



HSC ASSESSMENT POLICY AND SCHEDULE

2018-19



WESTERN ACCESS PROGRAM



Introduction

This policy is designed to provide a summary of the assessment procedures for students studying courses through the Western Access Program. There are Assessment Schedules for each course in this policy.

Eligibility Requirements for the Higher School Certificate

To be eligible for the award of the Higher School Certificate students must have:

- Gained the Record of School Achievement or such other qualifications as the NSW Educational Standards Authority (NESA) considers satisfactorily
- Attended a government school, an accredited non-government school, a school outside NSW recognised by the NESA, or college of TAFE
- Satisfactorily completed HSC: All My Own Work or its equivalent
- Satisfactorily completed courses that comprise the pattern of study required by the NESA for the award of Higher School Certificate
- Sit for and made a serious attempt at the requisite HSC examinations.

Pattern of Study

To qualify for the Higher School Certificate, you must satisfactorily complete the Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least 6 units of Board Developed Courses
- At least 2 units of a Board Developed Course in English *
- At least three courses of 2-unit value or greater (either Board Developed or Board Endorsed Courses)
- At least four subjects.

*Satisfactory completion of English Studies fulfils English requirements for the HSC. The course counts towards the six units of Board Developed Courses required for the award of the HSC.

HSC Assessment: A Standards-Referenced Approach

In the context of the Higher School Certificate a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:

- A wider range of syllabus outcomes than may be measured by external examination alone
- Multiple measures and observations made through the HSC course rather than a single assessment event.

School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines and to provide constructive feedback to students on their performance highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response.

NESA Dates

Early in Year 12

- Read each section of the Rules and Procedures guide
- Check Confirmation of Entry and sign it
- Discuss eligibility for disability provisions with school
- Log in to Students Online account and:
 - Update PIN
 - Ensure postal address, email address and mobile number are correct
 - Register to receive results by SMS in December

Term 2

- View personal HSC examination timetable in Students Online account
- Check that all examinations appear, including practical and VET examinations

Term 3

- Check due dates for projects and performance examinations (if any)
- Submit projects on due date (if any)
- Attend performance and oral examinations (if any) Term 4
- Check examination timetable and the equipment needed
- Attend every examination and make a serious attempt
- Submit an illness/misadventure application (if necessary)
- Check assessment rank in Students Online (available after last examination)
- Ensure Student Number and PIN are known to retrieve results online.

Assessment Procedures

YEAR 11: Assessment tasks will be scheduled from Year 11 Term 1 until Year 11 Term 3. These assessments will be based on the Year 11 course only. The maximum number of formal assessment for the Year 11 course is three.

YEAR 12: Assessment tasks will be scheduled to begin Year 11 Term 4 until Year 12 Term 3. These assessments will be based on the HSC course only. The maximum number of formal assessment for the HSC course is four (including the Trial Examination).

While every attempt has been made to make the scheduling and nature of tasks as detailed as possible, students should note that the teaching program in each of the courses may require minor changes to aspects of some of the set assessment tasks. Students will be notified, in writing, of any alterations to the scheduling or nature of assessment tasks.

Assessment Notification

The Course Coordinator will distribute the 'Assessment Task' form (see Appendix), outlining the nature of the task, the outcomes assessed and the marking criteria to all students and Coteachers. Each assessment task has two dates: Date Distributed and Due Date.

Students will receive an 'Assessment Task Notification & Acknowledgement' form (see Appendix) and will sign and date when they receive the assessment task. Students must read all information provided and seek clarification of any issues before they sign the form. The Coteacher will also sign and date the form prior to sending it to the Course Coordinator.

Students will receive a **minimum of three weeks' notice** for tasks, advising the due date, type of task, weighting of each task, assessment marking guidelines and outcomes being assessed.

All assessment tasks are to be made available digitally by Course Coordinators (e.g. via email, Google Classroom, or other shared platform). If a student is absent, when the assessment task is distributed, the Co-Teacher will make them aware when they return to school, they should seek out their coteacher to discuss the task and sign & date the 'Assessment Task Notification and Acknowledgement' form (see Appendix). They may request an 'Appeal' form (see Appendix) if they feel they have been disadvantaged.

When a student returns to school from any absence, it is the student's responsibility to enquire about any work set during the absence. If this set work includes assessment task information, the student must contact the Course Coordinator concerned, to ensure that the correct information is received, and to apply for necessary re-arrangements to the scheduling of each task. Extensions are not provided for unauthorised leave from school.

Assessment Submission

Students will submit assessment tasks by handing in to the school office by 9am Wednesday of the week they are due with a completed 'Assessment Coversheet' form (see Appendix). A member of staff will sign and date the receipt, giving the student their section and retaining the top with the task. Assessments will be given to the coteacher.

Coteachers will send the task to the Course Coordinator. The task will be scanned and emailed to the Course Coordinator that day and the hard copy will be posted to the Course Coordinator.

Assessment tasks submitted after the due date, or missed if an in-class task will receive a mark of zero '0'. The Course Coordinator will generate an N-warning letter if tasks are not submitted by the due date, requesting the student completes the requirements by a new due date. Students must make a serious attempt at all assessment tasks.

Students are responsible to make copies of all assessment materials prior to submission. In the event of an assessment being lost in transit, the copy serves as an accepted copy of the completed assessment. In the case of examinations, it is the Coteacher's responsibility to ensure copies of all examinations are made and kept until the original has been marked and feedback provided to students.

All in-class tasks completed under examination conditions must be completed under the same conditions by all students at all schools. This includes, but is not limited to, the duration of time spent on reading/writing/practical tasks, access to support materials, and the use of names or NESAs numbers to identify students' work.

Assessment Feedback

The Course Coordinator will assess the work submitted and **provide timely feedback** (within two weeks) to students about what they are able to do and what they need to do in order to improve their level of performance.

Students have the right to:

- receive feedback that assists them to review their work
- query the mark for an individual task at the time it is returned to them
- request a review of the calculation of the final assessment mark if they believe their final assessment rank is incorrect.

The Course Coordinator will record assessment marks and VET competencies in their Markbooks on WAP Sentral.

Students do not receive their final HSC assessment mark, however, they do receive their course rank.

HSC: All My Own Work & Malpractice

All senior students must have completed the NESAs course HSC: All My Own Work. Work submitted for assessments task must be the student's own work.

Malpractice is the term used by NESAs to describe situations where a student has submitted work which is not all their own work.

Malpractice includes:

- Cheating in examinations
- Plagiarism or using material directly from books, journals, CDs, or the internet without reference to the source
- Submitting work composed by someone other than the student

- Offering false documentation or explanation in support of an appeal
- Non-serious attempt in an examination or assessment task, where work presented contains frivolous and/or objectionable material
- Assisting another student to engage in malpractice.

A student involved in malpractice in the HSC examination will be disqualified from an award in that subject. Likewise, a student involved in malpractice within the school context of internal assessment will be given a mark of zero '0' for the task or the part of the task. This will be decided by the Assessment Committee, comprising of two Principals and the Head Teacher Access.

Course Coordinators will inform the Head Teacher Access immediately and send copies of the task in question. Additionally:

- The information will be entered into the NESA Register of Malpractice in HSC Assessment Tasks
- A warning letter will be sent detailing further responsibilities required of the student
- Schools will follow the procedures of their Discipline/Welfare Policy.

WAP attempts to assist students to avoid malpractice by:

- Ensuring all students have completed HSC: All My Own Work to be eligible for the HSC
- Teachers constantly reminding students of good and ethical practice
- Displaying signs in appropriate areas, explaining aspects of good practice.

Accident/Misadventure in Relation to Internal Assessment

Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the independent documentary evidence that is handed in to support the misadventure claim. If the illness/misadventure application is deemed to be valid, and therefore upheld, the student will complete the set task or an alternate task as soon as can be arranged, preferably on the next school day or, in exceptional circumstances, an estimate will be used based on assessment evidence. Invalid reasons for illness/misadventure will result in a mark of zero '0' for that task. A student who submits work late or misses an assessment task or examination without explanation will receive a zero '0' mark and have the task recorded as a non-attempt. On some occasions students are sick on the day of examinations or have significant issues that prevent them submitting work on time. If this happens students need to contact their school immediately and in the case of illness, provide a medical

certificate.

When the student returns to school he/she must see the Head Teacher/In School Access Coordinator immediately to complete the 'Appeal' form (see Appendix).

Illness/Misadventure on HSC Examination Day

If you become ill or suffer an accident that affects your examination performance, you should submit an illness/misadventure application form through the Principal and notify the Presiding Officer when entering the examination or as soon as possible.

It is important that you attend the examinations where possible even if you believe your performance in the examination will be affected. If you cannot attend an examination because of illness or misadventure, notify your Principal immediately. You should never risk harm in order to attend an examination, or attend an examination against medical advice.

You must obtain documentary evidence generally on the day of the examination to support your illness/misadventure application. If you did not sit the examination this evidence must indicate why you were unable to attend. Read more in the HSC Rules and Procedures guide.
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

Emergency disability provisions:

If you have an accident or an illness just before the examination, emergency provisions can be arranged. You should immediately notify the Principal in such a case.

Arriving late to the examination:

If you are late to an examination advise the Principal immediately and get to the examination centre as soon as possible.

Misreading the examination timetable:

If you miss an examination because you have misread the timetable, you must contact your Principal immediately.

Application process:

Once you have obtained your evidence, completed the form and handed it in to the school, the Principal will submit your application to NESA for processing. A panel will review your application and the supporting documentation before deciding to uphold or decline each component in your application. Members of the panel will review your statements, the medical or misadventure evidence, plus the Presiding Officer and Principal's statements before making a decision. Each examination or component is treated independently which is why it is important to have comprehensive evidence for each affected component.

Results of application

In the case of most Board Developed Courses, if your application is upheld, you will be awarded the higher of your examination mark and a mark derived from your assessment mark or unaffected components of your examination. In the case of the optional VET HSC examinations, if your application is upheld you will receive your examination mark or a mark derived from an estimate submitted by your school, whichever is higher.

If your application is declined, you will be awarded the mark you achieved in the examination. If you were absent from an examination and your illness/misadventure application is declined, you will not receive any result in that course. This could mean that you become ineligible for the award of the Higher School Certificate.

Appeals Procedures

Marks awarded for each assessment task can only be queried within two days of the task being returned to the students. Any student who wishes to appeal against the conditions, administration or marking of a task, must do so at the time of the task, or when the task is returned to that student by completing the 'Appeal' form (see Appendix). The student needs to discuss the concern with the Course Coordinator, Coteacher or In School Access Co-ordinator who will then refer the matter to be considered by the Assessment Panel.

The Assessment Panel will consist of the Principal of the home school of the student, the Principal of the Course Coordinator and the Head Teacher Access. The student will be informed of the result of their appeal within one week. It is important to understand that NESAs has specifically stated that a teacher's judgement of the worth of individual assessment tasks, as reflected in the mark or grade awarded, will not be subject to review as part of this process. Students are able to appeal an assessment decision based on a misadventure. Details for this can be found on the NESAs Assessment Certification and Examination:

<https://ace.nesa.nsw.edu.au/>

In the event of any appeal, NESAs requires the school to ascertain that the weightings specified by the assessment policies of each course conform with the NESAs requirements; the procedures used by the school for determining the final assessment mark conform with its stated policy: there are no computational or computer errors in the determination of the assessment mark.

Provided that the school has fulfilled these conditions, no changes will be made to the assessment mark.

The student may make a subsequent appeal to NESAs, but only on the grounds that the review made by the school did not comply with NESAs requirements. NESAs will not change the school assessment marks but, if some changes are considered necessary, may request the school to conduct a further review using amended

procedures. The review process is to be completed before the end of the school year.

Completing Course Requirements

Non-completion of Course Requirements

NESA has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA. Principals therefore will determine if there is sufficient evidence that each student has applied himself/herself with **diligence and sustained effort to the set tasks and experiences provided in the course** by the school. Any course for which the Principal makes an 'N' Determination will not appear on any NESA credential. Students who receive an 'N' Determination in any Year 11 course may be permitted to proceed to the HSC course provisionally while concurrently satisfying any outstanding Year 11 course requirements. Students who receive an 'N' Determination in any HSC course will have neither a moderated assessment mark nor an examination mark awarded for that course in that year. In addition to any other set tasks and experiences **in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 per cent of available marks.**

N Warnings

If it appears that a student is at risk of not meeting the course requirements, a warning must be given. The Course Coordinator will follow the WAP process to issue a warning letter. Your School Principal will sign and distribute this letter.

If, at any time, it appears that a student is at risk of receiving an 'N' Determination in any course for any reason, the Principal must advise the student of the possible consequences of an 'N' Determination in a course on Higher School Certificate eligibility. The Principal must:

- (a) advise the student in writing a time for the problem to be corrected
- (b) advise the parent/caregiver in writing (if the student is under 18 years of age)
- (c) request from the student/parent a written acknowledgement of the warning
- (d) issue at least one follow-up warning letter
- (e) retain copies of the warning notice(s) and other relevant documentation.

Principal's Determination

The Principal's Determination is the initial decision made by the Principal under delegated authority from NESA. Where a Principal has determined that a student has not satisfied the NESA's requirements in a course,

the Principal must advise NESAs on the appropriate schedule.

Review of 'N' Determination

The procedures for a school review of an 'N' determination will follow those laid down for other school reviews of assessments as follows:

- A student seeking a review of an 'N' determination must apply to the Principal by the date listed in the NESAs timetable of actions for schools
- If the school upholds the appeal, the school advises the NESAs by the date stipulated in the NESAs timetable of actions for schools
- If the appeal is declined, the student may appeal to NESAs. The NESAs review will focus on whether the school review properly and correctly considered the matters before it
- Appeals must reach NESAs by the date stipulated in the NESAs timetable of actions for schools. NESAs will advise students and Principals of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

Students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of Achievement on the following:

- (a) student appeals against 'N' Determinations
- (b) student appeals against assessment rankings in HSC courses.

Completion of Appeal Forms

The Principal's Determination Form should be completed and a copy given, together with the Student Appeal Form, to the student, or forwarded to the student's home address. Principals must also advise the student's parent/caregiver in writing (if the student is under 18 years of age) of their right to appeal against the Principal's Determination. NESAs will review appeals only on the information submitted with the School Review Principal's Report Form and the Student Appeal Form. No further information will be sought, thus copies of all warning letters must be provided. If a student does not wish to appeal, the Determination Form should be retained at the school. If the student's appeal is successful at the school level, the Principal's Determination Form, the Student Appeal Form and the School Review Principal's Report Form should be retained at the school. Notification must be sent to NESAs so that the 'N' Determination can be removed. Principals are to complete and send to NESAs the appropriate page of the School Review Principal's Report Form.

If the student's appeal is unsuccessful at the school level, the Principal's Determination Form, the Student Appeal Form, the School Review Principal's Report Form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESAs. The appropriate forms relating to 'N'

Determinations must be submitted to NESAs by the dates specified in the NESAs timetable of actions for schools.

Non-Completion of Assessment Tasks

A. Action to be taken by students when work is submitted late

It is the responsibility of the student to submit work by 9:00am Wednesday of the week of the assessment is due.

Any task submitted late will receive a mark of zero '0' for the task.

Students who feel they have a valid reason for submitting a task late should follow the procedures as set out under the heading 'Appeal' form (see Appendix).

B. Illness / Misadventure Applications by Students

Students who feel that their performance on the task has been affected by factors outside their control e.g. illness or accident may wish to apply for special consideration. Students must formally apply by completing the 'Appeal' form (see Appendix). The application form is available from the In-School Access Coordinator (ISAC) and must be submitted **within two school days** of the students' return to school. The ISAC must give the application to the Head Teacher Access who will consult with the Assessment Panel to make a determination. Where possible the student or parent/caregiver should contact their ISAC (e.g. by phone) on or before the assessment date to explain the extenuating circumstances.

It is important to note that:

- Students must pursue the illness/misadventure process. There is no onus on the Coteacher or Course Coordinator to instigate this process.
- In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.
- Work submitted late without an application for illness/misadventure will receive a zero '0'; and an N-Warning letter will be sent to the student's home address.
- Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the independent documentary evidence that is handed in to support the misadventure claim.
- If the illness/misadventure deemed to be valid, and therefore upheld, the student will complete the set task or an alternate task as soon as can be arranged, preferably on the next school day or, in exceptional circumstances, an estimate will be used based on assessment evidence.

- Invalid reasons for illness/ misadventure will result in a mark of zero '0' for that task.

C. Extension of Time Requested by Students

Notice of foreseeable absences must be brought to the attention of the Coteacher or Course Coordinator. Students who cannot submit the task on or by the due date, for reasons beyond their control, can make a written application for an extension of time to complete the task at **least two days** prior to the due date, on the 'Appeal' Form (see Appendix)

It is the student's responsibility to plan around foreseeable absences.

D. Process to apply for 'Appeal' Form

Step 1 - Students must inform their Coteacher and Course Coordinator immediately and fully complete the 'Appeal' Form attaching any relevant documentation.

Step 2 - Students must ensure that parents/caregivers have signed the form

Step 3 - The student must submit the form to the ISAC who will sign it and then pass the application to the Head Teacher Access who will consult with the Assessment Committee to make a determination

Step 4 - The student, Coteacher and Course Coordinator will be notified of the decision.

E. Criteria for Course Coordinators Giving Substitute Tasks

Where the result of an Assessment Task was affected for valid reasons by absence or other misadventure preventing presentation of part (or all) of the task for assessment, the school may use a mark based on a substitute task or, in exceptional circumstances, an estimate based on other evidence.

Any substitute task should:

- Be based on the same components or outcomes as the original task
- Test or measure the same knowledge or skills as the original task
- As far as possible, be of comparable standard to the original task
- Be assessed in the same manner as the original task.

F. Computer Failures

Technical failures will not constitute sufficient grounds for the granting of an extension or misadventure. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed backup copies.

G. Submission of non-written tasks

Students must ensure that electronic files are operable on standard school equipment. This must be checked before submission.

Each student is responsible for maintaining an updated copy of his or her assessment task on a suitable medium in a suitable program e.g. Word. Where a computer/printer malfunction occurs the backup copy must be submitted.

H. Non-Attempt or Non Serious Attempt at an Assessment Task

In the event of a student not attempting or not making a serious attempt on an Assessment Task, the Course Coordinator will:

- Award zero '0' for that task
- Record a zero '0' mark in the assessment record for the student
- Students who make a non-genuine attempt will be required to re-do/complete the task to a standard that meets the course outcomes as required by NESA
- Inform the parents/caregivers of the situation using an 'N-Warning' letter.

I. Invalid or Non-Discriminating Assessment Task

In the case of invalid or non-discriminating tasks, the WAP Assessment Panel may authorise an additional task or an adjustment of the course weightings. Adequate warning must be given to students for an additional task. In extreme circumstances the Head Teacher Access may allow an invalid task to be completely disregarded.

J. Disability Provisions

NESA may approve special examination provisions for the HSC Examinations if a student has a special need that would, in a normal examination situation, prevent him or her from:

- (a) reading the examination questions; and/or
- (b) communicating his or her responses.

Principals have the authority to decide on and to implement special provisions for school-based assessment tasks including examinations.

Assessment Schedule for VET Courses

Formal Assessment

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

Students may be deemed 'Competent' if performance in all required assessment activities is satisfactory, OR 'Not Yet Competent' if students are still developing skills and/or their 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 Board Developed Courses.

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

The Trainer will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Alternately, students will be supplied with a competency log for maintaining a record of units achieved. Students are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. Students will also receive a report from the school each semester indicating competencies achieved to date.

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

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

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

Work Placement is a mandatory HSC component. A minimum of 70 hours must be completed during a 240 hour course.

Note that:

- Students will not be permitted to participate in a Work Placement if they are not deemed 'work ready' by the trainer
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards the student's HSC pattern of study. However, they will still receive a 'Statement of Attainment', which indicates the units of competency achieved towards the qualification
- the scheduled date for Work Placement is shown in the assessment schedule.

The Optional HSC Examination is:

- independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification
- optional for students completing the 240 hour course and is intended for Australian Tertiary

Admissions Rank (ATAR) purposes only

- The satisfactory completion of the course will still appear on student's HSC if the optional examination is not undertaken.

If students intend to use their VET course towards the calculation of the ATAR, the school must submit an estimated mark of their likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students will be asked to complete a Trial Examination to practise appropriate written tasks under examination conditions to determine the estimated mark.

Year 12 Assessment Schedule

WK	TERM 4 2018	TERM 1 2019	TERM 2 2019	TERM 3 2019
1				
2			Work Studies	
3	Hospitality	English Advanced English Standard	Chemistry	English Advanced Hospitality Metal and Engineering Visual Design Work Studies
4		Community and Family Studies Mathematics	Mathematics	
5		Agriculture Physics	Physics	Agriculture Biology Chemistry Community and Family Studies Construction English Advanced English Standard Hospitality Investigating Science Mathematics Mathematics Extension Mathematics Standard 2 Metal and Engineering Modern History PDHPE Primary Industries Physics
6				English Studies Mathematics Standard 1 Sport, Lifestyle and Recreation
7	Agriculture Physics	Chemistry Metal and Engineering Sport, Lifestyle and Recreation Work Studies	Agriculture Biology Hospitality Investigating Science Mathematics Extension Metal and Engineering Sport, Lifestyle and Recreation	Construction
8	Chemistry Construction Mathematics Standard 2 Modern History Sport, Lifestyle and Recreation	English Studies PDHPE	Community and Family Studies Mathematics Standard 1 Mathematics Standard 2	
9	Biology English Standard English Studies Hospitality Investigating Science Mathematics Extension PDHPE Primary Industries Visual Design Work Studies	Community and Family Studies Hospitality Mathematics Standard 2	English Studies Modern History Primary Industries	
10	Mathematics Standard 1	Biology Construction English Advanced Investigating Science Mathematics Standard 1 Primary Industries	Construction English Standard PDHPE	
11		Modern History Visual Design		

AGRICULTURE

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Ms Natasha Shankelton		TASK 1	TASK 2	TASK 3	TASK 4
		Farm Product Study Examination	Literature Review	Plant Density Trial	Trial Examination (NSW Independent Paper)
COMPONENT	SYLLABUS WEIGHTING	DUE Term 4, 2018 Week 7	DUE Term 1, 2019 Week 5	DUE Term 2, 2019 Week 7	DUE Term 3, 2019 Week 5/6
Knowledge and understanding of the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems	40%		5	5	10
Knowledge and understanding of the impact of innovation, ethics and current issues on Australian agricultural systems		5	5		10
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner	40%	10		10	
Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing		10	5		5
Skills in effective research, experimentation and communication	20%		10	10	
TOTAL	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		2.2, 3.1, 3.2, 3.3	1.1, 3.4, 4.1, 5.1	2.1, 4.1	1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 5.1
COURSE OUTCOMES					
H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production H2.1 describes the inputs, processes and interactions of plant production systems H2.2 describes the inputs, processes and interactions of animal production systems H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products H3.2 critically assesses the marketing of a plant OR animal product H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products H3.4 evaluates the management of the processes in agricultural systems H4.1 justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems					

AGRICULTURE

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 4	TOPIC	Farm Product Study – Milk and Milk Marketing							Elective: Farming for the 21 st Century				
	ASSESSMENT						WP	AT1 Due					
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 1	TOPIC	Heat Week	Elective: Farming for the 21 st Century				Sustainable Production						
	ASSESSMENT			Access Camp		AT2 Due	WP						
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 2	TOPIC	Plant Production							Animal Production				
	ASSESSMENT						WP	AT3 Due					
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 3	TOPIC	Animal Production			Exam Prep	TRIAL EXAMINATIONS		Revision / Trial Feedback	Revision	Revision	Revision		
	ASSESSMENT					AT4							

BIOLOGY

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mr John Grubb		TASK 1	TASK 2	TASK 3	TASK 4	
		Scientific Modelling	Practical Investigation	Depth Study	Trial Examination (NSW Independent Paper)	
COMPONENT	SYLLABUS WEIGHTING	DUE Term 4, 2018 Week 9	DUE Term 1, 2019 Week 10	DUE Term 2, 2019 Week 7	DUE Term 3, 2019 Week 5/6	
Skills in Working Scientifically	60%	15	25	10	10	
Knowledge and understanding	40%	5	5	10	20	
TOTAL		100%	20%	30%	20%	30%
OUTCOMES ASSESSED		BIO11/12: 3, 4, 6, 7, 12	BIO11/12: 1, 2, 3,14	BIO11/12: 1,4,6,7,14	BIO11/12: 1-7, 12-15	
COURSE OUTCOMES						
<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>						

BIOLOGY

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4	TOPIC	Module 5: Heredity Students investigate the processes of reproduction and heredity in both plants and animals. They explore contemporary research in various fields including agriculture, industry and medicine.				Depth Study 1		Module 5: Heredity		Module 6: Genetic Change		
	ASSESSMENT					6 hours	WP			AT1 20%		
BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-15												
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	Heat Week	Module 6: Genetic Change Students investigate genetic change, including mutations, environmental pressure and uses of biotechnology.					Module 7: Infectious Disease Students examine the treatment, prevention and control of infectious diseases.				
	ASSESSMENT			Access Camp				WP				AT2 20%
BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-13												
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	Depth Study 2: Students choose a topic they wish to study in depth.			Module 7: Infectious Disease Students investigate the role of the human immune system and its response to infection.			Module 8: Non-infectious Disease & Disorders Students investigate non-infectious diseases and disorders including their causes and effects on human health.				
	ASSESSMENT	9 hours						WP	AT3 30%			
BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-14, BIO12-15												
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	Module 8: Non-infectious Disease & Disorders Students examine technologies and their uses in treating disease and disorders, epidemiology of disease in populations.			Revision	TRIAL EXAMINATIONS		Module 8 (Continued)		Revision		
	ASSESSMENT							AT4 30%				

CHEMISTRY

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Ms Valeena Fidock		TASK 1	TASK 2	TASK 3	TASK 4
		Topic Test & Summary Sheet	Depth Study: Material Chemistry	Practical Report Submission	Trial Examination (NSW Independent Paper)
COMPONENT	SYLLABUS WEIGHTING	DUE Term 4, 2018 Week 8	DUE Term 2, 2019 Week 7	DUE Term 3, 2019 Week 3	DUE Term 3, 2019 Week 5/6
Working Scientifically Develop skills in applying the processes of questioning and predicting, planning investigations, conducting investigations, processing and analysing data or information, problem solving, and communicating.	60	10	15	10	15
Knowledge & Understanding Knowledge and understanding of the fundamentals of chemistry and the trends and driving forces in chemical interactions	40	10	15	10	15
TOTAL	100%	20	30	20	30
OUTCOMES ASSESSED		CH 12-4, CH 12-5, CH 12-6, CH 12-7, CH 12-12	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH 12-7, CH12-13, CH12-14	CH 12-1, CH 12-5, CH 12-6, CH 12-7, CH 12-14	CH12-2, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15

COURSE OUTCOMES

<p>Working Scientifically Skills:</p> <p>CH12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>CH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>CH12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>CH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>CH12-5 analyses and evaluates primary and secondary data and information</p> <p>CH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>CH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>	<p>Knowledge & Understanding:</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 structures of, and predicts reactions involving, carbon compounds</p> <p>CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes</p>
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CHEMISTRY

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4	MODULE	Module 4: Drivers of Reactions		Module 5: Equilibrium and Acid Reactions (CH12-1, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12) Students process data and trends to solve problems and communicate scientific understanding about equilibrium reactions.								
	TOPIC	Review		IQ1: Incomplete chemical reactions	IQ2: equilibrium influences	IQ3: equilibrium position		IQ4: solubility and equilibrium		Review		
	EVENTS				Study Day		WP		AT1			

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	MODULE	Heat Week	Recap	Module 6: Acid/Base Reactions (CH12-1, CH12-2, CH12-3, CH12-5, CH12-13) Students develop questions and test hypotheses through designing, evaluating and conducting investigations to process and analyse data from acid/base reactions.								Module 7: Organic Chemistry
	TOPIC			IQ1: Identifying Acids and bases	IQ2: Aqueous solutions		IQ2: Analyzing solutions. 4 hours depth study - titrations			Review	IQ 1: Naming	
	EVENTS			Access Camp			WP		Study Day			

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	MODULE	Module 7: Organic Chemistry (CH12-5, CH12-6, CH12-7, CH12-14) Students investigate and communicate scientific understanding and relationships, about the synthesis, properties & use of organic chemical substances. 11 hours depth study – Assessment Task								Module 8: Applying Chemical Ideas (CH12-1, CH12-2, CH12-3, CH12-4, CH12-7)		
	TOPIC	IQ2: hydrocarbons classification		IQ3: hydrocarbon reactions	IQ 4: Alcohols		IQ5: Organic acids and bases properties		IQ 6: Polymers	IQ 1: Ions in the environment		
	EVENTS			Study Day			WP	AT2		Study Day		

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	MODULE	Module 8: Applying Chemical Ideas Students investigate various analytical techniques and technologies.			Revision	TRIAL EXAMINATIONS		Revision				
	TOPIC	IQ2: structure analysis		IQ 3: chemical synthesis & society	All Topics			Module 5	Module 6	Module 7	Module 8	
	EVENTS			AT3				AT4: TRIAL EXAM		Study Day		

COMMUNITY AND FAMILY STUDIES

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mrs Sarah Lindsay		TASK 1	TASK 2	TASK 3	TASK 4
		Independent Research Project	Presentation: Support for parents and carers	Comparison	Trial Examination <i>(NSW Independent Paper)</i>
COMPONENT	SYLLABUS WEIGHTING	DUE Term 1, 2019 Week 4	DUE Term 1 2019 Week 9	DUE Term 2 2019 Week 8	DUE Term 3, 2019 Weeks 5/6
Knowledge and understanding of how the following impact on wellbeing: • resource management • positive relationships • range of societal factors • nature of groups, families and communities	40%		10%	10%	15%
Skills in: • applying management processes to meet the needs of individuals, groups, families and communities • planning to take responsible action to promote wellbeing	25%	5%	5%	10%	10%
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	35%	15%	10%	5%	5%
TOTAL	100%	20%	25%	25%	30%
OUTCOMES ASSESSED		1.1, 4.1, 4.2, 5.1	1.1, 2.1, 2.2, 2.3, 3.2, 4.2, 5.1, 5.2	2.1, 3.2, 4.2, 5.2	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2

COURSE OUTCOMES:

H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities	H3.3 critically analyses the role of policy and community structures in supporting diversity
H2.1 analyses different approaches to parenting and caring relationships	H4.1 justifies and applies appropriate research methodologies
H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities	H4.2 communicates ideas, debates issues and justifies opinions
H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing	H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups	H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
H3.2 evaluates networks available to individuals, groups and families within communities	H6.1 analyses how the empowerment of women and men influences the way they function within society
	H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.

COMMUNITY AND FAMILY STUDIES

HSC SCOPE AND SEQUENCE

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TOPIC	<i>Research Methodology</i>										
ASSESSMENT						WP					

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TOPIC	HEAT WEEK	<i>Parenting and Caring</i>									
ASSESSMENT			Access Camp	Task 1 Due		WP			Task 2 Due		

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TOPIC	<i>Groups in Context</i>										
ASSESSMENT						WP		Task 3 Due			

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TOPIC	<i>Individuals and Work</i>										
ASSESSMENT				QUARANTINE WEEK	TRIAL EXAMINATIONS						

CONSTRUCTION

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mr Christopher Nabb		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Cluster 4: Prepare to Concrete	Cluster 5: Group Project	Cluster 6: Working Effectively	Cluster 7: Option 1 – Joinery	Trial Examination (NSW Independent Paper)
CODE	COMPETENCY	DUE Term 4, 2018 Week 8	DUE Term 1, 2019 Week 10	DUE Term 2, 2019 Week 10	DUE Term 3, 2019 Week 7	DUE Term 3, 2019 Week 5/6
CPCCCM2004A	Handle construction materials	X				X
CPCCCO2021A	*Handle Concreting materials	X				X
CPCCCM1013A	Plan and Organise Work		X			X
CPCCCM2005B	Use construction tools and equipment		X			X
CPCCCM1012A	Work effectively and sustainably in the construction Industry			X		X
CPCCCM1014A	Conduct workplace communication			X		X
CPCCJN2001A	Assemble components				X	X
CPCCJN2002B	Prepare for off-site manufacturing process				X	X
Course Competencies						
CPCCCM2004A Handle construction materials						
CPCCCO2021A Handle Concreting materials						
CPCCCM1013A Plan and Organise Work						
CPCCCM2005B Use construction tools and equipment						
CPCCCM1012A Work effectively and sustainably in the construction Industry						
CPCCCM1014A Conduct workplace communication						
CPCCJN2001A Assemble components						
CPCCJN2002B Prepare for off-site manufacturing process						

CONSTRUCTION

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 4	TOPIC	Cluster 4: Prepare to Concrete											
					Practical Skills day		WP		Cluster 4 Due				
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 1	TOPIC	Heat Week	Cluster 5: Group Project										
	ASSESSMENT			Access Camp				WP			Practical Skills day	Cluster 5 Due	
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 2	TOPIC	Cluster 6: Working Effectively											
	ASSESSMENT						WP		Practical skills day	Cluster 6 Due			
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 3	TOPIC	Cluster 7: Option 1 –Joinery					Trial examination and HSC revision						
	ASSESSMENT				Practical Skills day	TRIAL EXAMINATION		Cluster 7 Due					

Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 6
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Week 5/6 Term 3 2019

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role-play, Oral presentation	Third party report	Self-Assessment	HSC examinable
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CPCCWHS1001 – Prepare to work safely in the construction industry	Y		Y	Y	Y	Y		Y
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Cluster 1 Working Safely in the Construction Industry

CPCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y	Y
CPCCCA2011A - Handle carpentry materials	Y	Y	Y	Y		Y	Y	

Cluster 2 Measure up

COCCCM1015A – Carry out measurements & calculations	Y	Y		Y			Y	Y
CPCCA2002B – Use carpentry tools and equipment	Y	Y	Y	Y		Y		**

Cluster 3 Reading Plans and Levelling

CPCCCM2001A – Read and interpret plans and specifications	Y		Y	Y				Y
CPCCCM2006B – Apply basic levelling procedures	Y		Y	Y				

Cluster 4 Prepare for Concreting

CPCCCA2003A – Erect and dismantle formwork for footings and slabs on ground	Y	Y		Y			Y	
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Cluster 5 Group Project

CPCCCM1013A - Plan and organise work	Y	Y		Y		Y	Y	Y
CPCCM2004A – Handle construction materials	Y			Y		Y		

Cluster 6 Skills Into Action

CPCCCM1012A – Work effectively and sustainably in the construction industry				Y		Y	Y	Y
CPCCCM1014A - Conduct workplace communication				Y	Y	Y		Y

Cluster 7 Option 1 – Joinery

CPCCJN2001A - Assemble components	Y	Y		Y			Y	
CPCCJN2002B - Prepare for off-site manufacturing process	Y	Y		Y			Y	

** [CPCCCM2005B](#) Use construction tools and equipment – syllabus content to be delivered

Depending on the achievement of units of competency; the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

ENGLISH ADVANCED

HSC ASSESSMENT SCHEDULE

Course Coordinator: Ms Tawny Gleeson	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL %
MODULE	Portfolio of Work with related material Term 1, 2019 Week 3	Critical Response Term 1, 2019 Week 10	Multimodal Presentation Term 3, 2019 Week 3	Trial Examination (NSW Independent Paper) Term 3 2019 Week 5/6	
Common Module: Texts and Human Experience	15%			10%	25%
Module A: Textual Conversations			20%	5%	25%
Module B: Critical Study of Literature		20%		5%	25%
Module C: The Craft of Writing	10%	5%	5%	5%	25%
TOTAL	25%	25%	25%	25%	100%
OUTCOMES ASSESSED	EA12-1; EA12-2; EA12-3; EA12-5; EA12-6	EA12-3; EA12-5; EA12-7; EA12-8	EA12-4; EA12-6; EA12-9	EA12-1; EA12-3; EA12-5; EA12-6; EA12-7; EA12-8	
COMPONENTS					
Knowledge and understanding of the course content	10%	10%	15%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	10%	10%	50%
TOTAL	25%	25%	25%	25%	100%
COURSE OUTCOMES:					
<p>EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>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</p> <p>EA12-4 strategically adapts and applies knowledge skills and understanding of language concepts and literary devices in new and different contexts</p>			<p>EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA12-6 investigates and evaluates the relationships between texts</p> <p>EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning</p> <p>EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an individual learner</p>		

ENGLISH ADVANCED

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4	TOPIC	Common Module: Texts and Human Experience Prescribed Text: <u>Prose fiction</u> : Orwell, George, <i>Nineteen Eighty-Four</i> . Students are also required to study one related text Module C: The Craft of Writing Prescribed Text: Orwell, George, <i>Politics and The English Language</i>										
	ASSESSMENT											
	DATES						WP					

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	Heat Week	...continued... Common Module & Module C		Module B: Critical Study of Literature Prescribed Text: <u>Poetry (p)</u> : Eliot, T.S. <i>TS Eliot: Selected Poems</i>						Mod A Mod C	
	ASSESSMENT			Task 1 Due (25%)							Task 2 Due (25%)	
	DATES			Access Camp				WP			03/04/19	

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	...continued... Module A: Textual Conversations Prescribed Text: <u>Shakespearean drama (S) and film (f)</u> : Shakespeare, William <i>King Richard III</i> and Pacino, Al, <i>Looking for Richard</i> Module C: The Craft of Writing Prescribed Text: Brooks, Geraldine, <i>A Home in Fiction</i>										
	ASSESSMENT											
	DATES							WP				

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 3	TOPIC	...continued... Module A & Module C			Common Module	Module A Module B	TRIAL EXAMINATIONS		Module C: The Craft of Writing All prescribed texts				
	ASSESSMENT			Task 3 Due (25%)			Task 4 Due (25%)						
	DATES			07/08/19		QUARANTINE WEEK	TRIAL EXAMINATIONS						

ENGLISH STANDARD

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mrs Helen Tremain		TASK 1	TASK 2	TASK 3	TASK 4
		<i>Common Module: Texts and Human Experience</i>	<i>Module A: Language Identity and Culture</i>	<i>Module B: Close Study of Literature</i>	<i>Combination of all Modules</i>
		Multimodal Task	Portfolio	Speech + Reflective Task	Trial Examination (NSW Independent Paper)
COMPONENT	SYLLABUS WEIGHTING	DUE Term 4, 2018 Week 9	DUE Term 2, 2019 Week 3	DUE Term 2, 2019 Week 10	DUE Term 3, 2019 Week 5/6
Knowledge and understanding of course content	50%	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10	20	10	10
TOTAL	100%	20%	35%	20%	25%
OUTCOMES ASSESSED		EN12-1, EN12-2, EN12-6, EN12-7	EN12-4, EN12-5, EN12-6	EN12-3, EN12-8, EN12-9	EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7

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 STANDARD

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4	TOPIC	Common Module: Texts and Human Experience <i>Billy Elliot (Film)</i>										
	ASSESSMENT & DATES						WP				AT1	
TERM 1	TOPIC	HEAT WEEK	Module A: Language Identity and Culture <i>Henry Lawson (Prose Fiction)</i> + Module C: The Craft of Writing (<i>Dreamers –Melissa Lucashenko / Popcorn- Carol Chan / An Absolutely Ordinary Rainbow – Les Murray</i>)									
	ASSESSMENT & DATES			Access Camp				WP				
TERM 2	TOPIC	Module A: Language Identity and Culture <i>Henry Lawson (Prose Fiction)</i> + Module C: The Craft of Writing			Module B: Close Study of Literature <i>Noonuccal (Poetry)</i>							
	ASSESSMENT & DATES			AT2				WP				
TERM 3	TOPIC	Module B: Close Study of Literature <i>Noonuccal (Poetry)</i>			Revision and Exam Preparation							
	ASSESSMENT & DATES				QUARANTINE WEEK	AT4 TRIAL EXAMINATIONS (NSW Independent Paper)						

ENGLISH STUDIES

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mrs Helen Johnson		TASK 1	TASK 2	TASK 3	TASK 4
		<i>Common Module 'Billy Elliott'</i>	<i>We Are Australians</i>	<i>The Big Screen and Playing the Game</i>	<i>On the Road</i>
		Viewing Task	Research Task	Multimodal Presentation	Written Portfolio
COMPONENT	SYLLABUS WEIGHTING	DUE Term 4, 2018 Week 9	DUE Term 1, 2019 Week 8	DUE Term 2, 2019 Week 9	DUE Term 3, 2019 Week 6
Knowledge and understanding of course content	50%	15%	10%	15%	10%
Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	50%	10%	15%	10%	15%
TOTAL	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10
COURSE OUTCOMES					
A student: <ul style="list-style-type: none"> • 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 ES12-1 • 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 ES12-2 • accesses, comprehends and uses information to communicate in a variety of ways ES12-3 • composes proficient texts in different forms ES12-4 • 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 ES12-5 • uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes ES12-6 • represents own ideas in critical, interpretive and imaginative texts ES12-7 • understands and explains the relationships between texts ES12-8 • 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 ES12-9 • monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner ES12-10 					

ENGLISH STUDIES

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4	TOPIC	Common Mandatory Module: Texts and Human Experiences 'Billy Elliott'										
	ASSESSMENT						WP			AT1		
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	Heat Week	Module A: We Are Australians						Module E: Playing the Game: English in Sport			
	ASSESSMENT			Access Camp			WP		AT2			
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	Module E: Playing the Game (cont)			Module K: The Big Screen: English and the World of Film							
	ASSESSMENT						WP			AT3		
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	Module C: On the Road – <i>English and the Experience of Travel</i>										
	ASSESSMENT					TRIAL EXAMINATIONS AT4						

HOSPITALITY

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Ms Natasha Freeth		TASK 1	TASK 2	TASK 3	Task 4	Task 5	Task 6
		Cluster 4 Theory Task	Cluster 5 Theory and Practical Task	Cluster 6 Portfolio and Practical Task	Cluster 3 Portfolio and practical task	Trial Examination (NSW Independent Paper)	Cluster 7 Theory Task
CODE	COMPETENCY	Term 4, 2018 Week 3	Term 4, 2018 Week 9	Term 1, 2019 Week 9	Term 2, 2019 Week 7	Term 3, 2019 Week 5/6	Term 3, 2019 Week 3
SITXWHS001	Participate in safe work practices	x				x	
BSBSUS201	Participate in environmentally sustainable practices	x				x	
SITXCCS003	Interact with customers		x			x	
SITXCOM002	Show social and cultural sensitivity		x			x	
SIHFAB007	Serve food and beverage			x		x	
SITHFAB005	Prepare and serve espresso coffee				x	x	
SITHFAB004	Prepare and serve non-alcoholic beverages				x	x	
SITHIND002	Source and use information on the hospitality industry					x	x
SITHIND003	Use hospitality skills effectively (Holistic)	EVIDENCE COLLECTION – STUDENT EVIDENCE JOURNAL					
Course Competencies							
SITHIND003 Use hospitality skills effectively (Holistic) SITXWHS001 Participate in safe work practices, BSBSUS201 Participate in environmentally sustainable practices SITXCCS003 Interact with customers SITXCOM002 Show social and cultural sensitivity SIHFAB007 Serve food and beverage SITHFAB005 Prepare and serve espresso coffee SITHFAB004 Prepare and serve non-alcoholic beverages SITHIND002 Source and use information on the hospitality industry							

HOSPITALITY

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4	TOPIC	Cluster 4: Safe and Sustainable work practices			Cluster 5: Interacting with Diverse Customers							
				Cluster 4 Due			WP			Cluster 5 Due		
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	Heat Week	Cluster 6: Serve Food and Beverage									
	ASSESSMENT			Access Camp			WP				Cluster 6 Practical Day	
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	Cluster 3: Café Skills										
	ASSESSMENT						WP	Cluster 3 Practical Day				
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	Cluster 7: Keeping up to date with the Industry										
	ASSESSMENT			Cluster 7 Due	Quarantine Week	TRIAL EXAMINATIONS						

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	Week 6
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Week 5/6 Term 3 2019

Assessment Plan		Evidence gathering techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test.	Third party report	Self-assessment	HSC examinable
Cluster: Working Together								
BSBWOR203	Work effectively with others			✓	✓			YES
BSBCMM201	Communicate in the Workplace							
Cluster: Safe and hygienic food preparation								
SITXFSA001	Use hygienic practices for food safety							YES
SITHCCC001	Use food preparation equipment	✓	✓		✓			
SITXFSA002	Participate in safe food handling practices							
Cluster: Café skills –assessed as single units								
SITHFAB005	Prepare and serve espresso coffee	✓	✓	✓	✓	✓		YES
SITHFAB004	Prepare and serve non-alcoholic beverages	✓	✓	✓	✓	✓		YES
Cluster : Safe and sustainable work practices								
SITXWHS001	Participate in safe work practices							YES
BSBSUS201	Participate in environmentally sustainable work practices	✓		✓	✓			
Cluster: Interacting with diverse customers								
SITXCCS003	Interact with customers							YES
SITXCOM002	Show social and cultural sensitivity	✓		✓	✓			
Cluster: Safely serving food and beverages								
SITHFAB007	Serve food and beverage	✓	✓	✓	✓	✓		YES
Cluster: Keeping up to date with industry								
SITHIND002	Source and use information on the hospitality industry				✓			YES
Cluster: Use hospitality skills effectively								
SITHIND003	Use hospitality skills effectively (holistic)	✓	✓			✓	✓	

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIT20316 Certificate II in Hospitality or a Statement of Attainment towards SIT20316 Certificate II in Hospitality

INVESTIGATING SCIENCE

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mr John Grubb		TASK 1	TASK 2	TASK 3	TASK 4
		Depth Study	Practical Investigation	Secondary Investigation	Trial Examination (NSW Independent Paper)
COMPONENT	SYLLABUS WEIGHTING	DUE Term 4, 2018 Week 9	DUE Term 1, 2019 Week 10	DUE Term 2, 2019 Week 7	DUE Term 3, 2019 Week 5/6
Skills in Working Scientifically	60%	20	15	15	10
Knowledge and Understanding	40%	10	5	5	20
TOTAL	100%	30%	20%	20%	30%
OUTCOMES ASSESSED		INS11/12: 1,5,6,7,14,15	INS11/12: 1,2,3,4,5,6,7,12	INS11/12: 1,2,3,4,7,13	INS11/12: 1-7, 12-15
COURSE OUTCOMES					
<p>INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>INS11/12-5 analyses and evaluates primary and secondary data and information</p> <p>INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>INS12-12 develops and evaluates the process of undertaking scientific investigations</p> <p>INS12-13 describes and explains how science drives the development of technologies</p> <p>INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis</p> <p>INS12-15 evaluates the implications of ethical, social, economic and political influences on science</p>					

INVESTIGATING SCIENCE

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4	TOPIC	Module 7: Fact or Fallacy? Testing Claims, Impacts on Investigations, Evidence-based Analysis. Students evaluate their own and other investigations to examine possible sources of error and misinterpretations of data.				Depth Study 1		Module 7: Fact or Fallacy? Reading Between the Lines, Science as Self-correcting – the Issues. Students examine the influences on public perceptions of science and the processes of peer review that can result in misrepresented and/or falsified information.				
	ASSESSMENT					8 hours	WP			AT1 30%		
INS12-1, INS12-2, INS12-3, INS12-4, INS12-5, INS12-6, INS12-7, INS12-12, INS12-13, INS12-14, INS12-15												
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	Heat Week	Module 5: Scientific Investigations Various Practical Investigations to Obtain Primary Data Students examine investigations of scientists to determine the design, methods and data-collection techniques used.			Depth Study 2		Module 5: Scientific Investigations Students design, conduct and collect data of their own valid and reliable investigation and examine appropriate way of reporting their findings.				
	ASSESSMENT			Access Camp			WP	7 hours			AT2 20%	
INS12-1, INS12-2, INS12-3, INS12-4, INS12-5, INS12-6, INS12-7, INS12-12, INS12-13, INS12-14, INS12-15												
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	Module 6: Technologies Scientific Investigation and Technology Students use a range of both analogue and digital technologies to collect data and assess their effectiveness.				Module 6: Technologies A Continuous Cycle Students examine how the development of technology has influenced advances in science and then further advanced technology.						
	ASSESSMENT	Depth Study 3 integrated into Module 6 (7 hours)				WP	AT3 20%					
INS12-1, INS12-2, INS12-3, INS12-4, INS12-7, INS12-13												
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	Module 8: Science and Society Incidents, Events and Science, Regulation of Scientific Research Students examine how scientific issues are perceived by the public and the regulations that oversee scientific practices.				TRIAL EXAMINATIONS		Module 8: Science and Society Influence of Economic, Social and Political Forces on Scientific Research. Students examine how societal pressures influence areas of scientific study and the interpretation of data.				
	ASSESSMENT	Depth Study 4 integrated into module (8 hours)				AT4 30%	Depth Study 4					

MATHEMATICS

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mr Gerry Capell		TASK 1	TASK 2	TASK 3
		Take Home Assessment	Take Home Assessment	Trial Examination (NSW Independent Paper)
COMPONENT	SYLLABUS WEIGHTING	DUE Term 1, 2019 Week 4	DUE Term 2, 2019 Week 4	DUE: Term 3, 2019 Week 5/6
Concepts, skills and techniques	50	15	15	20
Reasoning and communication	50	15	15	20
TOTAL	100%	30%	30%	40%
OUTCOMES ASSESSED		H1, H2, H4,H5,H6,H7, H9	H1, H2,H3,H8H9	H1→H9
COURSE OUTCOMES				
H1 Seeks to apply mathematical techniques to problems in a wide range of practical contexts H2 Constructs arguments to prove and justify results H3 Manipulates algebraic expressions involving logarithmic and exponential functions H4 Expresses practical problems in mathematical terms based on simple given models H5 Applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems H6 Uses the derivative to determine the features of the graph of a function H7 Uses the features of a graph to deduce information about the derivative H8 Uses techniques of integration to calculate areas and volumes H9 Communicates using mathematical language, notation, diagrams and graphs				

MATHEMATICS

SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4	TOPIC	GEOMETRICAL APPLICATION OF DIFFERENTIATION				INTEGRATION						
						WP						
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	Heat Week	LOGARITHMIC AND EXPONENTIAL FUNCTIONS					SERIES AND APPLICATIONS				
	ASSESSMENT			Access Camp	AT#1 TAKE HOME ASSIGNMENT		WP					
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	SERIES AND APPLICATIONS				PROBABILITY			THE TRIGONOMETRIC FUNCTIONS			
	ASSESSMENT				AT#2 TAKE HOME ASSIGNMENT		WP					
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	THE TRIGONOMETRIC FUNCTIONS	REVISION		TRIAL EXAMINATIONS		APPLICATIONS OF CALCULUS TO THE REAL WORLD		REVISION+CATCHUP			
	ASSESSMENT					AT#3						

MATHEMATICS EXTENSION 1

ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mr Gerry Capell		TASK 1	TASK 2	TASK 3
		Take Home Assignment	Take Home Assignment	Trial Examination (NSW Independent Papers)
COMPONENT	SYLLABUS WEIGHTING	DUE Term 4, 2018 Week 9	DUE Term 2, 2019 Week 7	DUE Term 3, 2019 Week 5/6
Concepts, skills and techniques	50%	15	20	15
Reasoning and communication	50%	15	20	15
TOTAL	100%	30%	40%	30%
OUTCOMES ASSESSED		HE1, HE2, HE7,	HE1,HE3,HE4,HE6,HE7	HE1→HE7
COURSE OUTCOMES				
<p>HE1 Appreciates interrelationships between ideas drawn from different areas of mathematics</p> <p>HE2 Uses inductive reasoning in the construction of proofs</p> <p>HE3 Uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay</p> <p>HE4 Uses the relationship between functions, inverse functions and their derivatives</p> <p>HE5 Applies the chain rule to problems including those involving velocity and acceleration as functions of displacement</p> <p>HE6 Determines integrals by reduction to a standard form through a given substitution</p> <p>HE7 Evaluates mathematical solutions to problems and communicates them in an appropriate form</p>				

MATHEMATICS EXTENSION 1

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11		
TERM 4	TOPIC	PARAMETRIC EQUATIONS [CH 6]			MATHEMATICAL INDUCTION [CH 7]				ITERATIVE METHODS [CH 8]					
	ASSESSMENT						WP			AT#1 TAKE HOME ASSIGNMENT				
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11		
TERM 1	TOPIC	Heat Week	ITERATIVE METHODS [CH 8]	BINOMIAL THEROM [CH 11]				INTEGRATION TECHNIQUES [CH 9]						
	ASSESSMENT			Access Camp				WP						
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11		
TERM 2	TOPIC	INVERSE FUNCTIONS CH 10				FUTHER PROBABILITY [CH12]			APPLICATIONS OF CALCULUS TO THE PHYSICAL WORLD [CH 13]					
	ASSESSMENT						WP	AT#2 TAKE HOME ASSIGNMENT						
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11		
TERM 3	TOPIC	REVISION				TRIAL EXAMINATIONS		HARDER APPLICATIONS [CH 14]			REVISION + CATCHUP			
	ASSESSMENT						AT#3							

MATHEMATICS STANDARD 1

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mr Veikko Kunkel		TASK 1	TASK 2	TASK 3	TASK 4	
		Assignment	Class Test	Assignment	Class Test	
COMPONENT	SYLLABUS WEIGHTING	DUE Term 4, 2018 Week 10	DUE Term 1, 2019 Week 10	DUE Term 2, 2019 Week 8	DUE Term 3, 2019 Week 6	
Knowledge and Understanding	50%	15%	15%	10%	15%	
Skills	50%	10%	10%	10%	15%	
TOTAL		100%	25%	25%	20%	30%
OUTCOMES ASSESSED		MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-6 MS1-12-8 MS1-12-9 MS1-12-9 MS1-12-10	MS1-12-5 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10	

COURSE OUTCOMES

MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS1-12-2 analyses representations of data in order to make predictions and draw conclusions

MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness

MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems

MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school

MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-7 solves problems requiring statistical processes

MS1-12-8 applies network techniques to solve network problems

MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use

MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

MATHEMATICS STANDARD 1

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4	TOPIC	MS-M5 Scale Drawings					MS-M3 Right-angled triangles					
	Outcomes	MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10					WP	MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10				

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	Heat Week	MS-N1 Networks and Paths (N1.1): Networks			MS-N1 Networks and Paths (N1.2): Shortest paths		MSA-3 Types of Relationships (A3.1): Simultaneous equations		MSA-3 Types of Relationships (A3.2): Graphs of practical situations		
	ASSESSMENT		MS1-12-8 MS1-12-9 MS1-12-10	Access Camp	MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-8 MS1-12-9 MS1-12-10	WP	MS1-12-1 MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-6 MS1-12-9 MS1-12-10			

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	MS-F2 Investment			MS-F3 Depreciation and Loans			MS-S3 Further Statistical Analysis (S3.1): The statistical investigation process for a survey				
	ASSESSMENT	MS1-12-5, MS1-12-9, MS1-12-10			MS1-12-5, MS1-12-9, MS1-12-10		WP	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10				

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	MS-S3 Further Statistical Analysis (S3.2): Exploring and describing data arising from two quantitative variables			MS-M4 Rates			Revision				
	ASSESSMENT	MS1-12-2, MS1-12-7, MS1-12-9 MS1-12-10			MS1-12-3, MS1-12-9, MS1-12-10			N/A				

MATHEMATICS STANDARD 2

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mrs Elaine Bates		TASK 1	TASK 2	TASK 3	TASK 4
		Technology task on types of relationships	Investigating task on Networks	Test/Learning log on Annuities and non-right angled trigonometry	Trial Examination (NSW Independent Paper)
COMPONENT	SYLLABUS WEIGHTING	DUE Term 4, 2019 Week 8	DUE Term 1, 2019 Week 9	DUE Term 2, 2019 Week 8	DUE Term 3, 2019 Week 5/6
Understanding, fluency and communication	50	10%	13%	12%	15%
Problem solving, reasoning and justification	50	10%	12%	13%	15%
TOTAL	100%	20%	25%	25%	30%
OUTCOMES ASSESSED		MS2-12-1,6,9,10	MS2-12- 8,9,10	MS2-12-3,4,5,,9,10	MS2-12-1,2,3,4,5,6,7,8,9,10
COURSE OUTCOMES					
MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts					
MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions					
MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate					
MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems					
MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments					
MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms					
MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data					
MS2-12-8 solves problems using networks to model decision-making in practical problems					
MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognize 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					

MATHEMATICS STANDARD 2

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4	TOPIC	MS-A4 Types of Relationships (A4.1): Simultaneous linear equations			MS-A4 Types of Relationships (A4.2): Non-linear relationships		MS-F4 Investments and Loans(F4.1): Investments					
		MS2-12-1; MS2-12-6; MS2-12-9; MS2-12-10					WP	MS2-12-5; MS2-12-9; MS2-12-10				
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	Heat Week	MS-N2 Network Concepts (N2.1): Networks			MS2-N2 Network concepts(N2.2) Shortest paths		MS F4 Investments and Loans (F4.2): Depreciation and loans				
	ASSESSMENT		MS2-12-8; MS2-12-9; MS2-12-10	Access Camp	MS2-12-8; MS2-12-9; MS2-12-10		WP	MS2-12-8; MS2-12-9; MS2-12-10		MS2-12-5; MS2-12-9; MS2-12-10		
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	MS-F5 Annuities			MS-M6 Non-right-angled trigonometry			MS-M7 Rates and Ratio				
	ASSESSMENT	MS2-12-5; MS2-12-9; MS2-12-10			MS2-12-3; MS2-12-4; MS2-12-9;MS2-12-10		WP	MS2-12-3; MS2-12-4; MS2-12-9;MS2-12-10	MS2-12-3; MS2-12-4; MS2-12-9; MS2-12-10			
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	MS-S4 Bivariate Data Analysis			MS-S5 The Normal Distribution	TRIAL EXAMINATIONS		MS-S5 The Normal Distribution	MS-N3 Critical Path Analysis			
	ASSESSMENT	MS2-12-2; MS2-12-7; MS2-12-9; MS2 12-10			MS2-12-2; MS2-12-7; MS2-12-9; MS2 12-10				MS2-12-8; MS2-12-9; MS2 12-10			

METAL AND ENGINEERING

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Ms Leisa Rowlands		TASK 1	TASK 2	TASK 3	TASK 4
		Cluster 4&5 Cricket Stumps V Block	Cluster 6&7 Entry Table	Cluster 8 Oxy Skills	Trial Examination (NSW Independent Paper)
CODE	COMPETENCY	DUE Term 1, 2019 Week 7	DUE Term 2, 2019 Week 7	DUE Term 3, 2019 Week 3	DUE Term 3, 2019 Week 5/6
MEM12024A-	Perform computations	X			X
MEM05005B	Carry out mechanical cutting	X			X
MEM05012C	Perform routine manual metal arc welding	X			X
MEM 07032B	Use workshop machines for basic operations	X			X
MEM16007A	Work with others in a manufacturing, engineering or related environment		X		X
MEM15002A	Apply quality systems		X		X
MEM15024A	Apply quality procedures		X		X
MEM09002B	Interpret technical drawing		X		X
MEM05004C	Perform routine oxy acetylene welding			X	X
OUTCOMES ASSESSED		MEM12024A MEM05005B MEM05012C MEM07032B	MEM16007A MEM15002A MEM15024A MEM09002B	MEM05004C	ALL
COURSE OUTCOMES					
MEM12024A- Perform computations MEM05005B- Carry out mechanical cutting MEM05012C- Perform routine manual metal arc welding MEM 07032B Use workshop machines for basic operations MEM16007A-Work with others in a manufacturing, engineering or related environment MEM15002A- Apply quality systems MEM15024A Apply quality procedures MEM09002B-Interpret technical drawing MEM05004C- Perform routine oxy acetylene welding					

METAL AND ENGINEERING

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 4	TOPIC	Cluster 4 MEM12024A- Perform computations MEM05005B- Carry out mechanical cutting					Cluster 5 MEM05012C- Perform routine manual metal arc welding MEM 07032B Use workshop machines for basic operations						
						WP							
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 1	TOPIC	Heat Week	Cluster 5 cont MEM05012C- Perform routine manual metal arc welding (2) MEM 07032B Use workshop machines for basic operations			Cluster 6 MEM16007A-Work with others in a manufacturing, engineering or related) environment MEM15002A- Apply quality systems MEM15024A Apply quality procedures							
	ASSESSMENT			Access Camp			WP		Cricket Stumps & V Block				
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 2	TOPIC	Cluster 6 cont MEM16007A-Work with others in a manufacturing, engineering or related) environment MEM15002A- Apply quality systems MEM15024A Apply quality procedures				Cluster 7 MEM09002B-Interpret technical drawing							
	ASSESSMENT						WP	Entry Table					
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 3	TOPIC	Cluster 8 MEM05004C- Perform routine oxy acetylene welding				TRIAL EXAMINATIONS		COURSE REVISION & PRACTICE PAPERS					
	ASSESSMENT			Oxy Skills									

Assessment Summary for MEM10105 Certificate I Engineering

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 6
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Week 5/6 Term 3 2019

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Worksheets	Self-assessment	HSC examinable
Prerequisite - Manufacturing, engineering and related services industries induction NB: This unit will not appear as part of the "Schools Online" records				Y	Y		Y

Cluster 1 Working Safely in the Metals Industry

MEM 13014A Apply principles of occupational health and safety in the work environment	Y	Y		Y	Y		Y
MEM 1101B Undertake manual handling	Y	Y		Y	Y		

Cluster 2 Using Hand Tools

MEM 14004A Plan to undertake routine task	Y	Y		Y	Y		Y
MEM18001C Use hand tools	Y	Y		Y	Y		Y

Cluster 3 Using Power Tools

MEM 18002B Use power tools/hand held operations	Y	Y		Y	Y		Y
MEM 12023A Perform engineering measurements	Y	Y		Y	Y		Y

Cluster 4 Calculating and Cutting

MEM05005B Carry out mechanical cutting	Y	Y		Y	Y		
MEM 12024A Perform computations	Y	Y		Y	Y		Y

Cluster 5 Workshop machines

MEM05012C Perform routine manual metal arc welding	Y	Y		Y	Y		
MEM07032B Use workshop machines for basic operations	Y	Y		Y	Y		

Cluster 6 Skills into Action

MEM15002A Apply quality systems	Y	Y		Y	Y		Y
MEM 15024A Apply quality procedures	Y	Y		Y	Y		Y
MEM16007A Work with others in manufacturing, engineering or related environment	Y	Y		Y	Y		Y

Cluster 7 Technical Drawing (HSC Only) This will not appear as part of the "Schools Online" record

MEM09002B Interpret technical drawings					Y		Y
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Cluster 8a)

Option 8a MEM05004C Perform routine oxy acetylene welding (2 units)	Y	Y		Y	Y		
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Depending on the achievement of units of competency; the possible AQF qualification outcome is MEM10105 Certificate I in Engineering or a Statement of Attainment towards MEM10105 Certificate I in Engineering.

MODERN HISTORY

ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mrs Kristie Behan		TASK 1	TASK 2	TASK 3	TASK 4
		Source Portfolio	Research/Presentation	Source Based Essay	Trial Examination (NSW Independent Paper)
COMPONENT	SYLLABUS WEIGHTING	DUE Term 4, 2018 Week 8	DUE Term 1, 2019 Week 11	DUE Term 2, 2019 Week 9	DUE Term 3, 2019 Week 5/6
Knowledge and Understanding of Course Content	40	5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20	10		5	5
Historical Inquiry and Research	20	5	5	10	
Communication of Historical Understanding in Appropriate Forms	20		10		10
TOTAL	100%	20%	25%	25%	30%
OUTCOMES ASSESSED		MH12.1, MH12.3, MH12.5, MH12.6	MH12.2, MH12.7, MH12.8, MH12.9	MH12.2, MH12.4, MH12.7, MH12.9	MH12.1, MH12.3, MH12.4, MH12.5, MH12.6,

COURSE OUTCOMES

Knowledge and Understanding

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

Skills

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 form

MODERN HISTORY

SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4	TOPIC	Change in the Modern World – Option F: Apartheid in South Africa										
	ASSESSMENT						WP		Source Portfolio			
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	Heat Week	National Studies – Option E: Japan 1904-1937									
	ASSESSMENT			Access Camp				WP				
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	Peace and Conflict – Option B: Conflict in the Pacific 1937-1951								Core Study: Power and Authority in the Modern World		
	ASSESSMENT						WP			Source Based Essay		
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	Core Study: Power and Authority in the Modern World				TRIAL EXAMINATIONS		Core Study: Power and Authority in the Modern World		Revision		
	ASSESSMENT											

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mr Andrew Jones		TASK 1	TASK 2	TASK 3	TASK 4
		Core 2: Factors Affecting Performance	Option 3 Sports Medicine	Core 1 Health Priorities in Australia	Trial Examination (NSW Independent Paper)
COMPONENT	SYLLABUS WEIGHTING	DUE Term 4, 2018 Week 9	DUE Term 1, 2019 Week 8	DUE Term 2, 2019 Week 10	DUE Term 3, 2019 Week 5/6
Knowledge and understanding of: <ul style="list-style-type: none"> • factors that affect health • the way the body moves 	40%	10	5	5	20
Skills in: <ul style="list-style-type: none"> • influencing personal and community health • taking action to improve participation and performance in physical activity 	30%	10	5	10	5
Skills in critical thinking, research and analysis	30%	5	10	10	5
TOTAL	100%	25%	20%	25%	30%
OUTCOMES ASSESSED					

COURSE OUTCOMES

H1	describes the nature and justifies the choice of Australia's health priorities
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	analyses the determinants of health and health inequities
H4	argues the case for health promotion based on the Ottawa Charter
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H7	explains the relationship between physiology and movement potential
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	explains how movement skill is acquired and appraised
H10	designs and implements training plans to improve performance
H11	designs psychological strategies and nutritional plans in response to individual performance needs
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14	argues the benefits of health-promoting actions and choices that promote social justice
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4	TOPIC	Core 2 Factors Affecting Performance How does training affect Performance?			Core 2 Factors Affecting Performance How can psychology affect performance?		Core 2 Factors Affecting Performance How can nutrition and recovery strategies affect performance?		Core 2 Factors Affecting Performance How does the acquisition of skills affect performance?			
	ASSESSMENT						WP			TASK 1		

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	Heat Week	Option 3 Sports Medicine How are sports injuries classified and managed?	Option 3 Sports Medicine How does sports medicine address the demands of specific athletes?		Option 3 Sports Medicine What role do preventative actions play in enhancing the wellbeing of the athlete?		Option 3 Sports Medicine How is injury rehabilitation managed?	Option 4 Improving Performance How do athletes train for improved performance?		Option 4 Improving Performance What are the planning considerations for improving performance?	
	ASSESSMENT			Access Camp			WP		TASK 2			

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	Option 4 Improving Performance What ethical issues are related to improving performance?	Core 1 Health Priorities in Australia How are priority issues for Australia's health identified?			Core 1 Health Priorities in Australia What are the priority issues for improving Australia's Health?		Core 1 Health Priorities in Australia What role do health care facilities and services play in achieving better health for all Australian's?				
	ASSESSMENT						WP					TASK 3

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	Core 1 Health Priorities in Australia What actions are needed to address Australia's health priorities?		Trial Examination Revision		TRIAL EXAMINATIONS		HSC Examination Revision				
	ASSESSMENT					TASK 4						

PRIMARY INDUSTRIES

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mr Mitchell McAlister		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Tractors	Working in Industry	Chemicals	Weather	Trial Examination (NSW Independent Paper)
CODE	COMPETENCY	DUE Term 4, 2018 Week 9	DUE Term 1, 2019 Week 10	DUE Term 2, 2019 Week 9	DUE Term 3, 2019 Week 4	DUE Term 3, 2019 Week 5/6
AHCMOM304	Operate Machinery and Equipment	X				
AHCMOM202	Operate Tractors	X				
AHCWRK204	Work Effectively in the Industry		X			
AHCWRK200	Participate in Environmental Work Practices		X			
AHCCHM201	Apply Chemicals Under Supervision			X		
AHCPMG201	Treat Weeds			X		
AHCWRK201	Observe and Report on Weather				X	
OUTCOMES ASSESSED		AHCMOM304 AHCMOM202	AHCWRK204 AHCWRK200	AHCCHM201 AHCPMG201	AHCWRK201	AHCWHS201 AHCWRK204 AHCWRK200 AHCWRK201 AHCCHM201 AHCLSK202
COURSE OUTCOMES						
AHCMOM304 Operate Machinery and Equipment – Cluster 7						
AHCMOM202 Operate Tractors – Cluster 7						
AHCWRK204 Work Effectively in the Industry – Cluster 2						
AHCWRK209 Participate in Environmental Work Practices – Cluster 2						
AHCCHM201 Apply Chemicals Under Supervision – Cluster 4						
AHCPMG201 Treat Weeds – Cluster 4						
AHCWRK201 Observe and Report on Weather - Cluster 3						

PRIMARY INDUSTRIES

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
TERM 4	TOPIC	Cluster 7 Tractors											
	ASSESSMENT						WP				Cluster Assessment		
TERM 1	TOPIC	Heat Week	Cluster 2 Working in Industry										
	ASSESSMENT		Access Camp				WP					Cluster Assessment	
TERM 2	TOPIC	Cluster 4 Chemicals											
	ASSESSMENT						WP				Cluster Assessment		
TERM 3	TOPIC	Cluster 3 Weather				TRIAL EXAMINATIONS		HSC Revision and Reassessments					
	ASSESSMENT				Cluster Assessment								

Assessment Summary for AHC21216 Certificate II in Rural Operations

Requirements for HSC purposes	Dates							
Work Placement (compulsory for the HSC) 70 hours in total	Week 6							
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Week 5/6 of Term 3 2019							
Cluster name and unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, Oral Presentation	Third Party Report	Self-assessment	HSC examinable

Trainers must deliver & assess Cluster 1, 2, 3, 4, at least one of Cluster 5 or 6 and then select optional clusters to **total 15 units**. Delete the units you do not deliver. Total hours of study =240.

Qualification Packaging Rules: <https://training.gov.au/Training/Details/AHC21216>

Cluster 1 Participate in WHS Processes

AHCWHS201 Participate in WHS Processes	Y		Y	Y		Y		Y
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Cluster 2 Working in the Industry

AHCWRK209 Participate in environmentally sustainable work practices	Y		Y	Y	Y	Y		Y
AHCWRK204 Work effectively in the industry	Y		Y	Y	Y	Y		Y

Cluster 3 Weather

AHCWRK201 Observe and report on weather	Y			Y		Y		Y
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Cluster 4 Chemicals

AHCCHM201 Apply chemicals under supervision	Y			Y	Y			Y
AHCCPM201 Treat Weeds	Y			Y	Y			Y

Cluster 5 Healthy Animals

AHCLSK202 Care for health and welfare of livestock	Y			Y		Y		Y
AHCLSK205 Handle livestock using basic techniques	Y			Y		Y		Y
AHCLSK206 Identify and mark livestock	Y			Y		Y		Y

Cluster 7 Tractors

AHCMOM202 Operate tractors	Y		Y	Y				
AHCMOM304 Operate machinery and equipment	Y		Y	Y				

Cluster 8 Feed and Water livestock

AHCLSK211 Provide feed for livestock	Y		Y	Y				
AHCLSK209 Monitor water supplies	Y		Y	Y				

Cluster 9 Fencing

AHCINF202 Install, maintain and repair farm fencing	Y	Y		Y				
AHCINF201 Carry out basic electric fencing operations	Y	Y		Y				

Cluster 12 Clean Machinery

AHC BIO201 Inspect and clean machinery for plant, animal and soil	Y		Y	Y				
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Depending on the achievement of units of competency; the possible AQF qualification outcome is AHC21216 Certificate II in Rural Operations or a Statement of Attainment towards AHC21216 Certificate II in Rural Operations

PHYSICS

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mr David Lynn		TASK 1	TASK 2	TASK 3	TASK 4
		Practical Task	First Hand	Depth Study	Trial Examination (NSW Independent Paper)
		Projectile Motion	Investigation Build a motor	Pulsar analysis	
COMPONENT	SYLLABUS WEIGHTING	DUE Term 4, 2018 Week 7	DUE Term 1, 2019 Week 5	DUE Term 2, 2019 Week 5	DUE Term 3, 2019 Week 5/6
Knowledge and Understanding	40	5	5	10	25
Skills in Working Scientifically	60	15	15	20	5
TOTAL	100%	20%	20%	30%	30%
OUTCOMES ASSESSED		PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-7 PH12-12	PH11/12-4 PH11/12-6 PH11/12-7 PH12-13	PH11/12-1 PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15

PHYSICS

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4	TOPIC	Advanced Mechanics							Electromagnetism			
	ASSESSMENT						WP	Assessment 1 Due				

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	HEAT WEEK	Electromagnetism Continued				The Nature of Light					
	ASSESSMENT			Access Camp		Assessment 2 due	WP					

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	Depth Study			The Nature of Light		From the Universe to the Atom					
	ASSESSMENT					Assessment 3 due	WP					

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	From the Universe to the Atom		Revision		TRIAL EXAMINATIONS (NSW Independent Paper)		Revision and HSC Exam Preparation				
	ASSESSMENT				QUARANTINE WEEK							

SPORT, LIFESTYLE AND RECREATION

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mr Blake Ridges		TASK 1	TASK 2	TASK 3	TASK 4
		Sports Coaching: Training Session	Fitness: Fitness Testing and Training Plan	Sports Administration: Design and Administer a Sports Initiative	Individual Sports and Applications: Topic Test
COMPONENT	SYLLABUS WEIGHTING	DUE Term 4, 2018 Week 8	DUE Term 1, 2019 Week 7	DUE Term 2, 2019 Week 7	DUE Term 3, 2019 Week 6
Knowledge and Understanding	50%	10	10	15	15
Skills	50%	10	15	10	15
TOTAL	100%	20%	25%	25%	30%
OUTCOMES ASSESSED		1.2, 1.3, 3.2, 4.2	1.2, 1.3, 2.2, 3.2, 3.3, 4.1, 5.2	1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4
Course Outcomes:					

1.1 applies the rules and conventions that relate to participation in a range of physical activities
 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
 1.3 demonstrates ways to enhance safety in physical activity
 1.6 describes administrative procedures that support successful performance outcomes
 2.1 explains the principles of skill development and training
 2.2 analyses the fitness requirements of specific activities
 2.4 describes how societal influences impact on the nature of sport in Australia

3.1 selects appropriate strategies and tactics for success in a range of movement contexts
 3.2 designs programs that respond to performance needs
 3.3 measures and evaluates physical performance capacity
 4.1 plans strategies to achieve performance goal
 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
 4.4 demonstrates competence and confidence in movement contexts
 5.2 willingly participates in regular physical activity
 5.5 strives to achieve quality in personal performance

SPORT, LIFESTYLE AND RECREATION

HSC SCOPE AND SEQUENCE

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TOPIC	Sports Coaching										
ASSESSMENT		AT1 Hand Out				WP		AT1 DUE			

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TOPIC	HEAT WEEK	Fitness									
ASSESSMENT			Access Camp			WP	AT2 Due				

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TOPIC	Sports Administration										
ASSESSMENT		AT 3 Hand out				WP	AT3 Due				

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TOPIC	Individual Games and Sports Applications										
ASSESSMENT		AT4 Hand out		QUARANTINE WEEK	TRIAL EXAMINATIONS AT4 Due						

VISUAL DESIGN

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mr Troy Jones			TASK 1	TASK 2	TASK 3
			Product Design: <i>Packaging Western Express</i>	Interior/Exterior Design: Structures and Environments <i>Word Walk</i>	General Module: Individual/Collaborative Design Project
OUTCOMES ASSESSED	COMPONENT	SYLLABUS WEIGHTING (%)	DUE Term 4, 2018 Week 9	DUE Term 1, 2019 Week 11	DUE Term 3, 2019 Week 3
DM1 - DM6	Designing and Making	70%	20	20	30
CH1 - CH4	Critical and Historical Studies	30%	10	10	10
TOTAL		100%	30%	30%	40%

COURSE OUTCOMES:

DM1 generates a characteristic style that is increasingly self-reflective in their design practice
 DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
 DM3 investigates different points of view in the making of designed works
 DM4 generates images and ideas as representations/simulations
 DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
 DM6 takes into account issues of occupational health and safety in the making of a range of works
 CH1 generates in their critical and historical practice ways to interpret and explain design
 CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
 CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
 CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

VISUAL DESIGN

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4	TOPIC Product Design: Packaging <i>Western Express</i>	Read course outline, Discuss design tasks. Design Brief –Pizza Box and Pizza Historical/Critical Studies.	Design Brief Historical/Critical Studies Packaging	Select from categories Research Brainstorm ideas for assessment. Design in VDPD Historical/Critical Studies Packaging	Research Develop concepts and designs	Resolve Designs and select final design	Design and making	Design and making Submit Pizza recipe	Design and making	Submit Pizza Box and Visual Design Process Diary	Introduction to Assessment Task 2 Design Brief	
	ASSESSMENT						WP		STUDY DAY Pizza Cook Off at Trangie Central School	Assessment Task 1 Due	Send Assessment Task 2	

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC Interior/Exterior Design: Structures and Environments <i>Word Walk</i>	Heat Week	Select WORD for Word Walk Research Brainstorm ideas for assessment Design in VDPD.	Research Develop concepts and designs Historical/Critical Studies on selected designers/artists			Resolve Designs and select final design and installation site	Design and making				Submit WORD WALK tasks and Visual Design Process Diary
	ASSESSMENT			Access Camp			WP					Assessment Task 2 Due Send Assessment Task 3

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC General Module: Individual/Collaborative Design Project	Introduction to Assessment Task 3 Design Brief	Development of students own Design Brief and project proposals	Research Develop concepts and designs Historical/Critical Studies to select designers/artists to select			Resolve Designs and select final design and complete project proposal and Design Brief	Design and making				
	ASSESSMENT						WP					

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC General Module: Individual/Collaborative Design Project	Design and making	Prepare to Submit VDPD with all research tasks, developmental work and statement of intention related to design brief Photograph resolved task and evaluate your design process. Resolve Assessment	Submit IDP tasks and Visual Design Process Diary								
	ASSESSMENT			Assessment Task 3 Due		TRIAL EXAMINATIONS						

WORK STUDIES

HSC ASSESSMENT SCHEDULE

COURSE COORDINATOR: Mrs Lynette Jarvis		TASK 1	TASK 2	TASK 3	TASK 4
		Work Placement Logbook	Workplace Communication	School Developed Module	Teamwork and Enterprise Skills Project
COMPONENT	SYLLABUS WEIGHTING	DUE Term 4, 2018 Week 9	DUE Term 1, 2019 Week 7	DUE Term 2, 2019 Week 2	DUE Term 3, 2019 Week 3
Knowledge and understanding	30	10%	5%	5%	10%
Skills	70	10%	15%	20%	25%
TOTAL	100%	20%	20%	25%	35%
OUTCOMES ASSESSED					
COURSE OUTCOMES					
<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 					

WORK STUDIES

HSC SCOPE AND SEQUENCE

		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 4	TOPIC	Mod 10 - Experiencing Work + online resources Online Resources										
	ASSESSMENT						WP			Task 1: Work Placement Logbook		
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 1	TOPIC	Heat Week	Mod 3 - Workplace Communication					Mod 11 - School Developed Module				
	ASSESSMENT			Access Camp				WP	Task 2: Workplace Communication	QUARANTINE WEEK	HALF YEARLY EXAMS	
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 2	TOPIC	Mod 11 - School Developed Module		Mod 4 - Teamwork and Enterprise Skills				Mod 9 - Team Enterprise Project				
	ASSESSMENT		Task 3: School Developed Module					WP				
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM 3	TOPIC	Mod 9 - Team Enterprise Project										
	ASSESSMENT			Task 4: Teamwork and Enterprise Skills Project	Quarantine Week	TRIAL EXAMINATIONS						



APPENDIX



Assessment Task

(SUBJECT HEADING)

Course Coordinator:		Coteacher:	
Date Distributed:		Due Date:	
Assessment Task Number:		Weighting:	

Syllabus Area:

Type of Task:

Task Description:

You will be assessed on how well you:

-
-
-
-
-
-
-

Outcomes being assessed:

-
-
-
-
-
-



Assessment Task Notification & Acknowledgement

Subject: _____ School: _____

Course Coordinator: _____ Year: _____

Assessment Task Number: _____ Weighting: _____

Due Date of Task: _____ Date of Distribution: _____

Details of Task: _____

Coteacher:

Please complete sections A, B, C and D of this form in its entirety and return to the Course Coordinator

A	Coteacher:		School:	
	Details of Assessment Task:			
	Received Date:		Due Date:	
B	Please tick:		Please tick:	
	Received assessment task with marking criteria <input type="checkbox"/>		Assessment task received within allowed timeframe <input type="checkbox"/>	
C	Student Name	Student Signature	Date Received	
D	Name of Coteacher	Coteacher Signature	Date sent to Coordinator	



Appeal Form

Student Name: _____ **School:** _____

Course Coordinator: _____ **Subject:** _____

Due Date: _____ **Task Description:** _____

Reason for appeal:

- Illness
- Misadventure
- Process
- Extension
- Other _____

Were special provisions provided for this assessment task? YES / NO

Details for appeal: _____

Student Statement: How did this misadventure affect your performance?

What is the desired outcome by student? _____

Student Signature: _____ **Date:** _____

Parent / Caregiver Signature: _____ **Date:** _____

- Medical Certificate or supporting documentation is attached
- Submission is within timeframes outlined in the assessment guidelines

A VC is held to determine the outcome of the appeal by the Assessment Panel

Principals: _____

Appeal Outcome: Upheld Dismissed

Recommendation:

- Zero marks to be awarded for completed task
- Marks to count
- Rank to count
- Estimate to be given
- Alternative task to be set
- Ranking to be maintained
- Task to be completed, ranking maintained
- Other _____

Comment: _____

HTA Signature: _____ **Date:** _____

- copy to Principal, Head Teacher, CC and CoT and ISAC
- copy filed in student file



Assessment Coversheet

Name: _____

School: _____

Subject: _____

Course Coordinator: _____

Year: _____

Assessment Task Number: _____

Due Date: _____

Number of Pages: _____

Student Signature: _____

By signing this form you acknowledge that the work you are submitting is free from plagiarism and you are adhering to the Western Access Program Assessment Policy.

Appeal form submitted: YES / NO

Received by: _____ Date: _____ Time: _____

Staff Signature: _____

STAFF MEMBER please complete and detach this section and file for receipt of task.

Name: _____

School: _____

Subject: _____

Course Coordinator: _____

Year: _____

Assessment Task Number: _____

Due Date: _____

Number of Pages: _____

By signing this form you acknowledge that the work you are submitting is free from plagiarism and you are adhering to the Western Access Programs' Assessment Policy.

Student Signature: _____

Appeal form submitted: YES / NO

Received by: _____ Date: _____ Time: _____

Staff Signature: _____



Change of Assessment Task

Course Coordinator:	School:
Subject:	Year Group:
Assessment Task Details:	
Outline of Reason/s for the change of assessment:	
Original Due Date:	Revised Due Date:

Course Coordinator's Process Checklist:

Please tick when completed ☑

- Have you spoken to the Head Teacher Access?
- Have you spoken to your school Principal?
- Have you spoken to your In-School Access Coordinator (ISAC)?
- Has your Principal approved the change of ASSESSMENT?
- Upon approval from the Head Teacher Access you agree to immediately contact **all students** to notify them of the change of ASSESSMENT task. Please include a new Assessment Task Notification & Acknowledgment Form and if any changes have been made to the Assessment Task include the new version.
- Upon approval from the Head Teacher Access you agree to immediately contact **all Coteachers** to notify them of the change of ASSESSMENT task.

Approved: YES / NO

Signatures: _____

Date: _____

Course Coordinator

Supervisor

Principal

Head Teacher Access Process Checklist:

Please tick when completed ☑

- | | |
|---|-------------|
| <input type="checkbox"/> Course Coordinator has contacted all students | Date: _____ |
| <input type="checkbox"/> Course Coordinator has contacted all coteachers | Date: _____ |
| <input type="checkbox"/> The change of date has been noted in the Weekly Bulletin | Date: _____ |
| <input type="checkbox"/> Received a copy of the new assessment task | Date: _____ |