



**Irrawang High School**  
**Year 12 HSC**  
**Assessment Information Booklet**  
**2021/2022**

## **Eligibility for the HSC**

To be eligible for the award of the Higher School Certificate (HSC) students must:

- have gained the Record of School Achievement (ROSA) or such other qualifications as the NSW Education Standards Authority (NESA) considers satisfactory
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by the NESA or a college of TAFE
- have completed “HSC: All My Own Work” (or its equivalent)
- have satisfactorily completed courses that comprise the pattern of study required by the BOSTES for the award of the HSC
- sit for and make a serious attempt at the requisite HSC examinations

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

## **Pattern of Study**

To qualify for the HSC students must satisfactorily complete a Preliminary 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 six (6) units from Board Developed Courses
- At least two (2) units of a Board Developed Course in English
- At least three (3) courses of two units’ value or greater (either Board Developed or Board Endorsed courses)
- At least four (4) subjects

To satisfy pattern of study requirements for the HSC a student may count a maximum of six (6) Preliminary units and six (6) HSC units from courses in Science.

## **Pathways**

A student may take up to 5 years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the students sits for their first HSC examination.

Schools will need to ensure that the NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

## **Life Skills**

It should be recognised that students following a life skills special program of study will be eligible for the award of the HSC. The completion of a transition planning process for each student is a condition of access to a special program of study involving Life Skills courses for Stage 6.

## **Vocational Education and Training**

Students undertaking Vocational Education Training (VET) courses must meet their course requirements.

Students taking VET courses may be deemed to have either completed or not yet completed course competencies.

As well students taking VET Curriculum Frameworks courses may take the optional HSC examination in their course and have an HSC mark recorded on their credential. In some cases, this mark may be used in the calculation of an Australian Tertiary Admissions Rank.

If a student fails to undertake any mandatory work placement component of a VET course it will be determined that the student has not met NESA mandatory work placement requirements. In this case the Principal will indicate that the course has not been satisfactorily completed and the student will be recommended for an ‘N’ determination.

## **Responsibilities**

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment
- Provide students with detailed feedback on their performance, in a timely manner

The Irrawang High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Head of Faculty but will include information about the extent to which a student has performed against the assessment outcomes.

## **Student Assessment**

The HSC mark, the final mark a student is awarded for each subject studied for their HSC, is a 50:50 combination of a student's examination mark and school-based assessment mark for each course.

At the conclusion of each subject's HSC assessment program, Irrawang High School will submit a school-based assessment mark to NESA for each student. The mark will be based on student performance in the tasks in Irrawang High School's assessment program. The assessment mark submitted by Irrawang High School is adjusted (moderated) by NESA to produce the assessment mark that appears on individual student HSC results. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. Irrawang High Schools course assessment marks are adjusted based on the performance of the Irrawang High School students in the HSC examination. The rank order of students as submitted by the school is not changed.

The moderation of assessment marks by NESA is a statistical procedure that adjusts the assessment marks a school has awarded to its students for a course by using the examination marks awarded to those students. For each course the procedure adjusts the mean of the school assessments to be equal to the mean of the examination marks obtained by the group. It also sets the top school assessment mark to be equal to the top examination mark, and sets the bottom assessment mark to be equal to (or close to) the bottom examination mark. All other assessment marks are adjusted accordingly. In performing this adjustment, the general shape of the distribution of assessment marks submitted by a school is maintained. As a result, all assessment marks are converted into the same 'currency' as the examination marks. These school-based marks are not released as they still need to be put through a further adjustment.

The school-based assessment mark submitted to NESA will be based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course. Each course has internal assessment tasks with varied weightings according to the NESA requirements for the particular subject. Each assessment task will contribute towards the final school-based assessment mark, associated course rank and relative gap to the next student.

HSC assessment is designed to determine how well students have achieved the whole range of outcomes for any given course. This provides greater scope than is possible from a single examination. It allows for flexibility in the nature of the assessment task, and so tests a wider range of skills, such as oral, research and practical skills, than is possible from examinations alone. It gives students credit for what they have achieved throughout their courses in addition to their final examination.

The performance of HSC students in the final HSC examination is judged against course standards. This allows consistent judgement to be made over a number of years about relative performance. Examinations are designed to spread student performance across the entirety of marks allocated to the examination.

### **Notification**

Through this handbook students are informed of:

- The components of each course as specified in the course requirements and their respective weightings
- The weightings of each task in relation to the total requirements for the course
- The nature of each assessment task e.g. formal examination, written task, oral task
- The school's policy regarding illness, misadventure and malpractice in assessment tasks
- The school's policy regarding late submission and non-completion of assessment tasks
- The students' entitlements to school reviews and subsequent appeals to NESA

As well as the Year 12 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of 2 weeks prior to the task that contains:

- The date and time the task is to be submitted
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class, unless there are exceptional circumstances.

Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is not flexible under normal circumstances.

Staff at Irrawang High School are responsible for developing separate course based assessment strategies according to specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

### **Submission /Completion**

#### **Submission**

#### **NSW Education Standards Authority (NESA)**

The NESA expects students to attempt all assessment tasks set. The NESA requires all students to follow an assessment program and have an assessment mark submitted for all non-VET courses in which they are enrolled.

#### **Submission of tasks Irrawang High School**

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course. Tasks submitted after the due date without a successful Student Misadventure/Appeal Form will receive an automatic zero mark. Tasks must never be left on a desk or table for collection by the teacher.

Students must attend school for the full day on the day that an assessment task is due (If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late).

## **VET**

VET courses are competency based. The Board and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held, by the Registered Training Organisation (RTO), of the competencies achieved by students.

In a competency-based course, assessment of competencies is criterion referenced. Thus, a student's performance is judged against a prescribed standard, not against the performance of other students. The purpose of assessment is to judge competence based on performance. A student is judged as either competent or not yet competent. This judgment is made based on evidence, which may be in a variety of forms.

### **Task Non-Completion**

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or endorsed leave) the student will be issued with a zero mark. If tasks prepared at home are not submitted by the time stipulated on the due date they will be regarded as late unless a Student Appeal Form is submitted. Late submission will result in a zero mark being awarded for the task.

As assessment tasks are mandatory components of the HSC course, the student would be expected to make a serious attempt at the assessment task when submitting late or otherwise. The student would then receive feedback about their response. The student would still have a zero mark recorded against their performance for the task.

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another. Failure of computers or disks or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, a warning letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The letter will also contain a rescheduled date for the submission of incomplete works.

The minimum requirement for completion of the HSC assessment program is that the student makes a genuine attempt at assessment tasks, which contribute to an excess of 50 percent of available marks in that course. Students who are absent without leave from an assessment task or who fail to complete a task by the due date because of absence are ineligible for the award of a mark for that task. Extensions may only be granted where there is a legitimate reason for absence approved by the Deputy Principal or Principal. Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

In the case of Extension courses, students who fail to meet the assessment requirements for the co-requisite 2 unit course will not receive a result in either course.

### **Plagiarism**

Plagiarism is the deliberate use of another person's ideas or work without attribution. Plagiarism is not merely the copying of sections of text from the internet or other sources but can include summarising, modification or appropriation. Plagiarising negates the value of assessment for learning and undermines the purposes of school-based assessment.

A student found to have plagiarised may have a zero mark awarded for their assessment task score. An 'N' warning letter will be issued and the 'N' warning processes will be invoked.

### **Malpractice**

Cheating, plagiarism or copying of another student's work will be viewed seriously by the school. If malpractice is proven then a zero result will be recorded for that assessment task and an official warning letter will be issued. Consideration may be given to further action. Malpractice includes (but is not restricted to) the following:

- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
- Cheating in any form (including having someone such as a tutor complete a take home task)
- Plagiarism from the Internet, books or other sources, or from another person's work

- Providing a false explanation of why work was not handed in by the due date
- Students who are at school but who are recorded as having an unjustified absence at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If a student is deemed to be guilty of malpractice, a zero award may be given for the entire task. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks which are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.

In addition, if an assessment task reflects a non-serious or frivolous, attempt it may be awarded zero. If this was to occur a student would also receive an 'N' warning letter.

Finally, if it is found that an assessment task produces invalid or unreliable results then the results of that task may be made void and an alternative task may be administered. The school's protocols for the issuance of an assessment task will be invoked. As a general rule however, except in extra-ordinary circumstances, results of assessment tasks will not be discarded without close and careful consideration.

### **Misadventure / Appeals Process**

Students absent (due to illness or school business) from school on the day an assessment task, test or examination is due to be completed must complete and submit a Student Misadventure / Appeal Form within two days after their return to school. The Student Misadventure/Appeal Form may be collected from the Deputy Principal and once completed with all signatures submitted to the Deputy Principal. When the students know ahead of time that they will be absent for an assessment task they should advise the course Head Teacher one week prior to the date to complete the task at an agreed time. The advice to the Head Teacher should be made at least one week before the assessment is due.

If a student believes they have an acceptable reason for non-completion of an assessment task, involving illness or misadventure and supported by documentary evidence, an application must be made on the appropriate form. This must be handed to the appropriate Deputy Principal before the conclusion of the second day of the student's return to school. The task is to be completed on the first day back from absence by the student.

A Misadventure Panel comprising of a Deputy Principal and the Head Teacher of the subject concerned will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and to the parent(s) of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an 'N' Warning letter.

In relation to the Student Misadventure / Appeal Form, the decision of the appeals panel can be determined as follows:

- Complete an alternate task prior to the set date
- Extension without penalty
- Provide an estimate based on evidence (evidence can be completion of original task)
- Reason unacceptable, mark confirmed of a zero or otherwise

"Technological" breakdown (e.g. computer or printer problems) will NOT be accepted as reasons for an appeal. (Students are advised to save as they develop their task, to print draft copies and hand in either a storage device or draft copy until the final copy can be handed in. Students may also have the option to email their task, if agreed to by the class teacher in consultation with the Head Teacher.) **Note:**

- All forms must be completed in blue or black pen
- Forms must be completed neatly providing sufficient information to allow the appeal to be given appropriate consideration

- There is no ground for appeal against the value of the mark given
- The Appeals Panel will maintain a file of all appeals lodged
- Medical certificates will be required to cover absences through illness
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and parents may be part of this meeting.

Students who are suspended from school are expected to attend for assessment tasks. Suspension is not considered to be grounds for appeal. A suspended student should come to the front office, sign in for the designated period, attend the task and then leave the school grounds immediately.

### **Leave**

Granting of leave is a matter for the school principal to determine. The principal has discretion in granting leave provided that she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved.

### **Extensions**

Extensions may be granted before the due date only. Only the Head of Faculty may recommend an extension. Students are required to submit an Student Appeal Form to the subject Head of Faculty with any appropriate documentation to support the request.

Extensions will only be granted in the most exceptional circumstances and should not be assumed by students. Students should apply for extensions at least seven days before a task is due, except in extraordinary circumstances.

### **N Determination**

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by the NESA and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- Achieved some or all of the course outcomes

The principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

An "N" Warning Letter may be given in the following circumstances:

- A student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to School
- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of the BOSTES. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

If a student does not satisfactorily complete tasks worth more than 50% of the final course assessment, neither an assessment nor examination mark will be recorded on that student's Higher School Certificate for the subject concerned. This could make the student ineligible for the award of the Higher School Certificate.

If at any time it appears that a student is at risk of being given an 'N' determination in any course, the principal will warn the student as soon as possible and advise the parent(s) or guardian(s) in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective a further warning letter will be sent. Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The principal will then issue the 'N' determination generally at interview.

If a student wishes a school review of an 'N' determination, a NESAs appeal must be submitted to the Principal. A review will be undertaken by the Deputy Principal and Head Teacher concerned. A further appeal may be presented to NESAs. Information is available from the Principal.

An 'N' determination will have the following consequences:

- In a 1 or 2 unit course, that course will not contribute in that year to the required pattern of study
- In the common component of related courses that course and the related Extension course will not contribute in that year to the pattern of study
- In the Extension course, that course only will not contribute in that year to the required pattern of study

Where students fail to comply with the school's expectations an 'N' determination warning letter will be issued. A minimum of two warning letters will be sent to parents before the school may recommend to NESAs that a student does not receive an award in a course. This is known as an 'N' Determination and it may result in the non-award of the HSC.



## APPLICATION FOR ILLNESS / MISADVENTURE

Assessment tasks are a compulsory and necessary component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper application for consideration under the **published rules of the Assessment Procedures**.

**An application for misadventure form is to be completed ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 2 school days.**

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

**Date:** \_\_\_\_\_

**Task:** \_\_\_\_\_

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

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

**Year Group** (please circle): **Year 7-10**      **Year 11**      **Year 12**

### CIRCUMSTANCES (Tick a box):

Illness/Misadventure

School Business (*Academic, CAPA, Cultural, Sport*)

### SUPPORTING DOCUMENTATION

**Reason for missing assessment task or application for extension:**

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**Medical Certificate Attached:** YES/NO (Medical Certificate **MUST** be attached to the form if the reason is **ILLNESS**)

Have you **ATTACHED** further documentation to support your application? YES/NO

(This could include a **Statutory Declaration or Representation Form** detailing your circumstances)

**Classroom Teacher Signature:** \_\_\_\_\_

**Head Teacher Signature:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

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

**Student needs to complete the task on the first day or first subject specific period back from absence.**

Has the task been completed? YES/NO      Date to be completed \_\_\_\_\_   
Comment – *submission, format, alternative task, extension*

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*Students are responsible to collect a copy of the completed Misadventure Form from Deputy Principal.*

**OFFICE USE ONLY**

**Application for Misadventure Panel Decision**

- Head Teacher Determination
- Panel Determination

Has the student submitted supporting documentation to support absence **YES/NO**

Has the task been completed? **YES/NO**

**Outcome and Recommendation**

- Zero
- Estimate
- Alternative Task
- Other

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**Deputy Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Student Assessment Task Submission Flow Chart

Student receives a minimum of 2 weeks' notification of assessment task



Student knows they will be away the date of the assessment task for: *sporting representation, work experience, planned medical procedure.*

Student absent on day of assessment task



Student collects Misadventure Form from Deputy Principal prior to absence and completes this with supporting documentation at least ONE week prior: e.g. *school representation acceptance note*

Student notifies school of absence. On first day of attendance after absence, the student collects a Misadventure Form from Deputy Principal.



Alternative assessment arrangements will be made by the Classroom Teacher and Head Teacher in consultation with the Deputy Principal where necessary

Student completes assessment task first day back



Alternative assessment arrangements will be made by the Classroom Teacher and Head Teacher in consultation with the Deputy Principal where necessary

Misadventure Form signed by Classroom Teacher, Head Teacher, Parent and Student and returned within 2 school days.

Misadventure Form signed by Classroom Teacher, Head Teacher, Parent and Student and returned within 2 school days.



Misadventure Panel determines outcome if necessary

Misadventure Panel determines outcome if necessary

Student may appeal Misadventure Panel Decision



## YEAR 12 SUBJECT ASSESSMENT SCHEDULE – 2021 / 2022

### Term 4, 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
			Primary Industries	Mathematics Advanced		Mathematics Standard 1 Geography	Modern History Physics English Advanced English Standard IT Multimedia IT Metal IT Timber PDHPE CAFS	Ancient History Legal Studies SLR Visual Arts Biology Chemistry Business Studies English Studies Work Studies Mathematics Numeracy CEC	Music 1 Dance PVDI Mathematics Standard 2 Drama CAFS English Extension 1

### Term 1, 2022

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Primary Industries  Food Technology Entertainment	Visual Arts Engineering Studies  English Studies Entertainment Spec  Hospitality		Mathematics Extension 1 Mathematics Advanced Drama Hospitality	Physics Retail English Advanced English Standard	Modern History Geography Mathematics Extension 2	Primary Industries Ancient History Legal Studies Chemistry Physics Business Studies PVDI SLR Engineering Studies  History Extension	IT Timber IT Metal IT Multimedia Dance PDHPE Work Studies Primary Industries	Food Technology CAFS Music 1 Mathematics Numeracy CEC Mathematics Standard 2 Mathematics Standard 1

### Term 2, 2022

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Mathematics Extension 2	Mathematics Extension 1		PVDI	Primary Industries Mathematics Standard 2	Biology Retail	Hospitality SLR Mathematics Standard 1	Physics Chemistry English Studies Mathematics Numeracy CEC	TRIAL HSC Examination	TRIAL HSC Examination

### Term 3, 2022

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	IT Timber IT Metal IT Multimedia English Studies Music 1 Visual Arts	Primary Industries	Ancient History PDHPE	English Extension 1 Mathematics Extension 1 Mathematics Advanced Legal Studies English Advanced English Standard Mathematics Extension 2 Mathematics Numeracy CEC	Food Technology Engineering Studies Biology Mathematics Standard 1	SLR Business Studies Dance CAFS Work Studies Retail	PVDI Modern History Drama Primary Industries Geography		

# ANCIENT HISTORY

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Syllabus/Topic Focus		HISTORICAL PERIOD Achaemenid Persia	CORE STUDY – Cities of Vesuvius	ANCIENT PERSONALITY	ANCIENT SOCIETY HAN CHINA
Task Type	Extended /Scaffold Response Format	Extended /Scaffold Response Format	Source Analysis	Trial HSC	Research and Oral /Digital Presentation
Week/Term		<b>T4 W9</b>	<b>T1 W8</b>	<b>T2 W9&amp;10</b>	<b>T3 W4</b>
<b>Assessment Component</b>					
Analysis and interpretation of sources	20		20		
Inquiry and Research	20				20
Communication of historical understanding in appropriate forms	20	15			5
Knowledge and understanding of course content	40	10	5 - Trial HSC	25	
<b>Total</b>	100	25	25	25	25
<b>Outcomes Assessed</b>	H12-2 H12-5 H12-8	H12-2 H12-5 H12-8	H12- 6 H12- 9 H12-10	H12-1 H12 -4 H12-5	H12-3 H12-7 H12 -8

## Year 12 Ancient History 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

# BIOLOGY

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/ Topic Focus</b>		Heredity Genetic Change	Heredity Genetic Change Infectious Disease	Heredity Genetic Change Infectious Disease	Non-Infectious disease and disorders
<b>Task Type</b>		<i>Depth Study</i>	<i>Course Summary Notes</i>	<i>Trial HSC Examination</i>	<i>Research Task</i>
<b>Week/ Term</b>		<b>T4W9</b>	<b>T2W6</b>	<b>Trial Examination Period</b>	<b>T3W6</b>
<b>Assessment Component</b>		20	20	30	20
<i>Skills in Working Scientifically</i>	<b>60</b>	20	10	15	15
<i>Knowledge and Understanding</i>	<b>40</b>	10	10	15	5
<b>Total</b>	<b>100</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>
<b>Outcomes Assessed</b>		12/1, 12/2, 12/3, 12/4, 12/5, 12/6, 12/7, 12/12, 12/13	12/1, 12/2, 12/3, 12/4, 12/5, 12/6, 12/7, 12/12, 12/13, 12/14	12/1, 12/2, 12/3, 12/4, 12/5, 12/6, 12/7, 12/12, 12/13, 12/14	12/1, 12/2, 12/3, 12/4, 12/5, 12/6, 12/7, 12/15

## Year 12 Biology Outcomes:

A Student:

**BIO11/12-1** develops and evaluates questions and hypotheses for scientific investigation

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

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

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

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

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

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

**BIO12-12** 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

# BUSINESS STUDIES

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		Operations	Finance	Trial HSC	Human Resources
<b>Task Type</b>		<i>Media Research &amp; Report</i>	<i>In class task</i>	<i>Examination</i>	<i>Summaries</i>
<b>Week/Term</b>		<b>T4W9</b>	<b>T1 W8</b>	<b>T2W9/10</b>	<b>T3W7</b>
<b>Assessment Component</b>					
<i>Knowledge and understanding of course content</i>	<b>40</b>	10	10	10	10
<i>Stimulus based skills</i>	<b>20</b>	5	5	5	5
<i>Inquiry and research</i>	<b>20</b>	5	5	5	5
<i>Communication of business information, ideas and issues in appropriate forms</i>	<b>20</b>	5	5	5	5
<b>Total</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
<b>Outcomes Assessed</b>		H1, H2, H4, H5, H6, H7, H8, H9	H2, H4, H5, H6, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

## Year 12 Business Studies Outcomes

A student:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations



# CHEMISTRY

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Equilibrium and Acid Reactions	Equilibrium and Acid Reactions Acid/base Reactions	Equilibrium and Acid Reactions Acid/base Reactions Organic Chemistry	Equilibrium and Acid Reactions Acid/base Reactions Organic Chemistry Applying Chemical Ideas
Week/Term		T4W9	T1W8	T2W8	T2 W9/10
Task Type		Research Task	Depth Study	Course Summary Notes	Trial HSC
Assessment Component		20	30	20	30
Skills in Working Scientifically	60	10	25	15	10
Knowledge and Understanding	40	10	5	5	20
Total	100	20	30	20	30
Outcomes Assessed		12/1, 12/2, 12/3, 12/4, 12/5, 12/6, 12/7 & 12/12	12/1, 12/2, 12/3, 12/4, 12/5, 12/6, 12/7 & 12/12, 12/13	12/1, 12/2, 12/3, 12/4, 12/5, 12/6, 12/7 & 12/12, 12/13, 12/14, 12/15	12/1, 12/2, 12/3, 12/4, 12/5, 12/6, 12/7 & 12/12, 12/13, 12/14, 12/15

## Year 12 Chemistry Outcomes:

A student:

**CH11/12-1** develops and evaluates questions and hypotheses for scientific investigation

**CH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**CH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**CH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**CH11/12-5** analyses and evaluates primary and secondary data and information

**CH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**CH11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**CH12-12** 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

# COMMUNITY & FAMILY STUDIES

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		Parent and Caring	Research Methodology - Independent Research Project Report	Trial HSC Exam	Individuals and Work
<b>Task Type</b>		Formative	Formative Assessment across two parts across Wk1-10	Summative	Formative
<b>Week/Term</b>		<b>T4, W10</b>	<b>T1, W10</b>	<b>T2, W9</b>	<b>T3, W7</b>
<b>Assessment Component</b>					
Knowledge and understanding	40	15		15	10
Skills	25	10			15
Knowledge and understanding	35		20	15	
<b>Total</b>	100	25	20	30	25
<b>Outcomes Assessed</b>		H2.1, H2.2, H2.3, H3.2, H6.1	H4.1, H4.2	H1.1 to H6.2	H1.1, 3.1, H3.3

## Year 12 Community and Family Studies Outcomes:

A student:

H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

H2.1 analyses different approaches to parenting and caring relationships

H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups

H3.2 evaluates networks available to individuals, groups and families within communities

H3.3 critically analyses the role of policy and community structures in supporting diversity

H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources

H5.2 develops strategies for managing multiple roles and demands of family, work and other environments

H6.1 analyses how the empowerment of women and men influences the way they function within society

H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society

7.2 develops a sense of responsibility for the wellbeing of themselves and others

7.3 appreciates the value of resource management in response to change

7.4 values the place of management in coping with a variety of role expectations

# DANCE

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/ Topic Focus</b>		Core Performance	Core Composition and Major Study	HSC Trial Examination	Core Appreciation
<b>Task Type</b>		Presentation of Core Performance, and Video Analysis of Performance	Presentation of Core Composition Progress and Logbook Submission + Major Study Progress	<b>Practical Exam:</b> Presentation of Core Composition + Major Study and Logbook Submission	Written In-Class Test
<b>Week/Term</b>		<b>T4, W10</b>	<b>T1, W9</b>	<b>T2, W9/10</b>	<b>T3, W7</b>
<b>Assessment Component</b>		Performance	Composition, Major Study	Composition, Major Study	Appreciation
PERFORMANCE	<b>20</b>	20			
COMPOSITION	<b>20</b>		10	10	
APPRECIATION	<b>20</b>				20
MAJOR STUDY	<b>40</b>		10	30	
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>
<b>Outcomes Assessed</b>		H1.1, H1.2, H2.1, H2.2	<b>CC:</b> H1.1, H1.2, H3.1, H3.2, H3.4 <b>MS:</b> Outcomes will depend on Major Study selection	<b>CC:</b> H1.1, H1.2, H3.1, H3.2, H3.4 <b>MS:</b> Outcomes will depend on Major Study selection	H1.1, H1.2, H4.1, H4.2, H4.3, H4.4

## Year 12 Dance Outcomes:

A student:

H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form

H1.2 performs, composes and appreciates dance as an artform

H2.1 understands performance quality, interpretation and style relating to dance performance

H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices

H3.1 identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent

H3.2 demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent

H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent

H4.1 understands the concept of differing artistic, social and cultural contexts of dance

H4.2 recognises, analyses and evaluates the distinguishing features of major dance works

H4.3 utilises the skills of research and analysis to examine dance as an artform

H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance

# DRAMA

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/ Topic Focus</b>		Core Component: Australian Drama and Theatre	Individual Project (IP)	HSC Trial Exam	Core Component: Australian Drama and Theatre + Studies in Drama and Theatre
<b>Task Type</b>		Group Performance and Written Response	IP Progress Presentation and Logbook Submission	<b>Practical Exam:</b> Individual Project (IP) and Group Performance (GP)	In-Class Written Exam
Week/Term		<b>T4, W10</b>	<b>T1, W5</b>	<b>Practical Exam: T2, W9/10</b>	<b>T3, W8</b>
<b>Assessment Component</b>		Making, Critically Studying	Making, Performing	Making, Performing	Critically Studying
MAKING	<b>40</b>	10	10	20	
PERFORMING	<b>30</b>		10	20	
CRITICALLY STUDYING	<b>30</b>	10			20
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>
<b>Outcomes Assessed</b>		1.1, 1.2, 1.7, 3.1, 3.2, 3.3	Outcomes will depend on IP Selection	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3	3.1, 3.2, 3.3

## Year 12 Drama Outcomes:

A 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
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

# ENGINEERING STUDIES

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Civil Structures	Personal and Public Transport	Trial Exam	Aeronautical Engineering
Task Type		Report	Assignment	Examination	Assignment
Week/Term		<b>T1W3</b>	<b>T1W8</b>	<b>T2 W9/10</b>	<b>T3W6</b>
Assessment Component					
Knowledge and understanding of engineering principles and developments in technology	50	10	15	10	15
Skills in research problem solving and communication related to engineering	30	5	5	10	10
Understanding the scope and role of engineering including management and problem solving	20	5	5	10	
Total	100	20	25	30	25
Outcomes Assessed		H1.1, H1.2, H2.1, H2.2, H5.1, H5.2	H2.1, H2.2, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2 H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.2, H3.2, H3.3, H6.1

## Year 12 Engineering Studies Outcomes:

### A student:

H1.1 describes the scope of engineering and critically analyses current innovations

H1.2 differentiates between properties of materials and justifies the selection of materials, components and processes in engineering

H2.1 determines suitable properties, uses and applications of materials in engineering

H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society

H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice

H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports

H3.3 develops and uses specialised techniques in the application of graphics as a communication tool

H4.1 investigates the extent of technological change in engineering

H4.2 applies knowledge of history and technological change to engineering- based problems

H4.3 appreciates social, environmental and cultural implications of technological change in engineering and applies them to the analysis of specific problems

H5.1 works individually and in teams to solve specific engineering problems and in the preparation of engineering reports

H5.2 selects and uses appropriate management and planning skills related to engineering

H6.1 demonstrates skills in research and problem- solving related to engineering

H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

# ENGLISH ADVANCED

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		<u>Common Module:</u> Texts and Human Experiences	<u>Module A:</u> Textual Conversations	<u>ALL MODULES:</u> Common, A, B & C	<u>Module C:</u> Craft of Writing
<b>Task Type</b>		Multimodal Presentation with related text	Comparative Essay	HSC Trial Exam	Portfolio of Writing with Reflection
<b>Term/Week</b>		<b>T4W8</b>	<b>T1W6</b>	<b>T2W9-10</b>	<b>T3W5</b>
<b>Assessment Component</b>					
Knowledge and Understanding of the course content	50	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	10
<b>Total Weighting</b>	100	20%	25%	30%	25%
<b>Outcomes Assessed</b>		EA12-2, EA12-8	EA12-3, EA12-6, EA12-7	EA12-1, EA12-4, EA12-5, EA12-6	EA12-4, EA12-9

## Year 12 English Advanced 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

# ENGLISH EXTENSION 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		<u>Common Module:</u> Literary Worlds	<u>Section 1: Common Module</u> <u>Section 2: Elective Module</u>	<u>Elective Module:</u> Reimagined Worlds
Task Type		Portfolio of Writing	HSC Trial Examination	Written task incorporating related texts
Term/ Week		<b>T4W10</b>	<b>T2W9-10</b>	<b>T3W5</b>
Assessment Component				
Knowledge and understanding of complex texts and of how and why they are valued.	50	20	15	15
Skills in complex analysis, sustained composition and independent investigation.	50	15	15	20
<b>Total</b>	100	35	30	35
<b>Outcomes Assessed</b>		EE12-2, EE12-3, EE12-5	EE12-1, EE12-2, EE12-3, EE12-5	EE12-1, EE12-4

## Year 12 English Extension 1 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

# ENGLISH STANDARD

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		<u>Common Module:</u> Texts and Human Experiences	<u>Module A:</u> Language, Identity & Culture	<u>ALL MODULES:</u> Common, A, B & C	<u>Module C:</u> Craft of Writing
<b>Task Type</b>		Written Task incorporating related texts	Multimodal Presentation	HSC Trial Exam	Portfolio of Writing & Reflection
<b>Term/Week</b>		<b>T4W8</b>	<b>T1W6</b>	<b>T2W9-10</b>	<b>T3W5</b>
<b>Assessment Component</b>					
Knowledge and Understanding of the course content	50	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	15	10
<b>Total Weighting</b>	100	20%	25%	30%	25%
<b>Outcomes Assessed</b>		EN12-1, EN12-3, EN12-6, EN12-7	EN12-2, EN12-3 EN12-8	EN12-4, EN12-5, EN12-7	EN12-1, EN12-4, EN12-9

## Year 12 English Standard 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



# ENGLISH STUDIES

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		<u>Common Module:</u> Texts and Human Experiences	<u>Elective Module:</u> Landscapes of the Mind	<u>Elective Module:</u> On the Road	All Modules
<b>Task Type</b>		Written task incorporating related texts	Multimodal Presentation	Written task	Portfolio of Classwork across all modules
<b>Term/Week</b>		<b>T4W9</b>	<b>T1W9</b>	<b>T2W8</b>	<b>T3 W6</b>
<b>Assessment Component</b>					
Knowledge and understanding of the course content.	50	10	10	10	20
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively.	50	10	10	10	20
<b>Total</b>	100	20	20	20	40
<b>Outcomes Assessed</b>		ES12-1, ES12-5, ES12-8	ES12-2, ES12-3, ES12-6	ES12-1, ES12-4, ES12-9	ES12-7, ES12-10, ES12-4

## Year 12 English Studies 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

# FOOD TECHNOLOGY

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		Australian Food Industry	Food Manufacture	Trial HSC Examination	Food Product Development/ Contemporary Nutrition Issues
<b>Task Type</b>		Practical and Theory Task	Research and Practical Task	Examination	Food Product Design & Evaluation
<b>Week/Term</b>		<b>T1W2</b>	<b>T1W10</b>	<b>T2W9/10</b>	<b>T3W6</b>
<b>Assessment Component</b>					
Knowledge and Understanding of course content	<b>40</b>	10		20	10
Research Analysis and Communication	<b>30</b>		10	10	10
Experimentation and Preparation	<b>30</b>	10	10		10
<b>Total</b>	<b>100%</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>Outcomes Assessed</b>		H1.2, H1.4, H3.1, H5.1	H4.2, H1.1, H5.1	H1.1, H1.3, H1.4, H2.1, H4.2	H2.1, H3.2, H4.1, H1.3

## Year 12 Food Technology 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 to a range of food situations

# GEOGRAPHY

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		<i>People and Economic Activity</i>	<i>Ecosystems at Risk</i>	<i>Urban Places</i>	<i>Trial HSC</i>
<b>Task Type</b>		<i>Extended Response</i>	<i>Research Task</i>	<i>Skills Quiz – In class</i>	<i>Exam</i>
<b>Week/ Term</b>		<b>T4 2021 W7</b>	<b>T1 2022 W7</b>	<b>T3 2022 TW8</b>	<b>As per IHS HSC Trial exam timetable</b>
<b>Assessment Component</b>					
<i>Knowledge and understanding</i>	<b>40%</b>	<b>5%</b>	<b>5%</b>	<b>10%</b>	<b>20%</b>
<i>Geographical tools and skills</i>	<b>20%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>
<i>Geographical inquiry and research, including field work</i>	<b>20%</b>	<b>10%</b>	<b>10%</b>		
<i>Communication of Geographical information, ideas and issues in appropriate forms</i>	<b>20%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		H1, H4, H6, H7, H8, H9, H10, H12, H13	H1, H2, H8, H9, H10, H11, H13	H1, H3, H5, H6, H7, H10, H11	H1-7, H10, H13

## Course Outcomes

- H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2 explains the factors which place ecosystems at risk and the reasons for their protection
- H3 analyses contemporary urban dynamics and applies them in specific contexts
- H4 analyses the changing spatial and ecological dimensions of an economic activity
- H5 evaluates environmental management strategies in terms of ecological sustainability
- H6 evaluates the impacts of, and responses of people to, environmental change
- H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8 plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9 evaluates geographical information and sources for usefulness, validity and reliability
- H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11 applies mathematical ideas and techniques to analyse geographical data
- H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

## HISTORY EXTENSION

Course Components	Syllabus Weightings	Task 1	Task 2
Syllabus/Topic Focus		History Project	Trial HSC
Task Type			
Week/Term		T1 W8	T2 Trial HSC Exam Period
Assessment Component			
Skills			
Knowledge and Understanding			
<b>Total</b>	<b>50</b>	<b>40</b>	<b>10</b>
<b>Outcomes Assessed</b>		HE12-2 HE12 - 4	HE12 – 1 HE12- 3

### OUTCOMES

**HE12-1** analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

**HE12-2** plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

**HE12-3** communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

**HE12-4** constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

# INDUSTRIAL TECHNOLOGY METAL

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		Major Project proposal and planning	Industry Report:	Trial Exam	Production and management tasks
<b>Task Type</b>		Research Task and Report	Report and Class Presentation	Examination	Ongoing classwork
<b>Week/Term</b>		<b>T4W8</b>	<b>T1W9</b>	<b>T2W9/10</b>	<b>T3W2</b>
<b>Assessment Component</b>					
Industry Study	<b>15</b>		10	5	
Major Project Design, Management & Communication	<b>20</b>	20			
Major Project Production	<b>40</b>				40
Industry Related Manufacturing Technology	<b>25</b>		10	15	
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>
<b>Outcomes Assessed</b>		H3.1, H3.2 H4.2, H4.3 H5.1	H1.1, H1.2 H1.3, H6.1 H7.1, H7.2	H1.2 H7.1 H7.2	H2.1, H3.1, H3.3, H4.1, H4.3, H5.1 H5.2, H6.2

## Year 12 Industrial Technology 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 through the production of a 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.

## INDUSTRIAL TECHNOLOGY MULTIMEDIA

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Major Project proposal and planning	Industry Report:	Trial Exam	Production and management tasks
Task Type		Research Task and Report	Report and Class Presentation	Examination	Ongoing classwork
Week/Term		<b>T4W8</b>	<b>T1W9</b>	<b>T2W9/10</b>	<b>T3W2</b>
Assessment Component					
Industry Study	<b>15</b>		10	5	
Major Project Design, Management & Communication	<b>20</b>	20			
Major Project Production	<b>40</b>				40
Industry Related Manufacturing Technology	<b>25</b>		10	15	
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>
<b>Outcomes Assessed</b>		H3.1, H3.2 H4.2, H4.3 H5.1	H1.1, H1.2 H1.3, H6.1 H7.1, H7.2	H1.2 H7.1 H7.2	H2.1, H3.1, H3.3, H4.1, H4.3, H5.1 H5.2, H6.2

### Year 12 Industrial Technology 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 through the production of a 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.

## INDUSTRIAL TECHNOLOGY TIMBER

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		<b>Major Project proposal and planning</b>	<b>Industry Report:</b>	<b>Trial Exam</b>	<b>Production and Management tasks:</b>
<b>Task Type</b>		Research Task and Report	Report and Class Presentation	Examination	Ongoing classwork
<b>Week/Term</b>		<b>T4W8</b>	<b>T1W9</b>	<b>T2W9&amp;10</b>	<b>T3W2</b>
<b>Assessment Component</b>					
<b>Industry Study</b>	<b>15</b>		10	5	
<b>Major Project Design, Management &amp; Communication</b>	<b>20</b>	20			
<b>Major Project Production</b>	<b>40</b>				40
<b>Industry Related Manufacturing Technology</b>	<b>25</b>		10	15	
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>
<b>Outcomes Assessed</b>		H3.1, H3.2 H4.2, H4.3 H5.1	H1.1, H1.2 H1.3 , H6.1 H7.1, H7.2	H1.2 H7.1 H7.2	H2.1, H3.1, H3.3, H4.1, H4.3, H5.1 H5.2, H6.2

### Year 12 Industrial Technology Timber 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 through the production of a 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

## LEGAL STUDIES

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		<i>Crime</i>	<i>Crime Human Rights</i>	<i>Crime Human Rights Family Consumers</i>	<i>Consumers</i>
<b>Task Type</b>		<i>Research and communication</i>	<i>Legal scenarios</i>	<i>Trial Higher School Certificate</i>	<i>In Class Response</i>
<b>Week/Term</b>		<b>T4W9</b>	<b>T1W8</b>	<b>As per IHS HSC Trial exam timetable</b>	<b>T3W5</b>
<b>Assessment Component</b>					
<i>Knowledge and understanding</i>	<b>60%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>
<i>Analysis and evaluation</i>		<b>10%</b>		<b>10%</b>	
<i>Inquiry and research</i>	<b>20%</b>		<b>10%</b>		<b>10%</b>
<i>Communication of legal information, ideas and issues in appropriate forms</i>	<b>20%</b>		<b>10%</b>	<b>10%</b>	
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>
<b>Outcomes Assessed</b>		H1, H3, H6	H1, H3, H9, H10	All outcomes assessed	H4, H7, H8

### Year 12 Legal Studies 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.



# MATHEMATICS EXTENSION 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Proof	Proof Vectors Trigonometric Equations	Proof Vectors Trigonometric Equations Calculus	Statistics
Task Type		Investigation style task.	Half-yearly In Class Test (with summaries)	For Trial HSC mal Examination	In class test
Week/Term		<b>T1W5</b>	<b>T2W2</b>	<b>T2 W9/10</b>	<b>T3W5</b>
Assessment Component					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50		20	15	15
Applications of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50	20	10	15	5
<b>Total</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>
Outcomes Assessed		ME12-1 ME12-2 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5	ME12-5

## Year 12 Extension 1 Mathematics Outcomes:

A student:

**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

# MATHEMATICS EXTENSION 2

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		Complex Numbers Proof	Complex Numbers	Complex Numbers Proof Vectors	Complex Numbers Proof Vectors Mechanics Calculus
<b>Task Type</b>		Topic Test	Investigation	Examination	Trial Examination
<b>Week/Term</b>		<b>T1W7</b>	<b>T2W1</b>	<b>T2W9/10</b>	<b>T3W5</b>
<b>Assessment Component</b>					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50	20		20	10
Applications of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50		20	10	20
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>Outcomes Assessed</b>		MEX 12-1 MEX 12-4 MEX 12-7 MEX 12-8	MEX 12-1 MEX 12-2 MEX 12-4 MEX 12-7 MEX 12-8	MEX 12-1 MEX 12-2 MEX 12-3 MEX 12-4 MEX 12-7 MEX 12-8	MEX 12-1 MEX 12-2 MEX 12-3 MEX 12-4 MEX 12-5 MEX 12-6 MEX 12-7 MEX 12-8

MEX 12-1 - 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

# ADVANCED MATHEMATICS

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		Statistics (Y11)	Further Functions Trigonometric Functions Calculus	Further Functions Trigonometric Functions Calculus Statistics Financial Mathematics	Statistics Financial Mathematics
<b>Task Type</b>		Modelling task	Half-Yearly with summaries	Trial HSC	
<b>Week/Term</b>		<b>T4W5</b>	<b>T1W5</b>	<b>T2W9/10</b>	<b>T3W5</b>
<b>Assessment Component</b>					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	<b>50</b>		20	10	20
Applications of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	<b>50</b>	<b>20</b>	10	20	
<b>Total</b>	<b>100</b>	<b>20</b>	30	30	<b>20</b>
<b>Outcomes Assessed</b>		Year 11 content	MA12-1 MA12-3 MA12-5 MA12-6 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-9 MA12-10	MA12-2 MA12-4 MA12-8 MA12-9 MA12-10

**Year 12 Mathematics Advanced Outcomes:** A student:

**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

# MATHEMATICS STANDARD 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Probability (Yr 11), Trigonometry	Financial Mathematics	Measurement, Statistics, Financial Mathematics	Networks
Task Type		Real World Investigation Task	Real World Investigation Task	Trial Exam and Portfolio	Real World Investigation Task
Week/Term		<b>T4W7</b>	<b>T1W10</b>	<b>T2W8-9</b>	<b>T3W6</b>
Assessment Component					
Understanding, Fluency and Communicating	<b>50</b>	10	15	15	10
Problem Solving, Reasoning and Justification	<b>50</b>	10	15	15	10
<b>Total</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>
Outcomes Assessed		<b>MS11-8</b> <b>MS11-9</b> <b>MS11-10</b> <b>MS1-12-1</b> <b>MS1-12-2</b> <b>MS1-12-3</b> <b>MS1-12-4</b> <b>MS1-12-9</b> <b>MS1-12-10</b>	<b>MS1-12-1</b> <b>MS1-12-3</b> <b>MS1-12-5</b> <b>MS1-12-6</b> <b>MS1-12-9</b> <b>MS1-12-10</b>	<b>MS1-12-1</b> <b>MS1-12-2</b> <b>MS1-12-3</b> <b>MS1-12-4</b> <b>MS1-12-5</b> <b>MS1-12-6</b> <b>MS1-12-7</b> <b>MS1-12-9</b> <b>MS1-12-10</b>	<b>MS1-12-8</b> <b>MS1-12-9</b> <b>MS1-12-10</b>

## Year 12 Standard Mathematics 1 Outcomes:

**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

# MATHEMATICS STANDARD 2

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		Probability Non-Right-Angled Trigonometry Bivariate data	Non-Right-Angled Trigonometry Bivariate data Types of relationships Interest and Depreciation	Investments and Loans Annuities	Non-Right-Angled Trigonometry Bivariate Data Rates and Ratios Types of Relationships Investments and Loans Annuities Network Concepts Critical Path Analysis
<b>Task Type</b>		In-Class Test and Exam summaries	Open book Half-yearly and Exam summaries	Summary and Modelling Task	Trial Examination and Exam summaries
<b>Week/Term</b>		<b>T4W10</b>	<b>T1W10</b>	<b>T2W5</b>	<b>T2W9/10</b>
<b>Assessment Component</b>					
Understanding, Fluency and Communicating	<b>50</b>	2(summary) 8	3(summary) 17	2(summary) 8	3(summary) 7
Problem Solving, Reasoning and Justification	<b>50</b>	10	10	10	20
<b>Total</b>	<b>100</b>	20	30	20	30
<b>Outcomes Assessed</b>		MS-M6 MS-S4	MS-M6 MS-S4 MS-A4 MS-F4	MS-F4 MS-F5	MS-M6 MS-S4 MS-M7 MS-A4 MS-N2 MS-N3

## Year 12 Standard Mathematics 2 Outcomes:

**MS-A4** Types of Relationships

**MS-M6** Non-right-angled Trigonometry

**MS-M7** Rates and Ratios

**MS-F4** Investments and Loans

**MS-F5** Annuities

**MS-S4** Bivariate Data Analysis

**MS-S5** The Normal Distribution

**MS-N2** Network Concepts

**MS-N3** Critical Path Analysis

# MATHEMATICS NUMERACY CEC

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Percentages and Finance	Location, time and temperature	Rates and Ratios Statistics and Probability	Rates and Ratios Statistics and Probability
Task Type		In Class Assessment	In Class Assessment	In Class Assessment	In Class Assessment
Week/Term		T4W9	T1W10	T2W8	T3W5
Assessment Component		25%	25%	25%	25%
Outcomes Assessed		<b>N6-1.1</b> <b>N6-1.2</b> <b>N6-1.3</b> <b>N6-2.1</b> <b>N6-2.4</b>	<b>N6-1.1</b> <b>N6-1.2</b> <b>N6-2.2</b> <b>N6-2.3</b> <b>N6-2.5</b> <b>N6-2.6</b> <b>N6-3.1</b> <b>N6-3.2</b>	<b>N6-1.1</b> <b>N6-1.2</b> <b>N6-2.1</b> <b>N6-2.3</b> <b>N6-2.6</b> <b>N6-3.1</b> <b>N6-3.2</b>	<b>N6-1.1</b> <b>N6-1.2</b> <b>N6-2.1</b> <b>N6-2.3</b> <b>N6-2.6</b> <b>N6-3.1</b> <b>N6-3.2</b>

## Year 12 Numeracy CEC Outcomes:

**N6-1.1** recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

**N6-1.2** applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

**N6-1.3** determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

**N6-2.1** chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

**N6-2.2** chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

**N6-2.3** chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

**N6-2.4** chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

**N6-2.5** chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

**N6-2.6** chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations

**N6-3.1** chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

**N6-3.2** chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

# MODERN HISTORY

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		<i>Core Study: Power and Authority in the Modern World 1919–1946</i>	<i>Conflict in Europe</i>	<i>Power and Authority, Conflict in Europe, Apartheid in South Africa</i>	<i>All topics covered</i>
Task Type		<i>Source Analysis</i>	<i>Historical Analysis</i>	<i>Trial H.S.C. Examination</i>	<i>Summary notes Task</i>
Week/Term		<b>T4 W8</b>	<b>T1 W7</b>	<b>Trial H.S.C. Examination</b>	<b>T3 W8</b>
Assessment Component					
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>	15		5	
Historical inquiry and research	<b>20</b>		10		10
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	5	5
Knowledge and understanding of course content	<b>40</b>	5	10	15	10
<b>Total</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
<b>Outcomes Assessed</b>		MH12 – 1 MH12 – 4 MH12 – 6	MH12 – 2 MH12 – 8 MH12 – 9	MH12 – 1 MH12 – 5 MH12 – 7	MH12 – 3 MH12 – 7 MH12 – 9

## Year 12 Modern History 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

# MUSIC 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus: Student Choice</b>		<b>Topic 1</b>	<b>Topics 1 / 2</b>	<b>Topics 2/ 3</b>	<b>Written Examination</b>
<b>Task Type</b> [Elective Options include; Presentations of Performance(s) and/or Composition(s) portfolio and/or Musicology outline and Viva Voce(s)]		<b>Submission of Composition Portfolio and Aural Analysis</b> including composition or arrangement, aural analysis of musical examples relevant to the chosen topic and composition	<b>Presentations of Elective 1 and Viva Voce</b>	<b>Presentation of Performance</b> (solo or ensemble) <b>Presentation or Submission: Elective Options for Topics 2 and 3</b>	<b>Written responses to aural excerpts</b>
<b>Week/Term</b>		<b>T4W10</b>	<b>T1W10</b>	<b>Trial HSC</b>	<b>T3 W2</b>
<b>Assessment Component</b>		Core Composition Core Aural	Core Musicology Elective 1	Core Performance Electives 2 and 3	Aural Written Examination
Performance	<b>10</b>			10	
Composition	<b>10</b>	10			
Musicology	<b>10</b>		10		
Aural	<b>25</b>	5			20
Electives	<b>45</b>		15	30	
<b>Total</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>40</b>	<b>20</b>
<b>Outcomes Assessed</b>		H2, H3, H4, H5, H6, H7, H8,	H1, H2, H4, H5, H6, H11 H1-8*	H1, H7, H9 H1-8*	H4, H6, H8, H10

\*Teachers will select appropriate outcomes based on Elective options selected by each student.

## Year 12 Music 1 Course Outcomes

### Through activities in performance, composition, musicology and aural, 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 the 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 the concepts of music in works representative of the 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



# PDHPE

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Health Priorities in Australia	Factors Affecting Performance	Trial HSC Examination	Option – Sports Med
Task Type		Research	Extended response	Examination	Research task and practical application
Term/Week		<b>T4W8</b>	<b>T1W9</b>	<b>T2 W9</b>	<b>T3W4</b>
Assessment Component		Core 1	Core 2	Core 1, Core 2, Option 3 and Option 4	Option 4
Knowledge and understanding of course content	<b>50</b>	10	15	15	10
Inquiry and Research	<b>20</b>	10		10	
Practical Application	<b>30</b>	5	10		15
<b>Total</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
Outcomes Assessed		H1-H3, H5, H14, H15	H9; H16; H17	H1 to H5, H7 to H11, H13 to H16	H8, H13

## Year 12 PDHPE 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 health promotion based on the Ottawa Charter.
- H5** Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities.
- H6** Demonstrates a range of personal health skills that enables them to promote and maintain health. (Option 1)
- H7** Explains the relationship between physiology and movement potential.
- H8** Explains how a variety of training approaches and other interventions enhance performance and safety in physical Activity.
- H9** Explains how movement skill is acquired and appraised.
- H10** Designs and implements training plans to improve performance
- H11** Designs psychological strategies and nutritional plans in response to individual performance needs.
- H12** Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport. (Option 2)
- H13** Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity. (Option 3)
- H14** Argues the benefits of health-promoting action 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.

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Digital Imaging	Digital Imaging	General	General
Task Type		Portfolio Task	Research Task	Research Portfolio Task	Portfolio Task
Week/Term		<b>T4W10</b>	<b>T1W8</b>	<b>T2W4</b>	<b>T3W8</b>
Assessment Component		Exploration of Digital Photography & Photoshop Techniques	Digital Media: The arranged Image	Individual Artist Research and Project Proposal	Individual or Collaborative Project including an Artist Statement
Making	70	20		10	40
Critical and Historical Studies	30		20	10	
<b>Total</b>	100	20	20	20	40
Outcomes Assessed		M1, M2, M4	CH1, CH3, CH4, CH5	M2, CH1, CH2, CH3, CH4	M1, M2, M3, M5, M6

## Year 12 Photography, Video and Digital Imaging Outcomes:

A student:

**M1:** generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

**M2:** explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

**M3:** investigates different points of view in the making of photographs and/or videos and/or digital images

**M4:** generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

**M5:** develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

**M6:** takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

**CH1:** generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

**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 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 and/or video and/or digital imaging

**CH5:** recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

\***M:** Outcomes for making

**CH:** Outcomes for critical and historical studies

# PHYSICS

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Advanced Mechanics	Advanced Mechanics Electromagnetism	Advanced Mechanics Electromagnetism The Nature of Light From the Universe to the Atom	Advanced Mechanics Electromagnetism The Nature of Light From the Universe to the Atom
Task Type		Research Task	Depth Study	Course Summary Notes	Trial HSC
Week/Term		T4W8	T1W8	T2W8	T2 W9/10
Assessment Component					
Skills in Working Scientifically	60	10	25	15	10
Knowledge and Understanding	40	10	5	5	20
Total	100	20	30	20	30
Outcomes Assessed		12/1, 12/2, 12/3, 12/4, 12/5, 12/6, 12/7, 12/12	12/1, 12/2, 12/3, 12/4, 12/5, 12/6, 12/7, 12/12, 12/13	12/1, 12/2, 12/3, 12/4, 12/5, 12/6, 12/7, 12/12, 12/13, 12/14, 12/15	12/1, 12/2, 12/3, 12/4, 12/5, 12/6, 12/7, 12/12, 12/13, 12/14, 12/15

## Year 12 Physics Outcomes:

A student:

**PH11/12-1** develops and evaluates questions and hypotheses for scientific investigation

**PH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information **PH11/12-**

**3** conducts investigations to collect valid and reliable primary and secondary data and information

**PH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**PH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**PH11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**PH12-12** describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

**PH12-13** explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

**PH12-14** describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

**PH12-15** explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

# SPORT, LIFESTYLE AND RECREATION

Course Components	Syllabus Weightings	TASK 1	TASK 2	TASK 3	TASK 4
Syllabus/Topic Focus		Sports Coaching and Training	Resistance Training	Healthy Lifestyles	Games and Sports Applications I and II
Task Type		Practical	Research	Research	Practical
Week /Term		T4W9	T1W8	T2W7	T3W7
Assessment Component		Coaching a Practical Session	Training Logbook	Cooking Task	Team Games and Individual Games
Total	100	20	20	20	40
Outcomes Assessed		1.2, 1.3, 1.4, 1.6,2.1,3.6, 4.5	1.2,1.3,2.1,2.2,2.3,2.5,3.2,3.3,4.4	1.5, 2.3, 3.5, 4.3	1.1, 1.3, 2.1, 3.1,.3.2, 4.1,4.4

## Sport, Lifestyle and Recreation Outcomes:

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

# VISUAL ARTS

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		<i>Case Study with Written Responses</i>	<i>BOW Development Interview with VAPD</i>	<i>Trial HSC Examination</i>	BOW Appraisal
<b>Task Type</b>		<i>Section 1 and 2 Responses based on Case Study</i>	<i>Interview, VAPD and BOW Progress</i>	<i>Formal examination formatted as per HSC exam</i>	<i>Resolved BOW and VAPD hand in</i>
<b>Week/Term</b>		<b>T4W9</b>	<b>T1W3</b>	<b>T2W9/10</b>	<b>T3W2</b>
<b>Assessment Component</b>		<i>Section 1 and 2 Responses based on Case Study.</i>	<i>Interview, VAPD and BOW Progress with annotated research and critical evaluation of material and conceptual development.</i>	<i>Formal examination formatted as per HSC exam utilizing case study artists and knowledge of The Frames, Conceptual Framework and Artist's Practice.</i>	<i>Resolved BOW and VAPD hand in to interview with a panel of Art teachers.</i>
<i>ARTMAKING</i>	<b>50</b>		20		30
<i>CRITICAL AND HISTORICAL</i>	<b>50</b>	20		30	
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>Outcomes Assessed</b>		H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6

## Year 12 Visual Arts Outcomes:

A student:

**H1:** initiates and organises artmaking 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

# WORK STUDIES

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Managing Work and Life Commitments	Work Changes due to COVID and other 21 <sup>st</sup> Century Challenges	Self-Employment	Safety in the Workplace
Task Type		Portfolio	Research Task	Examination	Scenario Analysis
Week/Term		T4, 2021 W9	T1, 2022 – W9	T2, 2022 – W9	T3, 2022 – W7
Assessment Component					
Skills	70	20	25	5	20
Knowledge and Understanding	30	5	5	15	5
<b>Total</b>	<b>100</b>	25	30	20	25
Outcomes Assessed		3, 6, 8	1, 2, 9	Any combination of outcomes may be tested	5, 6, 7

## Course Outcomes

A student:

1. Investigate a range of work environments
2. Examines different types of work and skills for employment
3. Analyses employment options and strategies for career management
4. Assesses pathways for further education, training and life planning
5. Communicates and uses technology effectively
6. Applies self-management and teamwork skills
7. Utilises strategies to plan, organize and solve problems
8. Assesses influences on people's working lives
9. Evaluates personal and social influences on individuals and groups

COURSE: Construction

Student Competency Assessment Schedule

HSC outcome: CPC20211 Certificate II in Construction Pathways

Assessment Events for CPC20211 Certificate II in Construction Pathways		Cluster 4	Cluster 5	Cluster 6	Work Placement	Trial HSC Exam*
		On the Level	Crack and Shatter	To Join or Not to Join		
		Week: 5 Term 4 2021	Week: 9 Term: 3 2022	Week: 8 Term: 2 2022		
Code	Unit of Competency					
CPCCCM2006	Apply basic levelling procedures	✓				
CPCCWF2001A	Handle wall and floor tiling materials		✓			
CPCCWF2002A	Use wall and floor tiling tools and materials		✓			
CPCCJN2001A	Assemble components			✓		
<u>CPCCJN2002B</u>	Prepare for off-site manufacturing processes			✓		
<u>CPCCCM1013</u>	Plan and organise work			✓		
<u>CPCCCM2001</u>	Read and interpret plans and specifications			✓		
<u>CPCCCM2005B</u>	Use construction tools and equipment			✓		

Depending on the achievement of units of competency, the possible HSC qualification outcome is a CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards a CPC20211 Certificate II in Construction Pathways. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

\* Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

**COURSE: SIT20316 Certificate II in Hospitality HSC outcome: SIT20316 Certificate II in Hospitality**
**Student Competency Assessment Schedule**

<b>Delivery Strategy B</b>  <b>Assessment Events for</b>  <b>SIT20316 Certificate II in Hospitality</b>			Event No. 4 Espresso yourself	Event No. 5 The more variety, the better society	First Aid (Delivery externally)	Event No. 6 - B Working in industry  (Work Placement B)	Trial Exam*
			Term 1 2022  Week 5	Term 2 2022  Week 10	Term 3 2022	Term 1 2022  Week 5	Term 2 2022  Week 9 + 10
Cluster	Code	Unit of Competency					
Event 4 Espresso yourself	SITHFAB005	Prepare and serve espresso coffee	✓				
	BSBWOR203	Work effectively with others ✓* collecting evidence towards	✓*				
	SITXCCS003	Interact with customers ✓* collecting evidence towards	✓*				
Event 5  The more variety, the better society	SITHCOM002	Show social and cultural understanding		✓			
	SITXCOM001	Source and present		✓			
	BSBCMM201	Communicate in the workplace		✓			
Event 6 B  Working in industry (Work Placement B)	SITHIND003	Use hospitality skills effectively				✓	
	BSBSUS201	Participate in environmentally sustainable work practices				✓	
First Aid (Delivery externally)	HLTAID003	Provide first aid			✓	✓	

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **Certificate II in Hospitality** or a Statement of Attainment towards a **Certificate II in Hospitality**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

\* Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.



**School Name: IRRAWANG HIGH SCHOOL**
**2021 -2022**

Assessment Events for <b>SIR30216 Certificate III in Retail</b> (Must be edited to suit school delivery – refer to TAS)			Event 4	Event 5	Event 6	Event	* Event
			Window of opportunity	I see sales people	Commission impossible	Work Placement 2*	Trial Exam**
			Term 1	Term 2	Term 3	Term 1	Term 2
			Week 6 2022	Week 6 2022	Week 7 2022	Week 7 2022	Week 9/10 2022
			Date:	Date:	Date:	Date:	Date:
Cluster	Code	Unit of Competency					
4	SIRXPDK001	Advise on products and services	✓				
	SIRRINV001	Receive and handle retail stock	✓				
	SIRRMER001	Produce visual merchandise displays	✓				
5	SIRXSL001	Sell to the retail customer		✓			
	SIRXRSK001	Identify and respond to security risks		✓			
6	SIRXSL002	Follow point-of-sale handling procedures			✓		
	SIRRRTF001	Balance and secure POS terminal			✓		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a SIR30216 Certificate III in Retail or a Statement of Attainment towards a SIR30216 Certificate III in Retail. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

\* Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

School Name: Irrawang High School

2021/2022

Assessment Events for AHC20116 Certificate II in Agriculture			Event 8	Event 9	Event 10	Event 11	Event 10	Event 11	Event 12	Event 13
					Livestock	Livestock	Plants	Plants	Work Placement 2*	Trial Exam**
Cluster	Code	Unit of Competency	Term 4 2021 Week 4	Term 1 2022 Week 2	Term 1 2022 Week 8	Term 3 2022 Week 3	Term 2 2022 Week 5	Term 3 2022 Week 8	Term 1 2022 Week 9	Term 2 2022 Week 9/10
9	AHCINF202	Install, maintain and repair farm fencing	✓							
3	AHCWRK201	Observe and report on weather	✓							
4	AHCCHM201	Apply chemicals under supervision		✓						
4	AHCPMG201	Treat weeds		✓						
<b>AND</b>										
8	AHCLSK209	Monitor water supplies			✓					
8	AHCLSK211	Provide feed for livestock			✓					
5	AHCLSK202	Care for health and welfare of livestock				✓				
5	AHCLSK204	Carry out regular livestock observation				✓				
5	AHCLSK205	Handle livestock using basic techniques				✓				
5	AHCLSK206	Identify and mark livestock				✓				
10	AHCSOL202	Assist with soil or growing media sampling and testing						✓		

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II in Agriculture AHC20116** or a Statement of Attainment toward a **Certificate II in Agriculture AHC20116**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

**\*\* Selected units only, to be confirmed by your teacher.** Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.