night for homework, revision, summary writing, assessment tasks, class assignments and study. Work commitments should be balanced with school and leisure commitments.
- | All students at Monaro High School, including Year 12, need to be prepared to wear school uniform to school every day and on official school excursions and sporting visits.
- | Students studying Vocational Education and Training (VET) courses need to ensure mandatory Work Placements are completed on time. Additionally, TVET students must meet all Tertiary and Further Education (TAFE) requirements including satisfactory attendance (that is, not absent for more than three TAFE days).

Table of Contents

Introductory Notes.....	5
Course Completion Criteria	5
Class Attendance.....	5
Information on NESA HSC Examination	6
Purpose of School Assessment	7
Components of the Assessment	7
Completion of Assessment Tasks.....	8
Timing of Tasks	8
Disability Provisions	9
Application for Special consideration - Absences, Illness & Misadventure	10-12
Technology and Assessment Tasks	13
Occasions Where Zero Marks May Be Awarded	14
Appeals	15
The School’s Responsibilities	16
Your Responsibilities.....	16
Referencing	17-19
Assessment Task Notification.....	20
Assessment Task Change of Date	21
Application for Special Consideration Form	22
HSC Assessment Appeal Application	23
Intent to Use School Based Provisions	24
Subject Assessment Schedules	25-75
Vocational Education and Training (VET Courses).....	88-89
Summary of Assessment Tasks Calendar	90

Welcome to your Higher School Certificate

Introductory Notes:

The following guidelines have been written to assist you to successfully plan and complete your assessment tasks during your HSC Studies.

- | The **timing, order or nature of assessment tasks** outlined in this booklet are subject to change and should be read as a guide. Your teacher may make a professional judgement to vary a task.
- | If a **task is varied**, your teacher will discuss this with you. For smaller classes a new date may be negotiated. For larger classes or courses, a new date will be issued. The final decision to vary an assessment task will be made by the Head Teacher of the relevant Faculty.
- | Except in exceptional circumstances, the **number of tasks and weightings** will not change.
- | **At least two weeks notification for tasks** will always be given. This will be noted on the Assessment Task Notification proforma.
- | A **marking guideline** will be provided with the assessment task notification (where applicable) or on return of the task.

Course Completion Criteria

You will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that you have:

- (a) followed the course developed or endorsed by NESAs; and
- (b) applied yourself 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

Class Attendance

Whilst NESAs does not mandate attendance requirements, Monaro High School's policy is that students should have at least a 90% attendance rate in each course. Failure to achieve this rate may result in you not fulfilling some or all of the course completion criteria. Your teachers and Year Adviser will monitor your attendance and will give you early warning if your level of attendance is of concern.

Note: NESAs insists that a minimum number of dedicated practical hours in Science Courses must be covered.

Vacations will be used for study and assignment work. Students must not seek to extend their vacation by taking extra time before or after the actual school vacation periods.

Information on NESA HSC Examination

Practical Examinations and Submissions:

The following HSC courses require the students to undertake a Practical Examination and/or submit HSC Major Works/Projects in the third term. Students will be advised during the year as to the actual completion and submission dates of the assessments:

- | Drama - Core Group Practical Performances, Individual Performance and Individual submitted Projects, Process Diaries
- | Visual Arts - Bodies of Work and Process Diaries
- | Music - Core and Elective composition, Performances and Musicology Essays
- | English Extension 2 - Major Works and Journals
- | Industrial Technology - Major Works and Folios
- | Society and Culture - Personal Interest Project

Written HSC Examinations

These take place early in Term 4, 2023. Students will be advised of the exact dates during the course of the year after dates have been published by NESA.

For more details on the HSC Examination and examinations timing please visit the following website:

Official NESA website: <http://educationstandards.nsw.edu.au>

Other Useful websites:

UAC - University Admissions Centre: www.uac.edu.au

Monaro High School website: <https://monaro-h.schools.nsw.gov.au>

Higher School Certificate

Purpose of School Assessment

Assessment consists of a series of tasks which measure your achievement in a particular course. The purpose of HSC assessment is to compare the achievement of all students within a course and rank them accordingly.

The School Assessments are intended to provide an indication of a student's attainment which is based on a wide range of syllabus outcomes determined by NESA.

Your final assessment total and ranking will be sent to NESA. NESA will often moderate this school mark using the HSC exam marks.

For further information see:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

The final HSC assessment mark for each course will not be provided to students. This is provided to NESA in confidence. Students will be given their course rank.

Components of the Assessment

In each course, teachers are required to assess specific aspects of the course. These items are referred to as Assessment Components and specific guidelines are set down by the NESA as to the value of each component relative to the total course.

Assessments can include, but are not limited to:

- | Practical work
- | Field work
- | Research assignments, case studies and essays
- | Formal exams and class tests
- | Oral presentations and seminars

Higher School Certificate

Completion of Assessment Tasks

Satisfactory completion of a course involves participation in experiences which are integral requirements of the syllabus, including such things as attendance and participation in class activities, practical work and assessment tasks.

NESA expects you to undertake all set assessment tasks and that you make a genuine attempt at each task. The minimum requirement is that you make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks.

This 50% guideline can be applied in a number of ways including the word length of a task, the length of a presentation and the number of components (eg: question / activities) in a task.

A task that is determined to have not been substantially completed may be treated as a non-serious attempt or as a non-completion. These both may result in being awarded zero. If you do not comply with the assessment requirements you may be given an 'N' Determination and fail to complete your HSC.

If the Principal determines that you have not fulfilled the above criteria, you will be given a written warning with sufficient time for you to correct any problems regarding your application or completion of courses. If the problem is not corrected, then you may be deemed UNSATISFACTORY in that course and an 'N' determination will be made.

In particular, student absence will be regarded seriously, since significant non-attendance will make it very difficult for you to fulfil course requirements.

Timing of Tasks

You will be notified in writing of the specific criteria for each assessment including the weighting and due date, at least two weeks in advance of the due date. Tasks other than in-class tasks must be submitted no later than 9.00 am on the due date, unless otherwise advised on the Assessment Task Notification by your class teacher.

Higher School Certificate

Disability Provisions

NESA has a program to help students with practical support in their Higher School Certificate examinations. This practical support, known as disability provisions, assists students to read examination questions and to write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student's results.

Students may need provisions for:

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

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

To apply for provisions, the school submits an online application to NESA. This application details which provisions the student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Much of the evidence can be collected by the school, but the parents' role is welcome and needed. Parents help by talking with the school, describing the student's needs, and providing the school with medical or other reports.

Applications for provisions should be submitted by the school to NESA by the end of Term 1. Late applications are accepted for an emergency, such as a broken arm, until the time of the examinations. Once NESA has made a decision about which provisions are approved or declined, a decision letter is provided to the school. The school will provide the student with a copy of the letter.

To support the school in applying for provisions you must contact the Learning and Support Office and commence this process before the end of term 4. This will enable sufficient time to conduct the mandatory testing or documentation collating required. If you have a diagnosed medical condition that will require supporting medical documentation this needs to be dated in Term 4. Please contact the Learning and Support team to discuss the necessary medical support documentation.

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

If you think that you may require support in completing the Higher School Certificate examinations, please discuss the matter with the Learning Support Team.

Higher School Certificate

Application for Special Consideration - Absences, Illness and Misadventure

Requesting Extensions:

If a student knows that he/she needs an extension for a task, an application for Special Consideration can be made. Extensions are not automatic. Students will need to supply documentary evidence as to why they have a valid reason for an extension and the Head Teacher of the Faculty must be satisfied that no unfair advantage will be gained over other students.

A request for extension should be submitted to the subject teacher a minimum of 2 school days prior to the due date, (where possible). This application must include any component of the task completed to date. Extensions requested after this time frame may be denied.

All applications for special consideration must be completed using the Application for Special Consideration Form - Absence, illness and misadventure form located on page 21 of this booklet.

Planned absence or Illness:

- (a) If you are going to be absent from school for legitimate reasons when a task is due, you should negotiate an alternate date as soon as you are aware of the absence and have this approved by the relevant **Head Teacher**
- (b) If you are going to be absent from school when a task is due because of illness or misadventure, you should attempt to negotiate an extension **prior to the due date**. Supporting evidence **MUST** be provided (eg: doctor's certificate) to the relevant **Head Teacher** on the day you return to school.

Unplanned absence, Illness or misadventure:

- (c) If you are unable to attend the school to submit or complete an assessment task due to unforeseen circumstances or illness **on the due date**, you must notify the school **on the day** and provide appropriate evidence (eg: medical certificate or statutory declaration) to the relevant **Head Teacher on the day you return to school**.
- (d) If a student is suffering from an ongoing medical condition, it is their responsibility to apply for appropriate provisions to allow them to attempt tasks. Medical certificates for exemption based on long term and/or foreseeable conditions may not be accepted.

Medical Certificates:

Where a medical certificate is required to support an appeal for special consideration it must be submitted with the Application for Special Consideration form (pg 21)

Medical Certificates must include the following information:

- | Be issued during the period of illness
- | State the nature of the illness
- | State the date the student visited the medical professional
- | State the dates the student is unfit for attendance

Higher School Certificate

Please be aware that medical certificates written by a qualified medical practitioner closely related to the student will not be accepted as valid documentation.

Extended periods of absence due to ongoing medical concerns:

- It is the student's responsibility to ensure appropriate documentation for Special Consideration appeals and supporting medical certificates are forwarded to the Year Adviser at the first available opportunity. This may include the submission of progress certificates if required. Failure to provide this documentation may result in a finding of an unsupported appeal.

Being Late for a Test or Examination:

- If a student is late to an assessment task then it will need to be determined if there is a valid reason for the lateness. Missing the bus to get to school is not a valid reason. If the reason for lateness is not considered valid, the student should attempt the task but no extra time will be given.
- If the reason is valid, then the student will be allowed the full time if it is feasible, or arrangements to complete the task or a substitute task at an alternate time might be made. An estimate might be given if it is not feasible to complete the task or a substitute task.
- Students will be required to submit an Appeal for Special Consideration to their teacher at the first available opportunity after the task is completed, detailing the issues and/or concerns experienced on the day that resulted in lateness.

Clashes with School Excursion:

- Sometimes a student may be going on an excursion on the day a task is due and not be able to hand it in at the designated time/place. If this is the case, the student can submit an Appeal for Special Consideration form requesting an alternate arrangement for handing in the task. This will enable alternate arrangements for the student so that the work can be handed in without the student being penalised. It is the student's responsibility to ensure the appeal form is submitted to the subject teacher before the due date.

Higher School Certificate

Being away before an assessment task is due:

- Students who are absent in the days or week immediately prior to an assessment task due date, without an application for special consideration appeal in place, are not entitled to an immediate extension of time and must complete the task on the due date as notified. They can appeal for misadventure with the appropriate supporting documentation after the task is completed.

Getting an Estimate:

Estimates can be used when students miss a task and a substitute task is not feasible. The estimate is determined from other information known about the student in the course. Often other assessment tasks and ranks are used to produce the estimate. Class work and class tasks or tests may be used to produce estimates if they are more closely related to the work to be estimated than the remaining assessment tasks in the course. This may include tasks completed in the Year 11 course if insufficient information is available to make a reasonable judgement.

Intent to use School Provisions

Students that have applied for special provisions for assessment tasks (eg. extra time, separate supervision) must complete the Intent to Use School Provisions form on page 23 and submit to class teacher 5 days prior to task.

Higher School Certificate

Technology and Assessment Tasks

Problems caused by technological difficulties do not normally count as misadventure. Whatever material that has been completed before the technological breakdown should be submitted. Emailing of assessment tasks may only be done by prior arrangement with your teacher.

- i.** Most students now use some form of electronic technology to produce their submitted assessment tasks. Some assessment tasks will required that students submit the task in electronic form and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.
- ii.** It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in extreme circumstances.
- iii.** To minimise problems in relation to technology, students should adhere to the following protocols:
 - | When working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
 - | When working at school, save the latest version of your work to your personal computer or on an external portable storage media (such as a USB drive)
 - | Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school.
 - | Check the compatibility of your home software with the school's technology.
 - | Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.
 - | To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your class teacher of this. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

Please note that applications for special consideration should be submitted on the correct form contained in this booklet.

Occasions where zero marks may be awarded

1. Deadlines and Extension

You may be awarded zero for a task if you fail to meet deadlines without prior approval for an extension. You will still be required to submit the assessment to meet course requirements.

2. Absence from a Test

You may be awarded zero for a test if you do not meet the conditions of illness, absences and misadventure, noted above. You will still be required to sit the test to meet course requirements. Please note that for the Trial HSC examinations a “catch-up day” will be scheduled.

3. Malpractice

You may be awarded zero if you are found to be engaging in malpractice in assessment tasks or tests. Examples of malpractice include, but are not limited to:

- | **Cheating** during an examination or assessment task.
- | Deliberately **disrupting** the conduct of an assessment task.
- | Colluding with others to submit similar work or collaborate on tasks which are clearly meant to be completed as an individual task.
- | Plagiarising of material without due acknowledgement - plagiarism is defined as ‘stealing the words or ideas of another and using them as one’s own’. (Collins English Dictionary, p 749). This includes:
 - copying out of one or more books or journals and presenting it as your own work;
 - cutting and pasting from the Internet or a CD and presenting it as your own work;
 - submitting work that contains a large contribution from another person such as a parent, coach or subject expert;
 - paying someone to write or prepare material on your behalf;

Please note students should adhere to the principles and practices outlined in HSC - All My Own Work. - All incidents of malpractice are reported to NESAs and recorded on their HSC register.

4. Non-Serious Attempts of Assessment Tasks

You will be awarded zero if the Head Teacher of the subject makes the professional judgment that you have not made a serious attempt at an assessment task. A non-serious attempt is when a student submits an assessment task which demonstrates little or no thought or effort, is generally incomplete or which contains frivolous or objectionable material or is plagiarised. A serious attempt is the presentation of an assessment task which meets the requirements of the set task and which has been completed to the best of the student’s ability.

5. Mobile Phones, iPods and PDAs

You will be awarded zero if you use electronic devices during a test or examination. It is strongly recommended that students do not have these devices in their possession when undertaking assessment tasks. They should be surrendered to the assessment supervisor before entering an assessment room. None of these items are permitted in any formal examination room. They should be left in your car or handed in to the front office.

Appeals

Appeals in relation to assessment procedures should be made at the time of the task. See your class teacher first if you are unhappy with the process followed. If you still need assistance you should speak with your Head Teacher. Appeals relating to marks will generally not be accepted. Appeals should be made verbally, then in writing within seven days of the return of the task. The Appeal Form is located in this booklet on page 22.

If you are not satisfied with the decision of the Head Teacher, you may apply to the Principal for a school review only on the basis that the Assessment program has not been followed or that the procedures used in arriving at the final assessment mark was incorrect.

Appeals about Final Assessment Ranks

Students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of School Achievement on a number of bases. These may be summarised as follows:

1. Student appeals against 'N' determinations for non-completion of particular course.
2. Student appeals against assessment rankings in HSC courses.
3. Student appeals against the withholding of Higher School Certificate and Record of School Achievement credentials by the NSW Education Standards Authority (NESA).

If you wish to appeal your final assessment rank, use the appeal proforma, HSC Assessment Appeal Application, in this booklet. If you are not satisfied with the Head Teacher's or Principal's final decision, you may appeal to NESA.

Appeals relating to Teacher Misadventure

In the rare event of teacher misadventure (misplaced tasks, theft of vehicle housing task, destruction by fire etc.) and the teacher is unable to access a submitted assessment task, the student's appeal will be directed to the Faculty Head Teacher and Executive for consideration. A decision will be made appropriate to the task nature and student wellbeing for estimation or alternate arrangement of marking/grade allocation as required.

Unacceptable Grounds for Appeal

The application process does not cover:

- | attendance at a sporting or cultural/music event, or family holiday
- | alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be causes involving the interruption to the completion of a HSC submitted work or loss of materials prepared by the student which the NSW Education Standards Authority (NESA) will consider, eg major works stolen or destroyed by vandals.)
- | disabilities for which NESA has already granted disability provisions

Note: A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practice with the provision(s) granted.

- | matters avoidable by the student (eg. misreading of timetable; misinterpretation of examination papers)

The School's Responsibilities

1. For all tasks your teacher will give you written notice which indicates the nature of the task, when it will be held or when it is due and the outcomes to be assessed. The relative value of the task will be specified. The school will provide a marking guideline to define how the task will be assessed, as indicated on the Assessment Task Notification.
2. The school will keep records of your performance and you will be provided with written feedback on your performance and information about your progress in specific tasks.
3. The school will provide you with access to syllabus documents. Your teacher may give you copies of relevant pages as you begin each new topic. Copies of all course syllabuses are held in the library. All syllabus documents are available on the internet on www.educationstandards.nsw.edu.au

Your Responsibilities

1. To carefully read this document and be familiar with the requirements for all assessment tasks.
2. To use your assessment planner and raise any issues arising promptly.
3. To attend all timetabled lessons unless prevented by a legitimate reason. If you are absent from school, it is your responsibility to catch up on all missed work. To provide documentation to cover all absences.
4. To complete all set tasks on time and to the best of your ability.
5. To be familiar with the prescribed texts, topics, projects and works that are set for study in your various courses.
6. To notify your teacher if you are unable to attend an assessment task and to present documentary evidence if necessary.
7. To understand that all work, both assessable and non-assessable, contributes to your skills and knowledge of the course. Failure to complete non assessable work may lead to the loss of your Principal's certification for the successful completion of the HSC.

Referencing

A Guide to Writing Bibliographies

(Based on the Harvard Style)

In all assessment tasks that are based on research it is essential that any sources of information are accurately acknowledged. There are two aspects to this:-

- | **Citing of References** - when you quote material in the body of your work or refer to the work of someone else or use an idea you found in a reference it is essential that you acknowledge the fact. This can be done either by the use of footnotes or by using the Harvard method. The Harvard method is a system of making reference to a source listed in your bibliography.
- | **Bibliographies** - with every assessment you need to include a bibliography. This is the list of all the sources you have used in your assessment task. It should be included as an appendix.

BOOKS

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title of book. (underlined OR italics) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

For Example:

Dixon, J. (1993). *How to be a successful student*. Ringwood: Penguin Books.

BOOKS (edited)

Include the following information in this order:

- | Editor's surname, initials. (full stop)
- | (ed.) (in brackets)
- | Year. (in brackets) (full stop)
- | Title of book. (underlined OR italics) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

For Example:

Morgan, J. (ed.) (1993). *How to be a successful author*. Penguin Books: Penguin Books.

CD ROMs

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title. (underlined OR italics) (full stop)
- | CD ROM [in square brackets] (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

For Example:

Hawking, S.W. (1994). *A brief history of time: an interactive adventure [CD ROM]*. N.Y.: Crunch Media.

Referencing

E-Mail

Include the following information in this order:

- | Sender's surname, initials. (full stop)
- | (Sender's E-mail address), (brackets) (comma)
- | Day, (comma) month, (comma) year. (full stop)
- | Subject of message. (underlined OR italics) (full stop)
- | E-mail to (recipient's E-mail address). (brackets) (full stop)

For Example:

Lowman, D. (deborah@pbsinc.com.au), 4, April, 1998. *Internet referencing*. (awill@dva.gov.au).

JOURNALS

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title of article. (full stop)
- | Title of the journal (underlined OR italics) (full stop)
- | Volume, number, month/season, (comma)
- | Page numbers of article. (full stop)

For Example:

Burns, S. (1989). *There's more than one way to learn*. *Australian Wellbeing*. No 33, October, pp42-44.

NEWSPAPERS

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title or article. (full stop)
- | Title of the newspaper. (underlined OR italics) (full stop)
- | Date of publication, (comma)
- | Page numbers of article. (full stop)

For Example:

Popham, B. (1997). "Saving the future". *Weekend Australian*. 7 February, p10.

Referencing

REFERENCE BOOKS

Include the following information in this order:

- | Title of book. (underlined OR italics) (full stop)
- | Year. (in brackets) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

For Example:

The Cambridge encyclopedia of human evolution.(1992). Cambridge: Cambridge University Press

VIDEOS

Include the following information in this order:

- | Series title. (full stop)
- | Series number. (full stop)
- | Title. (underlined OR italics) (full stop)
- | Year. (in brackets) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)
- | Date of transmission, (comma)
- | Medium: Format. [in square brackets] (full stop)

For Example:

Fragile Earth. 5. South American wetland. (1982). London: BBC. 17, October, [video:VHS].

WORLD WIDE WEB

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title. (underlined OR italics)
- | [Internet]. [in square brackets] (full stop)
- | Place of publication: (colon)
- | Publisher (if ascertainable). (full stop)
- | Available from: <URL [Accessed date]. [in square brackets] (full stop)

For Example:

*Holland, M. (1996). Harvard System [Internet]. Poole: Bournemouth University.
Available from: http://www.bournemouth.ac.uk/service-depts/lis/LIS_Pub/harvardsys.htm
Accessed 6, May, 1998].*

From a person: whether in person, by phone or by email: Name Year, pers. Comm., date
A Gibson 2005, pers. comm., 10th October



ASSESSMENT TASK NOTIFICATION

Course Title:

Teacher:

Topic / Area of Study:

Assessment Task Weighting:

Date Distributed:

Date Due:

(Date and Period for In-Class Tasks)

Marking Guide:

Attached

Provided on return of Assessment Task

Assessment Task Details:

Assessment Criteria / Outcomes:



ASSESSMENT TASK NOTIFICATION

CHANGE OF DATE

Course Title:

Teacher:

Topic / Area of Study:

Assessment Task Weighting:

Date Distributed:
Term: Week:
Date:

Original Date Due:
Term: Week:
Date:

Date Due;
Term: Week:
Date:
Period(s):

Head Teacher: _____

Principal: _____

Date: _____

Comments:



APPLICATION FOR SPECIAL CONSIDERATION

Absence - Illness - Misadventure

If illness, accident, misadventure or special circumstances prevent a student from completing a set task on or by the due date, the school must be advised immediately of the situation.

On the day the student returns to school this form must be returned to the relevant Head Teacher of the subject affected. **The student MUST keep a signed copy of this form.**

Student: _____ Date: _____

Subject: _____

Task Title: _____

Due Date of Assessment Task: _____

Absence Illness Misadventure

Reason For Application: (Please describe how your ability to complete or submit this assessment task has been affected)

Attached is a Medical Certificate or other verification to support this request.

Student and Parent Signatures: _____ / _____

Class Teacher Recommendation: _____ Supported Not Supported
(signature)

Head Teacher Decision and Recommendation: Supported Not Supported

- Extension of time without penalty
- Substitute task
- Estimate based on evidence
- Application declined due to insufficient cause

Head Teacher Signature: _____

Date: _____



HSC Assessment Appeal Application

- I have discussed the issue with my teacher prior to filling out this application
- I have discussed the issue with the HT prior to filling out this application

1. Complete this form if you wish to appeal about the assessment program or the procedures used to arrive at your mark
2. Hand in the completed form to the appropriate Head Teacher within 7 Days of the task's return.
3. Ask for a copy of the form to be made and returned to you.

This section is completed by the student:

Student	
Year	
Teacher	
Subject	
Nature of Assessment Task	(Eg: Examination, Unit Test, Assignment, Research, Practical, In Class/Take Home Task)
Date of Task	
Task Completed	
Reason for appeal Please note you can only appeal the assessment program or the assessment process - not the mark Please use the reverse side of the form if you need more detail	

Signed: _____

Date application submitted: _____

(Student's Name)

This section is completed by the Head Teacher:

Head Teacher	
Decision Please use the reverse side of the form if you need to add more detail	

Copy To Student

Copy To Head Teacher

Intent to Use School Based Provisions

Student Name: _____

Subject: _____

Year: 10 / 11 / 12 Assessment Name and Due Date

Note: Notice is required is five school days unless otherwise negotiated with your teacher

I intend to use the following provisions for the above:

<ul style="list-style-type: none"> • Writer, (2.5 mins for every 30 mins of a task) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Extra time to write (5 mins for every 30 minutes of a task)
<ul style="list-style-type: none"> • Reader <p style="text-align: center;">AND / OR</p> <ul style="list-style-type: none"> • Extra time to read (5 mins for every 30 minutes of a task)
<ul style="list-style-type: none"> • Rest breaks (5 minutes for every 30 minutes of a task)
<ul style="list-style-type: none"> • Separate Supervision
<ul style="list-style-type: none"> • Individual Supervision
<ul style="list-style-type: none"> • Medical Provisions <ul style="list-style-type: none"> • Food/drink • Ventilation • Medication • Varied Seating • Other
<ul style="list-style-type: none"> • Hearing Support person
<ul style="list-style-type: none"> • Vision support person
<ul style="list-style-type: none"> • Other

Student Signature.....

Date.....

Teacher.....

Date copy given to student.....

Faculty Use:

Reader / Writer Name:

Provision use:

SUBJECT ASSESSMENT SCHEDULES

AGRICULTURE (HSC) 2023

Task Number & Name		Task 1 Plant Growth Trial	Task 2 Farm Product Study	Task 3 Elective Report	Task 4 Trial Examination
Nature of Task		A scientific report on soil science and the analysis of data from growing a Lupin crop	Visit a working property and observe collect data on a plant or animal product Data is based on the marketing chain from the farm to the consumer	PowerPoint presentation on the new technology used in one of the three electives offered	Written assessment on the content covered during the course
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Interpretation and analysis of data from the plant trial Report conclusion and recommendations to farmers and other interested parties 	<ul style="list-style-type: none"> Interpretation and analysis of data collected Students generate a farm product report which focuses on the marketing of a particular farm product 	<ul style="list-style-type: none"> Students research a new technology which may include hardware / software: for example, Robotic Dairy 	<ul style="list-style-type: none"> Assessment of the knowledge of the core topics and farm case study
Outcomes being assessed		H1.1, H2.1, H4.1	H1.1, H3.1, H3.2, H3.3, H3.4	H3.4, H4.1, H5.1	H1.1 to H5.1
Assessment Components	Weight	Task Assessment Components			
Knowledge/understanding of: the factors that interact in agricultural production systems; and the impact of innovation, ethics and current issues on Australian agricultural systems	40	5	10	10	15
Knowledge/understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner, and decision-making and the evaluation of technology	20	10	10	10	10
Skills in effective research, experimentation and communication	20	5	5	5	5
Total Weight	100%	20%	25%	25%	30%
Timing of Task		2022 Term 4 Week 9	Term 2 Week 1	Term 2 Week 9	Term 3 Weeks 3-4

Outcomes: Agriculture

A Student:

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

BIOLOGY (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		Heredity: Model & Report	Infectious Disease: Depth Study	Trial HSC Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Students create a model and report to demonstrate their understanding of the process of polypeptide synthesis 	<ul style="list-style-type: none"> Students will undertake a depth study on a given disease and will design and perform an experiment 	<ul style="list-style-type: none"> Students will demonstrate knowledge, understanding and skill development of the four Biology Topics in an examination
Outcomes being assessed		BIO12-2, BIO12-4, BIO12-7, BIO12-12	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-7, BIO12-14	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15
Assessment Components	Weight	Task Assessment Components		
Skills in working scientifically	60	20	30	10
Knowledge and understanding of course content	40	10	10	20
Total Weight	100%	30%	40%	30%
Timing of Task		2022 Term 4 Week 9	Term 2 Week 10	Term 3 Weeks 3-4

Outcomes: Biology

A Student:

SKILLS

Questioning and Predicting:	BIO12-1	develops and evaluates questions and hypotheses for scientific investigation
Planning investigations:	BIO12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations:	BIO12-3	conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information:	BIO12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information:	BIO12-5	analyses and evaluates primary and secondary data information
Problem solving:	BIO12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific audience or purpose
Communicating:	BIO12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose

KNOWLEDGE AND UNDERSTANDING

BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

BUSINESS STUDIES (HSC) 2023

Task Number & Name		Task 1 Topic Test	Task 2 Research and Extended Response	Task 3 Business Report	Task 4 Trial Examination
Nature of Task		A selection of Multiple Choice and Short Answer questions completed in class	Two questions, one drawn from the Operations topic and one drawn from the Marketing topic are presented. Students select one. Response is to include case study/studies and contemporary business issues	Preparation of a business report based on information given in response to a hypothetical business situation. Completed in class	Multiple choice Short Answer Extended Response Business Report. Formal Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Finance 	<ul style="list-style-type: none"> Operations/Marketing 	<ul style="list-style-type: none"> Human Resources 	<ul style="list-style-type: none"> All topics Completed during HSC trial period
Outcomes being assessed		H10, H9	H1, H7, H4	H3, H5, H8	H2, H6, H9
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding	40	10	5	10	15
Stimulus-based skills	20	5	5	5	5
Inquiry and research	20	5	10	5	
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
Total Weight	100%	25%	25%	25%	25%
Timing of Task		2022 Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 3-4

Outcomes: Business

A Student:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations

CHEMISTRY (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Problem Solving	Depth Study	Research Task	Trial Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Perform equilibrium calculations to solve a number of problems from provided experimental data related to a reversible reaction 	<ul style="list-style-type: none"> Completing research and a first-hand investigation to conduct a self-directed dept study relating to the concepts of acid/base reactions and equilibrium and produce a formal scientific report 	<ul style="list-style-type: none"> Research chemical synthesis technology to evaluate the factors that need to be considered when designing a chemical synthesis process 	<ul style="list-style-type: none"> Undertake a 3 hour exam to answer questions assessing the knowledge and understanding of course concepts as well as working scientifically skills for investigations
Outcomes being assessed		CH12-4, CH12-5, CH12-6, CH-12-7, CH12-12	CH12-1, CH12-2, CH12-3, CH12-5, CH12-7, CH12-12, CH12-13	CH12-1, CH12-4, CH12-5, CH12-7, CH12-14	CH12-2, CH12-3, CH12-13, CH12-14, CH12-15
Assessment Components	Weight	Task Assessment Components			
Skills in Working Scientifically	60	5	10	15	10
Knowledge and understanding of course content	30	10	20	10	20
Total Weight	100%	15%	30%	25%	30%
Timing of Task		2022 Term 4 Week 9	Term 1 Weeks 8-10	Term 2 Week 5	Term 3 Week 3-4

Outcomes: Chemistry

A Student:

- CH12-1 questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation
- CH12-2 planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information
- CH12-3 conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information
- CH12-4 processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH12-5 analysing data and information - analyses and evaluates primary and secondary data and information
- CH12-6 problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH12-7 communicating - communicates scientific understanding using suitable language and terminology for specific audience or purpose
- CH12-12 Module 5 - EQUILIBRIUM AND ACID REACTIONS - explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13 Module 6 - ACID/BASE REACTIONS - describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14 Module 7 - ORGANIC CHEMISTRY - analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15 Module 9 - APPLYING CHEMICAL IDEAS - describes and evaluates chemical systems used to design and analyse chemical processes

COMMUNITY AND FAMILY STUDIES (HSC) 2023

Task Number & Name		Task 1 Independent Research Project	Task 2 Groups in Context	Task 3 Parenting and Caring	Task 4 Trial Examination
Nature of Task		Independent research on a topic of interest related to the CAFS syllabus	Case study as part of detailed investigation	Investigation of formal support organisation, preparations for becoming a parent and the roles of a parent	Testing of learned knowledge via a variety of question types and in the same format as the HSC
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Students to investigate for themselves by planning, conducting & interpreting research 	<ul style="list-style-type: none"> Students explore specific groups within the community who may be experiencing inequities 	<ul style="list-style-type: none"> Students research and present promotional flyer as well as creating a sample bag that meets the needs of a social present 	<ul style="list-style-type: none"> Detailed written responses to a range of question types interlinking the required HSC modules
Outcomes being assessed		H4.1, H.2	H1.1, H2.2, H3.1, H3.3, H5.1, H6.2	H1.1, H2.1, H3.2, H5.1, H5.2	H1.1 to H7.4
Assessment Components	Weight	Task Assessment Components			
Knowledge & understanding of how the following impact on wellbeing: Management, relationships, societal factors	40	10	10	10	10
Skills in: applying the management process and taking responsible action to promote wellbeing	25	5	7.5	7.5	5
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	35	10	7.5	7.5	10
Total Weight	100%	25%	25%	25%	25%
Timing of Task		2022 Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 3-4

Outcomes: Community and Family Studies

A Student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H1.2 analyses different approaches to parenting and caring relationships
- H2.3 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- 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 options
- 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 demand of family, work and other environments
- H6.1 analyses empowerment of women and men influences the way they function within society
- H7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- H7.2 develops a sense of responsibility for the wellbeing of themselves and others
- H7.3 appreciates the value of resource management in response to change
- H7.4 values the place management in coping with a variety of role expectations

DANCE (HSC) 2023

Task Number & Name		Task 1 Core Performance and Core Appreciation	Task 2 Core Composition	Task 3 Major Study	Task 4 Trial Examinations
Nature of Task		Individually perform a Core Performance dance, engage in a 6 minute interview following the performance and process diary. Complete an analysis of a set dance work	Compose a Core Composition piece on another dancer that explores a chosen intent. A rationale will be written to support the work and a process diary is to be submitted	Major Study - Individually perform or present a Major study work and engage in an interview following their presentation. Process diary is to be submitted and other required documents depending on the Major	Presentation of Core Performance and Core Composition. Major Study Submission and Logbook. Written Core Appreciation Exam (Two Essays on the two set works)
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Through the performance of a Core Performance dance and interview students demonstrate their understanding of the HSC Performance Areas of Study Through the written task students demonstrate an appreciation of dance as an artform 	<ul style="list-style-type: none"> Through the composition of a dance work, students demonstrate their understanding of the HSC Composition Area of Study This includes, the elements of dance, the elements of composition, motif development and manipulation and the structure of dance works 	<ul style="list-style-type: none"> Through the presentation of a Major Study, students will demonstrate their understanding of their chosen Area of Study. Their logbook will support this understanding 	<ul style="list-style-type: none"> Present a complete and well-developed Core Performance, Core Composition and Major Study Written consolidates student knowledge and understanding of dance analysis and the two works studied.
Outcomes being assessed		H1.1, H2.1, H2.2, H2.3, H4.3, H4.4	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	Outcomes based on chosen Major	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H4.3, H4.4, H4.5
Assessment Components	Weight				
Performing	20	15			5
Composition	20		15		5
Appreciation	20	5			15
Major Study	40			30	10
Total Weight	100%	20%	15%	30%	35%
Timing of Task		2022 Term 4 Week 10	Term 1 Weeks 10	Term 2 Week 10	Term 3 Wks 3-4

Outcomes: Dance

Dance as an Artform:

- H1.1 understand dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2 performs, composes and appreciates dance as an artform
- H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H1.4 acknowledges and appreciates the relationship of dance and other media

Performance

- H2.1 understand performance quality, interpretation and style relating to dance performance
- H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
- H2.3 values the diversity of dance performance

Composition

- H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent
- H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent
- H3.3 recognises and values the role of dance in achieving individual expression
- H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent

Appreciation

- H4.1 understand the concept of differing artistic, social and cultural contexts of dance
- H4.2 recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3 utilises the skills of research and analysis to examine dance as an artform
- H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgements about dance
- H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

ENGLISH - ADVANCED (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Multimodal presentation with related material	Feature Article	Critical Response - Essay	Portfolio of Writing
Central Concepts & Task Criteria		Common Module: Texts and Human Experiences <ul style="list-style-type: none"> Students present a tutorial live in-class on their drama text and a related text of their own choosing 	Module A: Textual Conversations <ul style="list-style-type: none"> Students will compose a feature article in which the two texts and their connection will be discussed 	Module B: Critical Study of Literature <ul style="list-style-type: none"> Students will compose an extended response to TS Eliot's poetry 	Module C: Craft of Writing <ul style="list-style-type: none"> Students will create a portfolio including written pieces and reflections
Outcomes being assessed		EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-2, EA12-5, EA12-6, EA12-8	EA12-1, EA12-2, EA12-3, EA12-5, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding of course content	50	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	10	15
Total Weight	100%	25%	25%	25%	25%
Timing of Task		2022 Term 4 Week 7	Term 1 Week 6	Term 2 Week 5	Term 3 Week 5

Outcomes: English - Advanced

A student :

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

ENGLISH EXTENSION 1 (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		Imaginative response and reflection	Critical response with related text	Trial Examination
Central Concepts & Task Criteria		Common Module: Literary Worlds	Elective Module: Worlds of Upheaval	Common Module: Literary Worlds Elective Module: Worlds of Upheaval
Outcomes being assessed		EE12-2, EE12-4, EE12-5,	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5
Assessment Components	Weight	Task Assessment Components		
Knowledge and understanding of complex texts and of how and why they are valued	50	15	20	15
Skills in complex analysis, sustained composition and independent investigation	50	15	20	15
Total Weight	100%	30%	40%	30%
Timing of Task		Term 1 Week 3	Term 2 Week 5	Term 3 Week 3-4

Outcomes: English Extension 1

A student :

- 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
- EEA12-2 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 (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		Viva Voce (including written proposal)	Literature review	Critique of the creative process
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Outlining the proposal for the Major Work Note: Students must submit the Major Work Journal for monitoring with each task	<ul style="list-style-type: none"> The Impact of Independent investigation on the development of Major Work Note: Students must submit the Major Work Journal for monitoring with each task	<ul style="list-style-type: none"> Draft version of the major work and reflection on progress to date Note: Students must submit the Major Work Journal for monitoring with each task
Outcomes being assessed		EEX12-1, EEX12-4, EEX12-5,	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5
Assessment Components	Weight	Task Assessment Components		
Knowledge and understanding of complex texts and of how and why they are valued	50	15	20	15
Skills in complex analysis, sustained composition and independent investigation	50	15	20	15
Total Weight	100%	30%	40%	30%
Timing of Task		2022 Term 4 Week 10	Term 2 Week 2	Term 2 Week 10

Outcomes: English Extension 2

A student :

- 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

ENGLISH - STANDARD (HSC) 2023

Task Number & Name		Task 1 Common Module: Texts and Human Experiences	Task 2 Module A: Language, Identity & Culture	Task 3 Module B: Close Study of Literature	Task 4 Module C: The Craft of Writing
Nature of Task		Feature Article	Multimodal Presentation	Extended Response	Portfolio of Writing
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Students compose a discursive feature article about their poetry study and a related text 	<ul style="list-style-type: none"> Students present a multimodal response to the ideas presented in their film study 	<ul style="list-style-type: none"> Students compose an analytical essay on the novel studied 	<ul style="list-style-type: none"> Students compose imaginative, persuasive and discursive writing pieces with reflections
Outcomes being assessed		EN12-1, EN12-5, EN12-6,	EN12-2, EN12-4, EN12-8	EN12-1, EN12-3, EN12-7,	EN12-3, EN12-5, EA12-9
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding of course content	50	15	15	10	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
Total Weight	100%	25%	25%	25%	25%
Timing of Task		2022 Term 4 Week 7	Term 1 Week 7	Term 2 Week 5	Term 3 Week 5

Outcomes: English - Standard

A student :

- 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 (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Written Analysis	In Class Examination	Multimodal Presentation	Portfolio of Classwork
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Common module: Texts and Human Experiences 	<ul style="list-style-type: none"> Playing the Game - English in Sport 	<ul style="list-style-type: none"> The Big Screen 	<ul style="list-style-type: none"> All modules: (including Part of the Family - English and Family life)
Outcomes being assessed		ES12-1, ES12-2, ES12-3, ES12-4, ES12-7, ES12-9	ES12-2, ES12-6, ES12-7, ES12-9,	ES12-4, ES12-6, ES12-7, ES12-9	ES12-3, ES12-5, ES12-6, ES12-8, ES12-10
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding of course content	50	15	10	10	15
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	50	10	10	15	15
Total Weight	100%	25%	20%	25%	30%
Timing of Task		2022 Term 4 Week 9	Term 1 Week 7	Term 2 Week 8	Term 3 Week 5

Outcomes: English - Studies

A student :

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

INDUSTRIAL TECHNOLOGY - METAL & ENGINEERING & TIMBER PRODUCTS & FURNITURE (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		Major Project Planning	Industry Study Questions	Trial Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Major project concept development and quantities of materials 	<ul style="list-style-type: none"> Develop an understanding of organisational and structural factors in relation to the focus area 	<ul style="list-style-type: none"> 1.5 hour exam demonstrating understanding of the course in written responses, both in short and extended questions
Outcomes being assessed		H3.1, H3.2, H3.3, H5.1, H5.2	H1.1, H1.2, H1.3, H3.2, H7.2	H6.1, H6.2, H7.1, H7.2
Assessment Components	Weight	Task Assessment Components		
Industry Study	15		15	
Major Project	60	35	15	10
Industry related Manufacturing Technology	25	5		20
Total Weight	100%	40%	30%	30%
Timing of Task		2022 Term 4 Week 9	Term 2 Week 6	Term 3 Weeks 3-4

Outcomes: Metal & Engineering & Timber Products and Furniture

A student :

- 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
- H1.4 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles through the production of a Major Project
- H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and environment

INDUSTRY BASED LEARNING (HSC) 2023

Task Number & Name		Task 1 Journal and Log	Task 2 Journal and Log	Task 3 Journal and Log	Task 4 Journal and Log
Nature of Task Students will complete a journal and log book of activities undertaken in the workplace as part of their school-based traineeship		Submission 1	Submission 2	Submission 3	Submission 4
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Work and enterprise Industry 	<ul style="list-style-type: none"> Employability related skills 	<ul style="list-style-type: none"> Personal attributes 	<ul style="list-style-type: none"> Behaviours and attitudes appropriate to work
Outcomes being assessed		H1.1, H2.1, H2.2, H2.3	H3.1, H3.2, H3.3, H3.4	H4.1	H5.1, H5.2, H5.3
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding	30	10	5	10	5
Skills	40	10	15	5	10
Values and attitudes	30	5	5	5	15
Total Weight	100%	25%	25%	20%	30%
Timing of Task - *Students can negotiate to have their journal and log assessed earlier than the due date.		2022 Term 4 Week 8	Term 1 Week 8	Term 2 Weeks 8	Term 3 Week 8

Outcomes: Industry Based Learning

A student :

- H1.1 understand work and enterprise
- H2.1 understand the relationship between workplace and the broader industry
- H2.2 understand the pathways for work, education and training in the industry
- H2.3 understand the contribution of the industry to the Australian society and economy
- H3.1 demonstrate skills in communication and teamwork
- H3.2 demonstrate skills in initiative, problem-solving and enterprise
- H3.3 demonstrate skills in planning, organising and self-managing
- H3.4 demonstrate skills in life-long learning and technology
- H4.1 identify and appreciate the personal attributes that contribute to overall employability
- H5.1 identify and appreciate the range of behaviours appropriate to work
- H5.2 identify and appreciate appropriate attitudes towards work
- H5.3 identify and appreciate the ethical and social responsibility dimensions of work

JAPANESE FOR BEGINNERS (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Reading and Interpreting recreational surveys of Japanese teenagers	Presentation to Japanese Travel Expo Q & A	Careers Interview & Resume	Trial HSC Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Understands & Interprets Information Conveys gist & indentifies specific information in surveys 	<ul style="list-style-type: none"> Communicates ideas in Japanese sequencing ideas & information with understanding of cultural appropriateness in Tourism sector 	<ul style="list-style-type: none"> Manipulates linguistic structures to express ideas Conveys the gist & identifies pertinent information in 	<ul style="list-style-type: none"> Behaviours and attitudes appropriate to work Multimodal Response
Outcomes being assessed		H2.1, H2,2, H2.3, H2.4,	H1.1, H1.2, H1.3, H1.4	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.5, H3.1, H3.2, H3.3, H3.4	H2.5, H2.4, H2.3, H2.2, H2.1, H3.1, H3.2, H3.3, H3.4
Assessment Components	Weight	Task Assessment Components			
Listening	30		10	10	10
Reading	30	20			10
Speaking	20		10	10	
Writing	20			10	10
Total Weight	100%	20%	20%	30%	30%
Timing of Task		2022 Term 4 Week 8	Term 1 Week 6	Term 2 Weeks 6	Term 3 Weeks 3-4

Outcomes: Japanese for Beginners

A student :

- H1.1 establishes and maintains communication in Japanese
- H1.2 manipulates linguistic structures to express ideas effectively in Japanese
- H1.3 sequences ideas and information
- H1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- H2.1 understands and interprets information in texts using a range of strategies
- H2.2 conveys the gist of and identifies specific information in texts
- H2.3 summarises the main points of a text
- H2.4 draws conclusions from or justifies an opinion about a text
- H2.5 identifies the purpose, context and audience of a text
- H2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- H3.1 produces texts appropriate to audience, purpose and context
- H3.2 structures and sequences ideas and information
- H3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- H3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts

LEGAL STUDIES (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Multimodal presentation	Research Essay	In Class Examination	Annotated Media File Analysis
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Core Pt 2: Human Rights 	<ul style="list-style-type: none"> Option Study Themes and Challenges 	<ul style="list-style-type: none"> Core Pt 1: Crime 	<ul style="list-style-type: none"> Option Study Contemporary Issue
Outcomes being assessed		H1, H2, H3, H8, H10	H2, H3, H6, H7, H9,	H1, H4, H7, H9, H10	H1, H2, H3, H5, H8
Assessment Components	Weight	Task Assessment Components			
Knowledge & understanding of course content	40	5	10	15	10
Analysis and evaluation	20	5	5	5	5
Inquiry and research	20	5	10		5
Communication of legal information, ideas and issues in appropriate forms	20	5	5	5	5
Total Weight	100%	20%	30%	25%	25%
Timing of Task		2022 Term 4 Week 5	Term 1 Week 3	Term 2 Week 2	Term 2 Week 10

Outcomes: Legal Studies

A student :

- H1 identifies and applies legal concepts and terminology
- H2 describes and explains key features of and the relationship between Australian and international law
- H3 analyses the operation of domestic and international legal systems
- H4 evaluates the effectiveness of the legal system in addressing issues
- H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6 assesses the nature of the interrelationship between the legal system and society
- H7 evaluates the effectiveness of the law in achieving justice
- H8 locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9 communicates legal information using well-structured and logical arguments
- H10 analyses differing perspectives and interpretations of legal information and issues

MATHEMATICS ADVANCED (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Assignment and in class validation test	In class task	In class task	Trial Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Graphing Techniques Trigonometric functions and Graphs 	<ul style="list-style-type: none"> Series and sequences The first and second derivatives Differentiation of trigonometric, exponential and logarithmic functions 	<ul style="list-style-type: none"> Integration Applications of the Derivative Modelling investments and loans 	<ul style="list-style-type: none"> All topics from the HSC course plus all Year 11 course work
Outcomes being assessed		MA12-1, MA12-4, MA12-5, MA12-9, MA12-10	MA12-3, MA12-4, MA12-6, MA12-7, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-5, MA12-3, MA12-4, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10 (plus some Year 11 outcomes)
Assessment Components	Weight	Task Assessment Components			
Concepts, skills and techniques	50	15	10	10	15
Reasoning and communication	50	15	10	10	15
Total Weight	100%	30%	20%	20%	30%
Timing of Task		2022 Term 4 Week 9	Term 1 Week 6	Term 2 Week 5	Term 3 Week 3-4

Outcomes: Mathematics Advanced

A student :

- 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 (HSC) 2022

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		In class task	In class task	Assignment and in class validation test	Trial Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Proof by mathematical induction 	<ul style="list-style-type: none"> Bernoulli and binomial distributions 	<ul style="list-style-type: none"> Vectors Trigonometric Equations Calculus 	<ul style="list-style-type: none"> All topics from the HSC course plus all Year 11 course work
Outcomes being assessed		ME12-1, ME12-6, ME12-7	ME12-5, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7, plus some Year 11 outcomes
Assessment Components	Weight	Task Assessment Components			
Concepts, skills and techniques	50	10	15	10	15
Reasoning and communication	50	10	15	10	15
Total Weight	100%	20%	30%	20%	30%
Timing of Task		2022 Term 4 Week 5	Term 1 Week 5	Term 2 Week 7	Term 3 Weeks 3-4

Outcomes: Mathematics Extension 1

A student :

- 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 STANDARD 1 (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		In class task	In class task	Assignment	Trial examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Rates Networks and Paths 	<ul style="list-style-type: none"> Investments Depreciation and Loans Right-Angled Triangles 	<ul style="list-style-type: none"> Further Statistical Analysis 	<ul style="list-style-type: none"> All topics from the HSC course plus all Preliminary course work (up to 20% of the examination)
Outcomes being assessed		MS1-12-3, MS1-12-4, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-2, 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
Assessment Components	Weight	Task Assessment Components			
Concepts, skills and techniques	50	10	10	10	20
Reasoning and communication	50	10	10	20	10
Total Weight	100%	20%	20%	30%	30%
Timing of Task		2022 Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 3-4

Outcomes: Mathematics Standard 1

A student :

- 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 inferences, predictions and conclusions
- MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4 analyses 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 (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		In class task	In class task	Assignment	Trial Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Rates and Ratios Introduction to Networks 	<ul style="list-style-type: none"> Investments Depreciation and Loans Non-Right-Angled Trigonometry Simultaneous Linear Equations 	<ul style="list-style-type: none"> Bivariate Data Analysis 	<ul style="list-style-type: none"> All topics from the HSC course plus all Year 11 course work (up to 20% of the examination)
Outcomes being assessed		MS1-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-2, 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
Assessment Components	Weight	Task Assessment Components			
Concepts, skills and techniques	50	10	10	10	20
Reasoning and communication	50	10	10	20	10
Total Weight	100%	20%	20%	30%	30%
Timing of Task		2022 Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 3-4

Outcomes: Mathematics Standard 2

A student :

- 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 a 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 justify a response

MODERN HISTORY (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3	Task 4 Trial Examination
Nature of Task		Nuclear Age - Multimodal presentation - impact of nuclear testing at Maralinga - source analysis	National Study: China - Historical Analysis Essay	Core Study: Power and Authority in the Modern World 1919 - 1946 Source Analysis - use of sources to complete multiple choice, short answer and extended response text types	Trial HSC Examination of the following topics: Core Study Peace and Conflict National Study Change in the Modern World
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Account for different perspectives of individuals and groups Analyse the significance and impact of specific event Selection and analysis of appropriate sources relating to the topic 	<ul style="list-style-type: none"> Uses high order essay skills to evaluate events & issues Support argument with specific reference to relevant source material Understand, explain and evaluate the key concepts being examined 	<ul style="list-style-type: none"> Uses high order written skills to comprehend, interpret, explain and evaluate events and issues from primary and secondary sources Evaluate sources for their use and reliability 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of course content and required skills; Support argument with specific reference to relevant source material.
Outcomes being assessed		MH12-1, MH12-4, MH12-5, MH12-6, MH12-9	MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	MH12-2, MH12-5, MH12-6	MH12-1, MH12-3, MH12-4, MH12-5, MH12-7, MH12-9
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding of course content	40	10	10	10	10
Source based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20	5	5	5	5
Historical inquiry & research	20	5	5	5	5
Communication of historical understanding	20	5	5	5	5
Total Weight	100%	25%	25%	25%	25%
Timing of Task		2022 Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 3-4

Outcomes: Modern History

A student :

- 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

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (HSC) 2023

Task Number & Name		Task 1 Skill Acquisition & Training Beginner Plan	Task 2 Option Task	Task 3 Groups experiencing inequities & Ottawa charter	Task 4 Trial Examination
Nature of Task		Assess and Evaluate athletes of different stages of skill acquisition and present knowledge of factors affecting performance in a chosen sport	Applying knowledge, understanding and skills in the chosen option by undertaking a case study	Students will be required to respond to a series of questions based on a significant current health issue	Complete written exam covering HSC Course content
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Assess: Appropriate characteristics of the learner, examine stages of skill acquisition, performance elements Evaluate: the role of the learning environment in relation to a chosen sport Oral presentation applying these elements to a chosen sport. 	<ul style="list-style-type: none"> Options: Students will study two of the five options and complete a case study for one of the options: <ul style="list-style-type: none"> Improving Performance, Sports Medicine, Equity and Health, Health and Young People, Sport and Physical Activity in Australian Society, 	<ul style="list-style-type: none"> Choose a group experiencing health inequities (Other than Aboriginal and Torres Strait Islander) Report on priority area and justify its inclusion Examine the unique health issues of the group Analyse effective health promotion 	<ul style="list-style-type: none"> Demonstrate knowledge & understanding, practical application and critical inquiry of key concepts through the application of course content in written responses
Outcomes being assessed		H7, H9, H10, H11,H17,	H2, H3, H6, H7, H8, H10, H11, H13, H16, H17 Outcomes will vary according to options chosen. Separate notification will be supplied	H1, H3, H4, H5, H15	H1, H2, H3, H4, H5, H7, H8, H9, H13, H14, H15, H17
Assessment Components	Weight	Task Assessment Components			
Knowledge & understanding of the factors that affect health and the way that the body moves	40	10	10	10	10
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30	5	5	10	10
Skills in critical thinking, research and analysis		5	10	5	10
Total Weight	100%	20%	25%	25%	30%
Timing of Task		2022 Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3-4

Outcomes: Personal Development, Health & Physical Education

A student :

- 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 the new public health approach to health promotion
- 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
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- 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 (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		Depth Study	Portfolio Part A Part B	Trial Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Secondary source investigation and practical design in a chosen area of Advanced Mechanics 	<ul style="list-style-type: none"> Students collect evidence of their work including; A range of practical task writeups, quiz answer sheets and a critique of a range of secondary sources used in class. 	<ul style="list-style-type: none"> End of course final examination.
Outcomes being assessed		PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7	PH11/12-1, PH11/12-3, PH11/12-5, PH11/12-7	PH11/12-4, PH11/12-6, PH12-12, PH12-13, PH12-14, PH12-15
Assessment Components	Weight	Task Assessment Components		
Skills in Working Scientifically	45	20	15	15
Knowledge and understanding of course content	55	20	15	15
Total Weight	100%	40%	30%	30%
Timing of Task		2022 Term 4 Week 7	Term 2 Week 10	Term 3 Weeks 3-4

Outcomes: Physics

A student :

- PH11/12-1 **Questioning and predicting** - develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 **Planning investigations** - designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 **Conducting investigations** - conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 **Processing data and information** - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 **Analysing data and information** - analyses and evaluates primary and secondary data and information
- PH11/12-6 **Problem solving** - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 **Communicating** - communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12 **Module 5 - ADVANCED MECHANICS** - describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13 **Module 6 - ELECTROMAGNETISM** - explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14 **Module 7 - THE NATURE OF LIGHT** - 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 **Module 8 - FROM THE UNIVERSE TO THE ATOM** - 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

SOCIETY AND CULTURE (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Multimodal presentation	Personal Interest Project Process Evaluation	Research Essay	In class response
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Depth Study: Social Inclusion and Exclusion 	<ul style="list-style-type: none"> PIP - Progress Check-in 	<ul style="list-style-type: none"> Core: Social and Cultural Continuity and Change 	<ul style="list-style-type: none"> Depth Study
Outcomes being assessed		H1, H2, H3, H4, H7, H9, H10	H4, H7, H8, H9	H5, H6, H7, H8, H9, H10	H1, H3, H7, H9, H10
Assessment Components	Weight	Task Assessment Components			
Knowledge & understanding of course content	50	10	5	20	15
Application and evaluation of social and cultural research methods	30	5	5	15	5
Communication of information, ideas and issues in appropriate forms	20	10		5	5
Total Weight		25%	10%	40%	25%
Timing of Task		2022 Term 4 Week 8	Term 1 Week 5	Term 1 Week 10	Term 2 Week 7

Outcomes: Society and Culture

A student :

- 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 groups
- 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

SPORT, LIFESTYLE & RECREATION STUDIES (HSC) 2023

Task Number & Name		Task 1 Outdoor Recreation	Task 2 Sports Coaching	Task 3 Gymnastics	Task 4 Trial Examination
Nature of Task		Participate in an outdoor recreation camp (2 night 2 day camp)	Design a coaching session related to a sport of your choice and deliver it to the class	Plan & complete a practical assessment in Gymnastics	Complete written exam covering HSC Course content
Central Concepts & Task Criteria		Demonstrate camping skills through theory & practical presentations <ul style="list-style-type: none"> • Campsite selection • Nutrition, clothing & equipment needs • Map & compass skills • Leadership & group relationship skills • Weather forecast 	<ul style="list-style-type: none"> • Prepare a written plan addressing the Principles of Training that includes: warm-up, fitness components, coaching points, skill development, modified game/s, equipment & references. • Conduct a coaching session implementing the written plan 	<ul style="list-style-type: none"> • Perform 2 Double-mini vaults, a 10 skill floor & a 10 skill apparatus routine. • Submit a written plan of their routine prior to their performances. 	<ul style="list-style-type: none"> • Demonstrate knowledge & understanding of key concepts through the application of course content in written responses
Outcomes being assessed		1.1, 1.3, 2.3, 4.1, 4.2, 4.4	2.1, 2.2, 3.1, 3.2, 4.2	1.1, 1.3, 3.1, 3.4, 4.4	1.1, 1.4, 2.1, 2.2
Assessment Components	Weight	Task Assessment Components			
Knowledge & understanding	50	10	15	10	15
Skills	50	15	10	15	10
Total Weight	100%	25%	25%	25%	25%
Timing of Task		2023 Term 1 Week 3 (Dependent on availability)	Term 1 Theory Week 4 Practical Weeks 4-10	Term 2 Week 7	Term 3 Weeks 3-4

Outcomes: Sport, Lifestyle & Recreation Studies

A student :

- 1.1 applies the rules & conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 2.1 explains the principles of skill development & training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects & participates in physical activities that meet individual needs, interests & abilities
- 3.1 selects appropriate strategies & tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.4 composes, performs & appraises movement
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills & a capacity to work cooperatively in movement context
- 4.4 demonstrates competence & confidence in movement contexts

WORK STUDIES (HSC) 2023

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Workplace Communication	Resume & Mock Interviews	Trial Examination 1.0 hour exam Problem solving, job applications and comprehension of syllabus topics	Team Work and Enterprise project
Central Concepts & Task Criteria		<ul style="list-style-type: none"> Email & Digital Communication 	<ul style="list-style-type: none"> Communication and job seeking skills, personal presentation addressing Selection Criteria 	<ul style="list-style-type: none"> Written responses to a range of questions covering all concepts in the HSC course 	<ul style="list-style-type: none"> Students apply initiative and team work and enterprise skills in a group project
Outcomes being assessed		1, 2, 3, 4,	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9	7, 8, 9
Assessment Components	Weight	Task Assessment Components			
Knowledge & understanding of work, the work environment and skills for employment	35	10	10	10	5
Skills in research, problem solving and communication related to work	35	5	10	10	10
Skills of employment options, career management, life planning and further education and training	30	10	5	5	10
Total Weight	100%	25%	25%	25%	25%
Timing of Task		2022 Term 4 Week 8	Term 1 Week 5	Term 3 Week 3-4	Term 3 Weeks 8

Outcomes: Work Studies

A student :

- 1 investigates a range of work environments
- 2 examines different types of work and skills for employment
- 3 analyses employment options and strategies for career management
- 4 assesses pathways for further education, training and life planning
- 5 applies self-management and teamwork skills
- 6 applies self-management and teamwork skills
- 7 utilises strategies to plan, organise and solve problems
- 8 assesses influences on people's working lives
- 9 evaluates personal and social influences on individual and groups

VISUAL ARTS (HSC) 2023

Task Number & Name		Task 1 Research, Proposal and Planning for a Body of Work (BOW)	Task 2 Case Study	Task 3 Development of the Body of Work and Visual Arts Process Diary (VAPD)	Task 4 Trial Examination
Nature of Task		VAPD documenting investigations of art making themes, initial artmaking experimentation, annotations and research about artists' practice related to the student's planning for a Body of Work including a written proposal	An in-depth study of artworks, artists, styles, movements, issues, concepts, processes or techniques in the field of Visual Arts	Demonstrating the development of the Body of Work; artwork(s) undergoing refinement, VAPD including artist statement, curation of work(s) for HSC submission with written evaluation of these decisions Development of a VAPD and all recordings related to the BOW, including experiments, reflections research and investigations related to artistic practice	Complete a 1.5 hour written exam covering HSC course content
Central Concepts & Task Criteria		<ul style="list-style-type: none"> An artist-based case study researching and investigating themes and artists whose practice inspires the student's own art making 	<ul style="list-style-type: none"> Develop a deeper understanding of various aspects of critical and historical investigations with an emphasis on a particular aspect of content (conceptual framework, frames, practice) 	<ul style="list-style-type: none"> The BOW is developed during the HSC course and is submitted as evidence of what students know and can do in the practice of art making Provide evidence of a student's practice of art making related to their BOW. Demonstrating their formulation of ideas and their intentions for their art making <p><i>NB: Student's progress will be monitored and registered throughout the course</i></p>	<ul style="list-style-type: none"> Demonstrate knowledge & understanding of course content in written responses, both in short answer questions and an extended response (essay)
Outcomes being assessed		H1, H3, H7, H8	H7, H9, H10	H1, H2, H4, H5, H6, H8	H7, H8, H9, H10
Assessment Components	Weight	Task Assessment Components			
Artmaking	50	20		30	
Art Criticism & Art History	50	5	15	10	20
Total Weight	100%	25%	15%	40%	20%
Timing of Task		2022 Term 4 Week 10	Term 1 Week 7	Term 2 Week 10	Term 3 Weeks 3-4

Outcomes: Visual Arts

A. ARTMAKING OUTCOMES

A student :

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

B. ART CRITICISM & ART HISTORY OUTCOMES

- H7 applies their understanding of practice in art criticism and art history
- H8 applies their understanding of the relationship among the artists, 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

VOCATIONAL EDUCATION AND TRAINING

(VET COURSES)

In 2023, Monaro High School will offer the following VET Framework courses:

- | CONSTRUCTION
- | KITCHEN OPERATIONS (Hospitality)
- | PRIMARY INDUSTRIES
- | LIVE PRODUCTION

HSC ASSESSMENT ADVICE FOR VET COURSES

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

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

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

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded with the sufficient assessment evidence.

- | **The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.
- | **Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.
- | **Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of the UoC.
- | **N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and/or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

VOCATIONAL EDUCATION AND TRAINING

- | **Work Placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).
 - You will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer
 - A 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of attainment which indicates one or more unit/s of competency achieved towards the qualification.
 - The scheduled date for work placement is shown in the course assessment summary.
 - You will complete a workplace journal of your placement
- | **Work Placement advice from NESA in response to COVID**
<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>
- | **HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).**
 - Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
 - Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

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

ASSESSMENT SUMMARY FOR HSC AHC20116 CERTIFICATE II IN AGRICULTURE

Requirements for HSC purposes	Dates
Work Placement	Wednesdays or full week to be negotiated
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam	Weeks 3-4, Term 3 2023

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

- Trainers must deliver and assess Cluster 1, 2, 3, 4, then select either Cluster 5 (Livestock stream) or Cluster 6 (plant stream) and select optional clusters to total of at least 18 units.
- Clusters DO NOT NEED TO BE ASSESSED IN ORDER

CLUSTER 5 (includes Livestock Stream)

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

ASSESSMENT SUMMARY FOR HSC AHC20116 CERTIFICATE II IN AGRICULTURE

(Page 2)

Cluster 7 Tractors and Machinery

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of Competency	Direct observation - real time simulated environment	Product based method - structured activities e.g. role play work samples, presentation, reports	Questioning - written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 7	AHCMOM202	Operate tractors	X	X	X	
Cluster 7	AHCMOM304	Operate Machinery and equipment	X	X	X	

Cluster 8 Feed and Water Livestock

Assessment Plan			Evidence Collection			HSC
Cluster 8	AHCLSK211	Provide feed for livestock	X	X	X	
Cluster 8	AHCLSK209	Monitor water supplies	X	X	X	

Cluster 9 Fencing

Assessment Plan			Evidence Collection			HSC
Cluster 9	AHCINF202	Install, maintain, and repair farm fencing	X	X	X	
Cluster 9	AHCINF201	Carry out basic electric fencing operations	X	X	X	

Cluster 12 Clean Machinery

Assessment Plan			Evidence Collection			HSC
Cluster 12	AHCBIO201	Inspect and clean machinery for plant, animal and soil material	X	X	X	

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC20116 Certificate II in Agriculture. The Statement of Attainment towards AHC20116 Certificate II in Agriculture will only be the possible AQF outcome if at least one UoC has been achieved.

ASSESSMENT SUMMARY FOR HSC CPC20220 CERTIFICATE II IN CONSTRUCTION PATHWAYS AND STATEMENT OF ATTAINMENT TOWARDS CPC20120 CERTIFICATE II IN CONSTRUCTION

Requirements for HSC purposes	Dates
Work Placement	Wednesdays or full week to be negotiated
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam	Weeks 3-4, Term 3 2023

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of Competency	Direct observation - real time simulated environment	Product based method - structured activities e.g. role play work samples, presentation, reports	Questioning - written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1	CPCCWHS1001	Prepare work safely in the construction industry (Imported)	X	X	X	Y
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 3	CPCCCM1011	Undertake basic estimation and costing	X	X	X	Y
	CPCCOM1015	Carry out measurements and calculations				
Cluster 4	CPCCPM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
Cluster 5 - Option 3 Joinery	CPCCJN2001	Assemble components	X	X	X	
	CPCCWP2002	Manufacture and assemble joinery components				
Cluster 6	CPCCCM2006	Apply basic levelling procedures	X	X	X	
Cluster 7	CPCCCA2002	Use carpentry tools and equipment	X	X	X	Y
	CPCCCM2005	Use construction tools and equipment				
	CPCCA2011	Handle carpentry materials				
Cluster 8	CPCCVE1011	Undertake a basic construction project	X	X	X	Y
	CPCCOM1012	Work effectively in the construction industry				

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

ASSESSMENT SUMMARY FOR HSC CERTIFICATE II IN KITCHEN OPERATIONS - SIT20416

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC)70 hrs in total	Wednesdays or full week to be negotiated
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam	Weeks 3-4, Term 3 2023

Assessment Plan			Evidence Collection				
Cluster	Competency codes	Title of Competency	Direct observation - real time simulated environment	Product based method - structured activities e.g. role play work samples, presentation, reports	Portfolio or direct observation - purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning - written or oral related to knowledge e.g. quizzes, interviews	NEESA Status Mandatory/Stream
Cluster 1- Getting Along	BSBWOR203	Work effectively with others				X	Y
Cluster 2 - Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X	Y
	SITHCCC001	Part B Use food preparation equipment	X	X		X	Y
	SITXFSA002	Participate in safe food handling practices	X	X		X	Y
Cluster 3 - Safe and Sustainable work practices	SITXWHS001	Participate in safe work practices	X	X		X	Y
	BSBSUS201	Participate in environmentally sustainable work practices	X	X		X	
Cluster 4 - Preparing quality simple dishes	SITHCCC002	Prepare and present simple dishes	X	X		X	
	SITXINV002	Maintain the quality of perishable items	X	X			
Cluster 5 - Producing menu items	SITHCCC005	Prepare dishes using basic methods of cookery	X	X	X	X	Y
Cluster 6 - Cleaning the kitchen	SITHKOP001	Clean kitchen premises and equipment	X	X		X	
Cluster 7 - Preparing appetisers and salads	SITHCCC006	Prepare appetisers and salads	X	X	X	X	
Cluster 8 - Sandwich preparation	SITHCCC003	Prepare and present sandwiches	X	X		X	
Cluster 9 - Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 10 - Use cookery skills effectively	SITHCCC011	Use cookery skills effectively	X	X	X	X	

****UoC highlighted must be assessed by an assessor that holds three years industry experience ie Clusters 5, 7 and 10. Refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20416 Certificate II in Kitchen Operations. The Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations will only be the possible AQF outcome if at least on UoC has been achieved.

ASSESSMENT SUMMARY FOR STATEMENT OF ATTAINMENT TOWARDS CUA30420 CERTIFICATE III IN LIVE PRODUCTION AND TECHNICAL SERVICES

Requirements for HSC purposes	Dates
Work Placement	Wednesdays or full week to be negotiated
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam	Weeks 3-4, Term 3 2023

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of Competency	Direct observation - real time simulated environment	Product based method - structured activities e.g. role play work samples, presentation, reports	Questioning - written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1 - White Card	CPCWHS1001	Prepare to work safety in the construction industry	X	X	X	
Cluster 2 - Safe and Sound	CUAWHS312 CUASOU331	Apply work health and safety practices Undertake live audio operations	X	X	X	Mandatory
Cluster 3 - Bump in the Light	CUALGT311 CUASTA212	Operate basic lighting Assist with bump in and bump out of shows	X	X	X	Mandatory
Cluster 4 - Working in the Industry	CUAIND311	Work effectively in the creative arts industry	X	X	X	
Cluster 5 - To Project and Serve	SIXTCCS006 CUASOU306 CUAVSS312	Provide service to customers Operate sound reinforcement systems Operate vision systems	X	X	X	Mandatory - Mandatory
Cluster 6 - Show Time	CUASTA311 CUASMT311 CUAIND314	Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry	 X	 X	 X	Mandatory - -

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the CUA30420 Certificate III in Live Production and Technical Services including the 60 hour Specialisation Study. The Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services will only be the possible AQF outcome if at least one UoC has been achieved.

SUMMARY OF ASSESSMENT TASKS CALENDAR

NB: Students will be informed in writing of the ACTUAL DATE and details of the assessment task at least TWO WEEKS before the task due date.

Term 4 2022	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7 / offline
Week	Work Studies Industry Based Learn Mathematics Advanced Maths Standard 1 & 2	Chemistry Agriculture Live Production Sport, Life & Rec Society & Culture	English Studies English Standard English Advanced	Com & Fam. Studies Biology Construction Japanese Beginners Modern History Business Studies Physics Industrial Tech Timb Visual Arts	Hospitality Kitchen Legal Studies PDHPE Primary Industries	Mathematics Ext 1 English Ext 2 English Ext 1 Dance	
Wk 1		PLEASE REFER TO VET ASSESS SUMMARY		PLEASE REFER TO VET ASSESS SUMMARY			
Wk 2							
Wk 3							
Wk 4							
Wk 5						X	
Wk 6							
Wk 7			X	X			
Wk 8	X	X		X	X		
Wk 9	X	X		X		X	
Wk 10							X
Wk 11							

Term 1	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7 / offline
Week	Work Studies Industry Based Learn Mathematics Advanced Maths Standard 1 & 2	Chemistry Agriculture Live Production Sport, Life & Rec Society & Culture	English Studies English Standard English Advanced	Com & Fam. Studies Biology Construction Japanese Beginners Modern History Business Studies Physics Industrial Tech Timb Visual Arts	Hospitality Kitchen Legal Studies PDHPE Primary Industries	Mathematics Ext 1 English Ext 2 English Ext 1 Dance	
Wk 1							
Wk 2							
Wk 3		X				X	
Wk 4		X					
Wk 5	X	X					X
Wk 6	X	X	X		X		
Wk 7		X	X		X		
Wk 8	X	X		X		X	
Wk 9		X			X		
Wk 10		X					X
Wk 11							

SUMMARY OF ASSESSMENT TASKS CALENDAR

NB: Students will be informed in writing of the ACTUAL DATE and details of the assessment task at least TWO WEEKS before the task due date.

Term 2	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7 / offline
Week	Maths Standard 1 & 2 Mathematics Advanced Industry Based Learn Work Studies	Agriculture Chemistry Live Production Sport, Life & Rec Society & Culture	English Advanced English Standard English Studies	Biology Com & Fam. Studies Construction Japanese Beginners Modern History	Business Studies Physics Industrial Tech Timb Visual Arts	Hospitality Kitchen Legal Studies PDHPE Primary Industries	Mathematics Ext 1 English Ext 2 English Ext 1 Dance
Wk 1		X					
Wk 2						X	
Wk 3							
Wk 4							
Wk 5	X	X	X				X
Wk 6	X			X	X		
Wk 7					X		X
Wk 8	X		X			X	
Wk 9		X			X		
Wk 10				X	X	X	X

Term 3	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7 / offline
Week	Maths Standard 1 & 2 Mathematics Advanced Industry Based Learn Work Studies	Agriculture Chemistry Live Production Sport, Life & Rec Society & Culture	English Advanced English Standard English Studies	Biology Com & Fam. Studies Construction Japanese Beginners Modern History	Business Studies Physics Industrial Tech Timb Visual Arts	Hospitality Kitchen Legal Studies PDHPE Primary Industries	Mathematics Ext 1 English Ext 2 English Ext 1 Dance
Wk 1							
Wk 2	YEAR 12 MORATORIUM WEEK						
Wk 3	TRIAL HSC EXAMINATIONS						
Wk 4	TRIAL HSC EXAMINATIONS						
Wk 5			X	X	X		
Wk 6							
Wk 7							
Wk 8	X	X					
Wk 9							
Wk 10							

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