

Year 12 Assessment Policy and Course Schedules

2019-2020



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.

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:

^{*}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.

	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 (ifany)
	Submit projects on due date (if any)
	Attend performance and oral examinations (if any) <u>Term 4</u>
	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

<u>YEAR 11</u>: 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.

<u>YEAR 12</u>: 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 <u>make copies of all</u> 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 NESA 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 NESA course *HSC: All My Own Work*. Work submitted for assessments task must be the student's own work.

Malpractice is the term used by NESA to describe situations where a student has submitted work which is <u>not all their own work</u>.

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.

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 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. 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 NESA 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 NESA Assessment Certification and Examination website.

In the event of any appeal, NESA requires the school to ascertain that the weightings specified by the assessment policies of each course conform with NESA 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 NESA, but only on the grounds that the review made by the school did not comply with NESA requirements. NESA 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. NESA 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 NESA so that the 'N' Determination can be removed. Principals are to complete and send to NESA 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 NESA. 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 NESA
- 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 <u>is not</u> 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
6				Studies Construction English Standard English Studies Hospitality Mathematics Standard 1 Mathematics Standard 2 Metal and Engineering Modern History PDHPE Primary Industries
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		

AGRICULTURE Task 1 Task 2 Task 3 Task 4													
								Tas	k 1	Task 2	Task 3	3	Γask 4
Cou	rse Coordinato	or: Miss Na	atasha Sha	ankelton				-	oathy iment oort	Animal Production Trial & Research	Farm Produc Study Topic Test	et Fya	Trial mination
		Compone	ent			-	labus ghting	D u Teri Wee		Due Term 1 Week 11	Due Term 2 week 3		Due Term 3 eek 5/6
biolo	rledge and under gical, social, histo act in agricultural	orical and ec	onomic fact			4	10%	10	10%				10%
ethic	ledge and under sand current issu	ues on Austr	alian agricul	tural syster	ns					10%			10%
agric	rledge, understar ultural production onmentally respo	n systems in	a socially a	_		/	10%	5'	%	10%			5%
evalu	ledge of, and ski ation of technolo stainable agricult	ogy and mar	agement te	chniques us	sed	4	1076	59	%		15%		
	in effective resea nunication	arch, experir	nentation a	nd	20%	59	%	5%	10%				
		Total				1	00%	25	5%	25%	25%		25%
		Outo	comes asse	ssed				H2.1,	H4.1	H2.2, H4.1	H3.1, H3.2, H3.3, H3.4	H2 H3	.1, H2.1, .2, H3.1, .2, H3.3, .1, H5.1
	9	Semester	1 Outcom	es					Se	mester 2 Ou	tcomes		
histo produ H2.1: produ H2.2: produ H4.1: techr	Explains the influrical and economuction Describes the influction systems Describes the influction systems Justifies and apprologies, researches in relation to	puts, proces puts, proces puts, proces olies appropi n by method	ses and inte ses and inte ses and inte riate experir is and data p	e agricultura eractions of eractions of mental tech presentation	plant anima nique n and	al	process farm pr H3.2: C H3.3: C innovat produc H3.4: E system H4.1: Ju technol analysis H5.1: E	ses involve roducts ritically as ritically ex- cions emp ts valuates t s ustifies an logies, res s in relatio	ed in sussesses to examines in the manada applies search born to ago the impa	al business prinstainable farm restainable farm restainable farm restainable farm restainable farm restainable farm restainable farms rest	manageme of a plant C es and tecl a and mark processes experiment data prese ems and sit	ent and many and and many annological eting of a in agricul and techniquentation actuations	arketing of product gricultural tural ues, and
		WK 1	WK 2	WK3	W	K 4	WK 5	WK 6	WK		WK 9	WK 10	WK 11
Σ	Topic		Sustain	able Produ	ıction)			F	Plant Production	on	·	
TERM	Assessment							WP				AT1 Due	
		WK 1	WK 2	WK 3		K 4	WK 5	WK 6	WK :		WK 9	WK 10	WK 11
Z 1	Topic	Heat	Plai	nt Product	ion		1		F	nimal Produc	tion		
TERM	Assessment Week Access Camp							WP					AT2 Due
	_	WK 1	WK 2	WK 3	W	K 4	WK 5	WK 6	WK :		WK 9	WK 10	WK 11
TERM 2	Topic			Farm	Produ	uct Stu	dy				Elective: Farming fo 21 st Century		
TER	Assessment							WP	AT3 Due				
		WK 1	WK 2	WK 3		K 4	WK 5	WK 6	WK	7 WK 8	WK 9	WK 10	WK 11
TER M 3	Topic	Elective:	Farming fo	or the 21st	Cent	ury	Tria						
r 2	Assessment												

	BIC)LOG\	1			
	Task 1	Task 2	Task 3	Task 4		
Course Coordinator: Miss Gemma Loud			Modelling	Practical	Depth	Trial
			Modelling	Investigation	Study	Examination
	Syllabu	ıc	Due	Due	Due	Due
Component	weighti		Term 4	Term 1	Term 2	Term 3
	Weighting		Week 9	Week 9	Week 7	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
Competer 1 Outcomes				Compostor 2 Out		

Semester 1 Outcomes

BIO11/12-4: Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5: Analyses and evaluates primary and secondary data and information

BIO11/12-6: Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7: Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO12-12: Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13: Explains natural genetic change and the use of genetic technologies to induce genetic change

Semester 2 Outcomes

BIO11/12-1: Develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2: Designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3: Conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4: Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media **BIO11/12-5:** Analyses and evaluates primary and secondary data and information

BIO11/12-6: Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7: Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO12-14: Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO12-15: Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 9 WK 10			
2 4	Topic			M	odule 5: H	leredity				Depth 6 ho				
TERM 4	Assessment						WP			AT1 20%				
	W		WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11		
11	Topic	Heat			Module 6	: Genetic Change				Module 7	Module 7: Infectious Disease			
TERM	Assessment	Week		Access Camp			WP			AT2 30%				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11		
TERM 2	Topic	N	1odule 7: I	nfectious	Disease		Depth Study 9 hours				e 8: Non- s Disease orders			
2	Assessment					I WP I		AT3 25%						
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11		
TERM 3	Topic	Module 8	3: Non-Infe Disorc		sease &	Trial Module 8 Examinations (continued)				HSC Re				
	Assessment						0%							

CHEMISTRY												
		Task 1	Task 2	Task 3	Task 4							
Course Coordinator: Mrs Valeena Baker		Research Depth Study	Practical Depth Study	Half Yearly Examination	Practical Reports Submission							
	Syllabus	Due	Due	Due	Due							
Component	weighting	Term 4	Term 1	Term 2	Term 3							
	weighting	Week 9	Week 8	Week 2	Week 2							
Working Scientifically: skills in questioning, predicting, planning investigations, conducting investigations, processing and analysing data or information, problem solving, and communicating.	60%	15%	20%	10%	15%							
Knowledge & Understanding: Knowledge and understanding of the fundamentals of chemistry and the trends and driving forces in chemical interactions	40%	10%	5%	20%	5%							
Total	100%	25%	25%	30 %	20%							
Outcomes assessed		1,2,3,4,5,7, 12	2,3,4,5,6,7,1	4,5,6,7,12,13	4,5,6,7,14, 15							

media

Semester 1 Outcomes
CH12-1: Develops and evaluates questions and hypotheses

for scientific investigation

CH12.2: Designs and evaluates investigations in order to

CH12-2: Designs and evaluates investigations in order to obtain primary and secondary data and information

CH12-3: Conducts investigations to collect valid and reliable primary and secondary data and information

CH12-4: Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH12-12: Explains the characteristics of equilibrium systems, and the factors that affect these systems

CH12-13: Describes, explains and quantitatively analyses acids and bases using contemporary models

Semester 2 Outcomes
CH12-4: Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate

CH12-5: Analyses and evaluates primary and secondary data and information

CH12-6: Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH12-7: Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH12-14: Analyses the structure of, and predicts reactions involving, carbon compounds

CH12-15: Describes and evaluates chemical systems used to design and analyse chemical processes

		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
4	Topic	Yr 11 Recap	CH12-1,				um & Acid Ro Ch12-7, Ch1		depth stu	dy)	Mod 6		
TERM	Assessment						WP			AT 1 Depth Study			
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11	
11	Topic	Heat	CH12-1,				es Reactions Ch12-13 (4hr		cudy)		lule 7: Or Chemistr	_	
TERM	Assessment	Week		Access Camp			WP		AT 2 Depth Study				
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11	
TERM 2	Topic		M c Ch12-5, Ch12-	odule 7: C 6, Ch12-7	_					le 8: Appl mical Ide			
TER	Assessment		AT 3 Exam				WP						
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11	
TERM 3	Topic		le 8: Applying C Ch12-6, Ch12- depth stu	7, Ch12-1		Trial Fx	aminations		Revis	sion			
一出						I I I I I L	arrina ciorio						

	COMMUNITY AND FAMILY STUDIES Task 1 Task 2 Task 3 Task 4													
					Та	sk 2	Tas	k 3	Task	4				
Cou	rse Coordinato	or: Mrs Tri	sh Morg	gan	R	ependent esearch Project	Pare	tigation enting Caring	Presen Grou Cont	ps in	Trial Exam	ination		
	Component	t	Syllabu	ıs weightin	_	Due Term 1 Week 4	Te)ue rm 1 ek 11	Dι Teri Wee	m 2	Due Term Week !	3		
	wledge and erstanding of co ent	urse		40%		5%		0%	10		15%			
rese anal	s in critical think arch methodolo ysing and municating	-		60%		15%	15% 159		%	15%	5			
	Total			100%		20%	2	5%	25	%	30%	•		
	Out	comes asso	essed		H	4.1, H4.2	H2.2	, H2,1, , H3.4, 3.2	H1.1, H3.1, H4.2, H6.2, H7	H3.2, H5.1, H7.2,	H1.1, H2.1, H H3.1, H3.2, H H4.1, H4.2, H H6.1, H	3.3, H3.4, 5.1, H5.2,		
	: Analyses the effe		er 1 Out		Semest	er 2 Ou	tcomes							
H2.1: H2.2: wellt H3.2: comm H3.4: on in H4.1	iduals, groups, fai Analyses differer Evaluates strater being of individual Evaluates netwo munities Critically evaluat dividuals, groups, Justifies and app Communicates in	nt approach gies to conti ls, groups, fa rks available es the impa , families an olies approp deas, debat	es to pare ribute to p amilies an e to individ act of socia d commul oriate rese es issues a	enting and coositive related communited duals, group al, legal and nities arch metho and justifies	tionships a ties os and fam technolog dologies opinions	and the nilies within gical change	needs H2.3: 0 respon wellbe H5.1: F and gre equital H5.2: E deman H6.2: F respon positiv H7.2: E themse H7.3: A	of individu Critically ex Isibilities in Proposes noups to sable access Develops sable access Develops and of fami Formulates Isibilities a e social er Develops a elves and of Appreciate Isse to char	nanageme tisfy their to resource trategies filly, work a s strategic nd establi nvironmen sense of rothers as the value	ups ow individent individent strategory specific notes for managory nd other or plans that sh roles lets responsib e of resour	dual rights and ents contribute to gies to enable in eeds and to ense ging multiple role environments at preserve rights eading to the creatility for the well arce managements.	dividuals ure es and s, promote eation of being of		
	<u> </u>	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11		
TERM 4	Topic				Researc	h Methodo		1			Parenting and caring	-		
Ľ.	Assessment	WK 1	WK 2	WK3	WK 4	WK 5	WP WK 6	WK 7	WK 8	WK 9	WK 10	WK 11		
TERM 1	Topic	Heat	VVIX	WKS	, with	•	nting and		, WK 5	WKS	WK25	Groups in Context		
里	Assessment	Week		Access Camp	Task 1 Due		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		Group		Groups in	Context		I	<u> </u>	Indiv	viduals and Work	-		
F	Assessment						WP				Task 3 Due			
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11		
TERM 3	Topic	In	ıdividuals T	and Work	: 	Tria			R	evision	T			
TE	Assessment					Examina	ations							

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

	Sem	nester 1	Compet	encies			Semester 2 Competencies						
slabs of CPCCO	CA2003A Erect a on ground CM1015A Carry CM1013A Plan a CM2004A Handl	out mea: and Orgai	suremer nise Wor	its & calcu k			CPCCCM1012A Work effectively and sustainably in the construction Industry CPCCCM1014A Conduct workplace communication CPCCBL2001A Handle and prepare bricklaying and blocklayin 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	
≥ _	Topic					Clust	er 5 - Concre	ting					
TERM 4	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	
M 1	Topic	Heat					Cluster 6 –	- Group Proje	ect				
TERM	Assessment	Week		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	
Z M	Topic					Cluster	7 – Skills into	Action					
TERM	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	
Σ Σ	Topic	Cluste	r 8 – Brio	ck & Block	laying	Trial C	kaminations		– Brick & laying	Revi	ision		
TERM	Assessment Cluster 8				IIIai E)	(arriffiation)\$							

Assessment Summary for CPC20211 Certifica	ate	Ш	in C	onst	ructi	on P	atnv	vays	
Requirements for HSC purposes			ates						
Work Placement (compulsory for the HSC) 70 hours in total		>	Veek 6	, Terr	n 1-4				
Trial HSC exam - Students whose HSC pattern of study makes them		٧	Veek 5	6/6 Te	rm 3, 2	2020			
eligible to receive an ATAR must sit the trial HSC exam.									
Cluster name, unit of competency code and title.	Observation of	practical work	Product assessment	Oral	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	Υ			Υ	Υ		Υ	Υ	Υ
in the construction industry									
Cluster 2 White Card			•		•				
CPCCWHS1001 – Prepare to work safely in the construction	Υ			Υ	Υ	Υ	Υ		Υ
industry									
Cluster 3 Carpentry Basics									
CPCCCA2011A – Handle carpentry materials	Υ		Υ		Υ			Υ	Υ
CPCCCA2002B – Use carpentry tools and equipment	Υ		Υ	Υ	Υ		Υ		**
Cluster 4 Reading Plans and Levelling									
CPCCCM2001A – Read and interpret plans and specifications	Υ			Υ	Υ				Υ
CPCCCM2006B – Apply basic levelling procedures	Υ			Υ	Υ				
Cluster 5 Prepare for Concreting									
CPCCCA2003A – Erect and dismantle formwork for footings and	Υ		Υ		Υ			Υ	
slabs on ground									
CPCCCM1015A Carry out measurements & calculations	Υ		Υ		Υ			Υ	Υ
Cluster 6 Group Project									
CPCCCM1013A - Plan and organise work	Υ		Υ		Υ		Υ	Υ	Υ
CPCCCM2004A – Handle construction materials	Υ				Υ		Υ		
Cluster 7 Skills Into Action									
CPCCCM1012A – Work effectively and sustainably in the					Υ		Υ	Υ	Υ
construction industry									
CPCCCM1014A - Conduct workplace communication					Υ	Υ	Υ		Υ
Cluster 8 Option 2 – Brick and Block Laying									
CPCCBL2001A - Handle and prepare bricklaying and blocklaying	Υ		Υ		Υ			Υ	
materials									
CPCCBL2002A - Use bricklaying and blocklaying tools and equipment	Υ		Υ		Υ			Υ	

^{** &}lt;u>CPCCCM2005B</u> 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	STAND	ARD					
							Task 1	Task 2		Task 3	Ta	isk 4
Cou	se Coordinato	o r: Mrs Hel	en Johns	on		re	nalytical esponse and eflection	Portfolio writing tasks	g K	Pecha ucha and eflection	d Exam	rial ination
	(Component			Syllabus weightin	σ	Term 4 Term 2 Week 8 Week 2			Due Term 2 Week 10	Te	Due erm 3 ek 5/6
Knov	/ledge and und	erstanding	of course	content	50%		10%	10%		15%		.5%
ideas	in responding to appropriate to ent across all m	audience,			50%		10%	20%		10%	1	.0%
		Total			100%		20%	30%		25%	2	25%
		Outcome	es assesse	d			2-1, EN12-2, 12-6, EN12-7	EN12-4, EN 5, EN12-		N12-3, EN12 8, EN12-9	2- 2, E EN12-!	-1, EN12- N12-3, 5, En12-6, N12-7
	S	emester 1	Outcom	es				Semeste	r 2 Outo	comes		
for ur expre	-1: Independently derstanding, intension and pleasures	erpretation, re	critical ana	lysis, imagir	native	unders and ple	tanding, inte asure	ntly responds rpretation, c	ritical ana	ılysis, imag	inative exp	ression
know differ	-2: Uses, evaluate ledge required to ent modes, medi	effectively a and techno	respond to ologies	and compo	se texts in	require modes,	d to effective media and t		o and cor	mpose text	s in differe	nt
langu conte		d literary dev	vices into n	ew and diffe	erent	texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning						
and d consi EN12	-5: Thinks imaginalise in the interest and detailed and detailed are	pond to and ed information nd explains t	l compose on, ideas an the relation	texts that in nd argumen nships betwo	iclude ts een texts.	personal and public worlds EN12-8: Explains and assesses cultural assumptions in texts and their effects on meaning						
	nal and public wo		diverse w	ays texts ca	irrepresent	individual and collaborative processes as an independent learner						
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK 8	WK9	WK 10	WK 11
TERM 4	Topic		Cor	mmon Mod	dule: Texts a Billy Elliot		an Experier	nce			e C: The f Writing	
TEF	Assessment						WP		AT1			
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK7	WK 8	WK 9	WK 10	WK 11
TERM 1	Topic	Heat	Modi	ule C: The (Writing	Craft of			e A: Langua Henry Laws			ulture	
Œ	Assessment	Week		Access Camp			WP					
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 2	Topic	Modu contir		,		Module	B: Close St Noonuccal	udy of Liter (Poetry)	ature	ı	ı	
TEF	Assessment		AT2				WP				AT3	
						WK 10	WK 11					
TERM 3	Topic	Module (Module C: Craft of Writing part 2		Revision		Γrial	Revisio	n and Ex	am Prepa	ration	
TER	Assessment					Exam	ninations					

						Task 1		Task 2		Task 3	Ta	ısk 4	
Coui	rse Coordinato	or: Mrs C	hristina I	Baldwinso	on	Viewin (with rela text)	ted and	uasive speec Multimodal esentation		Formal amination	Por	tfolio	
	Comi	ponent			Syllabus	Due Term 4	,	Due Term 1,		Due Term 2,		Oue erm 3	
	Comp	Joneni		W	veighting	Week		Week 9		Week 5		eek 6	
cont		erstandir	ng of cour	se	50%	15%		10%		10%	1	.5%	
• c	in: comprehending communicating using language a appropriately ar	ideas accuratel			50%	10%		15%		10%	1	.5%	
		otal			100%	25%		25% 20%					
		Outcome	es assesse	d		ES12-1, ES1 ES12-5, ES1 ES12-8	2-6	2, ES12-4, 5, ES12-8	ES12	2-3, ES12-5, 2-7, ES12-8, 2-9, ES12-10	ES12-4	, ES12-3, , ES12-6, , ES12-10	
	Se	mester	1 Outcon	nes				Semester 2					
imagi texts, work	-1: Comprehends inatively to a rang , literary texts and place and social of -2: Identifies, use	ge of texts d texts fro contexts fo	, including m academ or a variety	short and e ic, commur of purpose	nity, es	range of te from acad of purpose	exts, including emic, communes	and responds g short and ex unity, workpla orehends and	tended ce and s	texts, literar ocial contex	y texts a ts for a v	nd texts variety	
incre multi differ ES12- ES12- how I forms audie ES12- differ	asingly complex as modal and digital modal and digital modal. -4: Composes pro-5: Develops knowlanguage is used, and features in ences -6: Uses appropriment modes, medials.	and sustain I texts that I contexts officient tex wledge, ur identifyin texts that ate strater a, audiend	ned writter t have bee cts in differ nderstanding g and explo- convey me gies to com ces, contex	n, spoken, ven composed ent forms and apple aining spece eaning to dispose texts and purp	visual, d for reciation of ific language ifferent for posses	a variety of ES12-4: Cot ES12-5: De language is features in ES12-6: Us modes, me ES12-7: Retexts ES12-8: Ur ES12-9: Iddexpressed engage an ES12-10: N	f ways mposes prof velops know s used, ident texts that co es appropria edia, audienc presents ow derstands ar entifies and e in texts, and d persuade d Monitors and	icient texts in ledge, unders ifying and exponvey meanin te strategies tes, contexts an ideas in critical explains the explains ways ifferent audie reflects on overses to development of the explains ways ifferent audie reflects on overses to development of the explains ways ifferent audie reflects on overses to development of the explains ways ifferent audie reflects on overses to development of the explains ways ifferent audie reflects on overses to development of the explains ways in the explains ways if the explains ways ways ways ways ways ways ways way	different tanding sage to different to compound purpuscal, interest values, sin whice whice whice whice the tanding the tanding tanding the tanding ta	t forms and appreciperent audier ose texts for oses rpretive and nships betw points of vid h texts may	ation of uage formodes differer imaginates een textew and a influencests indiv	how ms and it itive s ittitudes e, idual	
		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			Comm	on Module	•	ry): Texts a l text: Billy		Experi	ences	•		
TER	Assessment						WP		AT1 due				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 9	WK 10	WK 11				
1	Topic	Hart				Elective M	odule: Play	ing the Ga	me				
TERM 1	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	
12	Topic				Elective	Module: W	/e Are Aus	tralian					
TERM 2	Assessment					AT3 due	WP						
	Г	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
ε Σ	Topic		T	T	Electi	ve Module	: On the R	oad 		_			
TERM	Assessment						WP		AT4 due				

ENGLISH STUDIES

	HOSPITALITY											
Course Coord	linator: Mrs Catherine	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7				
Doyle	anator. Iviis Catherine	Cluster 4	Cluster 5	Cluster 6	Cluster 3	Cluster 7	Trial Examination	Cluster 8				
		Due:	Due	Due	Due	Due	Due	Due				
Code	Competency	Term 4 Week 5	Term 4 Week 9	Term1 Week 9	Term 2 Week 9	Term 3 Week 4	Term 3 Week 5/6	Term 3 Week 8				
SITXWHS001	Participate in safe work practices	Х					Х					
BSBSUS201	Participate in environmentally sustainable practices	X					Х					
SITXCOM002	Interact with customers		Х				X					
SITXCOM002	Show social and cultural sensitivity		Х				Х					
SIHFAB007	Serve food and beverage			Χ			X					
SITHFAB005	Prepare and serve espresso coffee				Х		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 Competencie	S			Semeste	r 2 Compet	encies					

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

Semester 2 Competencies

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	WK8	WK 9	WK 10	WK 11
	Tonio	Safe	and su	stainable	work prac	ctices	li	nteracting wi	th diverse	customers		
4 4	Topic			Use	e hospital	ity skills eff	fectively (E	vidence Coll	ection)			
TERM 4	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
	Topic					Serving Fo	od and Be	verages			Café	Skills
M 1	Торіс	Heat			Use	hospitalit	y skills effe	ectively (Evid	ence Colle	ction)		
TERM	Assessment	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
	Topic	Café Skills										
M 2				Use	e hospital	ity skills eft	fectively (E	Evidence Coll	ection)			
TERM	Assessment						WP			Cluster 3 Theory & Practical		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK7 WK8		WK 9	WK 10	WK 11
		Keeping	g up to d	late with I	ndustry			t to a la consta	- 1:4 1-:11 -	Examin		
	Topic	Use ho	spitality	skills effe	ctively			Use hospita effect	•	revisior prepar		
TERM 3				Collectio		Tr		enecu	very	skil		
	Assessment		Cluster 7 Theory Task			Examir	nations		Cluster 8 Evidence collection			

Assessment Summary for SIT2031	6 Cert	ificate	e II in	Hospi	tality					
Requirements for HSC purposes		Dates								
Work Placement (compulsory for the HSC) 70 hours in total		Week	6, Tern	n 1-4						
Trial HSC exam - Students whose HSC pattern of study makes the	em	Week	: 5/6 Tei	rm 3, 20	20					
eligible to receive an ATAR must sit the trial HSC exam.										
	1									
	n of ork	+	bū	ı.	oral	Supplementary Evidence	4)			
	atio al w	t men	onin	n men:	ay, c tatic	mer	HSC			
	Observation of practical work	Product Assessment	Oral questioning	Written assignment,	test, quiz Role play, oral presentation	pple	Other, HSC examinable			
	Ob pra	Pro	Or	W	S and	Su	č č			
Cluster 1 Working Together new cluster BSBWOR203 Work effectively with others				Υ	Υ		Υ			
,							ľ			
BSBCMM201 Communicate in the Workplace				Υ	Υ					
Cluster 2 Safe and hygienic food preparation-new cluster										
Part A Hygienic Food Preparation										
SITXFSA001 Use hygienic practices for food safety	Υ			Υ			Υ			
Part B Safe Food Preparation										
SITHCCC001 Use food preparation equipment	Υ	Υ		Υ						
SITXFSA002 Participate in safe food handling practices	Υ	Υ		Υ						
311X1 37 1002 Full dispute in Sure 1000 Humaning processes	<u> </u>	<u> </u>		'						
Cluster 3 Café Skills- new assessment requirement										
SITHFAB005 Part A Prepare and serve espresso coffee	Υ	Υ		Υ		Υ	Υ			
							Portfolio			
SITHFAB004 Part B Prepare and serve non-alcoholic beverages	Υ	Υ		Υ		Υ	Υ			
							Portfolio			
Cluster 4 Safe and Sustainable work practices										
SITXWHS001 Participate in safe work practices	Υ			Υ	Υ		Υ			
<u>'</u>	'				'		L '			
BSBSUS201 Participate in environmentally sustainable work practices				Υ						
							\Box			
Cluster 5 Interacting with diverse customers										
SITXCCS003 Interact with customers	Υ			Υ	Υ		Υ			
SITXCOM002 Show social and cultural sensitivity	Υ			Υ	Υ					
	l.					1				
Cluster 6 Serving food and beverages – new assessment requirem	1			V I	I	., .				
SITHFAB007 Serve food and beverage	Υ			Υ		Υ	Y Portfolio			
Cluster 7 Keeping up to date with industry		1		I	1					
SITHIND002 Source and use information on the hospitality				Υ			Υ			
industry										
Cluster 8 Use hospitality skills effectively – new assessment requi	rement									
SITHIND003 Use hospitality skills effectively	Υ			Υ		Υ	Portfolio			

	MATHEMAT	ICS STANDARD	2		
		Task 1	Task 2	Task 3	Task 4
Course Coordinator: Mrs Elaine Bates		Technology Task on Types of Relationships	Investigation Task on Networks	Learning log/test on Annuities and non-right angled trigonometry	Trial Examination
Component	Syllabus weighting	Due Term 4	Due Term 1	Due Term 2	Due Term 3
	Weighting	Week 9	Week 10	Week 9	Week 5/6
Understanding, fluency and communication	50%	10%	12%	13%	15%
Problem solving, reasoning and justification	50%	10%	13%	12%	15%
Total	100%	20%	25%	25%	30%
Outcomes assessed		MS2-12-1, 6, 9, 10	MS2-12-8, 9, 10	MS2-3, 4, 5, 9, 10	MS2-12- 1,2,3,4,5,6,7, 8,9,10
Semester 1 Outcomes			Semester	2 Outcomes	

Semester 1 Outcomes

MS2-12-1 Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-6 Solves problems by representing the relationships between changing quantities in algebraic and graphical forms

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 justifying a response

Semester 2 Outcomes

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

MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

	, , ,	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11
TERM 4	Topic	MS- Probal		Relations Simultan	Types of ships(A4.1) eous linear ations	Relat	S-A4 Types c ionships (A\$ near relation	and	4 Investr Loans (F vestmen	4.1):		
	Assessment						WP			T1		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11
TERM 1	Topic	Heat Week	MS-		k Concepts (tworks	(N2.1): MS2-N2 Network concepts (N2.2) Shortest paths				Lo	ent and 2): d loans	
=	Assessment	W CCR	CCR				WP				T2	
		WK1 WK2 WK3 WK4 WK					WK 6	WK 7	WK8	WK 9	WK 10	WK 11
TERM 2	Topic	MS-F5 Annuities MS-M6 Non-					ngled trigono	ometry	MS-N	13 Critica Analysis		
"	Assessment						WP			T3		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11
TERM 3	Topic	MS-M7 and Ra			Bivariate Analysis	Trial Exa	minations	MS-S5	The Norr	nal Distri		
"	Assessment											

	MATHEMAT	TICS STANDARD	1		
		Task 1	Task 2	Task 3	Task 4
Course Coordinator: Mr Gerry Capell		Technology task on finance	Investigating task statistical analysis and scale drawing	Learning log/open book test on Networks and Right Angled triangles	Trial Examination
Component	Syllabus	Due Term 4 Week	Due Term 1	Due Term 3	Due Term 3
Component	weighting	9	Week 10	Week 1	Week 5/6
Understanding, fluency and communication	50%	10%	12%	13%	15%
Problem solving, reasoning and justification	50%	10%	13%	12%	15%
Total	100%	20%	25%	25%	30%
Outcomes assessed		MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-8, MS1- 12-9, MS1-12-10 MS1-12-3, MS1- 12-4	MS1-12- 1,2,3,4,5,6,7,8 ,9,10
Semester 1 Outcomes			Semester	2 Outcomes	

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

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

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

unfamiliar contexts

MS1-12-7 solves problems requiring statistical processes

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

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

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

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

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

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK7 WK8		WK 9	WK 10	WK 11
4	Topic	Statis Analy			Measur	rement		Fina	tics			
TERM 4	Unit title	Relat Freque			Scale Dra	wings M5			Investi	ment F2		
	Assessment									Task 1		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
	Topic		Fina	ncial Math	ematics	St	atistical Ana	alysis		Д		
TERM 1	Unit title	Heat Week	Depre	ciation and	l Loans F3	Statistic	al Investigat S3.1	ion Proce	ess ess		neous Lir tions A3.	
	Assessment										Task 2	
		WK 1	WK1 WK2 WK3			WK4 WK5 WK6			WK8	WK 9	WK 10	WK 11
2	Topic	Me	easureme	ent	Stat							
TERM	Unit title	Right-angled Triangles M3 Bivariat				Data Anal	Net	tworks a	nd Paths	N1		
=	Assessment											
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
	Topic		Meas	urement				Alg	ebra			
TERM 3	Unit title		Rat	es M4		Trial Examinations		Graph		ctical Situ 3.2	ations	
_	Assessment	Task 3										

Numeracy CEC 2019/2020

		Task 1	Task 2	Task 3	Task 4
Course Coordinator: Jodie Attenboroug	h	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

- N6-1.1: and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2: applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3: determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- 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
- 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
- N6-2.4: chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5: chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- 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
- N6-3.2: chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Semester 2 Outcomes

- N6-1.1: and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2: applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3: determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- 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
- 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
- N6-2.3: chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4: chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5: chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- 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
- N6-3.2: chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

						practical contexts								
		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		1 Percentagrations with	-			3.3 Finan	ce			3.4 (3.4.2 time tempe			
TEF	Assessment						Work Placement			Task 1 due				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK	c	WK 7	WK 8	WK 9	WK 10	WK	
		VVKI	VVKZ	VVKS	VVIX 4	VVKS	VVK	0	VV K /	VVINO	VVKS	ANK TO	11	
۸ 1	Topic	Heat	,	2) Location, emperature		3	3.5 Space and	design		4.2 (4.	2.1) Statisti	cs and proba	oility	
TERM	Assessment	Week		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	
_	Topic		4.1 (4.	1.1) Rates a	nd Ratio	•	4.2 (4.2.2) Application			n of Statisti	ability			
TERM 2	Assessment								Task 3 Due					
-			I			ı								
		WK 1	WK 2	WK 3	WK 4	WK 5	WK	6	WK 7 WK 8 WK 9 WK 10				WK 11	
£ N	Topic	4.1 (4.1.2 and 4.1.3) Application of Rates and Ratio								4.3 Exploring with NRMT				
TERM	Assessment			Task 4 Due		Trial E	examination	ns						

Topic						N	ΛΕΤΑL ANI	D ENGIN	EERING							
Cricket Stumps and V Block Due							Task 1			Task 2		Task 3	Т	ask 4		
Cricket Stumps and Entry Table Oxy Skills Examination Vallock Va	Cours	e Coord	inator:	Miss Jair	nilee Flw	vin								Trial		
Due Term 1 Term 2 Term 3 Term 3 Week 7 Week 3 Week 5/6								•	nd [Entry Table	0	xy Skills	Exar	mination		
MEM12024A										Due		Due		Due		
Week 7	Co	nde		Comi	netency											
MEM12024A		Juc		Com	petericy											
MEMOSO12C Perform routine manual metal arc x welding Use workshop machines for basic x y work with others in a manufacturing, engineering or related environment x x x x x x x x x	MEM1	L2024A	Perfor	rm compu	tations			Χ		· · · · · · · · · · · · · · · · · · ·						
MEM05012C welding MEM07032B Use workshop machines for basic operations Work with others in a manufacturing, engineering or related environment MEM15002A Apply quality systems MEM15002A Apply quality procedures MEM05007C Perform manual heating and thermal cutting MEM05007C Semester 1 Competencies MEM12024A Perform computations MEM050012C Perform routine manual metal arc welding MEM05012C Perform routine manual metal arc welding MEM05012C Perform routine manual metal arc welding MEM05007C Perform manual heating and thermal cutting MEM05007C Perform manual heating and ther	MEMO)5005B	Carry	out mecha	anical cut	ting		Χ								
MEM07032B Use workshop machines for basic operations Work with others in a manufacturing, engineering or related environment MEM15002A Apply quality systems	MEMO)5012C			manual	metal arc		X								
MEMI6007A MEMI5002A Apply quality systems MEM15002A MEM05007C Perform manual heating and thermal cutting MEM05005B Carry out mechanical cutting MEM05012C Perform routine manual metal arc welding MEM05012C Perform routine MEM05005B Carry out mechanical cutting MEM05012C Perform routine MEM05012C Perform routine manual metal arc welding MEM05012C Perform routine MEM05005B Carry out mechanical cutting MEM05012C Perform routine manual metal arc welding MEM05012C Perform routine manual metal arc welding MEM05012C Perform routine manual metal arc welding MEM05007C Perform manual heating and thermal cutting MEM05012C and MEM05012C and MEM05002B Interpret technical drawing MEM05012C and MEM05012C					1.1	· ·										
MEM15002A Apply quality systems	MEMO)7032B			nachines	for basic		Χ								
MEM16007A manufacturing, engineering or related environment MEM150024A Apply quality systems MEM150024A Apply quality systems MEM05007C MEM0500					rs in a											
MEM15002A Apply quality systems	MEM1	L6007A				ing or				Χ				Χ		
MEM15024A Apply quality procedures X X X MEM09002B Interpret technical drawing X MEM05007C Perform manual heating and thermal cutting MEM05005B Carry out mechanical cutting MEM05012C Perform routine manual metal arc welding MEM07032B Use workshop machines for basic operations MK1 WK2 WK3 WK4 WK5 WK6 WK7 WK8 WK9 WK10 WK1 Topic Cluster 4 MEM12024A and MEM05005B MEM12024A and MEM05012C and MEM05012C and MEM07032B MK1 WK2 WK3 WK4 WK5 WK6 WK7 WK8 WK9 WK10 WK1 Topic Cluster 5 MEM05012C and MEM05012C			relate	d environr	ment											
MEM09002B Interpret technical drawing																
MEM05007C Perform manual heating and thermal cutting X																
Semester 1 Competencies Semester 2 Competencies	MEMO)9002B				_				X				Х		
Semester 1 Competencies Semester 2 Competencies	MEMO)5007C			ineating	anu						Χ				
MEM12024A Perform computations MEM05005B Carry out mechanical cutting MEM05012C Perform routine manual metal arc welding MEM07032B Use workshop machines for basic operations WK1 WK2 WK3 WK4 WK5 WK6 WK7 WK8 WK9 WK10 WK1 Topic Cluster 4 MEM12024A and MEM05005B Assessment WK1 WK2 WK3 WK4 WK5 WK6 WK7 WK8 WK9 WK10 WK1 Topic Cluster 5 MEM050012C and					ompeter	ncies			<u> </u>	Semest	er 2 Co	mpetenc	ies			
MEM05012C Perform routine manual metal arc welding MEM07032B Use workshop machines for basic operations MEM05012C Perform routine manual metal arc welding MEM05003B Use workshop machines for basic operations MEM05007C Perform manual heating and thermal cutting MEM05001C and MEM050012C	MEM1	L2024A F						MEN	116007A	•						
MEM07032B Use workshop machines for basic operations MEM05024A Apply quality procedures MEM09002B Interpret technical drawing MEM05007C Perform manual heating and thermal cutting MEM050012C and MEM050012C and MEM050012C and MEM05012C and MEM15002A and MEM15002A and MEM15002A and MEM15002A and MEM15002A MEM15002A and MEM15002A and MEM15002A MEM15002A AND MEM05012C and MEM15002A						-		_	_							
MEM09002B Interpret technical drawing MEM05007C Perform manual heating and thermal cutting MEM05007C Perform manual heating and thermal cutting MK1							_	l l								
MEM05007C Perform manual heating and thermal cutting WK1 WK2 WK3 WK4 WK5 WK6 WK7 WK8 WK9 WK10 WK1	MEMO)7032B L	Jse wor	kshop ma	chines to	r basic ope	erations	l l								
Topic												_	l thermal c	utting		
NEM12024A and MEM05005B MEM05012C and MEM 07032B		WK1 WK2 WK3					WK 4						1	WK 11		
WK1	4	Т	-!-			Clus	ter 4				Clust	er 5				
WK1	≅	lot	DIC		MEM1	.2024A ar	nd MEM05	5005B		MEM05012C and MEM 07032B						
Topic	臣	Assess	ment						WP							
Topic		7.55555		\A/K 1	WK 2	W/V 2	VA/K A			\A/K 7	\A/I/ Q	WK O	WK 10	WK 11		
Topic				VVI	VVKZ			VVI	VVKO				VVIO	WKII		
MEM 07032B MEM 16007A, MEM 15002A and MEM 15024A		Tor	nic		l MFI											
Assessment Camp 4&5 WP & V Block WK1 WK2 WK3 WK4 WK5 WK6 WK7 WK8 WK9 WK10 WK1 Cluster 6 Cluster 7	\leftarrow								MEM16	6007A, MEN	M15002	A and M	1EM15024	lA		
Assessment Camp 4&5 WP & V Block WK1 WK2 WK3 WK4 WK5 WK6 WK7 WK8 WK9 WK10 WK1 Cluster 6 Cluster 7	₹									Cricket						
Camp 4&5 & V Block WK1 WK2 WK3 WK4 WK5 WK6 WK7 WK8 WK9 WK10 WK1 Cluster 6 Cluster 7	出	A	mont	week		Access	Cluster		WD	Stumps						
WK1 WK2 WK3 WK4 WK5 WK6 WK7 WK8 WK9 WK10 WK1 Cluster 6 Cluster 7		Assess	ment			Camp	4&5		VVP	& V						
Cluster 6 Cluster 7																
Cluster /		T					WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11		
NEM15004A MEM15002B MEM15024A MEM09002B		T . NAENAA GOOZA NAENAA E					24 '			Clust	er 7					
😓 IVIEIVII JUZ4A	۷ 2						∠A and									
	ERN	MEMI15024A				13UZ4A	1			Ι			1			
Assessment W/P	–	- Assessment						WP	1							
Table WK1 WK2 WK2 WK4 WK5 WK7 WK9 WK9 WK10 WK1						W/V 2	VAUX A	\A/V E	WV C		VAIN O	WK 0	WK 10	WK 11		
		WK1 WK2 WK3			VV N 4	CAVV	AAV Q	VVI. /	VVKO	VVNS	AAK TO	VVI II				
Topic Cluster 8 MEM05007C Trial Course Revision	m	Top	oic					-	.: _ I		Course	Revision				
	R⊠				ıvı⊆lVl	1										
	4	Assess	ment					EXAIIII	ilatiONS							
skills						SKIIIS										

Assessment Summary for MEM10105 Cert	tificate	l Eng	ineerin	g	
Requirements for HSC purposes	Dates				
Work Placement (compulsory for the HSC) 70 hours in total	Week 6	5, 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	5/6 Term	3, 2020		
Cluster name, unit of competency code and title.					
	Observation of practical	Product assessment	Written assignment,	Worksheets	HSC examinable
Prerequisite - Manufacturing, engineering and related services industries			Υ	Υ	Υ
induction NB: This unit will not appear as part of the "Schools Online" records					
Cluster 1 Working Safely in the Metals Industry					
MEM 13014A Apply principles of occupational health and safety in the work environment	Υ	Υ	Υ	Υ	Υ
MEM 11011B Undertake manual handling	Υ	Υ	Υ	Υ	
		I	l l		1
Cluster 2 Using Hand Tools	1	ı	ı		1
MEM 14004A Plan to undertake routine task	Υ	Υ	Υ	Υ	Υ
MEM18001C Use hand tools	Υ	Υ	Υ	Υ	Υ
Cluster 3 Using Power Tools	_				
MEM 18002B Use power tools/hand held operations	Υ	Υ	Υ	Υ	Υ
MEM 12023A Perform engineering measurements	Υ	Υ	Υ	Υ	Υ
Cluster 4 Calculating and Cutting					
MEM05005B Carry out mechanical cutting	Υ	Υ	Υ	Υ	
MEM 12024A Perform computations	Υ	Υ	Υ	Υ	Υ
Cluster 5 Workshop machines					
MEM05012C Perform routine manual metal arc welding	Υ	Υ	Υ	Υ	
MEM07032B Use workshop machines for basic operations	Υ	Υ	Υ	Υ	
Cluster 6 Skills into Action					
MEM15002A Apply quality systems	Υ	Υ	Υ	Υ	Υ
MEM 15024A Apply quality procedures	Υ	Υ	Υ	Υ	Υ
MEM16007A Work with others in manufacturing, engineering or related	Υ	Υ	Υ	Υ	Υ
environment					
Cluster 7 Technical Drawing (HSC Only) This will not appear as part of the "Sch	nools Onli	ne" reco	ord		
MEM09002B Interpret technical drawings				Υ	Υ
	1	T	1		1
Option 8b MEM05007C Perform manual heating and thermal cutting (2 units)	Υ	Υ	Υ	Υ	
Depending on the achievement of units of competency; the possible Accertificate I in Engineering or a Statement of Attainment towards MEM10105	-				M10105

							Task 1	. Ta	ask 2	Task 3	3	Ta	ısk 4
Cours	se Coordinator	: Mr Mitch	nell Thom	nas	I		Source Analysi	s An	torical alysis	Researd and Presenta		Exam	rial ination
		omponent			Sylla weigh		Due Term 4 Week	1 Te	Due erm 1 eek 9	Due Term Week		Tei	Due rm 3 ek 5/6
Know	rledge and und	derstandin	g of cour	se	40	%	5%	1	.0%	10%		1	.5%
Histo	rical skills in th urces and inte	-		luation	20	%			5%	5%		1	.0%
	rical inquiry ar	•			20	%	10%		5% 5%				
Comr	munication of opriate forms			nding in	20%		5%		5%	5%		5	5%
	Total 100%							2	25%	25%		3	0%
		Outcom	es assesse	ed		MH12- MH12- MH12-	2 MI 5 MI 6 MI	H12-2 H12-3 H12-4 H12-5 H12-8 H12-9	MH12- MH12- MH12- MH12-	-5 -7	MH MH	112-3 112-4 112-5 112-7 112-9	
	Se	mester 1	ester 1 Outcomes Semester 2 Outcomes he nature of continuity and change in MH12-2 - Proposes arguments about the varying causes										
group MH12 and g MH12 for ev MH12 prese	s and ideas in sl 2-4 - Analyses th roups in their hi 2-6 - Analyses ar idence to suppo 2-8 - Plans and c	pe modes in shaping the past yeses the different perspectives of individuals heir historical context where the support an historical account or argument is and conducts historical investigations and ned conclusions, using relevant evidence from the season of the seaso						movement lusses and the promunicate	evaluate evaluate past s historic oncepts a	ce of histor is and deve s differing al understa nd terms, in forms	elopme interpr anding,	nts of etatio	the ons and
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 1	10	WK 11
2	Topic		Core	Study - Po	ower and .	Authorit	y in the N	1odern W	orld 1919	-1946			
TERM 4	Assessment						WP		Task 1				
	T	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 1	10	WK 11
11	Topic	Heat			Na	ational S	tudies: Th	ne United	States 19	19-41			
TERM 1	Assessment	Week		Access Camp			WP			Task 2			
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 1	10	WK 11
TERM 2	Topic	Peac	e and Cor	nflict: Con	flict in the	e Pacific	1937–195	51 (Non-E		Western to	ppic)		
TER	Assessment						WP		Task 3				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 1		WK 11
TERM 3	Topic	Change in the Modern World: The Cultural Revolution to Tiananmen Square 1966–1989 Exal						_	al Revolut	lodern Wo ion to Tian .966–1989			
H	Assessment					(Tas	sk 4)						

MODERN HISTORY

		PDHPE					
		Task 1	Task 2	Task 3	Task 4		
Course Coordinator: Miss Lucy Dempsey		Research Task	Case Study	Media File	Trial Examination		
Component	Syllabus weighting	Due Term 4 Week 9	Due Term 1 Week 8	Due Term 2 Week 10	Due Term 3 Week 5/6		
Knowledge and understanding of course content	40%	10%	10%	10%	10%		
Skills in critical thinking, research and analysis	60%	15%	15%	10%	20%		
Total	100%	25%	25%	20%	30%		
Outcomes assessed		H7, H8, H9, H10, H11, H16, H17	H8, H13, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16, H7	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17		
Semester 1 Outcomes		Semester 2 Outcomes					
H7 explains the relationship between physiology an	d movement	H1 describes the nature and justifies the choice of Australia's health					

H7 explains the relationship between physiology and movement potential

H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

H9 explains how movement skill is acquired and appraised

H10 designs and implements training plans to improve performance

H11 designs psychological strategies and nutritional plans in response to individual performance needs

H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (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

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

 $\mbox{\bf H11}$ 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

		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11
5	Topic				Core 2:	Factors Affe	cting Perfor	mance				
TERM 4	Assessment						WP			Task 1		
	Assessifient						VVI			(25%)		
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK9	WK 10	WK 11
11	Topic	Heat		Optio	n 4: Impro	ving Perforr	nance		Option 3: Sports Medicine			
TERM	Assessment	Week		Access Camp			WP		Task 2 (20%)			
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11
M 2	Topic	Option 3: Medic	•	' l (Ore 1: Health Priorities in Δiistralia								
TERM	Assessment						WP				Task 3	
	Assessifient						VVF				(25%)	
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11
3		Core 1: ⊦	lealth									
	Topic	Prioritie	es in	Revis	sion	Trial Exar	ninations	H	HSC Examination Revision			
TERM		Australia (30%)										
	Assessment											

		PRIMARY IND	USTRIES					
Course Coord	dinator: Mr Mitchell McAlister	Task 1	Task 2	Task 3	Task 4	Task 5		
and Mr Ken I		Tractors	Fencing	Healthy Livestock	Feed & Water Livestock	Trial Examination		
		Due	Due	Due	Due	Due		
Code	Competency	Term 4	Term 1	Term 2	Term 3	Term 3		
		Week 9	Week 9	Week 9	Week3	Week 5/6		
AHCMOM202	Operate tractors	X						
AHCMOM304	Operate machinery and equipment	X						
AHCBIO201	Inspect and clean machinery for plant, animal and soil	Х						
AHCINF202	Install, maintain and repair farm fencing		Х					
AHCINF201	Carry out basic electric fencing operations		Х					
AHCLSK202	Care for health and welfare of livestock			Х		X + Prelim. Core units		
AHCLSK205	Handle livestock using basic techniques			Х				
AHCLSK206	Identify and mark livestock			Х				
AHCLSK204	Carry out regular livestock observations			Х				
AHCLSK211	Provide feed for livestock				Х			
ACHLSK209	Monitor water supplies				X			
	Samastar 1 Compatancias		Samastar 2 Compatencies					

Semester 1 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

Semester 2 Competencies

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

AHCLISK211 Provide feed for livestock

ACHLSK209 Monitor water supplies

										-		
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11
>	Topic					Tra	actors					
TERM 4	Assessment			Study Day			WP			Practical		
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11
1	Topic		Fencing									
TERM	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
2	Topic					Healthy	Livestock					
TERM	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
3	Topic	F	eed & w	ater Livesto	ck			HSC	Examina	ation Prepar	ation	
TERM	Assessment			Practical		Trial Exar	ninations					

Assessment Summary AHC2	0116 C	ertif	icate	II ir	n Agric	cultu	re				
Requirements for HSC purposes	Dates	Dates									
Work Placement (compulsory for the HSC) 70 hours in	Week 6,	, Term	1-4								
total											
Trial HSC exam - Students whose HSC pattern of study	Week 5,	Week 5/6 Term 3, 2020									
makes them eligible to receive an ATAR must sit the trial											
HSC exam.											
Cluster name and unit of competency code and title.		± ×		Bu	st,			nt	<u>a</u>		
		Observation of practical work	ct ient	Oral questioning	Written assignment, Test, Quiz	Role play, Oral Presentation	arty t	Self-assessment	HSC examinable		
		vati ical	Product assessment	rest	Written Inment, ⁷ Quiz	olay. enta	Third Party Report	ses	kam		
		bser	Pr	al q	W ignr	ole	Thir	If-as	C e		
		ОФ		ō	ass	~ L		Se	E H		
Trainers must deliver and assess Cluster 1, 2, 3, 4, at least of	one of Clu	ster 5	and 6 a	and th	nen seled	t optic	onal cli	usters	to		
total 18 units. Qualification Packaging Rules: https://trainin											
<u></u>	8-8		01								
Cluster 1 Participate in WHS Processes											
AHCWHS201 Participate in WHS Processes		Υ		Υ	Υ		Υ		Υ		
Cluster 2 Working in the Industry		1		1	1,,	.,	1		.,		
AHCWRK209 Participate in environmentally sustainable wo	ork	Υ		Υ	Υ	Υ	Υ		Υ		
practices AUC/MR/204 Work offsetively in the industry				V	\ \	V	V		Υ		
AHCWRK204 Work effectively in the industry		Y		Y	Υ	Υ	Υ		Y		
AHCWRK205 Participate in workplace communications Y Y Y Y Y											
Cluster 3 Weather											
AHCWRK201 Observe and report on weather		Υ			Υ		Υ		Υ		
7 WIGHT WEST COSCINE AND TEPOTE OF WESTER		1.			<u> </u>		•		•		
Cluster 4 Chemicals											
AHCCHM201 Apply chemicals under supervision		Υ			Υ	Υ			Υ		
AHCCPM201 Treat Weeds		Υ			Υ	Υ					
Cluster 5 Healthy Animals		1			1						
AHCLSK202 Care for health and welfare of livestock		Υ	Υ		Υ			Υ	Υ		
AHCLSK205 Handle livestock using basic techniques		Υ	Υ		Υ			Υ			
AHCLSK206 Identify and mark livestock		Υ	Υ		Υ			Υ			
AHCLSK204Carry out regular livestock observations		Υ	Υ		Υ			Υ			
Charten 7 Treaten											
Cluster 7 Tractors		Tv	1	Υ	Υ						
AHCMOM202 Operate tractors		Y		Y	Y						
AHCMOM302 Operate machinery and equipment AHCBIO201 Inspect and clean machinery for plant, animal	and sail	Y		Y	Y						
Anchiozof inspect and clean machinery for plant, animal	ariu soii	Ţ		Ť	Ť						
Cluster 8 Feed and Water Livestock											
AHCLSK211 Provide feed for livestock		Υ		Υ	Υ						
ACHLSK209 Monitor water supplies		Y		Y	Y						
		1 -	1	<u> </u>	<u> </u>						
Cluster 9 Fencing											
AHCINF202 Install, maintain and repair farm fencing		Υ	Υ		Υ						
AHCINF201 Carry out basic electric fencing operations	Υ	Υ		Υ							
Depending on the achievement of units of competence				-				AHC2	0116		
Certificate II in Agriculture or a Statement of Attainment to	wards AH	C2011	.6 Certi	ficate	e II in Agı	ricultui	re				

	SPC	ORT, LIFESTYLE	AND RECREATION				
		Task 1	Task 2	Task 3	Task 4		
Course Coordinator: Mrs and Mrs Sarah Lindsay	Cassie Hinchley	First Aid Practical	Research and Oral Report	Sports Coaching and Training: Coaching session	Written Response		
	Syllabus		Due	Due	Due		
Component	•	Term 4	Term 1	Term 2	Term 3		
	weighting		Week 8	Week 8	Week 7		
Knowledge and Understanding	50%	15%	15%	10%	10%		
Skills	50%	10%	10%	15%	15%		
Total	100%	25%	25%	25%	25%		
Outcomes ass	sessed	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		
Seme	ster 1 Outcomes	·		Semester 2 Outcomes			
H1.3: Demonstrates ways to enhance safety in physical activity H1.1: Applies the rules and conventions that relate to							

- **H1.5:** Critically analyses the factors affecting lifestyle balance and their impact on health status
- **H2.3:** Selects and participates in physical activities that meet individual needs, interests and abilities
- H3.5: Analyses personal health practices
- **H3.6:** Assesses and responds appropriately to emergency care situations
- **H4.3:** Makes strategic plans to overcome the barriers to personal and community health
- **H4.5:** Recognises the skills and abilities required to adopt roles that support health, safety and physical activity

- participation in a range of physical activities
- **H1.3:** Demonstrates ways to enhance safety in physical activity
- **H1.4:** Investigates and interprets the patterns of participation in sport and physical activity in Australia
- **H2.1:** Explains the principles of skill development and training
- **H2.2:** Analyses the fitness requirements of specific activities
- **H2.4:** Describes how societal influences impact on the nature of sport in Australia
- **H3.1:** Selects appropriate strategies and tactics for success in a range of movement contexts
- **H3.2:** Designs programs that respond to performance needs
- **H3.7:** Analyses the impact of professionalism in sport
- **H4.2:** Demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- **H4.5:** Recognises the skills and abilities required to adopt roles that support health, safety and physical activity

		WK 1	WK1 WK2 WK3 WK4 WK5 WK6 WK7 WK8 WK9 WK10								WK 10	WK 11
1 4	Topic					First Aid and	Sports Inju	ıries				
TERM	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
-	Topic		Healthy Lifestyle									
TERM	Assessment	Heat Week		Access Camp			WP		Task 2 Due			
		WK 1	K1 WK2 WK3 WK4 WK5 WK6 WK7 WK8 WK9 WK10 W									
12	Topic					Sports Coachi	ng and Tra	ining				
TERM	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
8	Topic		Social Perspectives of Games and Sport									
TERM	Assessment		Study Week			Trial Exami	nations	Task 4 Due				

	VISUAL D	ESIGN			
		Task 1	Task 2	Task 3	Task 4
Course Coordinator: Mrs Kim Williams		Pizza Packaging	Word Walk	Topic Test	Individual Project
	Syllabus	Due	Due	Due	Due
Component	weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 10	Week 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

DM1: Generates a characteristic style that is increasingly self-reflective in their design practice

DM3: Investigates different points of view in the making of designed works

in their design practice

DM2: Explores concepts of artist/designer, kinds of designed works,

DM4: Generates images and ideas as representations/simulations

interpretations of the world and audience/consumer response in their making of designed works **DM6:** Takes into account issues of Work Health and Safety in the making

DM5: Develops different techniques suited to artistic and design intentions in the making of a range of works

of a range of works

CH1: Generates in their critical and historical practice ways to interpret

CH3: Distinguishes between different points of view, using the frames in their critical and historical investigations

and explain design

CH4: Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

CH2: Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations

		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11
TERM 4	Topic			Produ	ıct Desig	n – Packa	aging & P	'izza			Interior/Exte rior Design – Word Walk	
TER	Assessment	Task 1 Hando ut			Study Day		WP			Task 1 Due	Task 2 Handout	
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11
TERM 1	Topic	Heat Week			ln	terior/Ex	terior De	esign – W	ord Walk			General Module - Individua I Design Project
	Assessment			Access Camp			WP				Task 2 Due	Task 3 Handout
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11
4 2	Topic				Ger	neral Mo	dule - Inc	lividual D	esign Pro	ject		
TERM 2	Assessment	Task 4 Hando ut		Task 3 Due	Study Day		WP					
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11
ε Σ	Topic		eral Mod al Design		_	Tr	Revision Frial					
TERM	Assessment			Task 4 Due		Examinations						

		WORK STUDII	ES		
Course Coordinator: Mrs Crystal S	tanford	Task 1	Task 2	Task 3	Task 4
Course Coordinator. Wirs Crystars	tarriora	In Class Test	Oral Presentation	Portfolio	Research Task
	Cyllobus	Due	Due	Due	Due
Component	Syllabus weighting	Term 4	Term 1	Term 2	Term 3
		Week 10	Week 10	Week 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
H3: Analyses employment options and strategies for
career management
H5: Communicates and uses technology effectively

H6. Applies self-management and teamwork skills

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

Semester 2 Outcomes

H4: Assesses pathways for further education, training and life planning

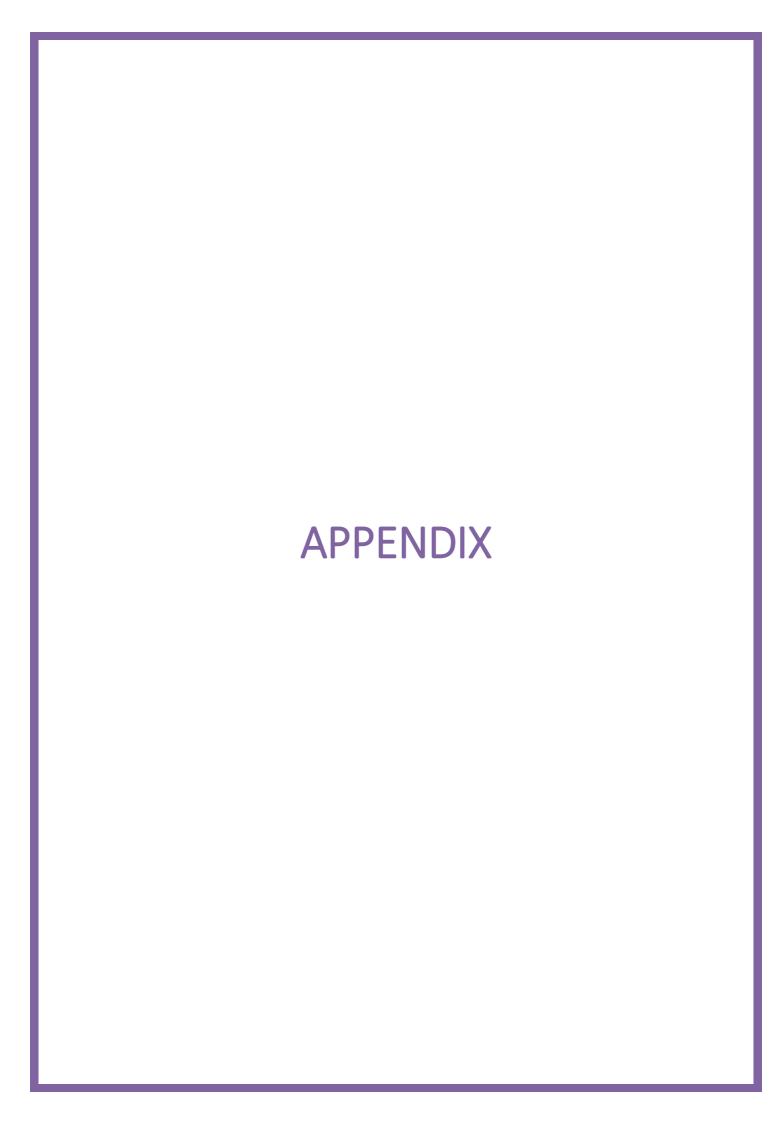
H1: Investigates a range of work environments

H2: Examines different types of work and skills for employment

H5: Communicates and uses technology effectively **H6:** Applies self-management and teamwork skills

L		_										
		WK 1	WK 2	WK3	WK 4	WK 5	WK 6	WK 7	WK8	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	WK3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11
TERM 1	Topic	Heat	Module 7: Workplace Issues					Module 8: Self-Employment				
	Assessment	Week		Access Camp			WP				Task 2 Due	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11
IM 2	Topic	Module 9: Team Enterprise Project 2					Module 10: Experiencing Work					
TERM	Assessment			Task 3 Due			WP					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK8	WK 9	WK 10	WK 11
TERM 3	Topic	Module 10: Experiencing Work				Trial		Module 11: School Developed				
	Assessment			Task 4 Due		Examinations						







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 y	you are submitting is free from plagiarism and you are
adhering to the Western Acce	ss Program Assessment Policy.
Appeal form submitted: YES NO	
Received by:	Date: Time:
Staff Signature:	
4	
STAFF MEMBER please complete and det	ach this section and file for receipt of task.
Student Name:	School:
Subject:	Course Coordinator:
Year:	Assessment Task Number:
Due Date:	Number of Pages:
	ou are submitting is free from plagiarism and you are
adhering to the Western Acce	ss Program Assessment Policy.
Student Signature:	Appeal form submitted: TYES NO
Received by:	Date: Time:
Staff Signature:	



Western Access Program



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

Assessment Task Notification & Acknowledgement

Subject:				School:					
Course Coordinator:				Year:					
Assessment Task Number:				Weighting:					
Due Date of Task:				Date of Distribution:					
Deta	ils of Task:								
					 				
			Co-Tead	cher:					
F	Please complete s	ections A, B, C and D of th	s form in	its entirety and return	to the C	ourse Coordinator			
	Co-Teacher:			School:					
Α	Details of Assess	sment Task:			9				
•	Received Date:			Due Date:					
В	Please tick: □			Please tick:					
		ssment task with marking o	riteria I	Assessment task receiv					
	Stu	udent Name		Student Signature	Date Received				
С									
C									
D	Name of Co-Teacher			Co-Teacher Signature	Date sent to Coordinator				



Western Access Program



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

Appeal Form

Student Name:	School:				
Course Coordinator:					
Due Date: Task Description: Reason for appeal:					
☐ Illness ☐ Misadventure ☐ Process ☐ Extension ☐ Other					
Were special provisions provided for this assessment	nt task? 🔲 YES 🔲 NO				
Details for appeal:					
Student Statement: How did this misadventure affe	ect your performance?				
What is the desired outcome by student?					
Student Signature:	Date:				
Parent / Caregiver Signature:	Date:				
☐ Medical Certificate or supporting documen	ntation is attached				
$f \square$ Submission is within timeframes outlined in	n the assessment guidelines				
A VC is held to determine the outcome	es 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 Comment:	 □ Alternative task to be set □ Ranking to be maintained □ Task to be completed, ranking maintained □ Other 				
	Date:				
lacktriangledown copy to Principal, Head Teacher, CC and CoT an	d ISAC				
□ copy filed in student file					



Course Coordinator:

Western Access Program





Change of Assessment Task

School:

Subject:	Year Group:					
Assessment Task Details:						
Outline of reason/s for the change of assessment:						
Original Due Date:	New Due Date:					
Course Coordinat	or'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 asse	ssment?					
☐ 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	: DY DN					
Signatures:						
Date:						
Course Coordinator Superviso	Principal Head Teacher Access					
Head Teacher Access Process Checklist:						
Please tick when completed ☑						
☐ Course Coordinator has contacted all students	Date:					
☐ Course Coordinator has contacted all co-teache	rs Date:					
☐ The change of date has been noted in the Week	ly Bulletin Date:					
☐ Received a copy of the new assessment task ☐ Date:						