

MOUNT AUSTIN HIGH SCHOOL

—
YEAR 12

*Assessment
Booklet*
—



CLASS OF 2024

RESPECT - RESPONSIBILITY - COMMITMENT

Mount Austin High School – Year 12

Assessment Information for 2023-24 Academic Year

Contents

Introduction.....	3
NSW Education Standards Authority (NESA).....	3
Higher School Certificate (HSC).....	3
Year 12 Graduation.....	3
Attendance.....	3
What is Assessment?.....	4
Student responsibilities.....	5
Course Completion.....	5
Life Skills.....	5
Disability Provisions.....	5
School Assessments and the HSC Examination.....	6
Non-completion of Course ('N' Determinations).....	7
Review of 'N' Determinations.....	7
Additional Information for Students.....	8
Illness or Misadventure.....	8
Malpractice, plagiarism, non-completion and zero marks for a task.....	9
Technology failure including computer and/or printers.....	9
Year 12 Assessment Schedule Calendar.....	10
Year 12 Formal Assessment Program.....	11

Aboriginal Studies	12
Ancient History	13
Biology	14
Chemistry	15
Community and Family Studies	16
English Standard	17
English Studies	18
Exploring Early Childhood	19
Industrial Technology: Timber Products and Furniture Technologies	20
Legal Studies	21
Mathematics Standard 1	22
Mathematics Standard 2	23
Modern History	24
Numeracy	25
Photography, Video and Digital Imaging	26
Sport, Lifestyle and Recreation	27
Visual Arts	28
Visual Design	29
Work Studies	30

My Tasks	31
Illness and Misadventure form	Back two pages
Appendix - VET Assessment Information	

Introduction

This document summarises the requirements and expectations for Stage 6 students regarding assessment. It contains assessment information, the assessment calendar and course schedules detailing the formal assessment program for each of the courses being delivered in Year 12.

NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) organises the academic program, assessment rules and Higher School Certificate Examinations for all schools in NSW. Students satisfy NESA requirements before they gain a Higher School Certificate.

Year 12 academic courses are instructed from syllabuses that are developed or approved by NESA. NESA sets the rules that the school and its teachers use in planning courses and the assessment of student progress.

Syllabuses, past papers, and course requirements can be accessed at: www.nesa.nsw.edu.au

Higher School Certificate (HSC)

School students in New South Wales generally work towards the Higher School Certificate or HSC in Years 11 and 12. The HSC is the highest level of attainment you can reach at school. Students must complete at least 12 units of preliminary courses and 10 units of HSC courses, including English, to receive the HSC.

HSC courses are the same as Year 12 courses studied in other NSW schools. Mount Austin High School students study HSC courses starting in Term 4, 2023 and, where applicable, will finish with HSC examinations in Term 4, 2024.

Year 12 Graduation

Students must satisfactorily complete two years of Year 11 and Year 12 to be eligible to graduate from Mount Austin High School.

Attendance

Students must maintain satisfactory attendance (typically, 95%) to make sure that all course requirements are met. Granting of leave is a matter for the Principal to determine. The Principal has discretion in granting leave if they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each course will be achieved.

What is Assessment?

Assessment is the process of identifying, gathering, and interpreting information about a student's learning. The key purposes of assessments in the Higher School Certificate are to provide information on student achievement and progress in each course. Assessment is also used to gauge achievement in relation to the syllabus standards and to report on the standard of performance attained at the end of the course. The feedback given to students and parents and carers is a valuable source of information on the effectiveness of student work practices and the appropriateness of course selections.

Standards Referenced Assessment

The standards-referenced approach allows students to be assessed and reported against specified standards that are established for each course. A standards-referenced approach is an effective method of providing information to students about what they are expected to learn and the standards against which they will be assessed.

School Assessment Tasks

At the end of the HSC program, schools will provide NESA with a mark for each of the courses studied by each student. These marks will be formed from the performances in the school assessment tasks within each course. The marks will reflect the rank order of students within each course at Mount Austin High School. The assessment tasks will be designed to assess components of the syllabus with the required weightings. Guidance will be provided to students in the form of a list of outcomes to be assessed and general marking guidelines if appropriate.

Classes and Timetables

Individual student timetables are issued at the beginning of the course, or when there is a need to change timetables. Timetables can also be viewed online through the School Portal.

Students only attend the classes on their timetable. It is very important that each student ensures that their timetable is correct as this is the school's formal record of each student's courses.

Year 12 students are to attend classes or school activities for every scheduled period each week. There are no formal lessons during period 4 on Tuesday or Thursday, however, students will be required to complete NESA and DoE requirements including items such as Minimum Standards and the Life Ready program. Time may be available to access Clontarf and Girls at the Centre rooms for support and additional study. Tutoring is also available in the library.

Some Year 12 students have classes outside school hours (extension classes) and/or attend programs on other sites. It is essential that you contact the school if you are unable to attend the external venue on a specific date.

Student Responsibilities

Students are expected to complete the tasks which are part of the assessment program. Mount Austin High School has a procedure concerning coursework and assessment tasks that are not completed. Depending on the circumstances, a zero mark may be awarded, an extension of time granted, or an alternative task set. If an assessment task is not going to be completed or handed in at the scheduled time, it is the student's responsibility to complete the correct process – illness or misadventure (see the form provided at the end of this booklet).

Course Completion

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

- followed the course specified by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Every school in NSW is required to certify that students have satisfied these expectations.

At Mount Austin High School students are required to maintain 6 courses into the HSC.

Life Skills – Program of Study

Most students with disability and additional learning and support needs follow the standard Year 7 to 10 curriculum set by NESA with adjustments made to the learning experiences presented. Students with additional educational needs, which prevent them from successfully accessing regular courses, are eligible to study Life Skills courses.

Life Skills courses help students to achieve outcomes appropriately matched to their strengths, goals, interests and which support the needs of the individual student. Assessment in this pattern of study provides opportunities for students to demonstrate achievement in relation to the selected Life Skills outcomes for the individual student. This assessment can occur in a range of situations or environments such as the school and wider community.

Disability Provisions

Disability provisions are available for a range of medical and learning conditions. These are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an examination. For example, students with Diabetes may need to monitor blood glucose levels and eat during an examination; students with an anxiety disorder may need to be seated in smaller groups, or students with conditions that prevent them from reading the examination may require a reader. These provisions are supported by the Learning and Support Team and all faculty areas are able to make appropriate adjustments to suit students with special needs.

Available online: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

School Assessments and the HSC Examination

Both the internal school assessments and the external HSC examination will carry an equal weighting in the final HSC result. The School Assessment mark and the HSC Examination mark will be treated as follows:

- The School Assessment mark will be moderated (adjusted) by the examination performance of the school group
- The Moderated School Assessment mark and the HSC Examination mark will be averaged
- The averaged mark will be used to align the student's result to a performance scale
- The average of the assessment mark and examination mark, after alignment to the performance scale, is then reported as the HSC mark.

Every faculty maintains a register to indicate the date that each student receives formal notification of tasks. If a student is absent, it is their responsibility to catch up with the details of any task notifications. Scheduling dates may have to be changed due to unforeseen circumstances. This change will be endorsed by the faculty Head Teacher and written notification of the change will be given to all students involved. Every student will be provided with formal feedback for each assessment. This may involve written advice, verbal discussions and marking grids.

The assessments listed on the Assessment Schedule will contribute to both the final grades (Preliminary) and marks (HSC) as well as the achievement reported in the school reports. Each student is expected to personally complete the assessment tasks listed as well as all the other assessments which teachers may use to determine student progress.

Students and their parents and carers should be aware of upcoming assessment tasks and ensure that appointments, holidays, or sporting trips are not booked during a scheduled assessment task.

Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task may be eligible to apply for consideration based on illness or misadventure (see the form provided at the end of this booklet). The task may be required to be submitted online.

A minimum of two weeks formal notification is given for each assessment task. This written notification will include notification date, description of the task, outcomes that are being assessed, what students are expected to do for the task, the due date and where the task is to be handed in. Tasks must be submitted before 11:59pm unless otherwise instructed.

Students must make a genuine attempt at assessment tasks, which contribute more than 50% of the available marks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. If a student does not attempt tasks worth more than 50%, the Principal may indicate that the course has not been satisfactorily completed. Students who do not comply with the assessment requirements in any course will not satisfy NESA requirements.

The Principal reserves the right to alter the Mount Austin High School Assessment Procedures should exceptional circumstances present themselves. In such cases advice from NESA will be sought.

Non-Completion of Course ('N' Determinations)

A student who fails to meet the requirements in any course can receive an 'N' for that course, to indicate non-completion of a course. The 'N' is recorded instead of a Grade. Prior to an 'N' being awarded the student and the parent or carer will be given written warnings. These are often referred to as 'N' Warning Letters. These warnings will be sent early enough for the student to correct the problem and meet course requirements. An 'N' Determination can lead to a student not being eligible for the completion of Stage 5 and continuing onto Senior College – Stage 6 (Year 11).

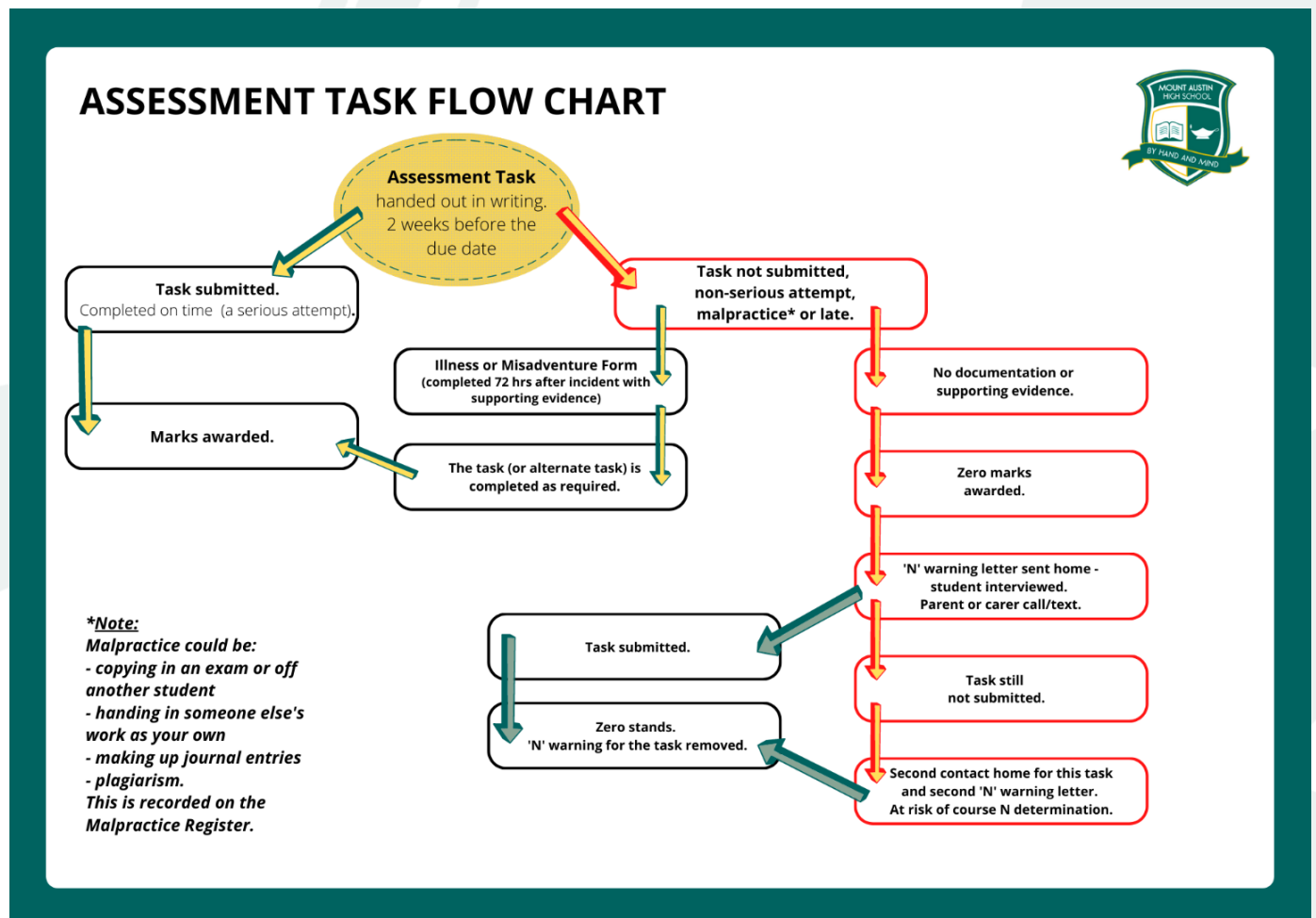
The Principal will submit an 'N' Determination if a student fails to complete tasks which contribute in excess of 50% of the final assessment marks in that course.

The Principal must advise the student of the 'N' Determination, its consequences and the student's right to a school review and subsequent appeal to NESA.

Review of 'N' Determinations

The procedures for a school review of an 'N' Determination are as follows:

- A student seeking a review of an 'N' Determination must apply to the Principal.
- The school upholds the appeal, the school advises NESA by the date stipulated in the ROSA Events Timetable.
- If the appeal is declined, the student may appeal to NESA. This review will focus on whether the school properly and correctly considered the matters before it. NESA will advise students and the Principal of the outcome of any appeal as soon as possible.



Additional Information for Students

Change of date or task

For a change of date or a task, written notification will be given to all students in a class or course and this change will be authorised by the faculty Head Teacher.

Extensions

Extensions of time may be granted only in exceptional circumstances. Students are not to consider that extensions of time will be granted automatically for assessment tasks. Written approval must be obtained in advance (more than two days) for an extension by filling out the Illness or Misadventure Form. Final approval for extensions will be given by the year group Deputy Principal in consultation with the faculty Head Teacher. Classroom teachers are unable to give extensions on Scheduled Assessment Tasks. Students on 'Approved Leave' will still be required to complete all assessment tasks by the due date unless prior approval is granted for an extension for each task.

Illness or Misadventure

Illness or misadventure is an event immediately prior to or during an assessment that is beyond the student's control, and which allegedly affects the student's performance on that assessment.

If it is not possible to submit an assessment on the due day or do an in-class assessment task including an examination (as may be the case with sudden illness where there is a need to go to the doctor immediately) the school must be informed no later than 9.00am on the set day and the faculty Head Teacher will determine alternative arrangements with the Class Teacher. An Illness or Misadventure Form must be completed, within 72 hours, to outline the factor/s impacting upon their performance on internal assessment tasks.

Any student who wishes to apply for illness or misadventure should go directly to their year group Deputy Principal to begin the process. The final decision will be made in consultation with the faculty Head Teacher and be based on the nature of the task and professional judgement based on independent documentary evidence provided by the student. If the student's applications appear to disadvantage other students or appears unreasonable then the application may not be approved.

Even if a student applies for illness or misadventure, they are still encouraged to complete their assessment task by the due date.

If the student's application for illness or misadventure is approved, then one of the following may occur:

- complete a substitute task
- estimate based on 'like-tasks'
- an extension may be granted

Typically to ensure course outcomes are successfully completed, students will be allowed to resubmit the task.

Illness and Misadventure Form

- an A4 version is available on the last page of this booklet (or a one-page, double-sided A4 document can be collected from the class teacher or downloaded from the school website in the assessment area)
- it must be completed, within 72 hours (3 school days) after the illness or misadventure

The form is titled 'Illness or Misadventure Form' and includes the following sections:

- Parent or carer endorsement:** A section for a parent or carer to endorse the student's request.
- Class Teacher's Comments:** A section for the class teacher to provide feedback and a signature.
- Head Teacher's Recommendation:** A section for the head teacher to provide a recommendation and a signature.
- Deputy Principal's Notes:** A section for the deputy principal to provide notes and a signature.
- Illness or Misadventure Decision:** A section for the final decision on the application, including a signature and date.

Hand-in Tasks

A student who is away on the day of a hand-in task is expected to submit their task digitally, if appropriate. The task can be uploaded to the teaching and learning area or emailed to their class teacher or faculty Head Teacher. Evidence of completion is required on the due date.

Missed Assessment Tasks

The parents or carers of a student who is away on the day of an in-class assessment task (including examinations) should contact the school by 9.00am to let the faculty Head Teacher know they will be missing the task. Generally, in-class assessment tasks can only be missed for exceptional circumstances. The student must speak to the faculty Head Teacher immediately on their return to school. An Illness or Misadventure Form is required to be processed with 72 hours of the event by the Head Teacher and year group Deputy Principal. The faculty Head Teacher in consultation with the year group Deputy Principal, will determine alternative arrangements and penalties for any missed assessment task. Independent documentary evidence, such as a medical certificate or statutory declaration, must be supplied to the school. A note from a parent or carer may not be sufficient to explain being absent from an assessment task. Being away from school for a sporting trip or holiday is not considered to be exceptional circumstances by NESAs.

Missed in class tasks and late tasks

Unless approval has been sought and granted by the school prior by completing the Illness or Misadventure Form, all students must complete all assessment tasks on the specified time and due date. If the student cannot show that missing a task or lateness was due to 'exceptional circumstances', a mark of zero will be awarded for the task. Failure to submit or complete work is 'non-completion' and may lead to an 'N-Warning letter'

Malpractice, plagiarism, non-completion and zero marks for a task

Academic malpractice is a serious breach of rules and can result in a zero mark being awarded. The faculty Head Teacher will investigate malpractice on a task and then advise the year group Deputy Principal. Parents and carers will be contacted after the initial investigation.

A review panel consisting of the relevant teaching staff will be convened to adjudicate on claims or accusations of malpractice, plagiarism or use of AI. Proven dishonesty in an assessment task will result in a zero mark. As per NESAs guidelines, marks on a task will only be awarded for a student's original work. Work that is not the student's own will not be marked or read in the assessment task.

Failure to submit an assessment task on the due date because of truancy (unauthorised absence) will automatically result in zero marks being awarded for that task. Also, if a student does not make a genuine attempt at an assessment task a zero mark will be recorded. Even though zero marks may result due to lateness, students must still submit the task. Failure to submit or complete assessment work is also grounds for an 'N' Determination for that task.

Technology failure including computer and/or printers

Students should submit assessment tasks as specified on the Assessment Notification. A printed hard copy of their assessment task as well as a saved soft copy or digital copy if appropriate, must be retained for all assessment tasks by the students.

Technology – computer hardware/software or printer failure will not be accepted as an excuse for late submission. When working on assessments, students are advised to have a backup digital copy of all tasks including backing up in the cloud e.g., Google Drive, as well as draft printed copies.

Senior College Assessment Schedule Calendar

Term 4, 2023

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	Modern History, Visual Arts
Week 8	Aboriginal Studies, Ancient History, Biology, Chemistry, Legal Studies, Sport, Lifestyle and Recreation
Week 9	Community and Family Studies, English Standard, English Studies, Mathematics Standard 1, Mathematics Standard 2, Photography, Video and Digital Imaging, Visual Design
Week 10	

Term 1, 2024

Week 1	
Week 2	Industrial Technology - Timber
Week 3	
Week 4	Exploring Early Childhood, Numeracy
Week 5	
Week 6	Ancient History, Chemistry
Week 7	Community and Family Studies, Legal Studies, Modern History
Week 8	English Standard, English Studies, Sport, Lifestyle and Recreation
Week 9	Photography, Video and Digital Imaging, Visual Arts, Visual Design
Week 10	

Term 2, 2024

Week 1	Aboriginal Studies
Week 2	
Week 3	
Week 4	Exploring Early Childhood, Mathematics Standard 1, Mathematics Standard 2, Work Studies
Week 5	Community and Family Studies, Visual Arts
Week 6	
Week 7	English Standard, Legal Studies, Modern History
Week 8	Chemistry, English Studies, Legal Studies, Industrial Technology - Timber, Sport, Lifestyle and Recreation
Week 9	Aboriginal Studies, Numeracy, Photography, Video and Digital Imaging, Visual Arts, Visual Design
Week 10	Ancient History, Visual Arts

Term 3, 2024

Week 1	
Week 2	Legal Studies
Week 3	Work Studies
Week 4	Exploring Early Childhood, Numeracy, Sport, Lifestyle and Recreation
Week 5	Trial HSC Examinations <i>English Studies Portfolio</i>
Week 6	Photography, Video and Digital Imaging, Sport, Lifestyle and Recreation, Visual Arts, Visual Design, Work Studies
Week 7	
Week 8	
Week 9	
Week 10	

Term 4, 2024

HSC Examination will take place.

NESA will release a timetable in early 2024.

Year 12 Formal Assessment Program

Assessment Schedules

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings. Formal assessment will commence from Term 4, 2023.

Task Types

Some examples of task types considered appropriate for formal assessment are, but not limited to:

- Topic tests
- Examinations
- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, logbooks, process diaries
- Compositions
- Group work tasks

A formal assessment task may contain more than one part.

Assessment Task Notifications

The following pages contain Assessment Schedules for each subject being delivered in Year 12 at Mount Austin High School in 2023-2024. For each task listed, a formal assessment task notification will be provided to students at least two weeks prior to the due date detailing the requirements of the task.

Assessment Schedules – start on the following page

Aboriginal Studies
Ancient History
Biology
Chemistry
Community and Family Studies
English Standard
English Studies
Exploring Early Childhood
Industrial Technology: Timber Products and Furniture Technologies
Legal Studies
Mathematics Standard
Modern History
Numeracy
Photography
Sport, Lifestyle and Recreation
Visual Arts
Visual Design
Work Studies

ABORIGINAL STUDIES

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Social Justice and Human Rights Issues source questions	15% Knowledge: 5% Investigation: 5% Research: 5%	Term 4 Week 8	H1.1, H1.2, H1.3, H2.1, H2.2	1, 3
2	Major project	40% Knowledge: 10% Investigation: 15% Research: 10% Communication: 5%	Term 2 Week 1	H4.1, H4.2, H4.3, H4.4	2, 5
3	Comparative – Research task	15% Knowledge: 5% Research: 5% Communication: 5%	Term 2 Week 9	H3.1, H3.2, H3.3, H4.3	4, 5
4	Trial HSC Examination	30% Knowledge: 20% Investigation: 5% Communication: 5%	Term 3 Week 5	H1.1, H1.2, H2.2, H3.2, H3.3	1, 4, 5

Course Outcomes	Reporting Statements
<p>A student:</p> <p>H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples</p> <p>H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples</p> <p>H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping</p> <p>H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity</p> <p>H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life</p> <p>H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination</p> <p>H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities</p> <p>H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples</p> <p>H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives</p> <p>H4.2 undertakes community consultation and fieldwork and applies ethical research practices</p> <p>H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples</p>	<p>A student:</p> <ol style="list-style-type: none"> evaluates impacts of colonialism on social justice issues and human rights of First Nations peoples examines and analyses expressions of First Nations culture and the importance of Country assesses key Government policies and legislations and explains their impact and First Nations responses to them plans, investigates, organises and communicates relevant information from a variety of sources and perspectives investigates and compares the histories of First Nations peoples

ANCIENT HISTORY

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Ancient Societies: Sparta Podcast	20% Knowledge = 5% Skills = 5% Research = 5% Communication = 5%	Term 4 Week 8	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-9	2, 3, 5
2	Historical Periods: The Greek World Historical Analysis	25% Knowledge = 10% Skills = 5% Research = 5% Communication = 5%	Term 1 Week 6	AH12-1, AH12-2, AH12-3, AH12-9	1, 2, 3, 4, 6
3	Personalities in their times: Alexander the Great Persuasive Argument	25% Knowledge = 5% Skills = 5% Research = 10% Communication = 5%	Term 2 Week 10	AH12-5, AH12-6, AH12-8, AH12-9	1, 2, 3, 4, 5
4	Trial HSC Examination	30% Knowledge = 20% Skills = 10%	Term 3 Week 5	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	1, 2, 3, 4, 5, 6, 7

Course Outcomes	Reporting Statements
<p>A student:</p> <p>AH12-1 accounts for the nature of continuity and change in the ancient world</p> <p>AH12-2 proposes arguments about the varying causes and effects of events and developments</p> <p>AH12-3 evaluates the role of historical features, individuals and groups in shaping the past</p> <p>AH12-4 analyses the different perspectives of individuals and groups in their historical context</p> <p>AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world</p> <p>AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>AH12-7 discusses and evaluates differing interpretations and representations of the past</p> <p>AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past</p>	<p>A student:</p> <ol style="list-style-type: none"> proposes arguments about the varying causes and effects of events and developments evaluates the role of historical features, individuals and groups in shaping the past analyses the different perspectives of individuals and groups in their historical context analyses and interprets different types of sources for evidence to support an historical account or argument discusses and evaluates differing interpretations and representations of the past plans and conducts historical investigations and communicates historical understanding using knowledge, concepts and terms analyses issues relating to the ownership, custodianship and conservation of the ancient past

BIOLOGY

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Module 5 Depth Study Heredity – Genetic variation and population patterns	30% Knowledge = 5 Skills = 25	Term 4 Week 8	BIO11/12-1, BIO11/12-7, BIO11/12-2, BIO11/12-4	1, 2
2	Module 7 Genetic Change. DNA and population change. Data analysis	20% Knowledge = 10 Skills = 10	Term 1 Week 6	BIO11/12-1, BIO11/12-7, BIO11/12-3, BIO11/12-4	1, 2
3	Module 8 Case Study evaluation of information and data	30% Knowledge = 15 Skills = 5	Term 2 Week 6	BIO11/12-1, BIO11/12-7, BIO11/12-4, BIO11/12-5	1, 2
4	Trial HSC Examination	30% Knowledge = 20 Skills = 10	Term 3 Week 5	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-12, BIO11/12-6, BIO11/12-7, BIO12-13 BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4 BIO12-14, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-15	1, 2

Course Outcomes	Reporting Statements
<p>A student:</p> <p>BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>BIO11/12-5 analyses and evaluates primary and secondary data and information</p> <p>BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species</p> <p>BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change</p> <p>BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system</p> <p>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</p>	<p>A student:</p> <ol style="list-style-type: none"> develops skills in applying the processes of working scientifically develops knowledge and understanding of heredity and genetic technologies, and demonstrates understanding of the effects of disease and disorders

CHEMISTRY

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Research Task	20% Knowledge = 5 Skills = 15	Term 4 Week 8	CH11/12-5, CH11/12-7, CH12-14	1, 2
2	Practical Assessment	20% Knowledge = 5 Skills = 15	Term 1 Week 6	CH11/12-5, CH11/12-6, CH11/12-7, CH12-12	1, 2
3	Depth Study Report	30% Knowledge = 10 Skills = 20	Term 2 Week 8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-5, CH12-13	1, 2
4	Trial HSC Examination	30% Knowledge = 20 Skills = 10	Term 3 Week 5	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-5 CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15	1, 2

Course Outcomes	Reporting Statements
<p>A student:</p> <p>CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>CH11/12-5 analyses and evaluates primary and secondary data and information</p> <p>CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems</p> <p>CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models</p> <p>CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds</p> <p>CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes</p>	<p>A student:</p> <ol style="list-style-type: none"> develops and demonstrates knowledge and understanding of equilibrium systems, acid/base reactions, organic chemistry and applying chemical ideas develops skills in applying the processes of working scientifically

COMMUNITY AND FAMILY STUDIES

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Independent Research Project	20% Knowledge = 10 Skills = 10	Term 4 Week 9	H1-1, H4-1, H4-2	1, 4
2	Parenting and Caring Extended Response	25% Knowledge = 10 Skills = 15	Term 1 Week 7	H2-1, H2-3, H3-3, H5-1, H6-1, H6-2	2, 3
3	Groups in Context Feature Article	25% Knowledge = 10 Skills = 15	Term 2 Week 5	H3-1, H3-2, H3.3, H3-4, H6-2	2, 3
4	Trial HSC Examination	30% Knowledge = 10 Skills = 20	Term 3 Week 5	All	1, 2, 3, 4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>H1-1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities</p> <p>H2-1 analyses different approaches to parenting and caring relationships</p> <p>H2-2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities</p> <p>H2-3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing</p> <p>H3-1 analyses the sociocultural factors that lead to special needs of individuals in groups</p> <p>H3-2 evaluates networks available to individuals, groups and families within communities</p> <p>H3-3 critically analyses the role of policy and community structures in supporting diversity</p> <p>H3-4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities</p> <p>H4-1 justifies and applies appropriate research methodologies</p> <p>H4-2 communicates ideas, debates issues and justifies opinions</p> <p>H5-1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources</p> <p>H5-2 develops strategies for managing multiple roles and demands of family, work and other environments</p> <p>H6-1 analyses how the empowerment of women and men influences the way they function within society</p> <p>H6-2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments</p>	<p>A student</p> <ol style="list-style-type: none"> justifies and applies appropriate research methodologies in a variety of situations proposes resources management and management strategies to attain set goals formulates plans to create a positive social environment examines a range of societal factors and its influence on the wellbeing of individuals, groups, families and communities

ENGLISH STANDARD

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Texts and Human Experiences: Multimodal	20% Knowledge = 10% Skills = 10%	Term 4 Week 9	EN12-1, EN12-2, EN12-3, EN12-5. EN12-6	1, 2
2	Module A: Language, Identity & Culture Analytical essay	25% Knowledge = 15% Skills = 10%	Term 1 Week 8	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	1, 2
3	Craft of Writing Imaginative writing and reflection	25% Knowledge = 10% Skills = 15%	Term 2 Week 7	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-9	1, 2
4	Trial HSC Examination	30% Knowledge = 15% Skills = 15%	Term 3 Week 5	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	1, 2

Course Outcomes	Reporting Statements
<p>A student:</p> <p>EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>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</p> <p>EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p> <p>EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p>EN12-6 investigates and explains the relationships between texts</p> <p>EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning</p> <p>EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner</p>	<p>A student:</p> <ol style="list-style-type: none"> demonstrates knowledge and understanding of course content demonstrates skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

ENGLISH STUDIES

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Texts and Human Experiences	25% Knowledge = 15% Skills = 10%	Term 4 Week 9	ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	1,2
2	Module 1	25% Knowledge = 10% Skills = 15%	Term 1 Week 8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	1,2
3	Module 2	20% Knowledge = 10% Skills = 10%	Term 2 Week 8	ES12-2, ES12-3, ES12-5, ES12-9	1,2
4	Portfolio	30% Knowledge = 15% Skills = 15%	Term 3 Week 5	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9, ES12-10	1,2

Course Outcomes	Reporting Statements
<p>A student:</p> <p>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</p> <p>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</p> <p>ES12-3 accesses, comprehends and uses information to communicate in a variety of ways</p> <p>ES12-4 composes proficient texts in different forms</p> <p>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</p> <p>ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</p> <p>ES12-7 represents own ideas in critical, interpretive and imaginative texts</p> <p>ES12-8 understands and explains the relationships between texts</p> <p>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</p> <p>ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner</p>	<p>A student:</p> <ol style="list-style-type: none"> demonstrates knowledge and understanding of course content demonstrates skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

EXPLORING EARLY CHILDHOOD

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Food and Nutrition Presentation	35% Knowledge = 20 Skills = 15	Term 1 Week 4	1.3, 2.5, 5.1, 6.1, 6.2	1
2	Children's Literature	35% Knowledge = 20 Skills = 15	Term 2 Week 4	1.2, 1.3, 1.4	2
3	Portfolio of crafts	30% Knowledge = 10 Skills = 20	Term 3 Week 4	1.2, 1.3, 1.5, 2.2, 2.4, 2.5, 3.1, 5.1, 6.1	3

Course Outcomes	Reporting Statements
<p>A student:</p> <p>1-1 analyses prenatal issues that have an impact on development</p> <p>1-2 examines major physical, social-emotional, behavioural, cognitive and language development of young children</p> <p>1-3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years</p> <p>1-4 analyses the ways in which family, community and culture influence growth and development of young children</p> <p>1-5 examines the implications for growth and development when a child has special needs</p> <p>2-1 analyses issues relating to the appropriateness of a range of services for different families</p> <p>2-2 critically examines factors that influence the social world of young children</p> <p>2-3 explains the importance of diversity as a positive issue for children and their families</p> <p>2-4 analyses the role of a range of environmental factors that have an impact on the lives of young children</p> <p>2-5 examines strategies that promote safe environments</p> <p>3-1 evaluates strategies that encourage positive behaviour in young children</p> <p>4-1 demonstrates appropriate communication skills with children and/or adults</p> <p>4-2 interacts appropriately with children and adults from a wide range of cultural backgrounds</p> <p>4-3 demonstrates appropriate strategies to resolve group conflict</p> <p>5-1 analyses and compares information from a variety of sources to develop an understanding of child growth and development</p> <p>6-1 demonstrates an understanding of decision-making processes</p> <p>6-2 critically examines all issues including beliefs and values that may influence interactions with others</p>	<p>A student:</p> <ol style="list-style-type: none"> demonstrates knowledge and understanding of nutrition regarding child growth and development and the creation of a meal plan demonstrates the ability to create a children's book with the inclusion of social, physical, emotional and language development creation of a craft booklet promoting skill development in children and safety considerations

**INDUSTRIAL TECHNOLOGY:
TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Designing and Planning Presentation	30% Knowledge = 10% Skills = 20%	Term 1 Week 2	H3.1, H3.2, H3.3, H5.1	1, 2
2	Project Development and Management Report	40% Knowledge = 10% Skills = 30%	Term 2 Week 8	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	1, 2
3	Trial HSC Examination	30% Knowledge = 20% Skills = 10%	Term 3 Week 5	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	1, 2

Course Outcomes	Reporting Statements
<p>A student:</p> <p>H1.1 Investigates industry through the study of businesses in one focus area</p> <p>H1.2 Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry</p> <p>H1.3 Identifies important historical developments in the focus area industry</p> <p>H2.1 Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques</p> <p>H3.1 Demonstrates skills in sketching, producing and interpreting drawings</p> <p>H3.2 Selects and applies appropriate research and problem-solving skills</p> <p>H3.3 Applies and justifies design principles effectively through the production of a Major Project</p> <p>H4.1 Demonstrates competence in a range of practical skills appropriate to the Major Project</p> <p>H4.2 Explores the need to outsource appropriate expertise where necessary to complement personal practical skills</p> <p>H4.3 Critically applies knowledge and skills related to properties and characteristics of materials/components</p> <p>H5.1 Selects and uses communication and information processing skills</p> <p>H5.2 Examines and applies appropriate documentation techniques to project management</p> <p>H6.1 Evaluates the characteristics of quality manufactured products</p> <p>H6.2 Applies the principles of quality and quality control</p> <p>H7.1 Explains the impact of the focus area industry on the social and physical environment</p> <p>H7.2 Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment</p>	<p>A student:</p> <ol style="list-style-type: none"> demonstrates knowledge and understanding of using timber products applies knowledge and skills in the design, management, communication and production of a major project

LEGAL STUDIES

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Crime Research & Analysis task	25% Knowledge = 5% Analysis & Evaluating = 10% Inquiry & Research = 5% Communication = 5%	Term 4 Week 8	H1, H3, H4, H7, H8, H9	1, 3, 5
2	Human Rights Research task	25% Knowledge = 5% Analysis & Evaluating = 10% Inquiry & Research = 5% Communication = 5%	Term 1 Week 8	H3, H4, H7, H8, H9	2, 3, 4
3	Option: Indigenous People or Shelter	25% Knowledge = 10% Analysis & Evaluating = 10% Communication = 5%	Term 2 Week 7	H1, H3, H4, H5, H6, H7, H8, H9, H10	1, 3, 4, 5
4	Trial HSC Examination	25% Knowledge = 10% Analysis & Evaluating = 10% Communication = 5%	Term 3 Week 5	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	1, 2, 3, 4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>H1 identifies and applies legal concepts and terminology</p> <p>H2 describes and explains key features of and the relationship between Australian and international law</p> <p>H3 analyses the operation of domestic and international legal systems</p> <p>H4 evaluates the effectiveness of the legal system in addressing issues</p> <p>H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p>H6 assesses the nature of the interrelationship between the legal system and society</p> <p>H7 evaluates the effectiveness of the law in achieving justice</p> <p>H8 locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>H9 communicates legal information using well-structured and logical arguments</p> <p>H10 analyses differing perspectives and interpretations of legal information and issues.</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. identifies and applies legal concepts and terminology 2. analyses the operation of domestic and international legal systems 3. locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents 4. communicates legal information using well-structured and logical arguments 5. evaluates the effectiveness of the legal system in addressing issues and achieving justice

MATHEMATICS STANDARD 1

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Money, Ratios and Graphing Topic Test F1, F2, F3, M5, A3	30%	Term 4 Week 9	MS1-12-1 MS1-12-3 MS1-12-5	1, 2, 5
2	Networks Investigation Task N1	30%	Term 2 Week 4	MS1-12-8 MS1-12-9 MS1-12-10	3, 4, 6
3	HSC Trial Examination	40%	Term 3 Week 5	MS1-12-1 to MS1-12-10	ALL

Course Outcomes	Reporting Statements
<p>A student:</p> <p>MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>MS1-12-2 analyses representations of data in order to make predictions and draw conclusions</p> <p>MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness</p> <p>MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems</p> <p>MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school</p> <p>MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms</p> <p>MS1-12-7 solves problems requiring statistical processes</p> <p>MS1-12-8 applies network techniques to solve network problems</p> <p>MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use</p> <p>MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others</p>	<p>A student:</p> <ol style="list-style-type: none"> uses algebra and graphs to construct arguments analyses data to make predictions interprets measurements and makes judgements analyses 2D and 3D models makes informed decisions about financial situations represents relationships in algebraic and graphical forms solves problems involving statistics solves network problems uses appropriate technology effectively uses mathematics reasoning to evaluate and communicate conclusions.

MATHEMATICS STANDARD 2

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Interest, Ratios and Equations Topic Test F1, F4, M7, A2, A4	30%	Term 4 Week 9	MS2-12-1 MS2-12-3 MS2-12-5	1, 2, 5
2	Networks Investigation Task N2, N3	30%	Term 2 Week 4	MS2-12-8 MS2-12-9 MS2-12-10	3, 4, 6
3	HSC Trial Examination	40%	Term 3 Week 5	MS2-12-1 to MS2-12-10	ALL

Course Outcomes	Reporting Statements
<p>A student:</p> <p>MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions</p> <p>MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate</p> <p>MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems</p> <p>MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments</p> <p>MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms</p> <p>MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data</p> <p>MS2-12-8 solves problems using networks to model decision-making in practical problems</p> <p>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</p> <p>MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response</p>	<p>A student:</p> <ol style="list-style-type: none"> uses algebra and graphs to construct arguments analyses data to make predictions interprets measurements and makes judgements analyses 2D and 3D models makes informed decisions about financial situations represents relationships in algebraic and graphical forms solves problems involving statistics solves network problems uses appropriate technology effectively uses mathematics reasoning to evaluate and communicate conclusions

MODERN HISTORY

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Source Analysis Power and Authority in the Modern World 1919–1946	20% Knowledge = 5 Skills = 5 Research = 5 Communication = 5	Term 4 Week 7	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	4, 5, 6, 7
2	Essay National Studies	20% Knowledge = 10 Research = 5 Communication = 5	Term 1 Week 7	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	1, 2, 6, 7
3	Historical Analysis Peace and Conflict	30% Knowledge = 10 Skills = 5 Research = 10 Communication = 5	Term 2 Week 7	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	1,3, 6, 7
4	Trial HSC Examination	30% Knowledge = 15 Skills = 10 Communication = 5	Term 3 Week 5	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	1, 2, 3, 4, 5, 7

Course Outcomes	Reporting Statements
<p>A student:</p> <p>MH12-1 accounts for the nature of continuity and change in the modern world</p> <p>MH12-2 proposes arguments about the varying causes and effects of events and developments</p> <p>MH12-3 evaluates the role of historical features, individuals, groups, and ideas in shaping the past</p> <p>MH12-4 analyses the different perspectives of individuals and groups in their historical context</p> <p>MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world</p> <p>MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument.</p> <p>MH12-7 discusses and evaluates differing interpretations and representations of the past</p> <p>MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>MH12-9 communicates historical understanding, using historical knowledge, concepts, and terms, in appropriate and well-structured forms</p>	<p>A student:</p> <ol style="list-style-type: none"> accounts for the nature of continuity and change in the modern world evaluates the role of historical features, individuals, groups, and ideas in shaping the past assesses the significance of historical features, people, ideas, movements, events, and developments of the modern world analyses and interprets different types of sources for evidence to support an historical account or argument discusses and evaluates differing interpretations and representations of the past plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources communicates historical understanding, using historical knowledge, concepts, and terms, in appropriate and well-structured forms

NUMERACY

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Financial Milestones	30%	Term 1 Week 4	N6-1.1, N6-1.2, N6-2.1, N6-2.4 N6-3.1	1, 5, 6
2	New Job, New Adventure	30%	Term 2 Week 9	N6-2.3, N6-2.4, N6-2.5, N6-3.1	2, 5, 7
3	The Rule of Thirds	40%	Term 3 Week 4	N6-1.1, N6-2.3, N6-2.5, N6-3.1	3, 4, 5, 6

Course Outcomes	Reporting Statements
<p>A student:</p> <p>N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts</p> <p>N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems</p> <p>N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions</p> <p>N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems</p> <p>N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature</p> <p>N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability</p> <p>N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance</p> <p>N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design</p> <p>N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts</p> <p>N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts</p> <p>N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts</p> <p>N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts</p>	<p>A student:</p> <ol style="list-style-type: none"> identifies and discusses situations which involve the use of whole numbers in everyday situations and in various texts and media determines an estimation of a quantity and its reasonableness interpret the relative size of a quantity and round to estimate answers identify whether an estimation or an accurate answer is needed in everyday situations uses various addition and subtraction strategies for mental calculations with whole numbers, where efficient for the given numbers solves practical problems involving area identifies situations which involve the use of fractions and decimals in everyday life, work situations and media provides mathematical reasoning justifying contextual conclusions

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Module 2: Digital Imaging Developing a point of view	25% Making 15% Critical and Historical Studies 10%	Term 4 Week 9	M1, M3, M4, M5, M6, CH2, CH3, CH5	1, 2, 3, 4
2	Module 1: Wet Photography Introduction to Practice in Wet Photography	30% Making 20% Critical and Historical Studies 10%	Term 1 Week 9	M2, M3, M5, M6, CH1, CH3, CH4, CH5	1, 2, 3, 4
3	Module 1: Video Introduction to Practice in Video	25% Making 15% Critical and Historical Studies 10%	Term 2 Week 9	M1, M2, M3, M4, M5, M6, CH2, CH3, CH5	1, 2, 3, 4
4	General Module: Individual/Collaborative Project Portfolio	20% Making 15% Critical and Historical Studies 10%	Term 3 Week 6	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	1, 2, 3, 4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>M1– generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice</p> <p>M2– explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works</p> <p>M3– investigates different points of view in the making of photographs and/or videos and/or digital images</p> <p>M4– generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images</p> <p>M5– develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images</p> <p>M6– takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works</p> <p>CH1– generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging</p> <p>CH2– investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations</p> <p>CH3– distinguishes between different points of view and offers interpretive accounts in critical and historical studies</p> <p>CH4– explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging</p> <p>CH5– recognises how photography and/or video and/or digital imaging are used</p>	<p>A student:</p> <ol style="list-style-type: none"> generates original concepts and characteristic style that is increasingly self-reflective in their photographic practice demonstrates use of complex tools and techniques with control of colour, tone and composition generates in their critical and historical practice ways to interpret and explain photography demonstrates safe and responsible practice in the classroom, darkroom, studio and out in the field

SPORT, LIFESTYLE AND RECREATION

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Fitness Analysis	25% Knowledge = 15 Skills = 10	Term 4 Week 8	2.2, 3.2, 3.3, 4.1	1
2	Practical Application and Performance	25% Knowledge = 15 Skills = 10	Term 1 Week 8	1.1,1.3, 2.3, 3.1, 4.2, 4.4, 4.5	2
3	Research Games and Sports Application	25% Knowledge = 15 Skills = 10	Term 2 Week 8	1.1, 1.3, 2.1, 3.1	3
4	Game Sense and Awareness	25% Knowledge = 15 Skills = 10	Term 3 Week 6	1.1,1.3, 2.3, 3.1, 4.2, 4.4, 4.5	4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>1.1 applies the rules and conventions that relate to participation in a range of physical activities</p> <p>1.2 explains the relationship between physical activity, fitness and lifestyle</p> <p>1.3 demonstrates ways to enhance safety in physical activity</p> <p>1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia</p> <p>1.5 critically analyses the factors affecting lifestyle balance and their impact on health status</p> <p>1.6 describes administrative procedures that support successful outcomes</p> <p>2.1 explains the principles of skill development and training</p> <p>2.2 analyses the fitness requirements of specific activities</p> <p>2.3 selects and participates in physical activities that meet individual needs, interests and abilities</p> <p>2.4 describes how societal influences impact on the nature of sport in Australia</p> <p>2.5 describes the relationship between anatomy, physiology and performance</p> <p>3.1 selects appropriate strategies and tactics for success in a range of movement contexts</p> <p>3.2 designs programs that respond to performance needs</p> <p>3.3 measures and evaluates physical performance capacity</p> <p>3.4 composes, performs and appraises movement</p> <p>3.5 analyses personal health practices</p> <p>3.6 assesses and responds appropriately to emergency care situations</p> <p>3.7 analyses the impact of professionalism in sport</p> <p>4.1 plans strategies to achieve performance goal</p> <p>4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context</p> <p>4.3 makes strategic plans to overcome the barriers to personal and community health</p> <p>4.4 demonstrates competence and confidence in movement contexts</p> <p>4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity</p>	<p>A student:</p> <ol style="list-style-type: none"> evaluates personal fitness and designs fitness goals for improved performance willingly participates in physical activity and demonstrates confidence and competence in movement application describes what is required to participate in a team sport safely, the strategies for success and the skills required for enhanced performance demonstrates skill and selects appropriate strategies and tactics for success in a range of physical activity movements

VISUAL ARTS

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Case Study Written Task	15%	Term 4 Week 7	H7, H8, H9, H10	3, 4
2	Body of Work (BOW) Artmaking Evaluation of progress of practical BOW	25%	Term 1 Week 9	H1, H2, H3, H4, H5, H6,	1, 2
3	Case Study Written Task	20%	Term 2 Week 9	H7, H8, H9, H10	3, 4
4	Body of Work (BOW) Artmaking Evaluation of resolution of BOW	40%	Term 3 Week 6	H1, H2, H3, H4, H5, H6 and	1, 2, 3, 4
	HSC Trial Examination Written Task	Part 1 - 25% Part 2 - 15%	Term 3 W 5	H7, H8, H9, H10	

Course Outcomes	Reporting Statements
<p>A student:</p> <p>H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions</p> <p>H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work</p> <p>H3 demonstrates an understanding of the frames when working independently in the making of art</p> <p>H4 selects and develops subject matter and forms in particular ways as representations in artmaking H5 –</p> <p>H6 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways</p> <p>H7 applies their understanding of practice in art criticism and art history</p> <p>H8 applies their understanding of the relationships among the artist, artwork, world and audience</p> <p>H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art</p> <p>H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts</p>	<p>A student:</p> <ol style="list-style-type: none"> initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work applies their understanding of practice in art criticism and art history constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

VISUAL DESIGN

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Interior Exterior Design Module 3	30% Part 1 - Design and Making 20% Part 2 - Critical and Historical Studies 10%	Term 4 Week 9	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	1, 2, 3, 4
2	Wearable Design Module 2 Jewellery and Accessories	35% Part 1 - Design and Making 25% Part2 - Critical and Historical Studies 10%	Term 1 Week 9	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	1, 2, 3, 4
3	Product Design Module 2 Furniture	25% Part 1 - Design and Making 20% Part 2 - Critical and Historical Studies 5%	Term 2 Week 9	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	1, 2, 3, 4
4	Individual Collaborative Design Project	10% Part 1 - Design and Making 5% Part 2 - Critical and Historical Studies 5%	Term 3 Week 6	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	1, 2, 3, 4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>DM1 generates a characteristic style that is increasingly self-reflective in their design practice</p> <p>DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works</p> <p>DM3 investigates different points of view in the making of designed works</p> <p>DM4 generates images and ideas as representations/simulations</p> <p>DM5 develops different techniques suited to artistic and design intentions in the making of a range of works</p> <p>DM6 takes into account issues of Work Health and Safety in the making of a range of works</p> <p>CH1 generates in their critical and historical practice ways to interpret and explain design</p> <p>CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations</p> <p>CH3 distinguishes between different points of view, using the frames in their critical and historical investigations</p> <p>CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design</p>	<p>A student:</p> <ol style="list-style-type: none"> generates a characteristic style that is increasingly self-reflective in their design practice investigates different points of view in the making of designed works generates images and ideas as representations/ simulations generates in their critical and historical practice ways to interpret and explain design

WORK STUDIES

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Workplace Issues	30%	Term 2 Week 4	1	1
2	End of Year Knowledge Test	30%	Term 3 Week 3	8, 9	2, 4
3	Group Teamwork School Based Project	40%	Term 3 Week 6	5, 6, 7	1, 2, 3, 4

<p>A student:</p> <ol style="list-style-type: none"> 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 communicates and uses technology effectively 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 individuals and groups 	<p>A student:</p> <ol style="list-style-type: none"> 1. investigates a range of work environments 2. communicates and uses technology effectively 3. applies self management and teamwork skills 4. utilises strategies to plan, organise and solve problems
--	--

BY HAND AND MIND

My Tasks – Year 12 Assessment Tasks in My Courses

Term 4, 2023

Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Term 1, 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Term 2, 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Term 3, 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Trial HSC Examinations
Week 6	
Week 7	
Week 8	

Term 4, 2024 - HSC Examinations

Notes: _____



MOUNT AUSTIN HIGH SCHOOL
Respect, Responsibility and Commitment

Illness or Misadventure Form

Stage 5 (RoSA) Preliminary HSC
 (please tick the appropriate box)

CATEGORY (please tick one)

- Application for an assessment task extension
 Failure to attend an in-class task due to illness, accident or misadventure
 Appeal of assessment mark due to illness, accident or misadventure

An illness or misadventure form must be submitted in the following instances if:

- a student **knows in advance** that they will be absent for an assessment task
- a student is unexpectedly and genuinely absent **in the lead up to or on the due date** of an assessment task

In the case of a genuine absence, the completed and signed form must be submitted within 3 school days (72 hours) from the student's return to school.

Illness or Misadventure Details - student or parent to complete and submit to the class teacher

Name: _____ Teacher: _____

Course: _____ Task No: _____ Due Date: ____/____/____

What is the task? _____

1. Why are you submitting this form?

- I was absent on the day of the assessment task (medical certificate attached)
 I know in advance that I will be absent on the due date of the assessment task
 I will be/was absent for a school-based commitment which meant I will be/was genuinely absent on the day of the assessment task (evidence from the supervising teacher is required)
 I have had an extended absence in the lead up to the assessment task (evidence from a parent/carer is required – statutory declaration)

Please outline the details relating to the absence and attach relevant evidence.

Medical Certificate attached: Yes No Additional information attached: Yes No

2. What am I requesting?

- An extension of the due date
 An alternate or substitute task
 Late submission - the task to be submitted without penalty

Vocational Education and Training
(VET)
Assessment Information
2023-24

HSC Assessment Advice for VET Courses

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

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

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

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

The achievement of 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 this UoC.

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

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

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

Work placement advice from NESA in response to COVID

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

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

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

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

Assessment Summary AHC20116 Certificate II in Agriculture

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 5 Term 3 2023 & Week 4 Term 2 2024
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 2024

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

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

Cluster 5 (includes Livestock stream)

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

Cluster 7 Tractors and machinery

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

Cluster 8 Feed and Water Livestock

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

Cluster 9 Fencing

Cluster 9	AHCINF202	Install, maintain, and repair farm fencing	X	X	X
Cluster 9	AHCINF201	Carry out basic electric fencing operations	X	X	X

Cluster 12 Clean machinery

Cluster 12	AHC BIO201	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.

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

SCHOOL	Mount Austin High School
Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 2 Term 3 2023 & Week 8 Term 1 2024
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 2024

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

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

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 7 Term 3 2023 & Week 7 Term 2 2024
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 2024

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

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

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