



Western Access Program  
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# 2020 YEAR II ASSESSMENT POLICY AND SCHEDULE

Peak Hill / Tottenham / Trundle / Tullamore / Yeoval



This policy is designed to provide a summary of the assessment procedures for all students studying courses at schools within 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 Standard Authority (NESA) considers satisfactory
- Attended a government school, an accredited non-government school, a school outside NSW recognised by 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 NESA for the award of Higher School Certificate
- Sit for and made a serious attempt at the requisite HSC examinations.

*Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent.*

## PATTERN OF STUDY

To qualify for the Higher School Certificate, you must satisfactorily complete a 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. English Studies does not meet UAC requirements for two units of English for the calculation of an ATAR.

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.

## Assessment Procedures

Year 11: Assessment tasks will be scheduled from Year 11 Term 1 until Year 11 Term 3. These assessments will be based on the Year 11 course only.

HSC: 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.

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 Co-Teachers. 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 Co-Teacher will also sign and date the form prior to sending it to the Course Coordinator.

Students will receive a **minimum of two 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 via email and Google Classroom. If a student is absent, when the assessment task is distributed, the Co-Teacher will make them aware when they return to school and the student should seek out their Co-Teacher to discuss the task and sign & date the 'Assessment Task Notification and Acknowledgement' form (see Appendix). They may request an 'Appeal' form (see Appendix) if they feel they have been disadvantaged.

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

## ASSESSMENT SUBMISSION

Students will submit assessment tasks by handing in to the school office by 9am Wednesday of the week they are due with a completed 'Assessment Coversheet' form (see Appendix). Office 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 Co-Teacher.

Co-Teachers 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. School Staff (Co-Teacher or In School Access Coordinator -ISAC) will inform Course Coordinator on the day of the task due date if any students have not submitted.

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 Co-Teacher's responsibility to ensure copies of all examinations are made and kept until the original has been marked and feedback provided to students. All in-class tasks completed under examination conditions must be completed under the same conditions by all students at all schools. This includes, but is not limited to, the duration of time spent on reading/writing/practical tasks, access to support materials, and the use of names or NESA numbers to identify students' work.

## ASSESSMENT FEEDBACK

The Course Coordinator will assess the work submitted and **provide timely feedback** (recommended 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 on the WAP Sentral.

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

## HSC: ALL MY OWN WORK & MALPRACTICE

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

Malpractice is the term used by NESA to describe situations where a student has submitted work which is 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.

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

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

WAP attempts to assist students to avoid malpractice by:

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

## ACCIDENT/MISADVENTURE-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).

## APPEALS PROCEDURES

Marks awarded for each assessment task can only be queried at the time the task is 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, Co-Teacher or In School Access Coordinator who will then refer the matter to be considered by the Assessment Panel.

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

In the event of any appeal, NESAs requires the school to ascertain that the weightings specified by the assessment policies of each course conform to NESAs requirements; the procedures used by the school

for determining the final assessment mark conform to stated policy: there are no computational or computer errors in the determination of the assessment mark.

Provided that the school has fulfilled these conditions, no changes will be made to the assessment mark. The student may make a subsequent appeal to NESAs, but only on the grounds that the review made by the school did not comply with NESAs requirements. NESAs will not change the school assessment marks but, if some changes are considered necessary, may request the school to conduct a further review using amended procedures. The review process is to be completed before the end of the school year.

## COMPLETING COURSE REQUIREMENTS

### Non-completion of Course Requirements

NESAs 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 NESAs. 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 NESAs credential. Students who receive an 'N' Determination in any Year 11 course may be permitted to proceed to the HSC course provisionally while concurrently satisfying any outstanding Year 11 course requirements. Students who receive an 'N' Determination in any HSC course will have neither a moderated assessment mark nor an examination mark awarded for that course in that year. In addition to any other set tasks and experiences **in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 per cent of available marks.**

### N-Warnings

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

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

- 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.

### **Principal's Determination**

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

### **Review of 'N' Determination**

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

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

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

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

### **Completion of Appeal Forms**

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

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

If the student's appeal is unsuccessful at the school level, the Principal's Determination Form, the



Student Appeal Form, the School Review Principal's Report Form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESAs. The appropriate forms relating to 'N' Determinations must be submitted to NESAs by the dates specified in the NESAs timetable of actions for schools.

## NON-COMPLETION OF ASSESSMENT TASKS

### Action to be taken by students when work is submitted late

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

### Illness / Misadventure Applications by Students

Students who feel that their performance on the task has been affected by factors outside their control e.g. illness or accident may wish to apply for special consideration. Students must formally apply by completing the 'Appeal' form (see Appendix). The application form is available from the Head Teacher 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 Co-Teacher or Course Coordinator to instigate this process.
- In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.
- Work submitted late without an application for illness/misadventure will receive a zero '0'; and an N-Warning letter will be sent to the student's home address.
- Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the independent documentary evidence that is handed in to support the misadventure claim. If the illness/misadventure deemed to be valid, and therefore upheld, the student will complete the set task or an alternate task as soon as can be arranged, preferably on the next school day or, in exceptional circumstances, an estimate will be used based on assessment evidence.
- Invalid reasons for illness/ misadventure will result in a mark of zero '0' for that task.

### Extension of Time Requested by Students

Notice of foreseeable absences must be brought to the attention of the Co-Teacher 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.

### **Process to apply for 'Appeal' Form**

1. Students must inform their Co-Teacher 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 Panel to make a determination.
4. The student, Co-Teacher and Course Coordinator will be notified of the decision.

### **Criteria for Course Coordinators Giving Substitute Tasks**

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

Any substitute task should:

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

### **Computer Failures**

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

### **Submission of non-written tasks**

Students must ensure that electronic files are operable on standard school equipment. This must be checked before submission. Each student is responsible for maintaining an updated copy of his or her assessment task on a suitable medium in a suitable program e.g. Word. Where a computer/printer malfunction occurs the backup copy must be submitted.

### **Non-Attempt or Non Serious Attempt at an Assessment Task**

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

- Award zero '0' for that task
- Record a zero '0' mark in the assessment record for the student
- Students who make a non-genuine attempt will be required to re-do/complete the task

- to a standard that meets the course outcomes as required by NESAs
- Inform the parents/caregivers of the situation using an 'N-Warning' letter.

### **Invalid or Non-Discriminating Assessment Task**

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

### **Disability Provisions**

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

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

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

# ASSESSMENT SCHEDULE FOR VET COURSES

## Formal Assessment

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

Students may be deemed 'Competent' if performance in all required assessment activities is satisfactory, OR 'Not Yet Competent' if students are still developing skills and/or their performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses.

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

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

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

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

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

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

Note that:

- Students will not be permitted to participate in a Work Placement if they are not deemed 'work ready' by the trainer

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

**The Optional HSC Examination is:**

- independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification
- optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only
- The satisfactory completion of the course will still appear on student's HSC if the optional examination is not undertaken.

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

# YEAR 11 ASSESSMENT SCHEDULE SUMMARY 2020

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

# Ancient History

		Course Coordinator: Crystal Stanford		Task 1	Task 2	Task 3						
				Source Analysis	Research and Essay-Historical Investigation	Yearly Examination						
Component			Syllabus Weighting	Due Term 1 Week 8	Due Term 2 Week 4	Due Term 3 Week 9/10						
Knowledge and understanding of course content			40%	20%		20%						
Historical skills in the analysis and evaluation of sources and interpretations			20%	5%	5%	10%						
Historical inquiry and research			20%	10%	10%							
Communication of historical understanding in appropriate forms			20%	5%	5%	10%						
<b>Total</b>			<b>100%</b>	40%	20%	40%						
<b>Outcomes assessed</b>				AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9						
Semester 1 Outcomes				Semester 2 Outcomes								
<ul style="list-style-type: none"> <li>AH11-6 6 Analyses and interprets different types of sources for evidence to support an historical account or argument</li> <li>AH11-7 Discusses and evaluates differing interpretations and representations of the past</li> <li>AH11-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</li> <li>AH11-10 Discusses contemporary methods and issues involved in the investigation of ancient history</li> </ul>				<ul style="list-style-type: none"> <li>AH11-1 Describes the nature of continuity and change in the ancient world</li> <li>AH11-2 Proposes ideas about the varying causes and effects of events and developments</li> <li>AH11-3 Analyses the role of historical features, individuals and groups in shaping the past</li> <li>AH11-4 Accounts for the different perspectives of individuals and groups</li> <li>AH11-5 Examines the significance of historical features, people, places, events and developments of the ancient world</li> </ul>								
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 1	Topic	Heat Week	Investigating Ancient History – The Nature of Ancient History <i>The Treatment and Display of Human Remains</i> – integrated with Investigating Ancient History – Case Studies – <i>Tutankhamen's Tomb</i>					Features of Ancient Societies <i>Death and Funerary Customs in Old Kingdom Egypt</i> Historical Investigation				
	Assessment			Access Camp			Work Placement		Task 1 Due			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 2	Topic	Features of Ancient Societies <i>Death and Funerary Customs in Old Kingdom Egypt</i> Historical Investigation			Investigating Ancient History – Case Studies – <i>Persepolis</i> –integrated with Investigating Ancient History – The Nature of Ancient History – <i>Preservation, Conservation and Reconstruction of Ancient Sites</i>							
	Assessment				Task 2 Due		Work Placement					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 3	Topic	Continued- <i>Persepolis Preservation, Conservation and Reconstruction of Ancient Sites</i>		Features of Ancient Societies <i>Women in Ancient Greece and Rome</i>					Yearly Examinations			
	Assessment						Work Placement			Task 3 Due		

# Biology

<b>Course Coordinator:</b> Natasha Shankelton		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		First Hand Investigation	Depth Study	Yearly Examination
<b>Component</b>	<b>Syllabus weighting</b>	Due Term 1 Week 8	Due Term 3 Week 7	Due Term 3 Week 9/10
Skills in Working Scientifically	60%	30%	30%	
Knowledge and Understanding of Course Content	40%			40%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes assessed</b>		BIO11/12-3, BIO11/12-4, BIO11/12-6-8	BIO11/12-1-5, BIO11/12-7, BIO11-11	BIO11-8-11

Semester 1 Outcomes		Semester 2 Outcomes	
<ul style="list-style-type: none"> <li>BIO11/12-3: Conducts investigations to collect valid and reliable primary and secondary data and information</li> <li>BIO11/12-4: Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>BIO11/12-6 : Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>BIO11/12-7: Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</li> <li>BIO11-8: Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes</li> <li>BIO11-9: Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms</li> </ul>		<ul style="list-style-type: none"> <li>BIO11/12-1: Develops and evaluates questions and hypotheses for scientific investigation</li> <li>BIO11/12-2: Designs and evaluates investigations in order to obtain primary and secondary data and information</li> <li>BIO11/12-3: Conducts investigations to collect valid and reliable primary and secondary data and information</li> <li>BIO11/12-4: Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>BIO11/12-5: Analyses and evaluates primary and secondary data and information</li> <li>BIO11/12-7: Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</li> <li>BIO11-10: Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species</li> <li>BIO11-11: Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem</li> </ul>	

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 1	<b>Topic</b>	Heat Week	Module 1 – Cells as the Basis of Life							Module 2		
	<b>Assessment</b>			Access Camp			Work Placement		AT1			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 2	<b>Topic</b>	Module 2 – Organisation of Living Things – Inc. Depth Study (7.5Hrs)				Module 3 – Biological Diversity						
	<b>Assessment</b>				Study Day		Work Placement					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 3	<b>Topic</b>	Module 3	Module 4 – Ecosystem Dynamics – Inc Depth Study (7.5Hrs)							Yearly Examinations (AT3)		
	<b>Assessment</b>				Excursion for Depth Study		Work Placement	AT2				



# Chemistry

Course Coordinator: David Lynn		Task 1	Task 2	Task 3
		Radioisotopes	Comparing Catalysts	Yearly Examination
Component	Syllabus weighting	Due Term 1 Week 10	Due Term 3 Week 1	Due Term 3 Week 9-10
Skills in working scientifically	60%	25%	30%	5%
Knowledge and understanding of course content	40%	5%	5%	30%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>
Outcomes assessed		CH11/12-2,-8	CH11/12-1-5 CH11-10	CH11/12-1-6-11
Semester 1 Outcomes		Semester 2 Outcomes		
<ul style="list-style-type: none"> <li>CH11/12-2: Designs and evaluates investigations in order to obtain primary and secondary data and information</li> <li>CH11/12-3: Conducts investigations to collect valid and reliable primary and secondary data and information</li> <li>CH11/12-4: Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>CH11/12-6: Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>CH11/12-7: Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</li> <li>CH11-8: Explores the properties and trends in the physical, structural and chemical aspects of matter</li> <li>CH11-9: Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships</li> <li>CH11-10: Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions</li> </ul>		<ul style="list-style-type: none"> <li>CH11/12-1: Develops and evaluates questions and hypotheses for scientific investigation</li> <li>CH11/12-5: Analyses and evaluates primary and secondary data and information</li> <li>CH11/12-6: Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>CH11/12-7: Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</li> <li>CH11-11: Analyses the energy considerations in the driving force for chemical reactions</li> </ul>		

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 1</b>	<b>Topic</b>	Heat Week	Properties and Structure of Matter						Depth Study 1	Introduction to Quantitative Chemistry		
	<b>Assessment</b>			Access Camp			Work Placement				Task 1 Due	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 2</b>	<b>Topic</b>	Introduction to Quantitative Chemistry				Reactive Chemistry				Depth Study 2		
	<b>Assessment</b>						Work Placement					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 3</b>	<b>Topic</b>	Depth Study		Drivers of Reactions						Yearly Examinations		
	<b>Assessment</b>	Task 2 due					Work Placement					

# Community and Family Studies

<b>Course Coordinator:</b> Sarah Lindsay		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Interview	Case Study	Yearly Examination
<b>Component</b>	<b>Syllabus weighting</b>	Due Term 1 Week 8	Due Term 2 Week 8	Due Term 3 Week 9/10
Knowledge and understanding of course content		40%	15%	15%
Skills in critical thinking, research methodology, analysing and communicating		60%	20%	20%
<b>Total</b>		<b>100%</b>	<b>35%</b>	<b>35%</b>
<b>Outcomes assessed</b>		P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1 – P6.2

Semester 1 Outcomes	Semester 2 Outcomes
<ul style="list-style-type: none"> <li>P2.3: Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement</li> <li>P4.1: Utilises research methodology appropriate to the study of social issues</li> <li>P4.2: Presents information in written, oral and graphic form</li> <li>P6.1: Distinguishes those actions that enhance wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>P2.3: Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement</li> <li>P3.1: Explains the changing nature of families and communities in contemporary society</li> <li>P4.1: Utilises research methodology appropriate to the study of social issues</li> <li>P4.2: Presents information in written, oral and graphic form</li> <li>P6.1: Distinguishes those actions that enhance wellbeing</li> </ul>

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
<b>TERM 1</b>	<b>Topic</b>	Heat Week	Resource Management						Individuals and Groups				
	<b>Assessment</b>			Access Camp			Work Placement		Task 1 Due				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
<b>TERM 2</b>	<b>Topic</b>	Individuals and Groups						Families and Communities					
	<b>Assessment</b>						Work Placement		Task 2 Due				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	
<b>TERM 3</b>	<b>Topic</b>	Families and Communities						Revision		Yearly Examinations			
	<b>Assessment</b>						Work Placement						

# CPC20211 Certificate II in Construction

Course Coordinator: Leisa Rowlands		Task 1	Task 2	Task 3	Task 4							
Code	Competency	Cluster 1 & 2	Cluster 3	Cluster 4	Yearly Examination							
Code	Competency	Due Term 1 Week 10	Due Term 2 Week 8	Due Term 3 Week 7	Due Term 3 Week 9/10							
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	x			x							
CPCCWHS1001	Prepare to work safely in the construction industry	x			x							
CPCCCA2011A	Handle carpentry materials		x		x							
CPCCCA2002B	Use carpentry tools and equipment		x		x							
CPCCCM2001A	Read and interpret plans and specifications			x	x							
CPCCCM2006B	Apply basic levelling procedures			x	x							
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground				x							
CPCCCM1015A	Carry out measurements & calculations				x							
Semester 1 Competencies												
<ul style="list-style-type: none"> <li>CPCCOHS2001A: Apply OHS requirements, policies and procedures in the construction industry</li> <li>CPCCWHS1001: Prepare to work safely in the construction industry</li> <li>CPCCCA2011A: Handle carpentry materials</li> <li>CPCCCA2002B: Use carpentry tools and equipment</li> </ul>			<ul style="list-style-type: none"> <li>CPCCCM2001A : Read and interpret plans and specifications</li> <li>CPCCCM2006B : Apply basic levelling procedures</li> </ul>									
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 1	Topic	Working safely in the Construction Industry										
	Assessment	Heat Week		Access Camp			Work Placement					Cluster 1&2
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 2	Topic	Carpentry Basics										
	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	WK 11
TERM 3	Topic	Reading Plans and Levelling									Yearly Examinations	
	Assessment						Work Placement	Cluster 4				

# Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	<b>Week 6</b> <b>Term 1-4 2020-2021</b>
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	<b>Term 3</b> <b>Week 5/6 2021</b>

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

CPCCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y	Y
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### Cluster 2 White Card

CPCCWHS1001 – Prepare to work safely in the construction industry	Y		Y	Y	Y	Y		Y
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### Cluster 3 Carpentry Basics

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

### Cluster 4 Reading Plans and Levelling

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

### Cluster 5 Prepare for Concreting

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

### Cluster 6 Group Project

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

### Cluster 7 Skills Into Action

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

### Cluster 8 Option 1 – Joinery

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

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

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

Assessment Advice CPC20211 Certificate II in Construction Pathways

Public Schools NSW Wagga Wagga RTO 90333

December 2019

Version 4

# Drama

<b>Course Coordinator:</b> Helen Johnson		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Theatrical Traditions Essay	Theatrical Styles: Group Performance	Presentation Individual Project: Performance/ Design
<b>Component</b>	<b>Syllabus weighting</b>	Due Term 1 Week 10	Due Term 2 Week 10	Due Term 3 Week 8
Making	40%		20%	20%
Performing	30%		20%	10%
Critically Studying	30%	30%		
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes assessed</b>		P3.1, P3.2, P3.3	P1.2, P1.3, P1.6, P2.4	P1.5, P2.1, P2.3

## Semester 1 Outcomes

- P1.1: Develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.4: Understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.7: Understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P2.2: Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3: Demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.6: Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- P3.1: Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2: Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3: Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
- P3.4: Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

## Semester 2 Outcomes

- P1.1: Develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2: Explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3: Demonstrates performance skills appropriate to a variety of styles and media
- P1.5: Understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6: Demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.8: Recognises the value of individual contributions to the artistic effectiveness of the whole
- P2.1: Understands the dynamics of actor-audience relationship
- P2.2: Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3: Demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4: Performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P2.5: Understands and demonstrates the commitment, collaboration and energy required for a production

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 1</b>	<b>Topic</b>	Heat Week	Improvisation and Elements of Drama			Acting Styles		Theatrical Traditions & Elements of Production: Drama Text Study TBC				
	<b>Assessment</b>			Access Camp			Work Placement				Task 1 Due	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 2</b>	<b>Topic</b>	Theatrical Styles: Playbuilding – Group Devised Performance										
	<b>Assessment</b>						Work Placement				Task 2 Due	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 3</b>	<b>Topic</b>	Individual Performance								Yearly Examinations		
	<b>Assessment</b>						Work Placement		Task 3 Due			

# English Advanced

<b>Course Coordinator:</b> Ben Knight		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<i>Common Module: Reading to Write – Composition and Reflection</i>	<i>Module A: Narratives that Shape our World – Multimodal presentation</i>	Module B: Critical Study of Literature – <b>Critical Response</b>
<b>Component</b>	<b>Syllabus weighting</b>	Due Term 1 Week 11	Due Term 2 Week 10	Due Term 3 Week 8
Knowledge and understanding of course content	50%	10%	20%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	20%	15%	15%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>
<b>Outcomes assessed</b>		EA11-1; EA11-3; EA11-4; EA11-5; EA11-7; EA11-9	EA11-2; EA11-3; EA11-6; EA11-8; EA11-9	EA11-5 EA11-7 EA11-8

Semester 1 Outcomes					Semester 2 Outcomes				
<ul style="list-style-type: none"> <li><b>EA11-1:</b> responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li><b>EA11-3:</b> analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</li> <li><b>EA11-4:</b> strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts</li> <li><b>EA11-5:</b> thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</li> <li><b>EA11-7:</b> evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</li> <li><b>EA11-9:</b> reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner</li> </ul>					<ul style="list-style-type: none"> <li><b>EA11-2:</b> uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</li> <li><b>EA11-3:</b> analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</li> <li><b>EA11-5:</b> thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</li> <li><b>EA11-6:</b> investigates and evaluates the relationships between texts</li> <li><b>EA11-7:</b> evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</li> <li><b>EA11-8:</b> explains and evaluates cultural assumptions and values in texts and their effects on meaning</li> <li><b>EA11-9:</b> reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner</li> </ul>				

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 1	Topic	Common Module: Reading to Write										
	Assessment	Heat Week		Access Camp			Work Placement					Task 1 Due
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 2	Topic	Module A: Narratives that Shape our World										
	Assessment						Work Placement					Task 2 Due
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 3	Topic	Module B: Critical Study of Literature										Yearly Examinations
	Assessment						Work Placement		Task 3 Due			

# English Standard

Course Coordinator: Helen Tremain		Task 1	Task 2	Task 3
		Composing and Reflecting Task	Multimodal Task	Multimodal Task
Component	Syllabus weighting	Due Term 1 Week 10	Due Term 2 Week 10	Due Term 3 Week 7
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
<b>Total</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>Outcomes assessed</b>		<i>EN11-1, EN11-4, EN11-9</i>	<i>EN11-2, EN11-6, EN11-7</i>	<i>EN11-3, EN11-5, EN11-8</i>

Semester 1 Outcomes	Semester 2 Outcomes
<ul style="list-style-type: none"> <li>EN11-1: Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure</li> <li>EN11-2: Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</li> <li>EN11-3: Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning</li> <li>EN11-4: Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</li> </ul>	<ul style="list-style-type: none"> <li>EN11-5: Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments</li> <li>EN11-6: Investigates and explains the relationships between texts</li> <li>EN11-7: Understands and explains the diverse ways texts can represent personal and public worlds</li> <li>EN11-8: Identifies and explains cultural assumptions in texts and their effects on meaning</li> <li>EN11-9: Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner</li> </ul>

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 1</b>	<b>Topic</b>	Common Module: Reading to Write - <i>Of Mice And Men</i> + selected short texts										
	<b>Assessment</b>	Heat Week		Access Camp			Work Placement					Task 1 Due
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 2</b>	<b>Topic</b>	Module A: Contemporary Possibilities - <i>Serial</i>										
	<b>Assessment</b>						Work Placement					Task 2 Due
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 3</b>	<b>Topic</b>	Module B: Close Study of Literature – <i>Wilfred Owen</i>										Yearly Examinations
	<b>Assessment</b>						Work Placement	Task 3 Due				

# English Studies

<b>Course Coordinator:</b> Courtney Foley		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Multimodal Presentation	In Class Test	Portfolio
<b>Component</b>	<b>Syllabus weighting</b>	Due Term 1 Week 8	Due Term 2 Week 5	Due Term 3 Week 7
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in: <ul style="list-style-type: none"> <li>• Comprehending texts</li> <li>• Communicating ideas</li> <li>• Using language accurately, appropriately and effectively</li> </ul>	50%	15%	15%	20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes assessed</b>		ES11-1, ES11-4, ES11-6	ES11-2- 6,	ES11-1, ES11-4-10

## Semester 1 Outcomes

## Semester 2 Outcomes

- ES11-1: Comprehends and responds 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
- ES11-3 :Gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4 : Composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5: Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6 : Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

- ES11-1: Comprehends and responds 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
- ES11-2: Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-4: Composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5: Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6: Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7: Represents own ideas in critical, interpretive and imaginative texts
- ES11-8: Identifies and describes relationships between texts
- ES11-9: Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10: Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 1</b>	<b>Topic</b>	Heat Week	<b>Mandatory Module: Achieving through English: English in Education, Work and Community</b>									
	<b>Assessment</b>			Access Camp				Work Placement		Task 1 Due		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 2</b>	<b>Topic</b>	<b>Elective Module K: The Big Screen – English in Filmmaking</b>										
	<b>Assessment</b>					Task 2 Due	Work Placement					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 3</b>	<b>Topic</b>	<b>Elective Module F: MiTunes and text – English and the language of song</b>								Yearly Examinations		
	<b>Assessment</b>						Work Placement	Task 3 Due				



# SIT20316 Certificate II in Hospitality

Course Coordinator: Natasha Freeth		Task 1	Task 2	Task 3	Task 4							
		Cluster 1	Cluster 2A Theory and Practical	Cluster 2B Theory and Practical	Yearly Examination							
Code	Competency	Due Term 1 Week 9	Due Term 2 Week 2	Due Term 2 Week 8	Due Term 3 Week 9/10							
BSBWOR203	Working effectively with others	x			x							
BSBCMM201	Communicate in the workplace											
SITXFSA001	Use hygienic practices for food safety		x		x							
SITHCCC001	Use food preparation equipment			x	x							
SITXFSA002	Participate in safe food handling practices				x							
Semester 1 Competencies		Semester 2 Competencies										
<ul style="list-style-type: none"> <li>BSBWOR203 Working effectively with others</li> <li>BSBCMM201 Communicate in the workplace</li> <li>SITXFSA001 Use hygienic practices for food safety</li> </ul>		<ul style="list-style-type: none"> <li>SITHCCC001 Use food preparation equipment</li> <li>SITXFSA002 Participate in safe food handling practices</li> </ul>										
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 1	Topic	Cluster 1- Working Together									C 2A	
	Assessment	Heat Week		Access Camp			Work Placement			Cluster 1 due		Practical Day
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 2	Topic	Cluster 2A		Cluster 2B -Safe and hygienic food preparation								
	Assessment		Cluster 2A Due			Practical Day 1	Work Placement		Cluster 2B Due Practical Day 2			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 3	Topic	Cluster 3 – Café Skills						Cluster 4 -Safe and Sustainable work practices		Yearly Examinations		
	Assessment						Work Placement					

# Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes		Dates						
Work Placement (compulsory for the HSC) 70 hours in total		<b>Week 6</b> <b>Term 1-4 2020-2021</b>						
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.		<b>Term 3</b> <b>Week 5/6 2021</b>						
	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable	
<b>Cluster 1 Working Together new cluster</b>								
BSBWOR203 Work effectively with others				Y	Y		Y	
BSBCMM201 Communicate in the Workplace				Y	Y			
<b>Cluster 2 Safe and hygienic food preparation-new cluster</b>								
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				
<b>Cluster 3 Café Skills- new assessment requirement</b>								
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	
<b>Cluster 4 Safe and Sustainable work practices</b>								
SITXWHS001 Participate in safe work practices	Y			Y	Y		Y	
BSBSUS201 Participate in environmentally sustainable work practices				Y				
<b>Cluster 5 Interacting with diverse customers</b>								
SITXCCS003 Interact with customers	Y			Y	Y		Y	
SITXCOM002 Show social and cultural sensitivity	Y			Y	Y			
<b>Cluster 6 Serving food and beverages – new assessment requirement</b>								
SITHFAB007 Serve food and beverage	Y			Y		Y	Y Portfolio	
<b>Cluster 7 Keeping up to date with industry</b>								
SITHIND002 Source and use information on the hospitality industry				Y			Y	
<b>Cluster 8 Use hospitality skills effectively – new assessment requirement</b>								
SITHIND003 Use hospitality skills effectively	Y			Y		Y	Portfolio	

# Industrial Technology

<b>Course Coordinator:</b> Luke Watt		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
		Practical Project & Portfolio	Practical Project & Industry Case Study	Yearly Examination	
<b>Component</b>	<b>Syllabus weighting</b>	Due Term 2 Week 4	Due Term 3 Week 5	Due Term 3 Week 9/10	
Knowledge and understanding of course content		40%	10%	10%	20%
Knowledge and skills in the management, communication and production of projects		60%	20%	20%	20%
<b>Total</b>		<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes assessed</b>		P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.2 P5.1, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P6.1, P7.1	

Semester 1 Outcomes	Semester 2 Outcomes
<ul style="list-style-type: none"> <li>P2.1: Describes and uses safe working practices and correct workshop equipment maintenance techniques</li> <li>P2.2: Works effectively in team situations</li> <li>P3.1: Sketches, produces and interprets drawings in the production of projects</li> <li>P3.2: Applies research and problem-solving skills</li> <li>P3.3: Demonstrates appropriate design principles in the production of projects</li> <li>P4.1: Demonstrates a range of practical skills in the production of projects</li> <li>P4.2: Demonstrates competency in using relevant equipment, machinery and processes</li> <li>P4.3: Identifies and explains the properties and characteristics of materials/components through the production of projects</li> <li>P5.2: Uses appropriate documentation techniques related to the management of projects</li> </ul>	<ul style="list-style-type: none"> <li>P1.1: Describes the organisation and management of an individual business within the focus area industry</li> <li>P1.2: Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies</li> <li>P2.1: Describes and uses safe working practices and correct workshop equipment maintenance techniques</li> <li>P2.2: Works effectively in team situations</li> <li>P5.1: Uses communication and information processing skills</li> <li>P6.1: Identifies the characteristics of quality manufactured products</li> <li>P6.2: Identifies and explains the principles of quality and quality control</li> <li>P7.1: Identifies the impact of one related industry on the social and physical environment</li> <li>P7.2: identifies the impact of existing, new and emerging technologies of one related industry on society and the environment</li> </ul>

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 1</b>	<b>Topic</b>	Heat Week	Design			Management & Communication/Production						
	<b>Assessment</b>			Access Camp			Work Placement					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 2</b>	<b>Topic</b>	Management & Communication/Production			Industry Related Manufacturing Technology							
	<b>Assessment</b>				Task 1 Due		Work Placement					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 3</b>	<b>Topic</b>	Industry Study				Industry Related Manufacturing Technology		Revision		Yearly Examinations		
	<b>Assessment</b>					Task 2 Due	Work Placement					

# Mathematics Standard

Course Coordinator: Gerald Capell		Task 1	Task 2	Task 3								
		Open Book Test	Investigation	Yearly Examination								
Component	Syllabus weighting	Due Term 1 Week 11	Due Term 2 Week 10	Due Term 3 Week 9/10								
Understanding, Fluency and Communication	50%	10%	10%	30%								
Problem Solving, Reasoning and Justification	50%	20%	20%	10%								
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>								
<b>Outcomes assessed</b>		MS11-1 MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	MS11-1 MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-9 MS11-10								
Semester 1 Outcomes						Semester 2 Outcomes						
<ul style="list-style-type: none"> <li>Can substitute into and solve into expressions and formulas</li> <li>Can solve linear equations</li> <li>Understands everyday applications of formula</li> <li>Can apply percentages</li> <li>Understands financial applications of interest and depreciation</li> <li>Understands scientific notation and significant figures</li> <li>Can convert between metric units of measurement</li> <li>Understands absolute error and limits of accuracy in measurement</li> </ul>						<ul style="list-style-type: none"> <li>Uses algebraic techniques to compare alternative solutions to contextual problems</li> <li>Performs calculations in relation to two-dimensional figures</li> <li>Solves problems involving quantity measurement, including accuracy and the choice of relevant units</li> <li>Models relevant financial situations using appropriate tools</li> </ul>						
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 1	Topic	Heat Week	MS-A1: Formulae and Equations			MS-A2: Linear Relationships			MS-F1 (F1.1): Interest and depreciation		MS-M1 Applications of Measurement (M1.1): Practicalities of Measurement	
	Assessment			Access Camp			Work Placement					Task 1 Due
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 2	Topic	MS-M1 Applications of Measurement (M1.2): Perimeter, area and volume			MS-M1 Applications of Measurement (M1.3): Units of energy and mass		MS-F1 Money Matters (F1.2): earning and managing money		MS-F1 Money Matters (F1.3) Budgeting and household expenses			
	Assessment						Work Placement					Task 2 Due
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 3	Topic	MS-M2 Working with Time		MS-S1 Data Analysis (S1.1): Classifying and representing data (grouped and ungrouped)		MS-S1 Data Analysis (S1.2): Exploring and describing data arising from a single continuous variable		MS-S2 Relative Frequency and Probability		Yearly Examinations		
	Assessment						Work Placement					

# Numeracy

<b>Course Coordinator:</b> Jodie Attenborough		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Investigation: Measurement	Investigation: Data, graphs and tables	Assignment: Learning Portfolio
<b>Component</b>	<b>Syllabus weighting</b>	Due Term 1 Week 9	Due Term 2 Week 8	Due Term 3 Week 4
Knowledge and Understanding	50%	10%	20%	20%
Skills	50%	10%	20%	20%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>Outcomes assessed</b>		N6-1.1 -3 N6-2.2, N6-3.1	N6-2.1, N6-2.3, N6-2.5	N6-2.4, N6-3.1 N6-3.2

Semester 1 Outcomes		Semester 2 Outcomes	
<ul style="list-style-type: none"> <li>N6-1.1: and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts</li> <li>N6-1.2: applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems</li> <li>N6-1.3: determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions</li> <li>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</li> <li>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</li> <li>N6-2.3: chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, stastics and probability</li> <li>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</li> <li>N6-3.2: chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts</li> </ul>		<ul style="list-style-type: none"> <li>N6-1.1: and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts</li> <li>N6-1.2: applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems</li> <li>N6-1.3: determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions</li> <li>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</li> <li>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</li> <li>N6-2.3: chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, stastics and probability</li> <li>N6-2.4: chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance</li> <li>N6-2.5: chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design</li> <li>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</li> <li>N6-3.2: chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts</li> </ul>	

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 1</b>	<b>Topic</b>	1.1 Whole Numbers 1.2 Operations with Whole Numbers		1.5 Data, graphs and tables		1.3 Distance, area and volume						
	<b>Assessment</b>			Access Camp			Work Placement			Task 1 Due		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 2</b>	<b>Topic</b>	1.4 Time 1.5 Data, graphs and tables				2.1 Fractions and decimals 2.5 The probability of everyday events		2.2 Operations with fractions and decimals				
	<b>Assessment</b>						Work Placement		Task 2 Due			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 3</b>	<b>Topic</b>	2.2 Operations with fractions and decimals 2.3 Metric relationships				2.5 Length, mass and capacity						
	<b>Assessment</b>			Task 3 Due			Work Placement					

<b>Course Coordinator:</b> Cassandra Hinchley		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Written Analysis	Case Study	Yearly Examination
<b>Component</b>	<b>Syllabus weighting</b>	Due Term 1 Week 10	Due Term 3 Week 1	Due Term 3 Week 9/10
Knowledge and Understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysis and communicating	60%	20%	20%	20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes assessed</b>		P: 7, 8, 9, 10, 11, 16, 17	P: 1, 2, 3, 4, 5, 6, 15, 16	P: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17

Semester 1 Outcomes	Semester 2 Outcomes
<ul style="list-style-type: none"> <li>P7: Explains how body systems influence the way the body moves</li> <li>P8: Describes the components of physical fitness and explains how they are monitored</li> <li>P9: Describes biomechanical factors that influence the efficiency of the body in motion</li> <li>P10: Plans for participation in physical activity to satisfy a range of individual needs</li> <li>P11: Assesses and monitors physical fitness levels and physical activity patterns</li> <li>P16: Uses a range of sources to draw conclusions about health and physical activity concepts</li> <li>P17: Analyses factors influencing movement and patterns of participation.</li> </ul>	<ul style="list-style-type: none"> <li>P1: Identifies and examines why individuals give different meanings to health</li> <li>P2: Explains how a range of health behaviours affect an individual's health</li> <li>P3: Describes how an individual's health is determined by a range of factors</li> <li>P4: Evaluates aspects of health over which individuals can exert some control</li> <li>P5: Describes factors that contribute to effective health promotion</li> <li>P6: Proposes actions that can improve and maintain an individual's health</li> <li>P12: Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings</li> <li>P15: Forms opinions about health-promoting actions based on a critical examination of relevant information</li> <li>P16: Uses a range of sources to draw conclusions about health and physical activity concepts</li> </ul>

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 1</b>	<b>Topic</b>	Heat Week	The Body In Motion								Fitness Choices	
	<b>Assessment</b>			Access Camp			Work Placement				Task 1 Due	
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 2</b>	<b>Topic</b>	Fitness Choices				Better Health For Individuals						
	<b>Assessment</b>						Work Placement					
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 3</b>	<b>Topic</b>	Better Health For Individuals	First Aid					Exam Revision		Yearly Examinations		
	<b>Assessment</b>	Task 2 Due					Work Placement					

# AHC20116 Certificate II in Agriculture Primary Industries

<b>Course Coordinator:</b> Ken Horley		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		WHS and Weather	Chemicals	Working in Industry	Yearly Examination
<b>Code</b>	<b>Competencies</b>	Due Term 1 Week 9	Due Term 2 Week 9	Due Term 3 Week 8	Due Term 3 Week 9/10
AHCWHS201	Participate in WHS Processes	X			X
AHCWRK209	Participate in environmentally sustainable work			X	X
AHCWRK205	Participate in workplace communications			X	X
AHCWRK204	Work effectively in the industry			X	X
AHCCHM201	Apply chemicals under supervision		X		X
AHCCPM201	Treat Weeds		X		X
AHCWRK201	Observe and report on weather	X			X

<b>Semester 1 Competencies</b>						<b>Semester 2 Competencies</b>					
<ul style="list-style-type: none"> <li>• AHCWHS201: Participate in WHS Processes</li> <li>• AHCWRK209: Participate in environmentally sustainable work</li> <li>• AHCWRK205: Participate in workplace communications</li> </ul>						<ul style="list-style-type: none"> <li>• AHCWRK204: Work effectively in the industry</li> <li>• AHCCHM201: Apply chemicals under supervision</li> <li>• AHCCPM201: Treat weeds</li> <li>• AHCCPM201: Observe and report on weather</li> </ul>					

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 1</b>	<b>Topic</b>	Heat Week	WHS and Working in Industry									
	<b>Assessment</b>			Access Camp			Work Placement			Task 1 Due		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 2</b>	<b>Topic</b>	Chemicals										
	<b>Assessment</b>						Work Placement			Task 2 Due		
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 3</b>	<b>Topic</b>	Weather									Yearly Examinations	
	<b>Assessment</b>						Work Placement		Task 3 Due			

# Assessment Summary AHC20116 Certificate II in Agriculture

Requirements for HSC purposes	Dates							
Work Placement (compulsory for the HSC) 70 hours in total	<b>Week 6</b> <b>Term 1-4 2020-2021</b>							
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	<b>Term 3</b> <b>Week 5/6 2021</b>							
Cluster name and unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test,	Role play, Oral Presentation	Third Party Report	Self-assessment	HSC examinable

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 7 Tractors

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

## Cluster 8 Feed and Water Livestock

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

## Cluster 9 Fencing

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

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



# Sport, Lifestyle and Recreation

<b>Course Coordinator:</b> Sarah Lindsay		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Healthy Lifestyle: Research and Oral Report	Sports Coaching and Training: Coaching session	Social Perspectives of Games and Sport: Written response
<b>Component</b>	<b>Syllabus weighting</b>	Due Term 1 Week 8	Due Term 2 Week 8	Due Term 3 Week 7
Knowledge and Understanding	50%	15%	10%	10%
Skills	50%	10%	15%	15%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes assessed</b>		1.5, 2.3, 3.5, 4.3	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.4, 2.4, 3.7, 4.5

Semester 1 Outcomes	Semester 2 Outcomes
<ul style="list-style-type: none"> <li>1.3 Demonstrates ways to enhance safety in physical activity</li> <li>Critically analyses the factors affecting lifestyle balance and their impact on health status</li> <li>2.3: Selects and participates in physical activities that meet individual needs, interests and abilities</li> <li>3.5: Analyses personal health practices</li> <li>3.6: Assesses and responds appropriately to emergency care situations</li> <li>4.3: Makes strategic plans to overcome the barriers to personal and community health</li> <li>4.5: Recognises the skills and abilities required to adopt roles that support health, safety and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>1.1: Applies the rules and conventions that relate to participation in a range of physical activities</li> <li>1.3 Demonstrates ways to enhance safety in physical activity</li> <li>1.4: Investigates and interprets the patterns of participation in sport and physical activity in Australia</li> <li>2.1: Explains the principles of skill development and training</li> <li>2.2: Analyses the fitness requirements of specific activities</li> <li>2.4: Describes how societal influences impact on the nature of sport in Australia</li> <li>3.1: Selects appropriate strategies and tactics for success in a range of movement contexts</li> <li>3.2: Designs programs that respond to performance needs</li> <li>3.7: Analyses the impact of professionalism in sport</li> <li>4.2: Demonstrates leadership skills and a capacity to work cooperatively in movement contexts</li> <li>4.5: Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.</li> </ul>

		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 1</b>	<b>Topic</b>	Healthy Lifestyle										
	<b>Assessment</b>	Heat Week		Access Camp			Work Placement		Task 1 Due			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 2</b>	<b>Topic</b>	Sports Coaching and Training										
	<b>Assessment</b>				Study Week		Work Placement		Task 2 Due			
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
<b>TERM 3</b>	<b>Topic</b>	Social Perspectives of Games and Sport										
	<b>Assessment</b>		Study week				Work Placement	Task 3 Due				

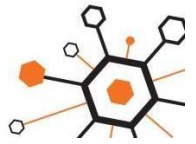
# Visual Design

Course Coordinator: Kim Williams		Task 1	Task 2	Task 3								
		Graphic Design: Illustration	Wearable Design: Clothing	Interior Design: Tea Light Holder								
Component	Syllabus weighting	Due Term 1 Week 10	Due Term 2 Week 7	Due Term 3 Week 7								
Design and Making	70%	20%	25%	25%								
Critical and Historical Studies	30%	10%	10%	10%								
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>								
Outcomes assessed		DM 1,3,4, CH 1,2,3	DM 2,3,4 CH 2,3,4	DM 4,5,6, CH 1,2,4								
Semester 1 Outcomes												
<ul style="list-style-type: none"> <li>DM: Generates a characteristic style that is increasingly self-reflective in their design practice</li> <li>DM2: Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works</li> <li>DM3: Investigates different points of view in the making of designed works</li> <li>DM4: Generates images and ideas as representations/simulations</li> <li>CH2: Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations</li> <li>CH3: Distinguishes between different points of view, using the frames in their critical and historical investigations</li> </ul>												
Semester 2 Outcomes												
<ul style="list-style-type: none"> <li>DM4: Generates images and ideas as representations/simulations</li> <li>DM: Develops different techniques suited to artistic and design intentions in the making of a range of works</li> <li>DM6: Takes into account issues of Work Health and Safety in the making of a range of works</li> <li>CH1: Generates in their critical and historical practice ways to interpret and explain design</li> <li>CH2: Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations</li> <li>CH4: Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design</li> </ul>												
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 1	Topic	Graphic Design										
	Assessment	Heat Week		Access Camp			Work Placement					Task 1 Due
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 2	Topic	Wearable Design							Interior Design			
	Assessment				Study Day		Work Placement	Task 2 Due				
		WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11
TERM 3	Topic	Interior Design									Yearly Examinations	
	Assessment				Study Day		Work Placement	Task 3 Due				

# Work Studies

Course Coordinator: Michael Labone		Task 1	Task 2	Task 3								
		Job Application	Research Task: Workplace Communication	Work Journal								
Component	Syllabus Weighting	Due Term 2 Week 5	Due Term 3 Week 1	Due Term 3 Week 8								
Knowledge and Understanding	30	10%	10%	10%								
Skills	70	20%	20%	30%								
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>								
<b>Outcomes assessed</b>		1,2,3,5,7	4,5,6,7	5,7,8,9								
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:50%; text-align: left;">Semester 1 Outcomes</th> <th style="width:50%; text-align: left;">Semester 2 Outcomes</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>1: Investigates a range of work environments</li> <li>2: Examines different types of work and skills for employment</li> <li>3: Analyses employment options and strategies for career management</li> <li>5: Communicates and uses technology effectively</li> <li>6: Applies self-management and teamwork skills</li> <li>7: utilises strategies to plan, organise and solve problems</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>4: Assesses pathways for further education, training and life planning</li> <li>8: Assesses influences on people's working lives</li> <li>9: Evaluates personal and social influences on individuals and groups</li> <li>5: Communicates and uses technology effectively</li> <li>6: Applies self-management and teamwork skills</li> <li>7: Utilises strategies to plan, organise and solve problems</li> </ul> </td> </tr> </tbody> </table>					Semester 1 Outcomes	Semester 2 Outcomes	<ul style="list-style-type: none"> <li>1: Investigates a range of work environments</li> <li>2: Examines different types of work and skills for employment</li> <li>3: Analyses employment options and strategies for career management</li> <li>5: Communicates and uses technology effectively</li> <li>6: Applies self-management and teamwork skills</li> <li>7: utilises strategies to plan, organise and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>4: Assesses pathways for further education, training and life planning</li> <li>8: Assesses influences on people's working lives</li> <li>9: Evaluates personal and social influences on individuals and groups</li> <li>5: Communicates and uses technology effectively</li> <li>6: Applies self-management and teamwork skills</li> <li>7: Utilises strategies to plan, organise and solve problems</li> </ul>				
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<b>WK 1    WK 2    WK 3    WK 4    WK 5    WK 6    WK 7    WK 8    WK 9    WK 10    WK 11</b>												
<b>TERM 1</b>	<b>Topic</b>	Heat Week	Core: My Working Life					Module 1: In The Workplace				
	<b>Assessment</b>			Access Camp			Work Placement					
<b>WK 1    WK 2    WK 3    WK 4    WK 5    WK 6    WK 7    WK 8    WK 9    WK 10    WK 11</b>												
<b>TERM 2</b>	<b>Topic</b>	Module 2: Preparing Job Applications					Module 3: Workplace communication					
	<b>Assessment</b>					Task 1 Due	Work Placement					
<b>WK 1    WK 2    WK 3    WK 4    WK 5    WK 6    WK 7    WK 8    WK 9    WK 10    WK 11</b>												
<b>TERM 3</b>	<b>Topic</b>	Module 4: Teamwork and Enterprise Skills					Module 5: Managing Work and Life Commitments					
	<b>Assessment</b>	Task 2 Due					Work Placement		Task 3 Due	Yearly Examinations		

# APPENDIX



**Assessment Task**  
**(SUBJECT HEADING)**

Course Coordinator:		Co-Teacher:	
Date Distributed:		Due Date:	
Assessment Task Number:		Weighting:	

Syllabus Area:
Type of Task:
Task Description:
You will be assessed on how well you: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
Outcomes being assessed: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>



## Assessment Task Notification & Acknowledgement

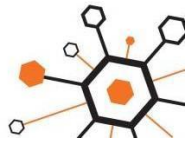
Subject: \_\_\_\_\_ School: \_\_\_\_\_  
 Course Coordinator: \_\_\_\_\_ Year: \_\_\_\_\_  
 Assessment Task Number: \_\_\_\_\_ Weighting: \_\_\_\_\_  
 Due Date of Task: \_\_\_\_\_ Date of Distribution: \_\_\_\_\_

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



## Appeal Form

**Student Name:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Course Coordinator:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**Due Date:** \_\_\_\_\_ **Task Description:** \_\_\_\_\_

**Reason for appeal:**

- Illness
- Misadventure
- Process
- Extension
- Other \_\_\_\_\_

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

**Details for appeal:** \_\_\_\_\_

**Student Statement:** How did this misadventure affect your performance?

\_\_\_\_\_

**What is the desired outcome by student?** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent / Caregiver Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

---

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

**Principals:** \_\_\_\_\_

**Appeal Outcome:**  Upheld  Dismissed

**Recommendation:**

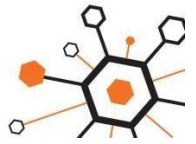
- Zero marks to be awarded for completed task
- Marks to count
- Rank to count
- Estimate to be given
- Alternative task to be set
- Ranking to be maintained
- Task to be completed, ranking maintained
- Other \_\_\_\_\_

**Comment:** \_\_\_\_\_

\_\_\_\_\_

**HTA Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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



## Assessment Coversheet

Name: \_\_\_\_\_ School: \_\_\_\_\_  
Subject: \_\_\_\_\_ Course Coordinator: \_\_\_\_\_  
Year: \_\_\_\_\_ Assessment Task Number: \_\_\_\_\_  
Due Date: \_\_\_\_\_ Number of Pages: \_\_\_\_\_  
Student Signature: \_\_\_\_\_

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

Appeal form submitted: YES / NO

Received by: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

-----

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

Name: \_\_\_\_\_ School: \_\_\_\_\_  
Subject: \_\_\_\_\_ Course Coordinator: \_\_\_\_\_  
Year: \_\_\_\_\_ Assessment Task Number: \_\_\_\_\_  
Due Date: \_\_\_\_\_ Number of Pages: \_\_\_\_\_

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

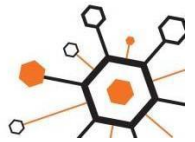
Student Signature: \_\_\_\_\_

Appeal form submitted: YES / NO

Received by: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Staff Signature: \_\_\_\_\_





## Change of Assessment Task

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

### 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: _____
_____	_____	_____	_____
	Supervisor	Principal	Course Coordinator 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: _____ |