



Western Access Program
Collaborative · Connected · Innovative

YEAR 12

ASSESSMENT POLICY AND

COURSE SCHEDULES

2020-21



Introduction

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

Eligibility Requirements for the Higher School Certificate

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

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

Pattern of Study

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

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

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

HSC Assessment: A Standards-Referenced Approach

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

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

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

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

NESA Dates

Early in Year 12

- Read each section of the Rules and Procedures guide
- Check Confirmation of Entry and sign it
- Discuss eligibility for disability provisions with school
- Log in to Students Online account and:

- Update PIN
- Ensure postal address, email address and mobile number are correct
- Register to receive results by SMS in December

Term 2

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

Term 3

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

Assessment Procedures

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 coteacher will make them aware when they return to school, they should seek out their coteacher to discuss the task and sign & date the 'Assessment Task Notification and Acknowledgement' form (see Appendix). They may request an 'Appeal' form (see Appendix) if they feel they have been disadvantaged.

When a student returns to school from any absence, it is the student's responsibility to enquire about any work set during the absence. If this set work includes assessment task information, the student must contact

the Course Coordinator concerned, to ensure that the correct information is received, and to apply for necessary re-arrangements to the scheduling of each task. Extensions are not provided for unauthorised leave from school.

Assessment Submission

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

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

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

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

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

Assessment Feedback

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

Students have the right to:

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

The Course Coordinator will record assessment marks and VET competencies in their Markbooks on WAP Sentral. Students do not receive their final HSC assessment mark, however, they do receive their course rank and school based examination mark.

HSC: All My Own Work & Malpractice

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

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

- Cheating in examinations
- Plagiarism or using material directly from books, journals, CDs, or the internet without reference to the source
- Submitting work composed by someone other than the student
- Offering false documentation or explanation in support of an appeal
- Non-serious attempt in an examination or assessment task, where work presented contains frivolous and/or objectionable material
- Assisting another student to engage in malpractice.

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

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

- The information will be entered into the 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 NESAs for processing. A panel will review your application and the supporting documentation before deciding to uphold or decline each component in your application. Members of the panel will review your statements, the medical or misadventure evidence, plus the Presiding Officer and Principal's statements before making a decision. Each examination or component is treated independently, which is why it is important to have comprehensive evidence for each affected component. In the case of most Board Developed Courses, if your application is upheld, you will be awarded the higher of your examination mark and a mark derived from your assessment mark or unaffected components of your examination. In the case of the optional VET HSC examinations, if your application is upheld you will receive your examination mark or a mark derived from an estimate submitted by your school, whichever is higher.

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

Appeals Procedures

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

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

In the event of any appeal, NESAs requires the school to ascertain that the weightings specified by the assessment policies of each course conform with NESAs requirements; the procedures used by the school for determining the final assessment mark conform with its stated policy and there are no computational or computer errors in the determination of the assessment mark. Provided that the school has fulfilled these conditions, no changes will be made to the assessment mark.

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

Completing Course Requirements

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

If it appears that a student is at risk of not meeting the course requirements, a warning must be given. The Course Coordinator will follow the WAP process to issue a warning letter. The Head Teacher Access will sign and distribute this letter on behalf of the School Principal. If, at any time, it appears that a student is at risk of receiving an 'N' Determination in any course for any reason, the Principal must advise the student of the possible consequences of an 'N' Determination in a course on Higher School Certificate eligibility. The Principal must:

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

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

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

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

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

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

The Principal's Determination Form should be completed and a copy given, together with the Student Appeal Form, to the student, or forwarded to the student's home address. Principals must also advise the student's parent/caregiver in writing (if the student is under 18 years of age) of their right to appeal against the

Principal's Determination. NESAs will review appeals only on the information submitted with the School Review Principal's Report Form and the Student Appeal Form. No further information will be sought, thus copies of all warning letters must be provided. If a student does not wish to appeal, the Determination Form should be retained at the school. If the student's appeal is successful at the school level, the Principal's Determination Form, the Student Appeal Form and the School Review Principal's Report Form should be retained at the school. Notification must be sent to NESAs so that the 'N' Determination can be removed. Principals are to complete and send to NESAs the appropriate page of the School Review Principal's Report Form.

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

Non-Completion of Assessment Tasks

It is the responsibility of the student to submit work by 9:00am Wednesday of the week of the assessment is date. Any task submitted late will receive a mark of zero '0' for the task. Students who feel they have a valid reason for submitting a task late should follow the procedures as set out under the heading 'Appeal' form (see Appendix).

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

It is important to note that:

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

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

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

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

3. The student must submit the form to the ISAC who will sign it and then pass the application to the Head Teacher Access who will consult with the Assessment Committee to make a determination
4. The student, coteacher and Course Coordinator will be notified of the decision.

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

Any substitute task should:

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

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

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

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

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

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

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

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

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

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

HSC Assessment Schedule for VET Courses

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

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

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

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

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

Recognition of Prior Learning (RPL) apply on the RTO RPL form with the evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer who will forward it to the RTO manager for review.

Credit Transfer will be given for units of competency previously achieved with another RTO.

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

Work placement - Advice from NESA in response to COVID-19

"Students undertaking VET courses in 2020 will remain eligible for the Preliminary or HSC credit units if unable to complete work placement. Students are no longer required to undertake NESA-mandated VET work placements." NESA update, 29 April 2020.

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

Workplacement is a mandatory HSC component in some courses and must be completed during the course.

(Refer to the specific course assessment summary for more detailed information).

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

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

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

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

Year 12 Assessment Schedule

WK	TERM 4 2020	TERM 1 2021	TERM 2 2021	TERM 3 2021
1			English Advanced	Biology English Advanced Mathematics Standard 1 PDHPE
2				
3			Construction Visual Design	English Standard Numeracy Primary Industries Visual Design Work Studies
4	Hospitality	English Advanced		QUARANTINE WEEK
5	PDHPE Primary Industries	PDHPE Primary Industries Work Studies	Drama English Standard	Ancient History Biology Chemistry Community and Family Studies Construction Drama English Advanced English Standard English Studies Hospitality Industrial Technology Mathematics Standard 1 Mathematics Standard 2 PDHPE Primary Industries
6		Community and Family Studies		
7		Biology Numeracy	Ancient History Numeracy	Hospitality Sport, Lifestyle and Recreation
8	Ancient History Biology Chemistry Drama Industrial Technology Numeracy Sport, Lifestyle and Recreation	Ancient History Industrial Technology Sport, Lifestyle and Recreation English Studies	Chemistry English Studies Industrial Technology Sport, Lifestyle and Recreation Work Studies	
9	Construction English Standard English Studies Hospitality Mathematics Standard 1 Mathematics Standard 2 Visual Design Work Studies	Construction Drama Mathematics Standard 1	Community and Family Studies Hospitality Mathematics Standard 2 Primary Industries	Hospitality
10		Chemistry Community and Family Studies Hospitality Mathematics Standard 2 Visual Design		

ANCIENT HISTORY

Course Coordinator: Mrs Crystal Stanford		Task 1	Task 2	Task 3	Task 4
		Research Task Cities of Vesuvius: Pompeii and Herculaneum	Oral presentation Ancient Societies	Historical Analysis Personalities in their Times	Trial HSC Examination
Component	Syllabus Weighting	Due: Term 4 Week 8	Due: Term 1 Week 8	Due: Term 2 Week 7	Due: Term 3 Week 5/6
Knowledge and understanding of course content	40	5	10	5	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5		5	10
Historical inquiry and research	20	5	5	10	
Communication of historical understanding in appropriate forms	20	5	10	5	
Total	100%	20	25	25	30
Outcomes assessed		AH12-6 AH12-8 AH12-9 AH12-10	AH12-1 AH12-2 AH12-3 AH12-9	AH12-5 AH12-6 AH12-8 AH12-9	AH12-3 AH12-4 AH12-6 AH12-7

Semester 1 Outcomes

- ▶ AH12-1 accounts for the nature of continuity and change in the ancient world
- ▶ AH12-2 proposes arguments about the varying causes and effects of events and developments
- ▶ AH12-3 evaluates the role of historical features, individuals and groups in shaping the past
- ▶ AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- ▶ AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- ▶ AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- ▶ AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Semester 2 Outcomes

- ▶ AH12-4 analyses the different perspectives of individuals and groups in their historical context
- ▶ AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world
- ▶ AH12-7 discusses and evaluates differing interpretations and representations of the past
- ▶ AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- ▶ AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- ▶ AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 4	Topic	Core Study: Cities of Vesuvius – Pompeii and Herculaneum										
	Assessment						Work Placement		AT 1 Due			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 1	Topic	Ancient Societies: Athenian society in the time of Pericles										
	Assessment	Heat Week				Access Camp	Work Placement		AT 2 Due			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 2	Topic	Personalities in their Times: The Near East – Xerxes										
	Assessment						Work Placement	AT 3 Due				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 3	Topic	Historical Periods: The Greek World 500–440 BC				Trial Examinations			Historical Periods: The Greek World 500–440 BC			
	Assessment					AT 4 Due						

BIOLOGY

Course Coordinator: Miss Natasha Shankelton		Task 1	Task 2	Task 3	Task 4
		Depth Study - Genomics	Topic Test-Module 6	Research Task – Disease	Trial HSC Examination
Component	Syllabus weighting	Due: Term 4 Week 8	Due: Term 1 Week 7	Due: Term 3 Week 1	Due: Term 3 Week 5/6
Skills in working scientifically	60	20	10	20	10
Knowledge and understanding of course content	40	5	15	5	15
Total	100%	25	25	25	25
Outcomes assessed		BIO11/12-1, BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-5 BIO11/12-7 BIO12-13	BIO11/12-1, BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-14 BIO12-15	BIO11/12-5 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15

Semester 1 Outcomes	Semester 2 Outcomes
<ul style="list-style-type: none"> ▶ BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation ▶ 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 ▶ BIO12-12 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 	<ul style="list-style-type: none"> ▶ 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	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 4	Topic	Module 5 - Hereditary						Module 6			
	Assessment						Work Placement		AT 1 Due		
TERM 1	Topic		Module 6 – Genetic Change				Module 7 Infectious Disease				
	Assessment	Heat Week				Access Camp	Work Placement	AT 2 Due			
TERM 2	Topic	Module 7 – Infectious Disease				Module 8 – Non-Infectious Disease & Disorders					
	Assessment						Work Placement				
TERM 3	Topic	Module 8	Exam Revision			Trial Examinations		Exam Revision			
	Assessment	AT 3 Due				AT 4 Due					

CHEMISTRY

Course Coordinator: Mr David Lynn		Task 1	Task 2	Task 3	Task 4
		Equilibrium Investigation	Depth Study Titrations	Research Task Hydrocarbons	Trial Examination
Component	Syllabus weighting	Due: Term 4 Week 8	Due: Term 1 Week 10	Due: Term 2 Week 8	Due: Term 3 Week 5/6
Skills in working scientifically	60	15	20	10	15
Knowledge and understanding of course content	40	5	15	10	10
Total	100%	20	35	20	25
Outcomes assessed		CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH12-12	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14

Semester 1 Outcomes	Semester 2 Outcomes
<ul style="list-style-type: none"> ▶ CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation ▶ CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information ▶ CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information ▶ CH11/12-5 analyses and evaluates primary and secondary data and information ▶ 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 	<ul style="list-style-type: none"> ▶ CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media ▶ CH11/12-5 analyses and evaluates primary and secondary data and information ▶ CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes ▶ CH11/12-7 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	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 4	Topic	Equilibrium and Acid Reactions					Acid/ Base Reactions				
	Assessment						Work Placement				
TERM 1	Topic	Heat Week	Acid/ Base Reactions			Access Camp	Depth Study		Organic Chemistry		
	Assessment						Work Placement				
TERM 2	Topic	Organic Chemistry				Depth Study		Applying Chemical Ideas			
	Assessment					Work Placement					
TERM 3	Topic	Applying Chemical Ideas			Revision	Revision					
	Assessment				Trial Examinations AT 4 Due						

COMMUNITY AND FAMILY STUDIES

Course Coordinator: Mrs Sarah Lindsay		Task 1	Task 2	Task 3	Task 4
		Independent Research Project	Investigation Parenting and Caring	Presentation Groups in Context	Trial Examination
Component	Syllabus weighting	Due: Term 1 Week 6	Due: Term 1 Week 10	Due: Term 2 Week 9	Due: Term 3 Week 5/6
Knowledge and understanding of course content	40	5	10	10	15
Skills in critical thinking, research methodology, analysing and communicating	60	15	15	15	15
Total	100%	20	25	25	30
Outcomes assessed		H4.1, H4.2	H1.1, H2.1, H2.2, H3.4, H3.2, H6.1	H1.1 H2.2, H3.1, H2.3, H3.3, H5.1, H6.2,	H1.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2

Semester 1 Outcomes	Semester 2 Outcomes
<ul style="list-style-type: none"> ▶ H1.1: Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities ▶ H2.1: Analyses different approaches to parenting and caring relationships ▶ H2.2: Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities ▶ H3.2: Evaluates networks available to individuals, groups and families within communities ▶ H3.4: Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities ▶ H4.1: Justifies and applies appropriate research methodologies ▶ H4.2: Communicates ideas, debates issues and justifies opinions ▶ H6.1 Analyses how the empowerment of women and men influences the way they function within society. 	<ul style="list-style-type: none"> ▶ H1.1: Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities ▶ H2.2: Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities ▶ H2.3: Critically examines how individual rights and responsibilities in various environments contribute to wellbeing ▶ H3.1: Analyses the sociocultural factors that lead to special needs of individuals in groups ▶ H3.3 Critically analyses the role of policy and community structures in supporting diversity ▶ H5.1: Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources ▶ H5.2: Develops strategies for managing multiple roles and demands of family, work and other environments ▶ H6.2: Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 4	Topic	Research Methodology									
	Assessment						Work Placement				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 1	Topic	Parenting and Caring									
	Assessment	Heat Week				Access Camp	AT1 Due Work Placement				AT2 Due

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 2	Topic	Groups in Context										
	Assessment						Work Placement			AT3 Due		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 3	Topic	Individuals and Work					Trial Examinations		Individuals and Work		Revision	
	Assessment						AT 4 Due					

CONSTRUCTION

Course Coordinator: Miss Leisa Rowlands		Task 1	Task 2	Task 3	Task 4	Task 5
		Cluster 6 Concreting	Cluster 7 Group Work	Cluster 8 Skills Action	Cluster 9 Bricklaying	Trial Examination
Code	Competency	Due: Term 4 Week 7	Due: Term 1 Week 9	Due: Term 2 Week 9	Due: Term 3 Week 3	Due: Term 3 Week 5/6
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	X				X
CPCCCM1015A	Carry out measurements & calculations	x				X
CPCCCM1013A	Plan and Organise Work		x			X
CPCCCM2004A	Handle construction materials		x			X
CPCCCM1012A	Work effectively and sustainably in the construction Industry			x		X
CPCCCM1014A	Conduct workplace communication			x		X
CPCCB2001A	Handle and prepare bricklaying and blocklaying materials				x	
CPCCB2002A	Use bricklaying and blocklaying tools and equipment				x	

Semester 1 Competencies

- ▶ CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground
- ▶ CPCCCM1015A Carry out measurements & calculations
- ▶ CPCCCM1013A Plan and Organise Work
- ▶ CPCCCM2004A Handle construction materials

Semester 2 Competencies

- ▶ CPCCCM1012A Work effectively and sustainably in the construction Industry
- ▶ CPCCCM1014A Conduct workplace communication
- ▶ CPCCB2001A Handle and prepare bricklaying and blocklaying materials
- ▶ CPCCB2002A 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	
TERM 4	Topic	Cluster 6 – Concreting					Cluster 7 - Group Project					
	Assessment						Work Placement	Cluster 6				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 1	Topic	Heat Week	Cluster 7 - Group Project						Cluster 8 – Skills in Action			
	Assessment					Access Camp	Work Placement			Cluster 7		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 2	Topic	Cluster 8 – Skills in Action						Cluster 9 - Bricklaying				
	Assessment						Work Placement			Cluster 8		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 3	Topic	Cluster 9 - Bricklaying				Trial Examinations AT 5 Due			Revision			
	Assessment			Cluster 9								

Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 6- Term 4, 1 and 2
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 5/6

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role-play, Oral presentation	Self-Assessment	HSC examinable
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Cluster 1 Working Safely in the Construction Industry

CPCOHS2001A Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y
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Cluster 2 Carpentry Basics

CPCCCA2011A Handle carpentry materials	Y	Y	Y	Y		Y	
CPCCA2002B Use carpentry tools and equipment	y	y	y	y			**

Cluster 3 White Card

CPCCWHS1001 Prepare to work safely in the construction industry	Y		Y	Y	Y		Y
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Cluster 4 Levelling

CPCCCM2006B Apply basic levelling procedures	Y		Y	Y			
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Cluster 5 Reading Plans

CPCCCM2001A Read and interpret plans and specifications	Y		Y	Y			Y
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Cluster 6 Prepare for Concreting

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

Cluster 7 Group Project

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

Cluster 8 Skills Into Action

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

Cluster 9 Option 2: Brick and Block Laying

CPCCBL2001A Handle and prepare bricklaying material	Y	Y		Y		Y	
CPCCBL2002A Use bricklaying and blocklaying tools and equipment	Y	Y		Y		Y	

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

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

DRAMA

Course Coordinator: Mrs Helen Johnson		Task 1	Task 2	Task 3	Task 4
		Directorial Concept Presentation (1 play)	IP progressive – VivaVoce	Group Performance	Trial Examination
Component	Syllabus weighting	Due: Term 4 Week 8	Due: Term 1 Week 9	Due: Term 2 Week 5	Due: Term 3 Week 5/6
Making	40	10	10	10	10
Performing	30		20		10
Critically Studying	30	10		10	10
Total	100%	20	30	20	30
Outcomes assessed		H1.3, H1.4, H1.5, H1.7, H3.1, H3.2, H3.3,	H1.2, H1.3, H2.1, H2.2, H1.8, H1.9	H1.1, H1.6, H3.1, H3.3, H3.4, H3.5	H1.3, H1.4, H1.7, H2.1, H2.2, H2.4, H3.1, H3.2, H3.3

Semester 1 Outcomes	Semester 2 Outcomes
<ul style="list-style-type: none"> ▶ H1.1 uses acting skills to adopt and sustain a variety of characters and roles ▶ H1.2 uses performance skills to interpret and perform scripted and other material ▶ H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works ▶ H1.4 collaborates effectively to produce a group-devised performance ▶ H1.5 demonstrates directorial skills ▶ H1.7 demonstrates skills in using the elements of production ▶ H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions ▶ H1.9 values innovation and originality in group and individual work ▶ H2.1 demonstrates effective performance skills ▶ H2.2 uses dramatic and theatrical elements effectively to engage an audience ▶ H2.3 demonstrates directorial skills for theatre and other media ▶ H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements ▶ H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses ▶ H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements 	<ul style="list-style-type: none"> ▶ H1.1 uses acting skills to adopt and sustain a variety of characters and roles ▶ H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works ▶ H1.4 collaborates effectively to produce a group-devised performance ▶ H1.6 records refined group performance work in appropriate form ▶ H1.7 demonstrates skills in using the elements of production ▶ H2.1 demonstrates effective performance skills ▶ H2.2 uses dramatic and theatrical elements effectively to engage an audience ▶ H2.4 appreciates the dynamics of drama as a performing art ▶ H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance ▶ H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements ▶ H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses ▶ H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements ▶ H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies ▶ H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 4	Topic	Topic 6: Black Comedy – ‘The Lieutenant of Inishmore’ & ‘The Shape of Things’ or ‘October’ + Individual Project Process lessons										
	Assessment						Work Placement		AT1 Due			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 1	Topic	Heat Week	Topic 2: Contemporary Australian Theatre Practice ‘Stolen’ or ‘Neighbourhood Watch’ or ‘Fearless’ Individual Project Process Lessons									
	Assessment					Access Camp	Work Placement			AT 2 Due		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 2	Topic	Individual Project and Group Performance Development										
	Assessment					AT 3 Due	Work Placement					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 3	Topic	Preparation for Performances Revision				Trial Examinations			Revision			
	Assessment					AT 4 Due		Submission Performance of projects				

ENGLISH ADVANCED

Course Coordinator: Mr. Ben Knight		Task 1	Task 2	Task 3	Task 4
		Portfolio of work (with related material)	Critical response	Multimodal presentation	Trial Examination
Component	Syllabus weighting	Due: Term 1 Week 4	Due: Term 2 Week 1	Due: Term 3 Week 1	Due: Term 3 Week 5/6
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	15	10
Total	100%	25	25	25	25
Outcomes assessed		EA12-1; EA12-3; EA12-5; EA12-6	EA12-3; EA12-5; EA12-6 EA12-7	EA12-2; EA12-4; EA12-6; EA12-9	EA12-1; EA12-3; EA12-5; EA12-6; EA12-7; EA12-8

Semester 1 Outcomes	Semester 2 Outcomes
<ul style="list-style-type: none"> ▶ EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure ▶ EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning ▶ EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments ▶ EA12-6 investigates and evaluates the relationships between texts ▶ EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued 	<ul style="list-style-type: none"> ▶ EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies ▶ EA12-4 strategically adapts and applies knowledge skills and understanding of language concepts and literary devices in new and different contexts ▶ EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments ▶ EA12-6 investigates and evaluates the relationships between texts ▶ EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued ▶ EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning ▶ EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an individual learner

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 4	Topic	Common Module: Texts and Human Experiences / Module C: The Craft of Writing*									
	Assessment						Work Placement				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 1	Topic	Heat Week	...(Cont.)	Module B: Critical Study of Literature							
	Assessment			AT1 Due	Access Camp	Work Placement					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 2	Topic	Module A: Textual Conversations / Module C: The Craft of Writing*									
	Assessment	AT2 Due					Work Placement				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 3	Topic	...(Cont.)	All modules			Trial Examinations AT 4 Due		Common module	Module B	Module A	Module C
	Assessment	AT3 Due									

*Every third week for Common Module: Texts and Human Experiences and Module A: Textual Conversations will be dedicated to the delivery of Module C: The Craft of Writing.

ENGLISH STANDARD

Course Coordinator: Mrs Helen Tremain		Task 1	Task 2	Task 3	Task 4
		Analytical response and reflection	Portfolio of writing tasks	Pecha Kucha and reflection	Trial Examination
Component	Syllabus weighting	Due: Term 4 Week 9	Due: Term 2 Week 5	Due: Term 3 week 3	Due: Term 3 week 5/6
Knowledge and understanding of course content	50	10	10	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and content across all modes	50	10	20	10	10
Total	100%	20	30	25	25
Outcomes assessed		EN12-1, EN12-2, EN12-6, EN12-7	EN12-4, EN12-5, EN12-6	EN12-3, EN12-8, EN12-9	EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7

Semester 1 Outcomes	Semester 2 Outcomes
<ul style="list-style-type: none"> ▶ EN12-1: Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure ▶ EN12-2: Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies ▶ EN12-4: Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts ▶ EN12-5: Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments ▶ EN12-6: Investigates and explains the relationships between texts. ▶ EN12-7: Explains and evaluates the diverse ways texts can represent personal and public worlds 	<ul style="list-style-type: none"> ▶ EN12-1: Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure ▶ EN12-2: Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies ▶ EN12-3: Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning ▶ EN12-7: Explains and evaluates the diverse ways texts can represent personal and public worlds ▶ EN12-8: Explains and assesses cultural assumptions in texts and their effects on meaning ▶ EN12-9: Reflects on, assesses, and monitors own learning and refines individual and collaborative processes as an independent learner

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 4	Topic	Common Module: <i>Texts and Human Experience</i> Billy Elliot (Film)								Module C: <i>The Craft of Writing</i>		
	Assessment						Work Placement			AT1 Due		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 1	Topic	Heat Week	Module C: <i>The Craft of Writing</i>					Module A: <i>Language, Identity and Culture</i> Henry Lawson (Prose Fiction)				
	Assessment					Access Camp	Work Placement					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 2	Topic	Module A: <i>Language, Identity and Culture</i> Henry Lawson (Prose Fiction)					Module B: <i>Close Study of Literature - Noonuccal</i> (Poetry)					
	Assessment					AT2 Due	Work Placement					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 3	Topic	Module B: <i>Close Study of Literature - Noonuccal</i> (Poetry)			Revision	Trial Examinations AT4		Revision and Exam Preparation				
	Assessment			AT3 Due								

ENGLISH STUDIES

Course Coordinator: Mrs Courtney Foley		Task 1	Task 2	Task 3	Task 4
		Online opinion piece + response	Motivational Speech	Portfolio of Work	Trial Examination
Component	Syllabus weighting	Due: Term 4 Week 9	Due: Term 1 Week 8	Due: Term 2 Week 8	Due: Term 3 Week 5/6
Knowledge and understanding of course content		15	10	15	10
Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 		10	15	15	10
Total		25	25	30	20
Outcomes assessed		7, 8, 9	1, 3, 6	2, 4, 5, 10	1, 2, 3, 4, 5, 6, 7, 8, 9

Semester 1 Outcomes

- ▶ **ES12-1:** Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts, and texts from academic, community, workplace and social contexts for a variety of purposes.
- ▶ **ES12-3:** Assesses, comprehends and uses information to communicate in a variety of ways.
- ▶ **ES12-6:** Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes.
- ▶ **ES12-7:** Represents own ideas in critical, interpretive and imaginative texts.
- ▶ **ES12-8:** Understands and explains the relationships between texts.
- ▶ **ES12-9:** Identifies and explores ideas, values, points of view and attitudes expressed in texts and explains ways in which texts may influence, engage and persuade different audiences.

Semester 2 Outcomes

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

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 4	Topic	Mandatory Common Module – Texts and Human Experience									
	Assessment						Work Placement			AT1 Due	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 1	Topic	Module E: Playing the Game - English and Sport									
	Assessment	Heat Week				Access Camp	Work Placement		AT2 Due		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 2	Topic	Module C: On the Road – English and the experience of travel									
	Assessment						Work Placement		AT3 Due		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 3	Topic	Module: Local Heroes – English and Community life				Trial Examinations AT4 Due		Module: Local Heroes – English and Community life			
	Assessment										

HOSPITALITY

Course Coordinator: Miss Natasha Freeth		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7
		Cluster 4	Cluster 5	Cluster 6	Cluster 3	Cluster 7	Cluster 8	Trial Examination
Code	Competency	Due: Term 4 Week 4	Due: Term 4 Week 9	Due: Term 1 Week 10	Due: Term 2 Week 9	Due: Term 3 Week 7	Due: Term 3 Week 9	Due: Term 3 Week 5/6
SITXWHS001	Participate in safe work practices	X						X
BSBSUS201	Participate in environmentally sustainable work practices	X						X
SITXCCS003	Interact with customers		X					X
SITXCOM002	Show social and cultural sensitivity		X					X
SITHFAB007	Serve food and beverage			X				X
SITHFAB005	Prepare and serve espresso coffee				X			X
SITHFAB004	Prepare and serve non-alcoholic beverages				X			X
SITHIND002	Source and use information on the hospitality industry					X		X
SITHIND003	Use hospitality skills effectively						X	

Semester 1 Competencies

Semester 2 Competencies

- ▶ SITXWHS001 Participate in safe work practices
- ▶ BSBSUS201 Participate in environmentally sustainable work practices
- ▶ SITXCCS003 Interact with customers
- ▶ SITXCOM002 Show social and cultural sensitivity
- ▶ SITHFAB007 Serve food and beverage

- ▶ SITHFAB005 Prepare and serve espresso coffee
- ▶ SITHFAB004 Prepare and serve non-alcoholic beverages
- ▶ SITHIND002 Source and use information on the hospitality industry
- ▶ SITHIND003 Use hospitality skills effectively

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 4	Topic	Cluster 4					Cluster 5				
	Assessment				Cluster 4		Work Placement			Cluster 5	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 1	Topic	Heat Week	Cluster 6								
	Assessment					Access Camp	Work Placement				Cluster 6
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 2	Topic	Cluster 3									
	Assessment						Work Placement			Cluster 3	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 3	Topic	Cluster 7				Trial Examinations	Cluster 8				
	Assessment						Cluster 7		Cluster 8		

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes		Dates					
Work Placement (compulsory for the HSC) 70 hours in total		Week 6- Term 4, 1 and 2					
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.		Term 3 Week 5/6					
	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable

Cluster 1 **Working Together** new cluster

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

Cluster 2 **Safe and hygienic food preparation**-new cluster

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

Cluster 3 **Café Skills**- new assessment requirement

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

Cluster 4 **Safe and Sustainable work practices**

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

Cluster 5 **Interacting with diverse customers**

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

Cluster 6 **Serving food and beverages** – new assessment requirement

SITHFAB007 Serve food and beverage	Y			Y		Y	Y Portfolio
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Cluster 7 **Keeping up to date with industry**

SITHIND002 Source and use information on the hospitality industry				Y			Y
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Cluster 8 **Use hospitality skills effectively** – new assessment requirement

SITHIND003 Use hospitality skills effectively	Y			Y		Y	Portfolio
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INDUSTRIAL TECHNOLOGY

Course Coordinator: Mr Luke Watt		Task 1	Task 2	Task 3	Task 4
		Folio Part 1	Trinket Box	Industry Study	Trial Examination
Component	Syllabus weighting	Due: Term 4 Week 8	Due: Term 1 Week 8	Due: Term 2 Week 8	Due: Term 3 Week 5/6
Knowledge and understanding of course content	40	5	5	20	10
Knowledge and skills in the design, management, communication and production of a major project	60	15	15	10	20
Total	100%	20	20	30	30
Outcomes assessed		H3.1, H3.2, H3.3, H5.1	H2.1, H3.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H1.3, H2.1, H3.1, H4.3, H6.1, H7.1

Semester 1 Outcomes						Semester 2 Outcomes					
<ul style="list-style-type: none"> ▶ H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques ▶ H3.1 demonstrates skills in sketching, producing and interpreting drawings ▶ H3.2 selects and applies appropriate research and problem-solving skills ▶ H3.3 applies and justifies design principles through the production of a Major Project ▶ H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project ▶ H5.1 selects and uses communication and information processing skills ▶ H5.2 examines and applies appropriate documentation techniques to project management ▶ H6.2 applies the principles of quality and quality control 						<ul style="list-style-type: none"> ▶ H1.1 investigates industry through the study of businesses in one focus area ▶ H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry ▶ H1.3 identifies important historical developments in the focus area industry ▶ H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques ▶ H3.1 demonstrates skills in sketching, producing and interpreting drawings ▶ H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components ▶ H6.1 evaluates the characteristics of quality manufactured products ▶ H6.2 applies the principles of quality and quality control ▶ H7.1 explains the impact of the focus area industry on the social and physical environment ▶ H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on the society and the environment 					

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 4	Practical	HSC Major Project & Portfolio								Check In		
	Topic	Introduction to HSC		Design Management & Communication								
	Assessment						Work Placement		AT 1 Due:			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 1	Practical	HSC Major Project & Portfolio								Check In		
	Topic	Industry Related Technology Focus area: Timber Products and Furniture Technologies										
	Assessment	Heat Week				Access Camp	Work Placement		AT 2 Due			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 2	Practical	HSC Major Project & Portfolio								Check In		
	Topic	Industry Study										
	Assessment						Work Placement		AT3 Due			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 3	Practical	HSC Major Project & Portfolio				Trial Examinations		HSC Examination Preparation				
	Topic	Examination Revision										
	Assessment	Due*: HSC Major Project				AT 4 Due						

*Date to be confirmed by NESA

MATHEMATICS STANDARD 1

Course Coordinator: Mrs Elaine Bates		Task 1	Task 2	Task 3	Task 4
		Task on Trigonometry and scale drawing	Learning/log book test on Networks and Investment	Statistical Investigation and Bivariate data	Trial Examination
Component	Syllabus weighting	Due: Term 4 Week 9	Due: Term 1 Week 9	Due: Term 3 Week 1	Due: Term 3 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- 12-3, MS1- 12.4 MS1 - 12.9 MS1 - 12.10	MS1 – 12.5 MS1 – 12.8 MS1 – 12.9 MS1 – 12.10	MS1 – 12.2 MS1 – 12.7 MS1- 12.9 MS1 - 12.10	MS1 – 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10

Semester 1 Outcomes	Semester 2 Outcomes
<ul style="list-style-type: none"> ▶ MS1-12.3 interprets the results of measurements and calculations and makes judgements about their reasonableness ▶ MS1-12.4 analyses simple two-dimensional and three-dimensional models to solve practical problems ▶ MS1-12.5 makes informed decisions about financial situations likely to be encountered post-school ▶ MS1-12.8 applies network techniques to solve network problems ▶ MS1-12.9 chooses and uses appropriate technology effectively and recognises appropriate times for such use ▶ MS1-12.10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others 	<ul style="list-style-type: none"> ▶ MS1-12.1 uses algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts ▶ MS1-12.2 analyses representations of data in order to make predictions and draw conclusions ▶ MS1-12.6 represents the relationships between changing quantities in algebraic and graphical forms ▶ 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

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 4	Topic	Measurement – Scale Drawing MS- M5					Measurement – Trigonometry MS -M3					
	Assessment						Work Placement				AT 1 Due	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 1	Topic	Heat Week	Network and Paths – Networks (N1.1)		Network and Paths – Shortest Paths (N1.2)		Financial Mathematics – Investment MS – F2		Algebra – Simultaneous Equations – A3.1			
	Assessment					Access Camp	Work Placement				AT2 Due	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 2	Topic	Financial Mathematics MS-F3 Depreciation and loans				Statistical Analysis Ms-S3– Statistical Investigation Process S3.1			Statistical Analysis – Bivariate Data Analysis			
	Assessment						Work Placement					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 3	Topic	Measurement – Rates – M4				Trial Examinations AT 4 Due		Algebra- Graphs of practical situations – A3.2				
	Assessment	AT 3 Due										

MATHEMATICS STANDARD 2

Course Coordinator: Mr Gerry Capell		Task 1	Task 2	Task 3	Task 4
		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 Week 9	Due: Term 1 Week 10	Due: Term 2 Week 9	Due: Term 3 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
<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ 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	WK 8	WK 9	WK 10
TERM 4	Topic	MS-S2 Probability		MS-A4 Types of Relationships(A4.1) Simultaneous linear equations		MS-A4 Types of Relationships (A\$.2): Non-linear relationships		MS-F4 Investments and Loans (F4.1): Investments			
	Assessment										Work Placement
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 1	Topic	Heat Week	MS-N2 Network Concepts (N2.1): Networks			MS2-N2 Network concepts (N2.2) Shortest paths			MS F4 Investment and Loans (F4.2): Depreciation and loans		
	Assessment										
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 2	Topic	MS-F5 Annuities			MS-M6 Non-right-angled trigonometry			MS-N3 Critical Path Analysis			
	Assessment										
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 3	Topic	MS-M7 Rates and Ratios		MS-S4 Bivariate Data Analysis		Trial Examinations AT 4 Due		MS-S5 The Normal Distribution			
	Assessment										

NUMERACY

Course Coordinator: Mrs Jodie Attenborough		Task 1	Task 2	Task 3	Task 4
		Rules of Thirds	New Job, New Adventure	Aboriginal Artwork	Numeracy Around the Home
Component	Syllabus weighting	Due: Term 4 Week 8	Due: Term 1 Week 7	Due: Term 2 Week 7	Due: Term 3 Week 3
Understanding, fluency and communication	50	10	15	10	15
Problem solving, reasoning and justification	50	10	10	15	15
Total	100%	20	25	25	30
Outcomes assessed		N6-2.1, N6-3.1	N6-1.1, N6-1.3, N6-2.4	N6-1.2, N6-2.3, N6-2.5	N6-2.5, N6-3.2, N6-2.2

Semester 1 Outcomes		Semester 2 Outcomes	
<ul style="list-style-type: none"> N6-1.1 recognises 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 		<ul style="list-style-type: none"> N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts 6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems N 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 	

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 4	Topic	<i>Module 3 – Percentages in Real Life</i>									
	Assessment	Focusing on:- Percentages linked with fractions and decimals (3.1), Finance (3.2) Location, time and temperature (3.3), Space and design (3.4)									
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 1	Topic	Heat Week	<i>Module 3- Life After School</i>								
	Assessment		Focusing on:- Percentages linked with fractions and decimals (3.1), Finance (3.2) Location, time and temperature (3.3), Space and design (3.4)								
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 2	Topic	<i>Module 4 – Reconciliation</i>									
	Assessment	Focusing on:- Rates and Ratios(4.1), Statistics and probability (4.2), Exploring numeracy using the NRMT process (4.3)									
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 3	Topic	<i>Module 4- Recycling</i>				Trial Examinations	<i>Module 4- Recycling</i>				
	Assessment	Focusing on:- Rates and Ratios(4.1), Statistics and probability (4.2), Exploring numeracy using the NRMT process (4.3)					Focusing on:- Rates and Ratios(4.1), Statistics and probability (4.2), Exploring numeracy using the NRMT process (4.3)				
				AT 4 Due							

PDHPE

Course Coordinator: Mrs Cassie Hinchley		Task 1	Task 2	Task 3	Task 4
		Athlete Case Study Due: Term 4 Week 5	Research Investigation Due: Term 1 Week 5	Performance Analysis Due: Term 3 Week 1	Trial Examination Due: Term 3 Week 5/6
Component	Syllabus weighting				
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research, analysis and communicating	60	10	10	20	20
Total	100%	20	20	30	30
Outcomes assessed		H8, H13, H16, H17	H1, H2, H3, H4, H5, H13, H14, H15, H16, H17	H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15

Semester 1 Outcomes	Semester 2 Outcomes
<ul style="list-style-type: none"> ▶ 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 ▶ H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity ▶ H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity ▶ H14 argues the benefits of health-promoting actions and choices that promote social justice ▶ H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all ▶ H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts. ▶ H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation 	<ul style="list-style-type: none"> ▶ 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 ▶ 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	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 4	Topic	Option : Sports Medicine					Revision	Core 1: Health Priorities in Australia				
	Assessment					AT 1 Due	Work Placement					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 1	Topic	Heat Week	Core 1: Health Priorities in Australia				Revision	Core 2: Factors affecting performance				
	Assessment					Access Camp AT 2 Due	Work Placement					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 2	Topic	Core 2: Factors affecting performance					Revision	Option: Improving Performance				
	Assessment						Work Placement					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 3	Topic	Option: Improving Performance	Revision/Examination Technique			Trial Examinations AT 4 Due		Revision/Examination Technique				
	Assessment	AT 3 Due										

PRIMARY INDUSTRIES

Course Coordinator: Mr Ken Horley			Task 1	Task 2	Task 3	Task 4	Task 5
			Cluster 3	Cluster 4	Cluster 8	Cluster 5	Trial Examination
Code	Competency	Hours	Due: Term 4 Week 5	Due: Term 1 Week 5	Due: Term 2 Week 9	Due: Term 3 Week 3	Due: Term 3 Week 5/6
AHCWRK201	Observe and report on weather	15	X				X
AHCCHM201	Apply chemicals under supervision	20		X			X
AHCPMG201	Treat weeds	10					
AHCLSK211	Provide feed for livestock	10			X		X
AHCLSK209	Monitor water supplies	10					
AHCLSK202	Care for health and welfare of livestock	20					
AHCLSK205	Handle livestock using basic techniques	15				X	X
AHCLSK206	Identify and mark livestock	10					
AHCLSK204	Carry out regular livestock observation	10					

Semester 1 Competencies

- ▶ AHCWRK201 Observe and report on weather
- ▶ AHCPMG201 Treat weeds
- ▶ AHCCHM201 Apply chemicals under supervision

Semester 2 Competencies

- ▶ AHCLSK211 Provide feed for livestock
- ▶ AHCLSK209 Monitor water supplies
- ▶ 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

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 4	Topic	Cluster 3: Weather				Cluster 4: Chemicals					
	Assessment					Cluster 3 Due	Work Placement				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 1	Topic	Heat Week	Cluster 8: Livestock								
	Assessment						Access Camp Cluster 4 Due	Work Placement			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 2	Topic	Cluster 8: Livestock									
	Assessment						Work Placement			Cluster 8 Due	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 3	Topic	Cluster 8: Livestock				Trial Examinations AT 5 Due		Revision			
	Assessment			Cluster 5 Due							

Assessment Summary AHC20116 Certificate II in Agriculture

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Week 6 (Term 4, 1 and 2)
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 5/6

Cluster name and unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, Oral Presentation	Third Party Report	Self-assessment	HSC examinable
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Trainers must deliver and assess Cluster 1, 2, 3, 4, at least one of Cluster 5 and 6 and then select optional clusters to total 18 units. **Qualification Packaging Rules:** <https://training.gov.au/Training/Details/AHC20116>

Cluster 1 Participate in WHS Processes

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

AHCWRK209 Participate in environmentally sustainable work practices	Y		Y	Y	Y	Y		Y
AHCWRK204 Work effectively in the industry	Y		Y	Y	Y	Y		Y
AHCWRK205 Participate in workplace communications	Y		Y	Y	Y	Y		

Cluster 3 Weather

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

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

Cluster 5 Healthy Animals

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

Cluster 8 Feed and Water Livestock

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

Cluster 9 Fencing

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

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

SPORT, LIFESTYLE AND RECREATION

Course Coordinator: Mrs Sarah Lindsay		Task 1	Task 2	Task 3	Task 4
		Dance research and analysis	Outdoor Recreation Plan	Athletics fact sheet and log book	School Based Competition
Component	Syllabus weighting	Due: Term 4 Week 8	Due: Term 1 Week 8	Due: Term 2 Week 8	Due: Term 3 Week 7
Knowledge and Understanding	50	15	15	10	10
Skills	50	10	10	15	15
Total	100%	25	25	25	25
Outcomes assessed		H1.1, H1.3, H2.3, H3.4, H4.4	H1.1, H1.3, H1.4, H2.3, H3.6, H4.1, H4.2	H1.1, H1.3, H1.6, H2.1, H2.2, H3.1, H3.3	H1.1, H1.3, H1.6, H3.2, H4.2, H4.5

Semester 1 Outcomes						Semester 2 Outcomes																						
1.1	applies the rules and conventions that relate to participation in a range of physical activities	1.1	applies the rules and conventions that relate to participation in a range of physical activities	1.3	demonstrates ways to enhance safety in physical activity	1.3	demonstrates ways to enhance safety in physical activity	1.6	describes administrative procedures that support successful performance outcomes	2.1	explains the principles of skill development and training	2.2	analyses the fitness requirements of specific activities	2.3	selects and participates in physical activities that meet individual needs, interests and abilities	3.1	selects appropriate strategies and tactics for success in a range of movement contexts	3.2	design programs that respond to performance needs	3.3	measures and evaluates physical performance capacity	4.2	demonstrates leadership skills and a capacity to work cooperatively in movement contexts	4.4	demonstrates competence and confidence in movement contexts	4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity	
1.3	demonstrates ways to enhance safety in physical activity	1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia	2.3	selects and participates in physical activities that meet individual needs, interests and abilities	3.4	composes, performs and appraises movement	3.6	assesses and responds appropriately to emergency care situations	4.1	plans strategies to achieve performance goals	4.2	demonstrates leadership skills and a capacity to work cooperatively in movement contexts	4.4	demonstrates competence and confidence in movement contexts													
1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia	2.3	selects and participates in physical activities that meet individual needs, interests and abilities	3.4	composes, performs and appraises movement	3.6	assesses and responds appropriately to emergency care situations	4.1	plans strategies to achieve performance goals	4.2	demonstrates leadership skills and a capacity to work cooperatively in movement contexts	4.4	demonstrates competence and confidence in movement contexts															

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 4	Topic	Dance										
	Assessment						Work Placement		AT 1 Due			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 1	Topic	Outdoor Recreation										
	Assessment	Heat Week				Access Camp	Work Placement		AT 2 Due			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 2	Topic	Athletics										
	Assessment						Work Placement		AT 3 Due			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	
TERM 3	Topic	Sports Administration				Trial Examinations			Sports Administration			
	Assessment								AT 4 Due			

VISUAL DESIGN

Course Coordinator: Mrs Kim Williams		Task 1	Task 2	Task 3	Task 4
		Pizza Packaging	Word Walk	Topic Test	Individual Project
Component	Syllabus weighting	Due: Term 4 Week 9	Due: Term 1 Week 10	Due: Term 2 Week 3	Due: Term 3 Week 3
Design and Making	70	20	20	5	25
Critical and Historical Studies	30	5	10	5	10
Total	100%	25	30	10	35
Outcomes assessed		DM 1, 3 CH 4	DM 4,5,6 CH 1, 3	DM 2,4 CH 2, 3	DM 1,3, 5, 6 CH 1, 4

Semester 1 Outcomes

- ▶ DM3 investigates different points of view in the making of designed works
- ▶ DM4 generates images and ideas as representations/simulations
- ▶ DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- ▶ CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- ▶ CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Semester 2 Outcomes

- ▶ DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- ▶ DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- ▶ DM6 takes into account issues of Work Health and Safety in the making of a range of works
- ▶ CH1 generates in their critical and historical practice ways to interpret and explain design
- ▶ CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 4	Topic	Product Design – Packaging & Pizza									
	Assessment						Work Placement			AT 1 Due	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 1	Topic	Heat Week	Interior/Exterior Design – Word Walk								
	Assessment					Access Camp	Work Placement				AT2 Due
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 2	Topic	General Module - Individual Design Project									
	Assessment			AT 3 Due			Work Placement				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 3	Topic	General Module - Individual Design Project			Chindogu Design	Trial Examinations		Chindogu Design			
	Assessment			AT 4 Due							

WORK STUDIES

Course Coordinator: Mr Michael Labone		Task 1	Task 2	Task 3	Task 4
		Research project	In Cass Test	Written Reflection and Speech	Examination
Component	Syllabus weighting	Due: Term 4 Week 9	Due: Term 1 Week 5	Due: Term 2 Week 8	Due: Term 3 Week 3
Knowledge and Understanding	30	5	10	10	5
Skills	70	20	10	15	25
Total	100%	25	20	25	30
Outcomes assessed		1,4,5,6,7,8,9	3,5,6,7,8,9	2,3,5,6,7,8,9	2,5,6,7,8,9
Semester 1 Outcomes		Semester 2 Outcomes			
<ul style="list-style-type: none"> ▶ H1 investigates a range of work environments ▶ H3 analyses employment options and strategies for career management ▶ H4 assesses pathways for further education, training and life planning ▶ H5 communicates and uses technology effectively ▶ H6 applies self-management and teamwork skills ▶ H7 utilises strategies to plan, organise and solve problems ▶ H8 assesses influences on people's working lives ▶ H9 evaluates personal and social influences on individuals and groups 		<ul style="list-style-type: none"> ▶ H2 examines different types of work and skills for employment ▶ H3 analyses employment options and strategies for career management ▶ H5 communicates and uses technology effectively ▶ H6 applies self-management and teamwork skills ▶ H7 utilises strategies to plan, organise and solve problems ▶ H8 assesses influences on people's working lives ▶ H9 evaluates personal and social influences on individuals and groups 			

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 4	Topic	Module 11: School based module: The Digital Workplace									
	Assessment						Work Placement			AT1 Due	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 1	Topic	Heat Week	Module 4: Teamwork and Enterprise Skills								
	Assessment					Access Camp AT2 Due	Work Placement				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 2	Topic	Module 5: Managing Work and Life Commitments									
	Assessment						Work Placement		AT3 Due		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10
TERM 3	Topic	Module 9: Team Enterprise skills				Trial Examinations		Module 9: Team Enterprise skills			
	Assessment			AT4 Due							

APPENDIX



**Individual
Appeals Only**

Appeal Form

Student Name: _____

School: _____

Course Coordinator: _____

Subject: _____

Due Date: _____ Task Description: _____

Reason for appeal:

- Illness
- Misadventure
- Process
- Extension
- Other _____

Were special provisions provided for this assessment task? YES NO

Details for appeal:

Student Statement: How did this misadventure affect your performance?

What is the desired outcome by student?

Student Signature: _____ Date: _____

Parent / Caregiver Signature: _____ Date: _____

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

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

Principals: _____

Appeal Outcome: Upheld Dismissed

Recommendation:

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

Comment:

HTA Signature: _____ Date: _____

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



Assessment Coversheet

Student Name: _____ School: _____

Subject: _____ Course Coordinator: _____

Year: _____ Assessment Task Number: _____

Due Date: _____ Number of Pages: _____

Student Signature: _____

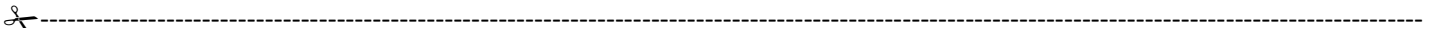
Assessment task uploaded via Google Classroom: YES NO

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

Appeal form submitted: YES NO

Received by: _____ Date: _____ Time: _____

Staff Signature: _____



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

Student Name: _____ School: _____

Subject: _____ Course Coordinator: _____

Year: _____ Assessment Task Number: _____

Due Date: _____ Number of Pages: _____

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

Student Signature: _____ Appeal form submitted: YES NO

Received by: _____ Date: _____ Time: _____

Staff Signature: _____



Assessment Task Notification & Acknowledgement

Subject: _____ School: _____

Course Coordinator: _____ Year: _____

Assessment Task Number: _____ Weighting: _____

Due Date of Task: _____ Date of Distribution: _____

Details of Task: _____

Co-Teacher:

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

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



Change of Assessment Task

Course Coordinator:

School:

Subject:

Year Group:

Assessment Task Details:

Outline of reason/s for the change of assessment:

Original Due Date:

New Due Date:

Course Coordinator's Process Checklist:

Please tick when completed

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

Approved: Y N

Signatures: _____	_____	_____	_____
Date: _____	_____	_____	_____
Course Coordinator	Supervisor	Principal	Head Teacher Access

Head Teacher Access Process Checklist:

Please tick when completed

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