

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 home 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 and school based examination mark.

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 NESAs 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.

The Western Access Program 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.

Illness/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 medical 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](#).

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.

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

Once you have obtained your evidence, completed the form and handed it in to the school, the Principal will submit your application to NESAs 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. 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](#) website.

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 NESAs requirements; the procedures used by the school for determining the final assessment mark conform with its stated policy and 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.

Completing 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.**

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:

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

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 NESA on the appropriate schedule.

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 NESA timetable of actions for schools.
- If the school upholds the appeal, the school advises the NESA by the date stipulated in the NESA timetable of actions for schools.
- If the appeal is declined, the student may appeal to NESA. The NESA review will focus on whether the school review properly and correctly considered the matters before it.
- Appeals must reach NESA by the date stipulated in the NESA timetable of actions for schools. NESA 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:

- student appeals against 'N' Determinations
- student appeals against assessment rankings in HSC courses.

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' schools.

Non-Completion of Assessment Tasks

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

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.

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.

The process to apply for an Appeal using an 'Appeal' Form

1. Students must inform their coteacher and Course Coordinator immediately and fully complete the 'Appeal' Form attaching any relevant documentation.
2. Students must ensure that parents/caregivers have signed the form

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
4. The student, coteacher and Course Coordinator will be notified of the decision.

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.

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.

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.

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 NESAs
- Inform the parents/caregivers of the situation using an 'N-Warning' letter.

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.

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

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 2019	TERM 1 2020	TERM 2 2020	TERM 3 2020
1				Mathematics Standard 1
2			Chemistry English Standard	Chemistry Community and Family Studies
3			Visual Design Work Studies	Construction Hospitality Metal and Engineering Numeracy Primary Industries Visual Design Work Studies
4		Community and Family Studies		Quarantine Week
5	Hospitality		English Studies	Agriculture Biology Community and Family Studies Construction English Standard English Studies Hospitality Mathematics Standard 1 Mathematics Standard 2 Metal and Engineering Modern History PDHPE Primary Industries
6				
7	Construction Sport, Lifestyle and Recreation	Construction Metal and Engineering	Agriculture Biology Construction Metal and Engineering Numeracy	Sport, Lifestyle and Recreation
8	English Standard Modern History Numeracy	Chemistry PDHPE Sport, Lifestyle and Recreation	Modern History Sport, Lifestyle and Recreation	Hospitality
9	Biology Chemistry English Studies Hospitality Mathematics Standard 1 Mathematics Standard 2 PDHPE Primary Industries Visual Design	Biology English Studies Hospitality Modern History Numeracy Primary Industries	Hospitality Primary Industries Mathematics Standard 2	
10	Agriculture Work Studies	Mathematics Standard 1 Mathematics Standard 2 Visual Design Work Studies	Community and Family Studies English Standard PDHPE	
11		Agriculture Community and Family Studies		

BIOLOGY

Course Coordinator: Miss Gemma Loud		Task 1	Task 2	Task 3	Task 4
		Modelling	Practical Investigation	Depth Study	Trial Examination
Component	Syllabus weighting	Due Term 4 Week 9	Due Term 1 Week 9	Due Term 2 Week 7	Due Term 3 Week 5/6
Skills in Working Scientifically	60%	15%	20%	15%	10%
Knowledge and Understanding	40%	5%	5%	10%	20%
Total	100%	20%	25%	25%	30%
Outcomes assessed		BIO11/12:3, 4, 6, 7 BIO12-12	BIO11/12: 1, 2, 3 BIO12-14	BIO11/12: 1,4,6,7 BIO12-14	BIO11/12:1-7 BIO12: 12-15

Semester 1 Outcomes	Semester 2 Outcomes
<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>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>BIO12-14: 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>

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 4	Topic	Module 5: Heredity								Depth Study 6 hours		
	Assessment						WP			AT1 20%		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 1	Topic	Heat Week	Module 6: Genetic Change						Module 7: Infectious Disease			
	Assessment			Access Camp				WP			AT2 30%	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 2	Topic	Module 7: Infectious Disease					Depth Study 9 hours			Module 8: Non-Infectious Disease & Disorders		
	Assessment						WP		AT3 25%			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 3	Topic	Module 8: Non-Infectious Disease & Disorders				Trial Examinations		Module 8 (continued)		HSC Revision		
	Assessment						AT4 30%					

CONSTRUCTION

Course Coordinator: Miss Leisa Rowlands		Task 1	Task 2	Task 3	Task 4	Task 5
		Cluster 5 Concreting	Cluster 6 Group Project	Cluster 7 Skills into Action	Cluster 8 Brick & Blocklaying	Trial Examination
Code	Competency	Due Term 4 Week 7	Due Term 1 Week 7	Due Term 2 Week 7	Due Term 3 Week 3	Due Term 3 Week 5/6
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	x				x
CPCCCM1015A	Carry out measurements & calculations	x				x
CPCCCM1013A	Plan and Organise Work		x			x
CPCCCM2004A	Handle construction materials		x			x
CPCCCM1012A	Work effectively and sustainably in the construction Industry			x		x
CPCCCM1014A	Conduct workplace communication			x		x
CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials				x	
CPCCBL2002A	Use bricklaying and blocklaying tools and equipment				x	

Semester 1 Competencies	Semester 2 Competencies
CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground CPCCCM1015A Carry out measurements & calculations CPCCCM1013A Plan and Organise Work CPCCCM2004A Handle construction materials	CPCCCM1012A Work effectively and sustainably in the construction Industry CPCCCM1014A Conduct workplace communication CPCCBL2001A Handle and prepare bricklaying and blocklaying materials CPCCBL2002A Use bricklaying and blocklaying tools and equipment

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 4	Topic	Cluster 5 - Concreting											
	Assessment						WP	Cluster 5					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 1	Topic	Heat Week	Cluster 6 – Group Project										
	Assessment			Access Camp				WP	Cluster 6				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 2	Topic	Cluster 7 – Skills into Action											
	Assessment						WP	Cluster 7					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 3	Topic	Cluster 8 – Brick & Blocklaying				Trial Examinations		Cluster 8 – Brick & Blocklaying		Revision			
	Assessment			Cluster 8									

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, Term 1-4
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, 2020

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment,	Role-play. Oral presentation	Third party report	Self-Assessment	HSC examinable
--	-------------------------------	--------------------	------------------	---------------------	------------------------------	--------------------	-----------------	----------------

Cluster 1 Working Safely in the Construction Industry

CPCCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y	Y
---	---	--	---	---	--	---	---	---

Cluster 2 White Card

CPCCWHS1001 – Prepare to work safely in the construction industry	Y		Y	Y	Y	Y		Y
---	---	--	---	---	---	---	--	---

Cluster 3 Carpentry Basics

CPCCCA2011A – Handle carpentry materials	Y	Y		Y			Y	Y
CPCCCA2002B – Use carpentry tools and equipment	Y	Y	Y	Y		Y		**

Cluster 4 Reading Plans and Levelling

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

Cluster 5 Prepare for Concreting

CPCCCA2003A – Erect and dismantle formwork for footings and slabs on ground	Y	Y		Y			Y	
CPCCCM1015A Carry out measurements & calculations	Y	Y		Y			Y	Y

Cluster 6 Group Project

CPCCCM1013A - Plan and organise work	Y	Y		Y		Y	Y	Y
CPCCCM2004A – Handle construction materials	Y			Y		Y		

Cluster 7 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 8 Option 2 – Brick and Block Laying

CPCCB2001A - Handle and prepare bricklaying and blocklaying materials	Y	Y		Y			Y	
CPCCB2002A - Use bricklaying and blocklaying tools and equipment	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 STUDIES

Course Coordinator: Mrs Christina Baldwinson		Task 1	Task 2	Task 3	Task 4							
		Viewing (with related text)	Persuasive speech and Multimodal Presentation	Formal Examination	Portfolio							
Component	Syllabus weighting	Due Term 4, Week 9	Due Term 1, Week 9	Due Term 2, Week 5	Due Term 3 Week 6							
Knowledge and understanding of course content	50%	15%	10%	10%	15%							
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	50%	10%	15%	10%	15%							
Total	100%	25%	25%	20%	30%							
Outcomes assessed		ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	ES12-2, ES12-4, ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9, ES12-10	ES12-1, ES12-3, ES12-4, ES12-6, ES12-7, ES12-10							
Semester 1 Outcomes		Semester 2 Outcomes										
<p>ES12-1: Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes</p> <p>ES12-2: Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts</p> <p>ES12-4: Composes proficient texts in different forms</p> <p>ES12-5: Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences</p> <p>ES12-6: Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</p> <p>ES12-8: Understands and explains the relationships between texts</p>		<p>ES12-1: Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes</p> <p>ES12-3: Accesses, comprehends and uses information to communicate in a variety of ways</p> <p>ES12-4: Composes proficient texts in different forms</p> <p>ES12-5: Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences</p> <p>ES12-6: Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</p> <p>ES12-7: Represents own ideas in critical, interpretive and imaginative texts</p> <p>ES12-8: Understands and explains the relationships between texts</p> <p>ES12-9: Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences</p> <p>ES12-10: Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner</p>										
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 4	Topic	Common Module (Mandatory): Texts and Human Experiences										
	Assessment	Prescribed text: Billy Elliott										
						WP		AT1 due				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 1	Topic	Elective Module: Playing the Game										
	Assessment	Heat Week		Access Camp			WP			AT2 due		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 2	Topic	Elective Module: We Are Australian										
	Assessment					AT3 due	WP					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 3	Topic	Elective Module: On the Road										
	Assessment						WP		AT4 due			

HOSPITALITY

Course Coordinator: Mrs Catherine Doyle		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7
		Cluster 4	Cluster 5	Cluster 6	Cluster 3	Cluster 7	Trial Examination	Cluster 8
Code	Competency	Due: Term 4 Week 5	Due Term 4 Week 9	Due Term1 Week 9	Due Term 2 Week 9	Due Term 3 Week 4	Due Term 3 Week 5/6	Due Term 3 Week 8
SITXWHS001	Participate in safe work practices	X					X	
BSBSUS201	Participate in environmentally sustainable practices	X					X	
SITXCOM002	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 beverage				X		X	
SITHIND002	Source and use information on the hospitality industry					X	X	
SITHIND003	Use hospitality skills effectively							X

Semester 1 Competencies

Semester 2 Competencies

SITXWHS001 Participate in safe work practices
BSBSUS201 Participate in environmentally sustainable practices
SITXCOM002 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
SITHIND003 Use hospitality skills effectively

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 4	Topic	Safe and sustainable work practices					Interacting with diverse customers						
		Use hospitality skills effectively (Evidence Collection)											
	Assessment					Cluster 4 Theory & Practical	WP				Cluster 5 Theory & Practical Task		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 1	Topic	Serving Food and Beverages								Café Skills			
		Use hospitality skills effectively (Evidence Collection)											
	Assessment	Heat Week		Access Camp				WP			Cluster 6 Theory & Practical		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 2	Topic	Café Skills											
		Use hospitality skills effectively (Evidence Collection)											
	Assessment						WP				Cluster 3 Theory & Practical		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 3	Topic	Keeping up to date with Industry				Trial Examinations			Use hospitality skills effectively		Examination revision and preparation skills		
		Use hospitality skills effectively (Evidence Collection)											
	Assessment				Cluster 7 Theory Task				Cluster 8 Evidence collection				

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, Term 1-4
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, 2020

	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable
--	-------------------------------	--------------------	------------------	--------------------------------	------------------------------	------------------------	-----------------------

Cluster 1 Working Together new cluster

BSBWOR203 Work effectively with others				Y	Y		Y
BSBCMM201 Communicate in the Workplace				Y	Y		

Cluster 2 Safe and hygienic food preparation-new cluster

Part A Hygienic Food Preparation							
SITXFSA001 Use hygienic practices for food safety	Y			Y			Y
Part B Safe Food Preparation							
SITHCCC001 Use food preparation equipment	Y	Y		Y			
SITXFSA002 Participate in safe food handling practices	Y	Y		Y			

Cluster 3 Café Skills- new assessment requirement

SITHFAB005 Part A Prepare and serve espresso coffee	Y	Y		Y		Y	Y Portfolio
SITHFAB004 Part B Prepare and serve non-alcoholic beverages	Y	Y		Y		Y	Y Portfolio

Cluster 4 Safe and Sustainable work practices

SITXWHS001 Participate in safe work practices	Y			Y	Y		Y
BSBSUS201 Participate in environmentally sustainable work practices				Y			

Cluster 5 Interacting with diverse customers

SITXCCS003 Interact with customers	Y			Y	Y		Y
SITXCOM002 Show social and cultural sensitivity	Y			Y	Y		

Cluster 6 Serving food and beverages – new assessment requirement

SITHFAB007 Serve food and beverage	Y			Y		Y	Y Portfolio
------------------------------------	---	--	--	---	--	---	-------------

Cluster 7 Keeping up to date with industry

SITHIND002 Source and use information on the hospitality industry				Y			Y
---	--	--	--	---	--	--	---

Cluster 8 Use hospitality skills effectively – new assessment requirement

SITHIND003 Use hospitality skills effectively	Y			Y		Y	Portfolio
---	---	--	--	---	--	---	-----------

Numeracy CEC 2019/2020

Course Coordinator: Jodie Attenborough		Task 1	Task 2	Task 3	Task 4
		Investigation- Percentages	Assignment- Location, Time and Temperature	Assignment- Rates and Ratios	Topic Test- Statistics and Probability
Component	Syllabus weighting	Due: Term 4 Week 8	Due: Term 1 Week 9	Due: Term 2 Week 7	Due: Term 3 Week 3
Knowledge and Understanding	50%	10%	10%	15%	15%
Skills	50%	10%	10%	15%	15%
Total	100%	20%	20%	30%	30%
Outcomes assessed		N6-2.1, N6-1.1, N6-1.2	N6-2.5, N6-1.1, N6-1.2, N6-1.3, N6-2.2	N6-2.1, N6-3.1 N6-3.2	N6-2.3, N- 2.4

Semester 1 Outcomes	Semester 2 Outcomes
<p>N6-1.1: and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts</p> <p>N6-1.2: applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems</p> <p>N6-1.3: determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions</p> <p>N6-2.1: chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems</p> <p>N6-2.2: chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature</p> <p>N6-2.4: chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance</p> <p>N6-2.5: chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design</p> <p>N6-3.1: chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts</p> <p>N6-3.2: chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts</p>	<p>N6-1.1: and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts</p> <p>N6-1.2: applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems</p> <p>N6-1.3: determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions</p> <p>N6-2.1: chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems</p> <p>N6-2.2: chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature</p> <p>N6-2.3: chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability</p> <p>N6-2.4: chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance</p> <p>N6-2.5: chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design</p> <p>N6-3.1: chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts</p> <p>N6-3.2: chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts</p>

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 4	Topic	3.1 Percentages/ 3.2 Operations with numbers			3.3 Finance				3.4 (3.4.2) Location, time and temperature			
	Assessment						Work Placement		Task 1 due			

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 1	Topic	Heat Week	3.4 (3.4.2) Location, time and temperature			3.5 Space and design			4.2 (4.2.1) Statistics and probability			
	Assessment		Access Camp				Work Placement			Task 2 due		

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 2	Topic	4.1 (4.1.1) Rates and Ratio					4.2 (4.2.2) Application of Statistics and probability					
	Assessment						Work Placement	Task 3 Due				

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 3	Topic	4.1 (4.1.2 and 4.1.3) Application of Rates and Ratio				Trial Examinations			4.3 Exploring with NRMT			
	Assessment			Task 4 Due								

METAL AND ENGINEERING

Course Coordinator: Miss Jaimilee Elwin		Task 1	Task 2	Task 3	Task 4
		Cluster 4 & 5 Cricket Stumps and V Block	Cluster 6 & 7 Entry Table	Cluster 8 Oxy Skills	Trial Examination
Code	Competency	Due Term 1 Week 7	Due Term 2 Week 7	Due Term 3 Week 3	Due Term 3 Week 5/6
MEM12024A	Perform computations	X			X
MEM05005B	Carry out mechanical cutting	X			
MEM05012C	Perform routine manual metal arc welding	X			
MEM07032B	Use workshop machines for basic operations	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
MEM05007C	Perform manual heating and thermal cutting			X	

Semester 1 Competencies	Semester 2 Competencies
MEM12024A Perform computations MEM05005B Carry out mechanical cutting MEM05012C Perform routine manual metal arc welding MEM07032B 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 MEM05007C Perform manual heating and thermal cutting

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 4	Topic	Cluster 4 MEM12024A and MEM05005B						Cluster 5 MEM05012C and MEM 07032B					
	Assessment						WP						

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 1	Topic	Heat Week	Cluster 5 MEM05012C and MEM 07032B				Cluster 6 MEM16007A, MEM15002A and MEM15024A						
	Assessment			Access Camp	Cluster 4&5		WP	Cricket Stumps & V Block					

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 2	Topic	Cluster 6 MEM16007A, MEM15002A and MEM15024A					Cluster 7 MEM09002B						
	Assessment						WP	Entry Table					

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 3	Topic	Cluster 8 MEM05007C					Trial Examinations	Course Revision					
	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, Term 1-4
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, 2020

Cluster name, unit of competency code and title.	Observation of practical	Product assessment	Written assignment, Test, Quiz	Worksheets	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 11011B 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
--	--	--	--	---	---

Option 8b MEM05007C Perform manual heating and thermal cutting (2 units)	Y	Y	Y	Y	
--	---	---	---	---	--

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.

PRIMARY INDUSTRIES

Course Coordinator: Mr Mitchell McAlister and Mr Ken Horley.		Task 1	Task 2	Task 3	Task 4	Task 5
		Tractors	Fencing	Healthy Livestock	Feed & Water Livestock	Trial Examination
Code	Competency	Due Term 4 Week 9	Due Term 1 Week 9	Due Term 2 Week 9	Due Term 3 Week3	Due Term 3 Week 5/6
AHCMOM202	Operate tractors	X				
AHCMOM304	Operate machinery and equipment	X				
AHCBIO201	Inspect and clean machinery for plant, animal and soil	X				
AHCINF202	Install, maintain and repair farm fencing		X			
AHCINF201	Carry out basic electric fencing operations		X			
AHCLSK202	Care for health and welfare of livestock			X		X + Prelim. Core units
AHCLSK205	Handle livestock using basic techniques			X		
AHCLSK206	Identify and mark livestock			X		
AHCLSK204	Carry out regular livestock observations			X		
AHCLSK211	Provide feed for livestock				X	
AHCLSK209	Monitor water supplies				X	

Semester 1 Competencies						Semester 2 Competencies					
AHCMOM202 Operate tractors AHCMOM304 Operate machinery and equipment AHCBIO201 Inspect and clean machinery for plant, animal and soil AHCINF202 Install, maintain and repair farm fencing AHCINF201 Carry out basic electric fencing operations						AHCLSK202 Care for health and welfare of livestock AHCLSK205 Handle livestock using basic techniques AHCLSK206 Identify and mark livestock AHCLSK204 Carry out regular livestock observations AHCLSK211 Provide feed for livestock AHCLSK209 Monitor water supplies					

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 4	Topic	Tractors										
	Assessment			Study Day			WP			Practical		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 1	Topic	Fencing										
	Assessment	Heat Week		Access Camp			WP			Practical		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 2	Topic	Healthy Livestock										
	Assessment			Study Day			WP			Practical		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 3	Topic	Feed & water Livestock					HSC Examination Preparation					
	Assessment			Practical		Trial Examinations						

Assessment Summary AHC20116 Certificate II in Agriculture

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 6, Term 1-4
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, 2020

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 and assess Cluster 1, 2, 3, 4, at least one of Cluster 5 and 6 and then select optional clusters to total 18 units. **Qualification Packaging Rules:** <https://training.gov.au/Training/Details/AHC20116>

Cluster 1 Participate in WHS Processes

AHCWHS201 Participate in WHS Processes	Y		Y	Y		Y		Y
--	---	--	---	---	--	---	--	---

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
AHCWRK205 Participate in workplace communications	Y		Y	Y	Y	Y		

Cluster 3 Weather

AHCWRK201 Observe and report on weather	Y			Y		Y		Y
---	---	--	--	---	--	---	--	---

Cluster 4 Chemicals

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

Cluster 5 Healthy Animals

AHCLSK202 Care for health and welfare of livestock	Y	Y		Y			Y	Y
AHCLSK205 Handle livestock using basic techniques	Y	Y		Y			Y	
AHCLSK206 Identify and mark livestock	Y	Y		Y			Y	
AHCLSK204 Carry out regular livestock observations	Y	Y		Y			Y	

Cluster 7 Tractors

AHCMOM202 Operate tractors	Y		Y	Y				
AHCMOM302 Operate machinery and equipment	Y		Y	Y				
AHCBIO201 Inspect and clean machinery for plant, animal and soil	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				

Depending on the achievement of units of competency; the possible AQF qualification outcome is AHC20116 Certificate II in Agriculture or a Statement of Attainment towards AHC20116 Certificate II in Agriculture

SPORT, LIFESTYLE AND RECREATION

Course Coordinator: Mrs Cassie Hinchley and Mrs Sarah Lindsay		Task 1	Task 2	Task 3	Task 4
		First Aid Practical	Research and Oral Report	Sports Coaching and Training: Coaching session	Written Response
Component	Syllabus weighting	Due Term 4 Week 7	Due Term 1 Week 8	Due Term 2 Week 8	Due Term 3 Week 7
Knowledge and Understanding	50%	15%	15%	10%	10%
Skills	50%	10%	10%	15%	15%
Total	100%	25%	25%	25%	25%
Outcomes assessed		1.3, 3.6, 4.5	1.5, 2.3, 3.5, 4.3	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.4, 2.4, 3.7, 4.5

Semester 1 Outcomes	Semester 2 Outcomes
<p>H1.3: Demonstrates ways to enhance safety in physical activity</p> <p>H1.5: Critically analyses the factors affecting lifestyle balance and their impact on health status</p> <p>H2.3: Selects and participates in physical activities that meet individual needs, interests and abilities</p> <p>H3.5: Analyses personal health practices</p> <p>H3.6: Assesses and responds appropriately to emergency care situations</p> <p>H4.3: Makes strategic plans to overcome the barriers to personal and community health</p> <p>H4.5: Recognises the skills and abilities required to adopt roles that support health, safety and physical activity</p>	<p>H1.1: Applies the rules and conventions that relate to participation in a range of physical activities</p> <p>H1.3: Demonstrates ways to enhance safety in physical activity</p> <p>H1.4: Investigates and interprets the patterns of participation in sport and physical activity in Australia</p> <p>H2.1: Explains the principles of skill development and training</p> <p>H2.2: Analyses the fitness requirements of specific activities</p> <p>H2.4: Describes how societal influences impact on the nature of sport in Australia</p> <p>H3.1: Selects appropriate strategies and tactics for success in a range of movement contexts</p> <p>H3.2: Designs programs that respond to performance needs</p> <p>H3.7: Analyses the impact of professionalism in sport</p> <p>H4.2: Demonstrates leadership skills and a capacity to work cooperatively in movement contexts</p> <p>H4.5: Recognises the skills and abilities required to adopt roles that support health, safety and physical activity</p>

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 4	Topic	First Aid and Sports Injuries										
	Assessment				Study Week		WP	Task 1 Due				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 1	Topic	Healthy Lifestyle										
	Assessment	Heat Week		Access Camp			WP		Task 2 Due			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 2	Topic	Sports Coaching and Training										
	Assessment				Study Week		WP		Task 3 Due			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 3	Topic	Social Perspectives of Games and Sport										
	Assessment		Study Week				Trial Examinations	Task 4 Due				

VISUAL DESIGN

Course Coordinator: Mrs Kim Williams		Task 1	Task 2	Task 3	Task 4								
		Pizza Packaging	Word Walk	Topic Test	Individual Project								
Component	Syllabus weighting	Due Term 4 Week 9	Due Term 1 Week 10	Due Term 2 Week 3	Due Term 3 Week 3								
Design and Making	70%	20%	20%	5%	25%								
Critical and Historical Studies	30%	5%	10%	5%	10%								
Total	100%	25%	30%	10%	35%								
Outcomes assessed		DM 1, 3 CH 4	DM 4, 5, 6 CH 1, 3	DM 2, 4 CH 2, 3	DM 1, 3, 5, 6, CH 1, 4								
Semester 1 Outcomes				Semester 2 Outcomes									
<p>DM3: Investigates different points of view in the making of designed works</p> <p>DM4: Generates images and ideas as representations/simulations</p> <p>DM5: Develops different techniques suited to artistic and design intentions in the making of a range of works</p> <p>CH3: Distinguishes between different points of view, using the frames in their critical and historical investigations</p> <p>CH4: Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design</p>				<p>DM1: Generates a characteristic style that is increasingly self-reflective in their design practice</p> <p>DM2: Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works</p> <p>DM6: Takes into account issues of Work Health and Safety in the making of a range of works</p> <p>CH1: Generates in their critical and historical practice ways to interpret and explain design</p> <p>CH2: Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations</p>									
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 4	Topic	Product Design – Packaging & Pizza									Interior/Exterior Design – Word Walk		
	Assessment	Task 1 Handout			Study Day		WP			Task 1 Due	Task 2 Handout		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 1	Topic	Heat Week	Interior/Exterior Design – Word Walk									General Module - Individual Design Project	
	Assessment			Access Camp			WP			Task 2 Due	Task 3 Handout		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 2	Topic	General Module - Individual Design Project											
	Assessment	Task 4 Handout		Task 3 Due	Study Day		WP						
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
TERM 3	Topic	General Module - Individual Design Project				Trial Examinations		Revision					
	Assessment			Task 4 Due									

WORK STUDIES

Course Coordinator: Mrs Crystal Stanford		Task 1	Task 2	Task 3	Task 4
		In Class Test	Oral Presentation	Portfolio	Research Task
Component	Syllabus weighting	Due Term 4 Week 10	Due Term 1 Week 10	Due Term 2 Week 3	Due Term 3 Week 3
Knowledge and Understanding	30%	10%	5%	5%	10%
Skills	70%	15%	5%	25%	25%
Total	100%	25%	10%	30%	35%
Outcomes assessed					

Semester 1 Outcomes	Semester 2 Outcomes
H3: Analyses employment options and strategies for career management H5: Communicates and uses technology effectively H6: Applies self-management and teamwork skills H7: Utilises strategies to plan, organise and solve problems H8: Assesses influences on people's working lives H9: Evaluates personal and social influences on individuals and groups	H4: Assesses pathways for further education, training and life planning H1: Investigates a range of work environments H2: Examines different types of work and skills for employment H5: Communicates and uses technology effectively H6: Applies self-management and teamwork skills

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 4	Topic	Module 6: Personal Finance						Module 9: Team Enterprise Project				
	Assessment						WP				Task 1 Due	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 1	Topic	Heat Week	Module 7: Workplace Issues					Module 8: Self-Employment				
	Assessment			Access Camp			WP				Task 2 Due	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 2	Topic	Module 9: Team Enterprise Project 2						Module 10: Experiencing Work				
	Assessment			Task 3 Due			WP					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 3	Topic	Module 10: Experiencing Work				Trial Examinations		Module 11: School Developed				
	Assessment			Task 4 Due								



APPENDIX



Western Access Program

Peak Hill / Yeoval / Trangie / Tottenham / Trundle / Tullamore



Assessment Coversheet

Student Name: _____ School: _____

Subject: _____ Course Coordinator: _____

Year: _____ Assessment Task Number: _____

Due Date: _____ Number of Pages: _____

Student Signature: _____

Assessment task uploaded via Google Classroom: YES NO

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.

Student 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 Program Assessment Policy.

Student Signature: _____ Appeal form submitted: YES NO

Received by: _____ Date: _____ Time: _____

Staff Signature: _____



Assessment Task Notification & Acknowledgement

Subject: _____ School: _____

Course Coordinator: _____ Year: _____

Assessment Task Number: _____ Weighting: _____

Due Date of Task: _____ Date of Distribution: _____

Details of Task: _____

Co-Teacher:

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

A	Co-Teacher:	_____	School:	_____
	Details of Assessment Task:			
	Received Date:	_____	Due Date:	_____
B	Please tick: <input type="checkbox"/>		Please tick: <input type="checkbox"/>	
	Received assessment task with marking criteria		Assessment task received within allowed timeframe	
C	Student Name	Student Signature	Date Received	
	D	Name of Co-Teacher	Co-Teacher 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 outcomes 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



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:

New 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 Co-Teachers** to notify them of the change of assessment task.

Approved: Y N

Signatures: _____

Date: _____

Course Coordinator

Supervisor

Principal

Head Teacher Access

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 co-teachers | 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: _____ |