

# SHOALHAVEN HIGH SCHOOL

Providing Quality Education in a Caring, Supportive Environment



**HIGHER SCHOOL CERTIFICATE COURSE**

**ASSESSMENT POLICY**

**2021-2022**

# SHOALHAVEN HIGH SCHOOL

## HSC ASSESSMENT POLICY 2021-2022

In order to participate in the HSC course provided by the school, students have to complete the Preliminary HSC course and receive a satisfactory Preliminary Record of School Achievement.

### Assessment for HSC Courses

Your HSC will show two marks that indicate your achievements:

- **Examination Mark** - the mark awarded for your performance in the HSC exams in October/November 2022
- **Assessment Mark** - the mark awarded for your school based assessment tasks. Your mark will be derived from your performance in the school based assessment tasks set in each course.

**The Assessment Program** determines your expected positioning relevant to all students in your course at Shoalhaven High School. This assists the examiners in distributing final marks in the HSC examinations.

### The School's Responsibilities

The school has developed an assessment program for each course. This means the school:

- sets tasks that will be used to measure performance in each component of a course
- specifies the mark and weighting of each task
- informs you via the assessment booklet of the components and their weightings; when assessment tasks will take place, the mark value of each task, the nature of each assessment task and the administrative details associated with each task (absence, late submission etc)
- provides adequate notice of the timing of each assessment task (minimum TEN school days)
- keeps records of your performance
- provides feedback on your performance

### Your Responsibility

Your responsibility as HSC students:

- be aware of the requirements of your courses, making reference to your assessment booklet
- attend **all classes** and complete **all course requirements** including both formal and in-class course work
- complete **all tasks** that are part of the assessment program
- all work presented in an assessment must be your own; gaining an unfair advantage or plagiarism could lead to a zero mark being given
- must complete the required documentation for each assessment task such as signing for assessment notifications and receipt acknowledging submission and return of assessment tasks.

In 2022 each student is **expected** to have a **Learning Partner (LP)** for each subject. This person should be someone with whom you share a common purpose i.e. maximizing learning. Most importantly, you and the **LP** will assist each other to maintain focus. In the best circumstances you will be part of a **Learning Circle** in each subject, 3-5 people with whom you will strive to achieve excellence. Reading each other's essays before completion, testing, brainstorming, taking notes and collecting hand-outs during absences are just some of the strategies that Learning Circles can implement. Completing a Personal Assessment Planner will assist in organising your time and study (an example is included in this booklet).

### Adherence to School Rules:

Senior students have to sign a contract if they are to gain privileges. To attend school, each student must comply with rules. A Student Code of Conduct will be signed by each student. Serious infractions of these rules will lead to the implementation of the processes of Expulsion of Post Compulsory School Age, as set down by the Department of Education.

## Assessment Tasks:

***All assessment tasks are compulsory*** and thus should be regarded as a major priority at school.

Where an unforeseen event such as a representative sporting event impacts on a set assessment task, changes can be negotiated by the student affected by submitting a Special Circumstances Appeal form.

Attendance at the school's **Homework and Tutorial Centre** is strongly recommended - Mondays and Wednesdays 2.46pm - 5.00pm in the School Library. One-to-one and small group support can be negotiated with Mrs Jennings.

The student who seeks to re-arrange the timing of a task must take the initiative. If a student thinks that she/he has been disadvantaged by any circumstance she/he should see the Deputy Principal.

### The Rules:

The assessment system has a major impact on final HSC results. The rules are:

- students must sign for a copy of the HSC Course Assessment Policy Booklet
- students must be familiar with and understand their rights and responsibilities
- if in doubt, see the Head Teacher or Deputy Principal

### Failure to Undertake Course Work:

Successful completion of a course does not depend solely on the assessment program. Where a student has clearly failed to demonstrate the acquisition of skills or knowledge - by not attending lessons or not doing set work, in class or outside it - the teacher may require the student to do supplementary work. It is only when a student has made an attempt to reach the outcomes of a course to the best of his/her ability that a teacher or Head Teacher will certify that the student has completed the course. This helps maintain the integrity of the Higher School Certificate.

### Schedule of Assessments for Each Subject:

The Assessment Task Schedules for each course are set down in this booklet. **These should be transferred to your diary; planning the orderly completion of all tasks is a key challenge of being an HSC student.** Students who have not already established a systematic approach to completing assessments **MUST** do so now.

### Suggestions:

- get organised
- find a good place to study
- use a study planner
- understand your tasks and assessments
- break the tasks down into manageable chunks
- do one thing at a time
- use 'To Do' Lists
- prepare revision and summary notes
- try to stick to your study plan
- take a break and reward yourself

### Notice of Assessment Tasks:

Students will be given adequate notice of the *specific nature* of an impending task, at least ten (10) school days. On receipt of an assessment task, students will be required to sign and date acknowledging they have been issued the task and supporting documentation.

### **Submission of Assessment Tasks:**

Students are required to sign and date documentation indicating the submission of their assessment.

### **Special Circumstances and Adjustments:**

An extension of time for submission of a task normally **will not be granted**, because it may be giving an advantage to one student over others. Where an extension is granted, it is only done on the assumption that all students have similar opportunities to do the task.

**The only clear circumstances in which a student will be excused from handing in or doing an assessment at the specified time involves illness that is testified to by a Doctor's Certificate.** General ill health is unfortunate and deserves sympathy, but it normally does not provide grounds for extensions or special privileges.

Students who feel that they cannot give their best, for serious reasons outside their control should seek help and advice. This is more likely to allow some adjustment to the assessment process if it is sought ***in advance***. Similarly, a student who anticipates that a planned assessment task coincides with a school representation at Regional or State level at sport, must inform the appropriate teacher, Head Teacher or Deputy as soon as possible. Attending a Driver's Licence appointment is not a reasonable excuse! All extensions must be negotiated with the Deputy Principal, Mr Dolby, in discussion with the course teacher. Application proformas are in this booklet.

### **Failure to Complete Assessment Tasks and Class Work**

Students **must** fulfill NESAs (NSW Education Standards Authority) requirements that individuals attend **all** classes. The student who does not attend or does not attempt work runs the risk of being deemed to have not satisfactorily completed the course.

If a student attempting a course does not make an honest attempt at a set task, an **"N" Award warning letter** will be issued. Second and subsequent warnings will be issued to parents. If the combined value of missed assessment tasks exceeds 50% of the marks set down for the course, then that student will be deemed not to have satisfactorily completed the course; ***ie will be issued with an 'N' Award***. NESAs afford the school no discretion in this regard.

### **Recording and Reporting**

Accurate records of student marks and rankings for each task, both raw scores and statistically adjusted scores, are kept by the teacher and Head Teacher. Students may only query marks before they are formally recorded. The best time is when tasks [and marks] are returned.

Students will be provided with as much information as possible throughout their assessment. Please note that individuals will not be told the "final" assessment mark. The reason NESAs forbid the release of this final mark is due to the fact that the mark is subject to statistical adjustment and in its "raw" state it is misleading.

### **'N' Award Warnings are given:**

- once a student is falling behind in attendance or application
- if a student misses an assessment task, or makes a non-serious attempt
- to inform students specifically what needs to be done to redeem themselves

NESAs may refuse to grant a HSC to a student whose attendance or application at school has been of an unsatisfactory nature that the award of the certificate would not, in the opinion of NESAs, be justified.

### **Malpractice in Assessment Tasks and/or Formal Examinations:**

Students are subject to the normal rules of the school during the undertaking of assessment tasks and examinations.

**In an assessment or examination, no student may:**

- speak to anyone other than a teacher
- behave in a way that may disturb another
- copy another student's work
- attend while under the influence of alcohol or drugs
- break any applicable school rule
- leave the location of the task without permission
- bring into the location of the task information in any form
- have a mobile phone or smart watch in the examination room

**Appeals:**

Formal appeals may be made to the Deputy Principal. Students are advised to try to solve such problems through negotiation and personal dealings before recourse to appeal. Reviews or appeals over grades or marks may be applied for, only on the grounds that:

- The marks awarded for the assessment tasks are not consistent with those published in the school's HSC Course Assessment Policy
- There has been a clerical error

There is an opportunity for a final formal appeal after NESA returns the recorded assessment position. Such an appeal must be heard by a properly constituted Review Panel, consisting of the Principal, the Head Teacher and a teacher *not involved* with the subject. Appeal forms are included in this booklet.

**Teachers will try to ensure that you meet your assessment obligations.  
Ultimately your success, both in meeting the requirements of the course and achieving  
your aims, will depend on you.**

**If you have any questions or concerns about assessments please contact  
Mr Dolby, the Deputy Principal for the HSC Year.**

## **The Eligibility Requirements for the New South Wales Higher School Certificate**

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

- a. have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- c. have completed HSC: All My Own Work (or its equivalent)
- d. have demonstrated a minimum standard of literacy and numeracy (see ACE 4060)
- e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- f. sit for and make a serious attempt at the requisite Higher School Certificate 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.

Note: Exemptions may apply to the minimum standard of literacy and numeracy (see ACE 4061)

### **Pattern of Study for the 2021-2022 Higher School Certificate**

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

- at least six units from Board Developed Courses;
  - at least two units of a Board Developed Course in English;
  - at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses);
- and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

## HSC Dates 2021-2022

### Term 4, 2021 – Assessment Task One

Weeks 9/10

- \*\* Lines 1-6 will be assessed during this period
- \*\* These dates subject to change with written notification

### Term 1, 2022 – Assessment Task Two

Weeks 9-10

- \*\* Lines 1-6 will be assessed during this period
- \*\* These dates subject to change with written notification

### Term 2, 2022 – Assessment Task Three

Weeks 7/8

- \*\* Lines 1-6 will be assessed during this period
- \*\* These dates subject to change with written notification

### Term 3, 2022 – Assessment Task Four

Week 5/6

- \*\* Trial HSC Examinations

#### **Penalties for Late Submission of an Assessment Task**

- Unless a Special Circumstances Appeal has been negotiated with the Deputy Principal prior to the due date 0% will be recorded
- All Assessment Tasks must be submitted or your non-attempt will be recorded as possible grounds for an 'N' Award
- See your teacher and /or the Deputy Principal if you feel you are going to be unable to meet the deadline

## HSC Subject Lines, 2021-2022

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
English - Standard	Mathematics - Standard 1	Sport, Life, Recreation	Food Technology	Biology	Hospitality VET
English - Advanced	Mathematics Advanced	Chemistry	Construction VET	Aboriginal Studies	Agriculture
English – Studies	Marine Studies	Legal Studies	PDHPE	Industrial Technologies - Multimedia	Ancient History
English - EAL/D	Primary Industries VET	Society and Culture	Visual Arts	Photography	Industrial Technologies – Timber
		Skills for Work VET	Drama	Modern History	Music

## ASSESSMENT PLANNER HSC COURSE 2021-2022

### TERM 4 2021

Week	Due Date	Subject	Task	Handed In
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

### Term 1, 2022

Week	Due Date	Subject	Task	Handed In
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

### Term 2, 2022

Week	Due Date	Subject	Task	Handed In
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

### Term 3, 2022

Week	Due Date	Subject	Task	Handed In
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



PRELIMINARY YEAR / HSC YEAR  
EXAMINATION and ASSESSMENT TASK

SPECIAL CIRCUMSTANCES APPEAL FORM

1. Collect form from Deputy
2. Complete form, attach relevant Doctor's Certificate or Statement
3. Take the form to the subject Head Teacher and have them make a comment
4. Return the form to the Deputy for approval
5. Once approved, the form is kept on file with the relevant Head Teacher.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

SUBJECT/SUBJECTS: \_\_\_\_\_  
\_\_\_\_\_

TEACHER/TEACHERS: \_\_\_\_\_  
\_\_\_\_\_

TYPE OF ASSESSMENT TASK: \_\_\_\_\_

DATE DUE: \_\_\_\_\_

REASONS FOR MISSING ASSESSMENT TASK/S:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Doctor's Certificate attached from: \_\_\_\_\_

I have attached a statement from: \_\_\_\_\_

Head Teacher's Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

the Deputy Principal was notified on \_\_\_\_\_ by \_\_\_\_\_

[Signature of Student] \_\_\_\_\_

THIS APPEAL HAS - BEEN APPROVED / NOT BEEN APPROVED

Signature of Deputy Principal: \_\_\_\_\_  
\_\_\_\_\_

**APPLICATION FOR EXTENSION APPROVAL**

Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Task No: \_\_\_\_\_ Task Name: \_\_\_\_\_

Due Date: \_\_\_\_\_

Extension Date Applied For: \_\_\_\_\_

Reason/s for Extension:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher Comment: \_\_\_\_\_

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

Deputy Principal Approval: \_\_\_\_\_

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**APPLICATION FOR EXTENSION APPROVAL**

Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Task No: \_\_\_\_\_ Task Name: \_\_\_\_\_

Due Date: \_\_\_\_\_

Extension Date Applied For: \_\_\_\_\_

Reason/s for Extension:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher Comment: \_\_\_\_\_

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

Deputy Principal Approval: \_\_\_\_\_

**LINE 1**

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Extended Persuasive Response & Listening Task <b>Week 9-10 Term 4 2021</b>	Multimodal Presentation & Reflection <b>Week 9-10 Term 1 2022</b>	Creative Response & Author's Note <b>Week 7-8 Term 2 2022</b>	Trial Examination <b>Week 5-6 Term 3 2022</b>	%
<b>Outcomes</b> <b>Topic/Module</b>	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-2, EN12-3, EN12-4, EN12-8, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-7	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	
<b>Common Module:</b> Texts and Human Experience	25			10	35
<b>Module A:</b> Language, Identity and Culture		20		5	25
<b>Module B:</b> Close Study of Literature				15	15
<b>Module C:</b> Craft of Writing			25		25
<b>TOTAL</b>	25	20	25	30	100
<b>Assessment Components</b>					
Knowledge and understanding of course content	12.5	10	12.5	15	50
Skills in responding and communicating	12.5	10	12.5	15	50
<b>TOTAL</b>	25	20	25	30	100

**KEY OUTCOMES:**

A student:

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

FACULTY: English

**SUBJECT: ENGLISH (ADVANCED)**

HEAD TEACHER: L Bailey (A)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Extended Persuasive Response & Listening Task <b>Week 9-10 Term 4 2021</b>	Multimodal Presentation & Reflection <b>Week 9-10 Term 1 2022</b>	Creative Response & Author's Note <b>Week 7-8 Term 2 2022</b>	Trial Examination <b>Week 5-6 Term 3 2022</b>	%
<b>Outcomes</b>	EA12-1, EA12-3, EA12-5, EA12-6, EA12-7	EA12-2, EA12-3, EA12-4, EA12-6, EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-7	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	
<b>Topic/Module</b>					
<b>Common Module:</b> Texts and Human Experience	25			10	35
<b>Module A:</b> Textual Conversations		20		5	25
<b>Module B:</b> Critical Study of Literature				15	15
<b>Module C:</b> Craft of Writing			25		25
<b>TOTAL</b>	25	20	25	30	100
<b>Assessment Components</b>					
Knowledge and understanding of course content	12.5	10	12.5	15	50
Skills in responding and communicating	12.5	10	12.5	15	50
<b>TOTAL</b>	25	20	25	30	100

**KEY OUTCOMES:**

A student:

- EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6 investigates and evaluates the relationships between texts
- EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Extended Persuasive Response & Listening Task <b>Week 9-10 Term 4 2021</b>	Multimodal Presentation: Research Project <b>Week 9-10 Term 1 2022</b>	Writing Skills <b>Week 7-8 Term 2 2022</b>	Collection of Work <b>Week 5-6 Term 3 2022</b>	%
<b>Outcomes</b>	ES12-1, ES12-5, ES12-7, ES12-8, ES12-9	ES12-2, ES12-3, ES12-6, ES12-10	ES12-4, ES12-6, ES12-7, ES12-10	ES12-1, ES12-2, ES12-4, ES12-6, ES12-7	
<b>Topic/Module</b>					
<b>Common Module:</b> Texts and Human Experience	20			7.5	27.5
<b>Module A:</b> Language, Identity and Culture		30		7.5	37.5
<b>Module B:</b> Close Study of Literature			20	7.5	27.5
<b>Module C:</b> Craft of Writing				7.5	7.5
<b>TOTAL</b>	20	30	20	30	100
<b>Assessment Components</b>					
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding and communicating	10	15	10	15	50
<b>TOTAL</b>	20	30	20	30	100

**KEY OUTCOMES:**

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

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Extended Persuasive Response & Listening Task <b>Week 9-10 Term 4 2021</b>	Multimodal Presentation (with compulsory listening mode) <b>Week 9-10 Term 1 2022</b>	Creative Response & Reflection <b>Week 7-8 Term 2 2022</b>	Trial Examination <b>Week 5-6 Term 3 2022</b>	%
<b>Outcomes</b> <b>Topic/Module</b>	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7	EAL12-1B, EAL12-2, EAL12-3, EAL12-4, EAL12-8, EAL12-9	EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-7	EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-6, EAL12-7, EAL12-8	
<b>Module A:</b> Texts and Human Experience	25			10	35
<b>Module B:</b> Language, Identity and Culture		20		5	25
<b>Module C:</b> Close Study of Text				15	15
Focus on Writing			25		25
<b>TOTAL</b>	25	20	25	30	100
<b>Assessment Components</b>					
Knowledge and understanding of course content	12.5	10	12.5	15	50
Skills in responding and communicating	12.5	10	12.5	15	50
<b>TOTAL</b>	25	20	25	30	100

**KEY OUTCOMES:**

A student:

EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts

EAL12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning

EAL12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts

EAL12-6 investigates and evaluates the relationships between texts

EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds

EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning

EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

**LINE 2**



Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Assignment Week 9-10 Term 4 2021	In-class test Week 9-10 Term 1 2022	In-class test Week 7-8 Term 2 2022	Assignment Week 5-6 Term 3 2022	%
<b>Outcomes</b>	<b>MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10</b>	<i>MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10</i>	<i>MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10</i>	<i>MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10</i>	
<b>Topic/Module</b>					
M3 - Right-angled Triangles M4 - Rates	20				20
A3.2 – Graphs of Practical Situations F3 - Depreciation & Loans		20			20
A3.1 - Simultaneous Linear Equations F2 - Investment S3 – Further Statistical Analysis			30		30
N1 – Networks & Paths M5 – Scale Drawings				30	30
<b>TOTAL</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>
<b>Assessment Components</b>					
Understanding, Fluency and Communication	8	12	10	20	50
Problem-solving, Reasoning and Justification	12	8	20	10	50
<b>TOTAL</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**KEY OUTCOMES:**

All aspects of Working Mathematically, as described in the syllabus, are integral to the outcomes of the Mathematics Standard Stage 6 course, in particular outcomes MS12-9 and MS12-10.

- MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2 analyses **representations of data** in order to make predictions and draw conclusions
- MS1-12-3 interprets the results of **measurements** and calculations and makes judgements about their reasonableness
- MS1-12-4 analyses simple **two-dimensional** and **three-dimensional** models to solve practical problems
- MS1-12-5 makes informed decisions about **financial situations** likely to be encountered post-school
- MS1-12-6 represents the **relationships between changing quantities** in algebraic and graphical forms
- MS1-12-7 solves problems requiring **statistical** processes
- MS1-12-8 applies **network techniques** to solve network problems
- MS1-12-9 *chooses and uses appropriate technology effectively and recognises appropriate times for such use*
- MS1-12-10 *uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others*

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Assignment Week 9-10 Term 4 2021	In-class test Week 9-10 Term 1 2022	In-class test Week 7-8 Term 2 2022	Trial HSC Week 5-6 Term 3 2022	%
<b>Outcomes</b>	<b>MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10</b>	<i>MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10</i>	<i>MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10</i>	<i>MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10</i>	
<b>Topic/Module</b>					
M6 - Non-right triangle trigonometry M7 - Rates and Ratio	20				20
A4.2 - Non-linear relationships F4 - Investment & Loans		20			20
A4.1 - Simultaneous equations F5 - Annuities S4 - Bivariate Data			30		30
C1 - Intro to networks S5 - The normal distribution				30	30
<b>TOTAL</b>	20	20	30	30	100
<b>Assessment Components</b>					
Understanding, Fluency and Communication	8	12	10	20	50
Problem-solving, Reasoning and Justification	12	8	20	10	50
<b>TOTAL</b>	20	20	30	30	100

**KEY OUTCOMES:**

All aspects of Working Mathematically, as described in the syllabus, are integral to the outcomes of the Mathematics Standard Stage 6 course, in particular outcomes MS12-9 and MS12-10.

- MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2 analyses **representations of data** in order to make inferences, predictions and draw conclusions
- MS2-12-3 interprets the results of **measurements** and calculations and makes judgements about their reasonableness, including the **degree of accuracy** and the **conversion of units**
- MS2-12-4 analyses **two-dimensional** and **three-dimensional** models to solve practical problems
- MS2-12-5 makes informed decisions about financial situations, including **annuities** and **loan repayments**
- MS2-12-6 solves problems by representing the **relationships** between changing quantities in algebraic and graphical forms
- MS2-12-7 solves problems requiring **statistical processes**, including the use of the **normal distribution** and the correlation of **bivariate data**
- MS2-12-8 solves problems using **networks** to model decision-making in practical problems
- MS2-12-9 *chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use*
- MS2-12-10 *uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response*

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Assignment Week 9-10 Term 4 2021	In-class test Week 9-10 Term 1 2022	In-class test Week 7-8 Term 2 2022	Trial HSC Week 5-6 Term 3 2022	%
<b>Outcomes</b>	MA12-2, MA12-4, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
<b>Topic/Module</b>					
M1 - Modelling financial situations	20				20
T3 - Trigonometric functions & graphs C2 - Differential calculus C3 - Applications of differentiation		20			20
C4 - Integral calculus F2 - Graphing techniques S2.1 - Data & summary statistics			30		30
S2.2 - Bivariate data analysis S3 - Random variables				30	30
<b>TOTAL</b>	20	20	30	30	100
<b>Assessment Components</b>					
Understanding, Fluency and Communication	8	12	10	20	50
Problem-solving, Reasoning and Justification	12	8	20	10	50
<b>TOTAL</b>	20	20	30	30	100

**KEY OUTCOMES:**

All aspects of Working Mathematically, as described in the syllabus document, are integral to the outcomes of the Mathematics Advanced Stage 6 course, in particular outcomes MA12-9 and MA12-10.

- MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA12-2 models and solves problems and makes informed decisions about **financial situations** using mathematical reasoning and techniques
- MA12-3 applies **calculus techniques** to model and solve problems
- MA12-4 applies the concepts and techniques of **arithmetic and geometric sequences** and series in the solution of problems
- MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving **trigonometric graphs**
- MA12-6 applies appropriate **differentiation methods** to solve problems
- MA12-7 applies the concepts and techniques of indefinite and definite **integrals** in the solution of problems
- MA12-8 solves problems using appropriate **statistical processes**
- MA12-9 *chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use*
- MA12-10 *constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context*

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Bird Diary and Research Assignment Based on Module 9: Seabirds of our Coast <b>Week 9-10 Term 4 2021</b>	Research, Set Up and Maintain A Marine Aquarium Based on Module 11 and 13: Aquaculture and The Marine Aquarium <b>Week 9-10 Term 1 2022</b>	Personal Interest Project and Presentation Selected by student based on individual interest <b>Week 7-8 Term 2 2022</b>	Trial Examination All modules studies during HSC course <b>Week 5-6 Term 3 2022</b>	%
<b>Outcomes</b>	1.3, 2.3, 3.1, 3.2, 3.3, 3.4	1.1, 1.3, 2.1, 2.3, 5.1, 5.3, 5.4	2.3, 3.2, 3.3, 3.4, 5.2, 5.3	All Outcomes	
<b>Assessment Components</b>					
Knowledge and Understanding	10	10	15	15	50
Skills associated with Practical Activities	15	15	10	10	50
<b>TOTAL</b>	25	25	25	25	100

**KEY OUTCOMES:**

A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussion
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising

- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skill
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organizes, assembles, dismantles, cleans and returns equipment.

FACULTY: VET

## SUBJECT: PRIMARY INDUSTRIES VET

HEAD TEACHER: S Rosskelly (R)

TERMS	UNIT CODES	UNITS OF COMPETENCY	Direct Observation – real time, simulated environment	Product based Method e.g. role plays, work samples, presentation	Questioning – written or oral e.g. quizzes, interviews	Trial Examination (see note below regarding this assessment)	Work Placement Report
4	AHCWRK201	Observe and report on weather	X	X	X	X	X
4 & 1	AHCCHM201 AHCPMG201	Apply chemicals under supervision Treat weeds	X	X	X	X	X
1	AHCLSK211 AHCLSK209	Provide feed for livestock Monitor water supplies	X	X	X		
1 & 2	AHCPMG202 AHCNSY202 AHCPCM201	Treat plant pests, diseases & disorders Care for nursery plants Recognise plants	X	X	X		
2 & 3	AHCNSY201 AHCNSY203 AHC SOL202	Pot up plants Undertake propagation activities Assist with soil and growing media sampling and testing	X	X	X		

**Note: The trial examination and work placement report will also assess the following competencies from the Preliminary year - AHCWHS201 Participate in WHS processes, AHCWRK204 Work effectively in the industry, AHCWRK209 Participate in environmentally sustainable work practices, and AHCWRK205 Participate in workplace communications.**

### KEY OUTCOMES:

A student:

- Must have completed 70 hours work placement (best completed in Year 11). Failure to complete work placement will result in an 'N' Award in Primary Industries.
- Will achieve Certificate a Statement of Attainment towards Certificate II in Agriculture
- May elect to complete the HSC external examination in Primary Industries. The Primary Industries HSC examination mark can contribute up to two units towards the calculation of a student's ATAR.

Students who want to sit for the Primary Industries HSC examination must be entered for both the Primary Industries course and the Primary Industries examination on *Schools Online*.

This course is based on achieving competencies which are marked as "Competent" or "Non-competent".

Each competency involves a number of tasks that must be fully completed to be deemed competent.

Assessment in this course is an ongoing and inter-related process throughout the course and not the result of passing an exam or one task.

### NOTE

All practical lessons are to be considered Assessment Tasks. They provide the opportunity for students to display competence in various areas e.g. Apply chemicals under supervision.

Students are to refer to the Unit Outlines for each unit of work to find the Performance Criteria required to gain Competence in a unit of work. Exam Outlines will provide a more accurate guide as to the topics being assessed in a given examination.

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

Results from the Trial Examination WILL NOT be used for deeming a student "competent" or "non-competent" in any of the competencies tested.

Results from the Trial Examination WILL be used to provide an estimate of the student's likely performance in the HSC Primary Industries Examination. This estimate will be taken into account only in the case of an upheld illness/misadventure appeal.

**LINE 3**

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Aquatics/ Practical Demonstration Week 9-10 Term 4 2021	Sports Administration Carnival Organisation Week 9-10 Term 1 2022	Challenge/Demonstration Week 7-8 Term 2 2022	Practical Week 5-6 Term 3 2022	%
<b>Outcomes</b>	H1.2, H1.3, H2.2, H3.2, H3.3, H4.4	H1.2, H2.1, H2.2, H2.3, H2.5, H3.2, H3.3, H4.4	H1.1, H1.3, H2.1, H2.2, H3.1, H3.2, H4.2, H4.5	H1.1, H1.3, H2.1, H3.1, H3.2, H4.1, H4.4	
<b>Topic/Module</b>					
Aquatics and Fitness	25				25
Sports Administration		25			25
Games and Sports Application 1			25		25
Games and Sports Application 2 and Aquatics				25	25
<b>TOTAL</b>	25	25	25	25	100
<b>Assessment Components</b>					
Knowledge and understanding	10	15	15	10	50
Skills	15	10	10	15	50
<b>TOTAL</b>	25	25	25	25	100

As this is a practical based subject, ongoing assessments during class time will occur

### KEY OUTCOMES:

A student:

H1.1 applies the rules and conventions that relate to participation in a range of physical activities  
H1.2 explains the relationship between physical activity, fitness and healthy lifestyle  
H1.3 demonstrates ways to enhance safety in physical activity  
H1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia  
H1.5 critically analyses the factors affecting lifestyle balance and their impact on health status  
H1.6 describes administrative procedures that support successful performance outcomes  
H2.1 explains the principles of skill development and training  
H2.2 analyses the fitness requirements of specific activities  
H2.3 selects and participates in physical activities that meet individual needs, interests and abilities  
H2.4 describes how societal influences impact on the nature of sport in Australia  
H2.5 describes the relationship between anatomy, physiology and performance  
H3.1 selects appropriate strategies and tactics for success in a range of movement contexts  
H3.2 designs programs that respond to performance needs  
H3.3 measures and evaluates physical performance capacity

H3.4 composes, performs and appraises movement  
H3.5 analyses personal health practices  
H3.6 assesses and responds appropriately to emergency care situations  
H3.7 analyses the impact of professionalism in sport  
H4.1 plans strategies to achieve performance goal  
H4.2 demonstrates leadership skills and a capacity to work co-operatively in movement context  
H4.3 makes strategic plans to overcome the barriers to personal and community health  
H4.4 demonstrates competence and confidence in movement contexts  
H4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity  
H5.1 accepts responsibility for personal and community health  
H5.2 willingly participates in regular physical activity  
H5.3 values the importance of an active lifestyle  
H5.4 values the features of a quality performance  
H5.5 strives to achieve quality in personal performance

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Written Task Based on Module 5: Equilibrium <b>Week 9-10 Term 4 2021</b>	Depth study practical and report Based on Module 6: Acid Based Reactions <b>Week 9-10 Term 1 2022</b>	Written task Based on Module 7: Organic Chemistry <b>Week 7-8 Term 2 2022</b>	Trial Examination Based on Modules 5-8 <b>Week 5-6 Term 3 2022</b>	%
<b>Outcomes</b>	CHE12-1, CHE12-2, CHE12-3, CHE12-4, CHE12-6, CHE12-7, CHE12-12	CHE12-1, CHE12-4, CHE12-5, CHE12-6, CHE12-7, CHE12-13	CHE12-1, CHE12-4, CHE12-5, CHE12-6, CHE12-7, CHE12-14	CHE12-1-7, CHE12-12-15	
<b>Assessment Components</b>					
Skills	15	15	15	15	60
Knowledge and Understanding	10	5	10	15	40
<b>TOTAL</b>	25	20	25	30	100

**KEY OUTCOMES:**

A student:

CHE11/12-1 Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation

CHE11/12-2 Planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information

CHE11/12-3 Conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information

CHE11/12-4 Processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CHE11/12-5 Analysing data and information: analyses and evaluates primary and secondary data and information

CHE11/12-6 Problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CHE11/12-7 Communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

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

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

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



Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Oral Presentation with handout Week 9-10 Term 4 2020	In-class Essay Week 9-10 Term 1 2021	Case Analysis and Report Week 7-8 Term 2 2021	Trial Examination Week 5-6 Term 3 2021	%
<b>Outcomes</b>	H1, H2, H3, H7.	H3, H4, H8, H9.	H1, H5, H7, H10.	H2, H4, H6, H9.	
<b>Assessment Components</b>					
Knowledge and understanding of course content	10	5	10	15	40
Analysis and evaluation		5	5	10	20
Inquiry and research	5	5	10		20
Communication of legal information, ideas and issues in appropriate forms	10	5		5	20
<b>TOTAL</b>	25	20	25	30	100

**KEY OUTCOMES:**

A student:

- H1. identifies and applies legal concepts and terminology
- H2. describes and explains key features of and the relationship between Australian and international law
- H3. analyses the operation of domestic and international legal systems
- H4. evaluates the effectiveness of the legal system in addressing issues
- H5. explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6. assesses the nature of the interrelationship between the legal system and society
- H7. evaluates the effectiveness of the law in achieving justice
- H8. locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9. communicates legal information using well-structured and logical arguments
- H10. analyses differing perspectives and interpretations of legal information and issues.

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Research Presentation Week 9-10 Term 4 2021	Research Project Week 9-10 Term 1 2022	Observation Report Week 7-8 Term 2 2022	Trial Examination Week 5-6 Term 3 2022	%
<b>Outcomes</b>	H1, H6, H7, H10	H3, H4, H5, H9, H10	H2, H3, H8, H10	H4, H5, H6, H9	
<b>Assessment Components</b>					
Knowledge & understanding of course content	5	20	10	15	50
Application & evaluation of social & cultural research methods	10	0	10	10	30
Communication of information, ideas & issues in appropriate forms	5	5	5	5	20
<b>TOTAL</b>	20	25	25	30	100

\*\*The Personal Interest Project (PIP) for Society & Culture is *marked externally by NESAs*. It is the *major body of work* for this subject, and serves as *40% of the final HSC mark* as awarded by NESAs. This allows for a shorter exam time of 2 hours, which is weighted at 60% of the final HSC mark. The PIP is not to be included in the school based assessment schedule; however, the first task for Society & Culture is based on the research methods that can be used in the final PIP submission.

### KEY OUTCOMES:

A student:

- H1 evaluates and effectively applies social and cultural concepts
- H2 explains the development of personal, social and cultural identity
- H3 analyses relationships and interactions within and between social and cultural groups
- H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5 analyses continuity and change and their influence on personal and social futures
- H6 evaluates social and cultural research methods for appropriateness to specific research tasks
- H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms



TRAINER NAME: E O'Neile, S Rosskelly	DELIVERY SITE: Shoalhaven High School	YEAR:2022
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Terms 1-4	<p align="center"><b>Activity</b></p> <p align="center">Relevant training or experience that demonstrates vocational competence</p>	FSKDIG03- Use digital technology for routine workplace tasks	✓
		FSKWTG09- Write routine workplace texts	✓
		FSKLRG09- Use strategies to respond to routine workplace problems	✓
		FSKOCM07- Interact effectively with others at work	✓
		FSKRDG10- Read and respond to routine workplace information	✓
		FSKNUM15- Estimate, measure and calculate routine metric measurements for work	✓
		FSKLRG11- Use routine strategies for work-related learning	✓
		FSKNUM14- Calculate with whole numbers and familiar fractions, decimals and percentages for work	✓
		FSKLRG10 – Use routine strategies for career planning	✓
		FSKOCM04 - Use oral communication skills to participate in workplace meetings	✓
		FSKRDG09 – Read and respond to routine standard operating procedures	✓
		FSKWTG07 – Write routine formal workplace texts	✓
		BSBITU211 – Produce digital text documents	✓
		BSBWOR204 – Use business technology	✓
		BSBITU212 – Create and use spreadsheets	✓
		FNSFLT202 – Develop and use a savings plan	✓
		Foundation skills of learning, numeracy, writing, reading and oral communication on a regular basis.	

**LINE 4**

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	AFI Emerging Technologies <b>Week 9-10 Term 4 2021</b>	Food Manufacture <b>Week 9-10 Term 1 2022</b>	Food Product Development <b>Week 7-8 Term 2 2022</b>	Trial Examination <b>Week 5-6 Term 3 2022</b>	%
<b>Outcomes</b>	H1.2, H1.4, H3.1	H1.4, H4.2	H1.3, H1.4, H4.1, H4.2	H1.3, H4.1	
<b>Assessment Components</b>					
Knowledge and Understanding				20	20
Research, Analysis & Communication	20	10			30
Experimentation & Preparation		10	20		30
Design Implementation		5	15		20
<b>TOTAL</b>	20	25	35	20	100

**KEY OUTCOMES:**

A student:

- H1.1 explains manufacturing processes and technologies used in the production of food products
- H1.2 examines the nature and extent of the Australian food industry
- H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society and environment
- H2.1 evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 investigates operations of one organisation within the Australian food industry
- H3.2 independently investigates contemporary nutrition issues
- H4.1 develops, prepares and presents food using product development processes
- H4.2 applies principles of food preservation to extend the life of food and maintain safety
- H5.1 develops, realises and evaluates solutions for a range of food situations

- Must have completed 70 hours work placement (completed over two years). Failure to complete will result in an 'N' Award in Construction Pathways.
- Will achieve Certificate II – Construction Pathways.
- This course is based upon achieving unit competencies which are marked as 'Competent' or 'Not-yet Competent'.
- Each unit competency contains a number of learning tasks and activities which must be fully completed to achieve competency.
- Assessment in this course is an ongoing and inter-related process throughout the course and is not the result of passing one exam or task.

Note: All practical activities constitute Assessment Tasks. They provide the opportunities for students to demonstrate competence.

Hours	Competency Code	Description	Observation of Practical Skills	Teacher Questioning	Written Assignment	Third Party Evidence	Half Yearly Exam	Trial HSC Exam
25	<a href="#">CPCCCM1012A</a>	Work effectively and sustainably in the Construction Industry	X	X		X	X	X
10	<a href="#">CPCCCM1013A</a>	Plan and organise work	X	X	X		X	X
10	<a href="#">CPCCCM1014A</a>	Conduct workplace communication	X	X		X	X	X
20	<a href="#">CPCCCM1015A</a>	Carry out measurements and calculations	X	X	X		X	X
20	<a href="#">CPCCCM2001A</a>	Read and interpret plans and specifications		X	X		X	X
15	<a href="#">CPCCOHS2001A</a>	Apply OHS requirements, policies and procedures in the construction industry	X	X			X	X
10	<a href="#">CPCCWHS1001</a>	Prepare to work safely in the construction industry (White Card)		X	X	X		
20	<a href="#">CPCCCM2005B</a>	Use construction tools and equipment	X	X	X	X		
10	<a href="#">CPCCCA2002B</a>	Use carpentry tools and equipment	X	X		X		
20	<a href="#">CPCCCA2011A</a>	Handle carpentry materials	X	X	X	X	X	X
20	<a href="#">CPCCBL2001A</a>	Handle and prepare brick laying material	X	X	X			
10	<a href="#">CPCCBL2002A</a>	Use bricklaying and block laying tools and equipment	X	X	X			

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Research/Presentation Week 9-10 Term 4 2021	Report Week 9-10 Term 1 2022	Practical/Presentation Week 7-8 Term 2 2022	Trial Examination Week 5-6 Term 3 2022	%
<b>Outcomes</b>	H3, H4, H5, H15, H16	H7, H8, H10, H16, H17	H8, H13, H16, H17	H1, H2, H4, H5, H8, H9, H10, H11, H12, H17	
<b>Topic/Module</b>					
<b>Core 1-</b> Health Priorities in Australia	20			5	25
<b>Core 2 -</b> Factors affecting Performance		30		5	35
<b>Option:</b> 1. Improving Performance				15	15
<b>Option:</b> 2. Sports Medicine			20	5	25
<b>TOTAL</b>	20	30	20	30	100
<b>Assessment Components</b>					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking research, analysis and communication	10	20	10	20	60
<b>TOTAL</b>	20	30	20	30	100

**KEY OUTCOMES:**

## A student:

- H1 describes the nature, and justifies the choice, of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for the new public health approach to health promotion
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance

- H11 designs psychological strategies and nutritional plans in response
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Investigations towards Body of Works <b>Week 9-10 Term 4 2021</b>	Case Study Research and In Class Essay BOW Progress <b>Week 9-10 Term 1 2022</b>	BOW and documented process in VAPD with artistic influences <b>Week 7-8 Term 2 2022</b>	Body of Work Trial Examination <b>Week 5-6 Term 3 2022</b>	%
<b>Outcomes</b>	H1 – H10	H1 – H10	H1 – H10	H1 – H10	
<b>Assessment Components</b>					
Art-making including conceptual framework and frames	5	5	15	25	50
Art criticism/art history including conceptual framework and frames	5	20		25	50
<b>TOTAL</b>	10	25	15	50	100

**KEY OUTCOMES:**

A student:

- H1 initiates and organises Art-marking practice that is sustained, reflective and adapted to suit particular conditions
- H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3 demonstrates an understanding of the frames when working independently in the making of Art
- H4 selects and develops subject matter and forms in particular ways as representations in art-making.
- H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7 applies their understanding of practice in art criticism and art history
- H8 applies their understanding of the relationships among the artist, artwork, world and audience
- H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.



Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Performance and Written Essay Week 9-10 Term 4 2021	Group Devised Verbatim and Essay Week 9-10 Term 1 2022	Individual Project Submission Week 7-8 Term 2 2022	Trial Week 5-6 Term 3 2022	%
<b>Outcomes</b>	H1.1, H1.2, H1.3, H1.7, H2.3, H3.1, H3.3	H1.2, H1.3, H1.4, H1.5, H1.8, H3.1, H3.4, H3.5	H1.1, H1.2, H1.3, H1.7, H1.9, H2.1, H2.2, H2.3, H3.2	H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3, H3.2, H3.3	
<b>Assessment Components</b>					
Making	10	10	10		30
Performing	5	5		20	30
Critically Studying	5	5	10	20	40
<b>TOTAL</b>	20	20	20	40	100

**KEY OUTCOMES:**

A student:

**The student:**

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4 collaborates effectively to produce a group-devised performance
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

**LINE 5**

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Practical Based on Module 5: Heredity <b>Week 9-10 Term 4 2021</b>	Depth study report Based on Modules 5 and 6: Genetic Change <b>Week 9-10 Term 1 2022</b>	Written presentation Based on Module 8: Non-Infectious Diseases <b>Week 7-8 Term 2 2022</b>	Trial Examination Based on Modules 5-8 <b>Week 5-6 Term 3 2022</b>	%
<b>Outcomes</b>	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-7	BIO12-1, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13	BIO12-1, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-14	BIO12-1-7, BIO12-12-15	
<b>Assessment Components</b>					
Skills	20	10	15	15	60
Knowledge and Understanding	5	10	10	15	40
<b>TOTAL</b>	25	20	25	30	100

**KEY OUTCOMES:**

A student:

BIO11/12-1 Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation

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

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

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

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

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

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

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

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

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

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

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Oral Presentation Week 9-10 Term 4 2021	Major Project Week 9-10 Term 1 2022	In-Class Essay Week 7-8 Term 2 2022	Trial Examination Week 5-6 Term 3 2022	%
<b>Outcomes</b>	H1.2, H3.1, H3.2, H3.3, H4.3	H4.1, H4.2	H1.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.3, H2.1, H2.2, H4.1	
<b>Assessment Components</b>					
Knowledge and understanding of course content	10	5	10	15	40
Investigation, analysis, synthesis & evaluation of information from a variety of sources & perspectives		10	5	10	25
Research and inquiry methods, including aspects of the Major Project		20			20
Communication of information, ideas & issues in appropriate forms	5	5		5	15
<b>TOTAL</b>	15	40	15	30	100

**KEY OUTCOMES:**

A student:

- H1.1 Identifies different viewpoints about invasion and colonization including the concept of shared histories between Aboriginal and non-Aboriginal peoples
- H1.2 Explains the consequences of invasion and colonization for Aboriginal and other Indigenous peoples on social justice and human rights
- H1.3 Explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
- H2.1 Explains the meaning of the Dreaming to Aboriginal peoples
- H2.2 Explains the importance of Country and the inter-relationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- H2.3 Describes Aboriginal social systems and explains the impact of invasion and colonization on Aboriginal cultural, social and economic life
- H3.1 Describes government policies, legislation and legal decisions in relation to racism and discrimination
- H3.2 Explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, heritage and identity
- H3.3 Explains the responses and initiative of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
- H4.1 Plans, investigates, organizes and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
- H4.2 Undertakes community consultation and fieldwork and applies ethical research practices
- H4.3 Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

**SUBJECT: INDUSTRIAL TECHNOLOGY  
(Multimedia)**

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Folio, Major Project & Skills <b>Week 9-10 Term 4 2021</b>	Folio, Major Project & Skills <b>Week 9-10 Term 1 2022</b>	Folio, Major Project & Skills <b>Week 7-8 Term 2 2022</b>	Trial Examination Folio and Major Project <b>Week 5-6 Term 3 2022</b>	%
<b>Outcomes</b>	H1.2, H2.1, H3.1, H3.2, H4.1, H5.1	H1.2, H2.1, H3.1, H3.2, H4.1, H5.1, H5.2	H1.2, H2.1, H3.1, H3.2, H4.1, H5.1, H5.2, H6.2	All Outcomes	
Industry Study				15	15
Design, Management & Communication (Folio)	5	5		10	20
Production (Major Project)	5	5	10	20	40
Industry Related Manufacturing Technology (Skills & Knowledge)	5	5	5	10	25
<b>TOTAL</b>	15	15	15	55	100
<b>Assessment Components</b>					
Knowledge and understanding of industry and manufacturing processes and techniques	7.5	5	2	20	34.5
Skills in designing, managing and communicating	7.5	5	3	15	30.5
Knowledge and skills in producing quality products		5	10	20	35
<b>TOTAL</b>	15	15	15	55	100

**KEY OUTCOMES:**

A student:

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles effectively through the production of Major Project
- H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project

- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Photographic Study Research <b>Week 9-10 Term 4 2021</b>	Photographic Investigation Written & Verbal Presentation <b>Week 9-10 Term 1 2022</b>	Resolved Images Photography Diary Research Task <b>Week 7-8 Term 2 2022</b>	Practical Project Personal Research Trial Examination <b>Week 5-6 Term 3 2022</b>	%
<b>Outcomes</b>	M 1 -6, CH 1 - 5	M 1 -6, CH 1 - 5	M 1 -6, CH 1 - 5	M 1 -6, CH 1 - 5	
<b>Assessment Components</b>					
Making	10	20	20	20	70
Critical and Historical Studies	10	5	5	10	30
<b>TOTAL</b>	20	25	25	30	100

**KEY OUTCOMES:**

A student:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response in their making of photographs
- M3 investigates different points of view in the making of photographs
- M4 generates images and ideas as representations/simulations in the making of photographs
- M5 technical accomplishment incorporating the development of different techniques suited to artistic intentions in the making of photographs
- M6 takes into account issues of occupational health and safety in the making of photographs
- CH1 generates in their critical and historical practice ways to interpret and explain photography
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in their critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography
- CH5 recognises how photography is used in various fields of cultural production

FACULTY: HSIE

## SUBJECT: MODERN HISTORY

HEAD TEACHER: J Forbes (R)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Source Analysis Week 9-10 Term 4 2021	Historical Analysis Week 9-10 Term 1 2022	Research Presentation/Essay Week 7-8 Term 2 2022	Trial Examination Week 5-6 Term 3 2022	%
Outcomes	MH12-1, MH12-4, MH12-6	MH12-3, MH12-5, MH12-8	MH12-2, MH12-7, MH12-9	MH12-1, MH12-2 MH12-4, MH12-9	
<b>Assessment Components</b>					
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources	5	5		10	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
<b>TOTAL</b>	20	25	25	30	100

### KEY OUTCOMES:

A student:

- MH12-1 accounts for the nature of continuity and change in the modern world
- MH12-2 proposes arguments about the varying causes and effects of events and developments
- MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4 analyses the different perspectives of individuals and groups in their historical context
- MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7 discusses and evaluates differing interpretations and representations of the past
- MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

**LINE 6**



TERM:	UNIT CODES:	UNITS OF COMPETENCY	Observation of practical work	Product Assessment	Oral Questioning	Written Assignment, Test, Quiz	Role Play, Oral Presentation	Third Party Report	Self-Assessment	Other	HSC Trial Examination	Work Placement
Term 4-3, 2020-2021	SITHCCC011	Use Cookery skills effectively (Collection of Evidence and assessment)	√		√	√				√ Portfolio	√	√
Term 1&2, 2021	SITHCC005	Produce dishes using basic methods of cookery. (Collection of Evidence and assessment)	√		√	√				√ Portfolio	√	√
Terms 1	SITHKOP001	Clean kitchen premises and equipment	√	√	√	√						√
Terms 2	SITHCCC006	Prepare Appetisers and Salads (Collection of Evidence and assessment)	√	√	√	√		√		√ Portfolio	√	√
Term 3	SITHCCC002 SITXINV0032	Prepare and present simple dishes Maintain the quality of perishable items	√	√	√	√		√				
Terms 2&3	SITHCCC003	Prepare and present sandwiches	√	√	√	√		√			√	√

**KEY OUTCOMES:**

A student:

- Must have completed 70 hours work placement (best completed in Year 11). Failure to complete work placement will result in an 'N' award in Hospitality Operations
- Will achieve a Statement of Attainment towards Certificate II
- This course is based on achieving competencies which are marked as "Competent" or "Non-competent".
- Each competency involves a number of tasks which must be fully completed to be deemed competent
- Assessment in this course is an ongoing and inter-related process throughout the course and not the result of passing an exam or one task
- NOTE - All practical lessons are to be considered Assessment Tasks. They provide the opportunity for students to display competence in various areas e.g. Principles and Methods of Cookery
- All core competencies are revisited in HSC Year

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Plant/Animal Production Week 9-10 Term 4 2021	Farm Product Study Week 9-10 Term 1 2022	Elective: Research Task Week 7-8 Term 2 2022	Trial Examination Week 5-6 Term 3 2022	%
<b>Outcomes</b>	H1.1, H2.1, H2.2	H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2 H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2 H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	
<b>Assessment Components</b>					
Knowledge and understanding of course content	15		10	15	40
Knowledge, understanding and skills required to manage agricultural production systems		25	6	9	40
Skills in effective research, experimentation and communication			14	6	20
<b>TOTAL</b>	15	25	30	30	100

**KEY OUTCOMES:**

A student:

- H1.1 explains the influence of the physical, biological, social, historical and economic factors on sustainable agricultural production
- H2.1 describes the inputs, processes and interactions of plant production systems
- H2.2 describes the inputs, processes and interactions of animal production systems
- H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
- H3.2 critically assesses the marketing of a plant OR animal product
- H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- H3.4 evaluates the management of the processes in agricultural systems
- H4.1 applies appropriate experimental techniques, technologies, research by methods and data presentation and analysis in relation to agricultural problems and situations
- H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Source Analysis Week 9-10 Term 4 2021	Research Task Week 9-10 Term 1 2022	In-Class Essay Week 7-8 Term 2 2022	Trial Examination Week 5-6 Term 3 2022	%
<b>Outcomes</b>	AH12-6, AH12-8, AH12-9, AH12-10	AH12-2, AH12-5, AH12-6, AH12-8, AH12-9	AH12-1, AH12-2, AH12-4, AH12-6, AH12-9	AH12-3, AH12-5, AH12-7, AH12-9	
<b>Assessment Components</b>					
Knowledge and understanding of course content	10	7.5	7.5	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	20
Historical inquiry and research	5	15			20
Communication of historical understanding in appropriate forms		2.5	7.5	10	20
<b>TOTAL</b>	25	25	20	30	100

**KEY OUTCOMES:**

A student:

- AH12-1 accounts for the nature of continuity and change in the ancient world
- AH12-2 proposes arguments about the varying causes and effects of events and developments
- AH12-3 evaluates the role of historical features, individuals and groups in shaping the past
- AH12-4 analyses the different perspectives of individuals and groups in their historical context
- AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world
- AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12-7 discusses and evaluates differing interpretations and representations of the past
- AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

**SUBJECT: INDUSTRIAL TECHNOLOGY**  
**(Timber Products and Furniture Technologies)**

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting	
	Week 9-10 Term 4 2021	Week 9-10 Term 1 2022	Week 7-8 Term 2 2022	Trial Examination Week 5-6 Term 3 2022	%	
Topic/Module	Outcomes	H1.2, H2.1, H3.1, H3.2, H4.1, H5.1	H1.2, H2.1, H3.1, H3.2, H4.1, H5.1, H5.2	H1.2, H2.1, H3.1, H3.2, H4.1, H5.1, H5.2, H6.2	All Outcomes	
Industry Study				15	15	
Design, Management & Communication (Folio)	5	5		10	20	
Production (Major Project)	5	5	10	20	40	
Industry Related Manufacturing Technology (Skills & Knowledge)	5	5	5	10	25	
<b>TOTAL</b>	15	15	15	55	100	
Assessment Components						
Knowledge and understanding of industry and manufacturing processes and techniques	7.5	5	2	20	34.5	
Skills in designing, managing and communicating	7.5	5	3	15	30.5	
Knowledge and skills in producing quality products		5	10	20	35	
<b>TOTAL</b>	15	15	15	55	100	

**KEY OUTCOMES:**

A student:

- |   |  |
|---|--|
| <p>H1.1 investigates industry through the study of businesses in one focus area</p> <p>H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry</p> <p>H1.3 identifies important historical developments in the focus area industry</p> <p>H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques</p> <p>H3.1 demonstrates skills in sketching, producing and interpreting drawings</p> <p>H3.2 selects and applies appropriate research and problem-solving skills</p> <p>H3.3 applies and justifies design principles effectively through the production of Major Project</p> <p>H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project</p> | <p>H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills</p> <p>H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components</p> <p>H5.1 selects and uses communication and information processing skills</p> <p>H5.2 examines and applies appropriate documentation techniques to project management</p> <p>H6.1 evaluates the characteristics of quality manufactured products</p> <p>H6.2 applies the principles of quality and quality control</p> <p>H7.1 explains the impact of the focus area industry on the social and physical environment</p> <p>H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment</p> |
|---|--|

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Music of a Culture <b>Week 9-10 Term 4 2021</b>	Music and the Related Arts <b>Week 9-10 Term 1 2022</b>	Technology and its Influences on Music <b>Week 7-8 Term 2 2022</b>	Trial Examination <b>Week 5-6 Term 3 2022</b>	%
<b>Outcomes</b>	H1, H2, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	
<b>Assessment Components</b>					
Composition		10			10
Musicology	10				10
Performance Core		5		5	10
Aural Core			20	5	25
Electives	5	5	5	30	45
<b>TOTAL</b>	15	20	25	40	100

**KEY OUTCOMES:**

A student:

- H1 Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 Improvises and composes music using a range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 Critically evaluates and discusses performances and compositions
- H6 Critically evaluates and discusses the use of concepts of music in works representative of topics studied and through wide listening
- H7 Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 Identifies recognises experiments with, and discusses the use and effects of technology in music
- H9 Performs as a means of self-expression and communication
- H10 Demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11 Demonstrates a willingness to accept and use constructive criticism

**OFF-LINE**

Component	Task 1	Task 2	Task 3	Assessment Weighting
	Creative Response & Reflection <b>Week 8-9 Term 1 2021</b>	Extended Critical Response  <b>Week 6-7 Term 2 2021</b>	Trial Examination  <b>Week 5-6 Term 3 2021</b>	%
<b>Outcomes</b>	EE12-1, EE12-2, EE12-5	EE12-1, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4	
<b>Topic/Module</b>				
<b>Common and Elective Modules:</b> Literary Worlds Worlds of Upheaval	40	30	30	100
<b>TOTAL</b>				100
<b>Assessment Components</b>				
Knowledge and understanding of course content	20	15	15	50
Skills in responding and communicating	20	15	15	50
<b>TOTAL</b>	40	30	30	100

**KEY OUTCOMES:**

A student:

**EE12-1** demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

**EE12-2** analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

**EE12-3** independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

**EE12-4** critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

**EE12-5** reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

Component	Task 1	Task 2	Task 3	Assessment Weighting
	Viva Voce (with written proposal)	Literature Review	Critique of Creative Process	%
	<b>Week 8-9 Term 4 2021</b>	<b>Week 8-9 Term 1 2022</b>	<b>Week 9 Term 2 2022</b>	
<b>Outcomes</b>	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
<b>Topic/Module</b>				
<b>Working towards the Major Work</b>	30	40	30	100
<b>TOTAL</b>				100
<b>Assessment Components</b>				
Skills in extensive independent research	20	20	10	50
Skills in sustained composition	10	20	20	50
<b>TOTAL</b>	40	30	30	100

**KEY OUTCOMES:**

A student:

**EEX12-1** demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

**EEX12-2** strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

**EEX12-3** applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

**EEX12-4** undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

**EEX12-5** reflects on and evaluates the composition process and the effectiveness of their own published composition



Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Assignment Week 9-10 Term 4 2021	In-class test Week 9-10 Term 1 2022	In-class test Week 7-8 Term 2 2022	Trial HSC Week 5-6 Term 3 2022	%
<b>Outcomes</b>	ME12-1, ME12-2, ME12-3, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	
<b>Topic/Module</b>					
V1.1 - Intro to vectors V1.2 - Further operations with vectors P1 - Proof by induction	25				25
T3 - Trigonometric equations C3.2 - Differential equations		25			25
C2 - Further calculus skills C3.1 - Further area & volumes of solids of revolution			20		20
V1.3 - Projectile motion S1 - The binomial distribution				30	30
<b>TOTAL</b>	25	25	20	30	100
<b>Assessment Components</b>					
Understanding, Fluency and Communication	13	12	10	15	50
Problem-solving, Reasoning and Justification	12	13	10	15	50
<b>TOTAL</b>	25	25	20	30	100

**KEY OUTCOMES:**

All aspects of Working Mathematically, as described in the syllabus, are integral to the outcomes of the Mathematics Extension 1 Stage 6 course, in particular outcomes ME12-6 and ME12-7.

- ME12-1 applies techniques involving proof or calculus to model and solve problems
- ME12-2 applies concepts and techniques involving **vectors and projectiles** to solve problems
- ME12-3 applies advanced concepts and techniques in simplifying expressions involving **compound angles** and solving **trigonometric equations**
- ME12-4 uses **calculus** in the solution of applied problems, including **differential equations** and **volumes of solids of revolution**
- ME12-5 applies appropriate **statistical processes** to present, analyse and interpret data
- ME12-6 *chooses and uses appropriate technology to solve problems in a range of contexts*
- ME12-7 *evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms*

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Assignment Week 9-10 Term 4 2021	In-class test Week 9-10 Term 1 2022	In-class test Week 7-8 Term 2 2022	Trial HSC Week 5-6 Term 3 2022	%
<b>Outcomes</b>	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	
<b>Topic/Module</b>					
N1 – Intro to complex numbers	20				20
P1 - The nature of proof P2 - Further proof by mathematical induction		25			25
V1 - Further work with vectors N2 - Using complex numbers			25		25
C1 - Further integration M1 - Applications of calculus to mechanics				30	30
<b>TOTAL</b>	20	25	25	30	100
<b>Assessment Components</b>					
Understanding, Fluency and Communication	10	12	13	15	50
Problem-solving, Reasoning and Justification	10	13	12	15	50
<b>TOTAL</b>	20	25	25	30	100

**KEY OUTCOMES:**

All aspects of Working Mathematically, as described in the syllabus, are integral to the outcomes of the Mathematics Extension 2 Stage 6 course, in particular outcomes MEX12-7 and

MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

MEX12-2 chooses appropriate strategies to construct **arguments and proofs** in both practical and abstract settings

MEX12-3 uses **vectors** to model and solve problems in two and three dimensions

MEX12-4 uses the relationship between algebraic and geometric representations of **complex numbers** and complex number techniques to prove results, model and solve problems

MEX12-5 applies techniques of **integration** to structured and unstructured problems

MEX12-6 uses **mechanics** to model and solve practical problems

MEX12-7 *applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems*

MEX12-8 *communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument*