

BRAIDWOOD CENTRAL SCHOOL

Higher School Certificate

Assessment Booklet 2022



This booklet contains essential information for students attempting courses in Year 12 2022. This booklet:

- outlines the school's assessment policies and procedures
- provides a calendar for all the HSC assessment tasks
- provides a schedule for each course
- specifies the assessment tasks and the weighting for each task

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Information for Senior Students and Parents/Caregivers

The following material is provided for the information of senior students at Braidwood Central School and their parents/caregivers regarding HSC assessment. It is not definitive, and references should be made to school policy documents for further details.

Requirements for the award of the Higher School Certificate

Performance in the Higher School Certificate assessment is as important as your performance in the Higher School Certificate examination. NSW Education Standards Authority (NESA) has set requirements for both schools and students. (Syllabus and assessment information is available on the following website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>). Students must ensure they are aware of these requirements. Further information on requirements for the award of the Higher School Certificate or any other information relating to senior assessment can be obtained from the relevant Head Teacher or Deputy Principal.

The Higher School Certificate

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

- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Have attended a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- Complete HSC: All My Own Work (or its equivalent) before you submit any work for Year 11 or HSC courses
- Satisfactorily complete courses in the patterns of study detailed below
- Sit for and make a serious attempt at the required Higher School Certificate examinations

Pattern of Study

Candidates for the Higher School Certificate must undertake a program of study consisting of at least 12 units of Year 11 Courses, and at least 10 units of HSC courses.

Both the Year 11 and HSC patterns of study MUST include at least:

- Six units of Board Developed courses
- Two units of a Board Developed course in English
- Three courses of 2 or more units, and
- Four subjects

Satisfactory Study of a Course

The NSW Education Standards Authority (NESA) expects students to have:

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. This clause will apply to any students who continually hand in class work late, truant or who are absent without justification, as determined by the NSW Department of Education
- achieved some or all, of the course outcomes; and/or
- completed all assessment tasks. However, if you fail to attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded an N-determination for that course.

Where a candidate has failed to satisfactorily study a course, the principal will:

- apply a “N” (Non-completion) determination and advise NESA accordingly. Courses which were not satisfactorily completed will not be printed on Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- advise the candidate of the submission and the right of appeal.

Commonly asked questions:

1. *Will my parents or caregiver be informed of any non-attempt?*

Yes, they will. Any such communication, including official warnings given to you, will be communicated to your parents, this could include, phone calls, emails and official warnings.

2. *Will my general behaviour throughout the year be taken into account for assessment purposes?*

Your behaviour may affect your ability to meet the NESA requirement that “students apply themselves with diligence and sustained effort.” In addition, unsatisfactory participation in learning by a student over 17 years of age can result in that student’s place at school being declared vacant.

In simple terms you need to:

1. turn up to lessons
2. attempt all class work
3. submit assessment tasks on time

Higher School Certificate Credentials

The Higher School Certificate

School-based assessment tasks will contribute to 50% of your marks for the Higher School Certificate. Your school assessment mark will be based on your performance in assessment tasks undertaken during each course. The other 50% of the marks will be based on your performance in the HSC examination for each subject.

The Higher School Certificate is a testamur document, issued by NESA, which states that a student has met all of the requirements and has been awarded a HSC.

Eligible students upon completing their HSC will receive the following credentials:



The Higher School Certificate Testamur – This shows that a student is eligible for the Higher School Certificate. It includes your name, school and date of the award. The HSC Testamur is delivered by post in January. Students are able to download their credentials via their Students Online account.

Higher School Certificate Record of Achievement – The Higher School Certificate (HSC), Record of Achievement (RoA) including your Year 11 (Stage 6) grades, and if applicable, Year 10 (Stage 5) grades.

Results for each Stage appear on separate pages. This provides formal recognition of students' senior secondary school achievements.

HIGHER SCHOOL CERTIFICATE
Record of Achievement

NSW Education Standards Authority

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Higher School Certificate and has received the results shown below.

STAGE 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2017	Ancient History (2 unit)	78/100	82/100	72	4
	English Advanced (2 unit)	42/100	84/100	89	5
	Mathematics Extension 2 (2 unit)	87/100	141/150	86	5
	Personal Development, Health and Physical Education (2 unit)	89/100	14/100	80	5
	Studies of Religion 1 (2 unit)	6/100	84/100	82	5

NSW Education Standards Authority logo and signature at the bottom.

HIGHER SCHOOL CERTIFICATE
Record of Achievement

NSW Education Standards Authority

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Higher School Certificate and has received the results shown below.

STAGE 6 PRELIMINARY COURSES

Year	Course	Result
2016	Ancient History (2 unit)	C
	Business Studies (2 unit)	B
	English Advanced (2 unit)	B
	Mathematics (2 unit)	C
	Personal Development, Health and Physical Education (2 unit)	A
	Studies of Religion 1 (2 unit)	B

NSW Education Standards Authority logo and signature at the bottom.

HIGHER SCHOOL CERTIFICATE
Record of Achievement

NSW Education Standards Authority

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Record of School Achievement and has received the results shown below.

STAGE 5 COURSES

Year	Course	Result
2015	English (5U)	B
	Mathematics (5U)	B+
	Science (5U)	C
	Australian Geography (1-4U)	C
	History (5U)	C
	Commerce (5U)	B
	History Elective (2U)	C
	Personal Development, Health and P.E. (5U)	B

Years 7 to 10 Mandatory Curriculum Requirements

English	Completed
Mathematics	Completed
Science	Completed
Workshop Safety and Environment	Completed
Technology	Completed
Music	Completed
Visual Arts	Completed
Personal Development, Health and P.E.	Completed

NSW Education Standards Authority logo and signature at the bottom.

Assessment mark: School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course.

NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

Examination mark: The examination mark for each course shows the student's performance in NESA's HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

HSC mark: The Higher School Certificate mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

Performance Bands: Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The performance bands and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance and the minimum standard expected is 50.

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

Stage 6 Year 11 grades: Schools using the Common Grade Scale for Year 11 courses award A- E grades for Year 11 courses (other than Life Skills and Vocational Education and Training (VET) courses).

Stage 5 grades: Schools using the Common Grade Scale and course performance descriptors award A-E grades for Stage 5 courses (other than Life Skills and Vocational Education and Training (VET) courses).

The HSC does not report a single, overall score.

The Australian Tertiary Admissions Rank

To receive an Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course.

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities Admissions Centre on behalf of universities in NSW and the ACT.

Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry.

Students should refer to the Universities Admissions Centre website at www.uac.edu.au

Disability Provisions

If a student is entitled to disability provisions for examination periods, it is the responsibility of the student to request these provisions for any assessment tasks. This can be negotiated with the Head Teacher Wellbeing and Deputy Principal. Please note; supporting documentation is required e.g. Medical certificates.

Note the following unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which NESA/School has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the supervising staff member.

It is important that schools submit completed applications to NESA by the due date, which is always the last day of Term One. Applications exempt from this date are based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever and should be submitted in July of the examination year, with teacher comments and medical documentation, also dated July. This means that applications need to be provided to the school by week 8 term 1.

Assessment Tasks

What is meant by assessment?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students, and a range of resources.

Assessment is the measurement of actual student performance in various tasks. It is not a measure of potential performance or an estimate of general ability.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- Be based on syllabus outcomes
- Include criteria to clarify for students what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time

This assessment booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists:

- the approximate date (term and week)
- type of task
- outcomes to be assessed
- weightings of each component of the task
- the weighting of each task

Assessment Process Flowchart

At least 2 weeks before the due date

- Your teacher will issue you with a task notification
- You will sign to say you have received the task
- You will clarify your understanding of the task by asking your teacher questions
- If you are absent on the day a task is handed out it is your responsibility to see your teacher and collect the task (use the calendar in this book to work out when tasks will be issued).

On the day before the task is due

- You will check that you have completed the task and have it ready to hand in
- You will print out a submission cover sheet and complete it
- You will check your alarm clock is set and that you are ready to get to school on time

On the due date

- You will take your assessment task and completed submission cover sheet to homeroom.
- The head teacher will collect your task and hand you back the task receipt. If the head teacher is absent, they will make arrangements for the collection of your task with another head teacher or teacher.
- If you are absent on the day that an assessment task is due, you will require a medical certificate and to complete an illness/misadventure form, unless you make other arrangements for submission electronically.
- You will sign on the sheet

2 weeks after the due date

- Your task should have been returned to you within 2 weeks
- Your feedback should include a mark, a **rank**, an indication of what you have done well and an indication of how you can improve
- If you wish to appeal your grade or the processes of the task you must do so within 5 days of your task being returned. The appeal needs to be discussed with the head teacher responsible for the subject or the deputy principal.

Problems with assessment tasks

What happens if I know I will be away when an assessment task is due?

- You must approach the head teacher of the course, where possible at least two (2) full school days prior to the due date, giving your reasons in writing. Your parent or caregiver must sign this note.
- The head teacher will determine if an extension is required and communicate this with you and the course teacher
- SBAT/VET students should alert their teacher to their attendance pattern so that due dates will not clash with work placement where possible. The head teacher will negotiate a new submission date if this is required. If you are aware that a work placement clash exists, it is your responsibility to submit the assessment task before the due date. This could include electronic submission as negotiated with your teacher

What happens if I don't submit my task on the due date?

- You will receive a zero
- If you have a valid reason for being absent from school, you can complete an illness/misadventure form and take it to the head teacher of the course. The head teacher and the deputy principal will work together on determining whether an extension, a modified task or an estimate will be given if the reason is determined to be valid. This needs to be submitted within 1 week of the due date. Not after the task has been returned to students.
- It is your responsibility to complete the illness/misadventure paperwork - your teachers will not chase you to do this. Handing in a medical certificate is not sufficient on its own.

What happens if I don't submit an assessment task?

- As well as receiving zero you will receive an N warning letter
- Failure to submit tasks will result in unsatisfactory completion of a course and put your HSC in jeopardy.

Behaviours which will affect assessment results

Any of the following actions may incur a zero mark for any assessment task:

- cheating during an assessment task
- copying from another student and claiming that work as your own
- presenting an assignment which is clearly not your own work, this includes work completed by another individual on your behalf
- accessing and/or copying information from an electronic device
- purchasing and modifying a commercial product and submitting this as your own project
- using online translation tools
- allowing other students to copy your work
- copying material with no due acknowledgement
- disrupting an assessment task
- truancy or absence from an assessment task without providing a satisfactory explanation
- using erasable pens (Only non-erasable pens are to be used in assessment tasks including examinations. Queries regarding marked tasks will not be addressed if any part of the task has been completed with an erasable pen)
- submitting the same task across subjects

Non-serious attempts

Non serious attempts are determined through consultation between the course teacher and head teacher. Examples could include:

- an attempt being so poor as to be considered non-serious
- use of derogatory remarks or obscene language
- including frivolous or objectionable material
- answering only the multiple-choice questions and/or true/false questions in a test or examination
- copying out the question in a test or examination
- modifying some or all of the question/s in a test of examination
- leaving a number of blanks
- bringing unauthorised notes into the assessment or examination

Tasks will have to be redone in order to meet course outcome requirements, but the zero mark will remain. The time frame will be outlined on the N warning letter.

Examinations

All courses can have only a single formal examination. At Braidwood Central School this will take the form of a Trial HSC examination. These examinations are a reflection of aspects of the length and format of the real HSC examinations and as such are an excellent gauge of your progress at that point. The examinations are a formal process run by an external supervisor. You will be provided with an examination timetable, normally spanning across 2 weeks. You will complete examinations in place of your regular timetabled classes.

Because the examinations are a formal process you will need to comply with the following rules:

- You are not permitted to leave early unless you have permission from the supervisor due to a legitimate reason
- You are not permitted to take phones, devices or watches into the examination room
- You are not allowed to take notes or spare paper into the examination room
- You are only allowed to take clear water bottles with no labels into the examination room
- You are not allowed to borrow equipment during the examination
- You are not allowed to remove materials or notes from the examination room

Illness/misadventure applications surrounding the examinations

- If you are going to be absent from the examinations you must **IMMEDIATELY** notify the deputy principal to make arrangements to sit for the examination(s) at a later date. You will not be able to sit for the examinations before the due date.
- If you are ill, it is necessary to contact the school **immediately**. A Doctor's Certificate will be required to cover an absence from an examination. You must complete an Illness/Misadventure Form as soon as you return to school after your absence. This form appears at the back of this booklet. You must then meet with the deputy principal to arrange a later date to sit for the examination(s). The new examination date(s) should be within two (2) weeks of your return to school.
- If you become ill **during** the examination, you are required to let the examination supervisor know **immediately**. You will then need to complete an illness/misadventure application within 1 week of the examination date. This will require supporting documentation such as a medical certificate. A medical certificate is not sufficient on its own.

Class Tests

Some courses may have in-class tests as part of their assessment schedule. These tests can take place at any point in the year and will normally be held in your regular classroom in a lesson. Although these tests are less formal, they are still assessable tasks and need to be completed in a serious and diligent manner. The rules and procedures listed above will also apply to class tests.

Technology and Assessment Tasks

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for an extension will only be considered in extreme circumstances.

To minimise problems in relation to technology, students should adhere to the following protocols:

- When working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive) or to the cloud (such as google drive)
- When working at school, save the latest version of your work to your personal files on the school server
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school
- Check the compatibility of your home software with the school's technology
- Sound files should be saved as an MP3, Video/DVD and Digital Media should be saved as MP4, AVI or MOV files
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education.nsw.gov.au email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers. If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. (Note: printing at school should only be a last resort and must be completed before the due hand in time).

Oral, performance and practical tasks

Students must present oral/performance assessment tasks on the specified due date and at the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). On the specified day that the task is due, teachers will normally indicate the order in which they will make their presentations.

Submitted works and practical examinations

The following courses require you either to undertake practical examinations or to submit major works or projects.

- Industrial Technology
- Music 1
- Visual Arts

Students are required to certify that any submitted works are their own. Class teachers must certify that they have been completed under the teacher's supervision. If school staff cannot certify the works, students might not be awarded marks for them, or they may receive reduced marks. An ongoing record of progress will be kept as evidence of this by your class teacher.

Further information for the requirements of each course can be found at <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Changes, Appeals and Reviews

Changes to assessment tasks

The published dates in this book are a guide to what will occur across the year. However, dates and tasks may need to change due to unforeseen circumstances. If a change of task is required the course teacher will follow this process:

- Consult with the deputy principal to ensure that the change of task does not cause students undue burden
- The deputy principal will check the assessment schedule and the school calendar before determining if a task should be moved to a new date
- If a task is changed students will receive and be asked to sign for a new notification sheet
- The new notification will specify what aspects of the task have been changed (nature of the task, due date or both)

-

Appeals

Students may appeal assessment tasks on two grounds – the processes used in the assessment or the mark awarded for the assessment. If you wish to make an appeal you must complete the appeal form (found in the back of this book) and submit it to the relevant subject head teacher within 5 days of receiving your results. The head teacher will take your form to the appeal panel.

Processes

If you feel that any of the processes listed in this book were not followed by a teacher you have the right to make an appeal.

Mark

If the mark and rank for a task is not what you expected, then you may approach the relevant teacher for a re-assessment within five (5) full school days after results have been received.

If illness has affected your performance during the task, you must inform the relevant head teacher (and, in the case of examinations, the deputy principal) immediately. A medical certificate will be required.

If the appeal panel feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students.

Confidentiality of Final Marks

The final HSC assessment mark for each course is confidential and cannot be given to students.

Students will be given feedback from time to time as to their ongoing rank in any course. Students can access their Assessment Rank Order Notice after the last HSC examination has occurred. The notice must be available to students within the period that appeals can be made. Students may also see their final rank in each course by using the Students Online service.

Should any ranking differ from that expected, based upon previous information, a review of the ranking may be requested by the student before the due date indicated by NESAs. Marks awarded by teachers for individual assessment tasks are not subject to this appeal mechanism.

Guide to Referencing

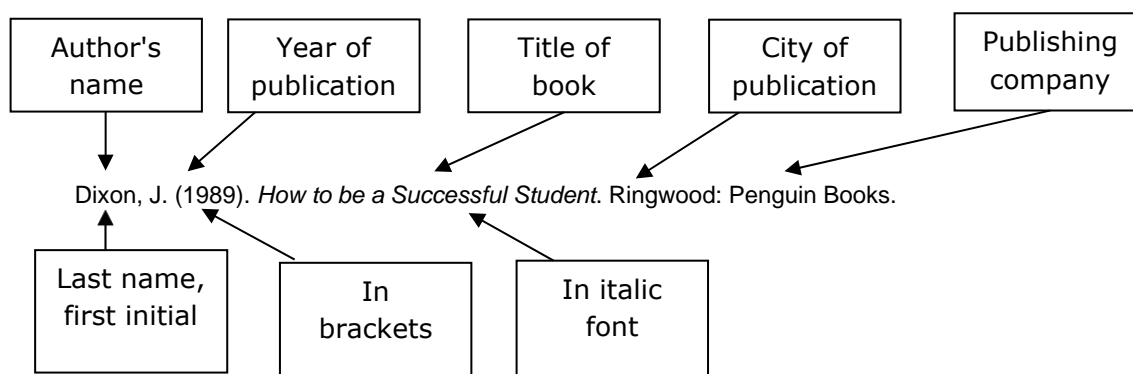
A part of your learning at school may involve completing an assignment or project. You may need to use information created, collected or written by other people to include in your assignment.

When you use sources of information, such as books, websites, newspapers and magazines, your teacher may ask you to attach details about those sources to your work. This is called referencing. Some people call these details a bibliography.

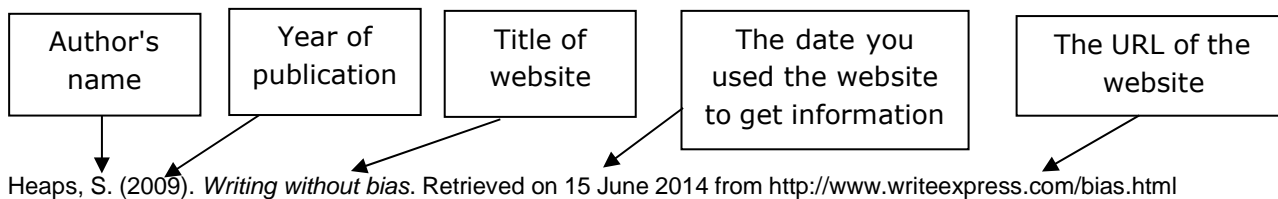
Here are some hints on how to write this list of resources.

1. The reference list or bibliography is at the end of your completed work.
2. It begins on a new page and has the title **References**.
3. There are different types of sources of information. The examples below show how to set out the reference for each type of source.

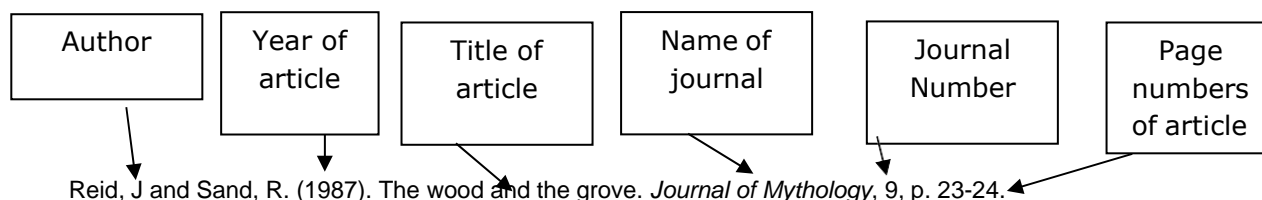
Printed books:

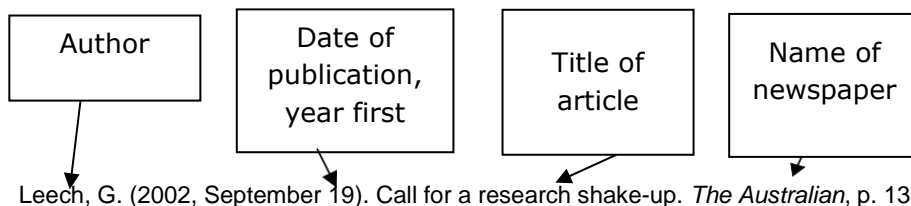
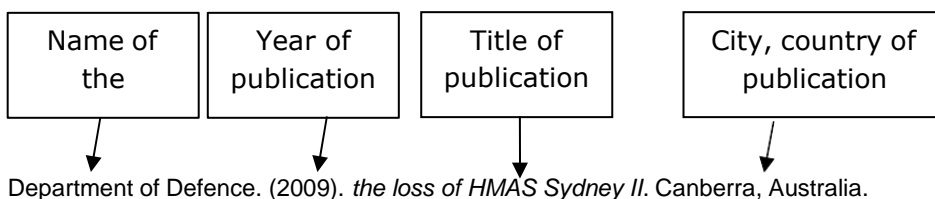


Websites:



Printed journal articles:



Printed newspaper or magazine articles:**Government Publications:****Dictionaries and Encyclopaedias:**

McFarlane, I. (1999). *Encyclopaedia of Australian Rock and Pop*. St Leonards: Allen & Unwin.

or if there is no author named ...

The Cambridge Encyclopaedia of the Human Body. (2004). Cambridge: Cambridge University Press.

4. Sorting your sources:

The list is sorted **alphabetically by the first entry** in the reference (usually the author's last name).

Ignore the words "the" or "a" at the beginning of a title.

For the examples you have seen, this is how the reference list would be written...

References:

The Cambridge Encyclopaedia of the Human Body. (2004). Cambridge: Cambridge University Press.

(Ignore the word "The" at the beginning of the title.)

Department of Defence. (2009). *The Loss of HMAS Sydney II*. Canberra, Australia.

Dixon, J. (1989). *How to be a Successful Student*. Ringwood: Penguin Books.

Heaps, S. (2009). Writing without bias. Retrieved on 15 June 2014 from <http://www.writeexpress.com/bias.html>

Leech, G. (2002, September 19). Call for a research shake-up. *The Australian*, p. 13.

McFarlane, I. (1999). *Encyclopaedia of Australian Rock and Pop*. St Leonards: Allen & Unwin.

2021-2022 HSC Assessment Schedule Summary Calendar

	1	2	3	4	5	6	7	8	9	10
Term 4 2021						EES Chemistry Business Studies	Biology Ancient History Industrial Technology	English Visual Arts PDHPE Work Studies Physics	Mathematics (advanced only) Agriculture Music	Life Skills Outcomes due
Term 1 2022	VET clusters due			Mathematics Agriculture Music	Visual Arts PDHPE Work Studies Physics	Biology Ancient History Industrial Technology	EES Chemistry Business Studies	English		Life Skills Outcomes due
Term 2 2022	VET clusters due				Biology Ancient History Industrial Technology	EES Chemistry Business Studies	Mathematics Agriculture Music	English (Standard only) Visual Arts PDHPE Work Studies Physics		Life Skills Outcomes due
Term 3 2022	VET clusters due	Trial examination								

Students please note: The dates listed for each of the above tasks are approximate and have been indicated to assist your planning and study. You should refer to task notifications for more accurate dates. The outcomes assessed in each task may vary slightly from those listed in this guide but will be specified in the notification provided prior to each task.

Agriculture (2022)					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Experimental Trial Plant Production	Practical task Farm Product Study	Research Task Climate Challenge	Trial HSC examination	
Timing	Term 4, Week 9	Term 1, Week 4	Term 2, Week 7	Term 3, Week 2/3	
Outcomes assessed	H2.1, H3.1, H4.1	H3.1, H3.2, H3.3, H3.4	H1.1, H3.4, H5.1	All	
Components	Weighting %				
Knowledge and understanding of course content	5	10	10	15	40
Knowledge, understanding and skills required to manage agricultural production systems		10	15	15	40
Skills in effective research, experimentation and communication	15		5		20
Total %	20	20	30	30	100

Syllabus outcomes

A student:

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

Agriculture (2022)										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2021	Plant/Animal Production Animal production is dependent on plants, which in turn are dependent on the soil and water. Farmers aim to manage the physical and biological processes in soils, plants and animals to produce agricultural products in a sustainable manner. Students examine the ways in which farmers manage and manipulate these processes and systems to maximise outputs.									
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Task 1 Due</div>									
H1.1, H2.1, H2.2, H4.1										
Term 1 2022	Farm Product Study- Beef Farms are a part of a broader sector in which products are marketed and processed. Students examine marketing and processing of a product in terms of its quality and quantity and undertake a specific farm product study									
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Task 2 Due</div>									
H3.1, H3.2, H3.3, H3.4										
Term 2 2022	Farm Product Study	Elective: Climate Challenge This elective examines the variability of climate and some possible causes, the way farmers can manage their farms and adaptation strategies to mitigate risk and maximise profitability and sustainability.								
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Task 3 Due</div>									
H3.1, H3.2, H3.3, H3.4		H3.4, H4.1, H5.1								
Term 3 2022	Plant/Animal Production Animal production is dependent on plants, which in turn are dependent on the soil and water. Farmers aim to manage the physical and biological processes in soils, plants and animals to produce agricultural products in a sustainable manner. Students examine the ways in which farmers manage and manipulate these processes and systems to maximise outputs.									
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Task 4 Due</div>									
H1.1, H2.1, H2.2, H4.1										

Ancient History (2022)

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Source analysis (Personality: Hatshepsut)	Oral presentation (Society: Minoan)	Historical investigation (Core: Pompeii & Herculaneum)	Trial examination	
Timing	Term 4, Week 7	Term 1, Week 6	Term 2, Week 5	Term 3, Week 2/3	
Outcomes assessed	AH12-5, AH12-6, AH12-7, AH12-9	AH12-1, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	AH12-2, AH12-6, AH12-7, AH12-8, AH12-10	AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	
Components	Weighting %				
Knowledge and understanding of course content	5	5	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	20	30	30	100

Syllabus 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

Ancient History HSC Course (2022)											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4 2021	Personalities in their times: Hatshepsut Students develop an understanding of Hatshepsut in the context of her time, through a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content integrated as appropriate.						Task 1: Hatshepsut	Ancient societies: Bronze Age: Minoan Crete Through an investigation of the key features of Bronze Age – Minoan Crete, and their interrelated nature, students examine a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content integrated as appropriate.			
	AH12- 1, AH12- 2, AH12- 3, AH12- 4, AH12- 5, AH12 – 6, AH12 – 7, AH12 – 8, AH12 – 9							AH12- 1, AH12- 2, AH12- 3, AH12- 4, AH12- 5, AH12 – 6, AH12 – 7, AH12 – 8, AH12 – 9			
Term 1 2022	<i>Minoan Crete Continued</i> <i>Consolidation of Hatshepsut</i>					Task 2: Minoans	Core Study: Cities of Vesuvius Pompeii and Herculaneum Students investigate the range and nature of archaeological and written sources for the study of the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. In investigating this topic, students develop and apply their knowledge and skills to understand different types of sources and relevant issues. The Historical concepts and skills content integrated as appropriate.				
	AH12- 1, AH12- 2, AH12- 3, AH12- 4, AH12- 5, AH12 – 6, AH12 – 7, AH12 – 8, AH12 – 9						AH12- 1, AH12- 2, AH12- 3, AH12- 4, AH12- 5, AH12 – 6, AH12 – 7, AH12 – 8, AH12 – 9, AH12 - 10				
Term 2 2022	<i>Cities of Vesuvius Pompeii and Herculaneum continues</i> <i>Consolidation of Hatshepsut</i> <i>Consolidation of Minoan Crete</i>		Historical period: New Kingdom Egypt to the Death of Thutmose IV		Task 3: Pompeii and Herculaneum	New Kingdom Egypt to the Death of Thutmose IV continues Through an investigation of the archaeological and written sources for New Kingdom Egypt to the death of Thutmose IV, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues. The Historical concepts and skills content integrated as appropriate.					
	AH12- 1, AH12- 2, AH12- 3, AH12- 4, AH12- 5, AH12 – 6, AH12 – 7, AH12 – 8, AH12 – 9, AH12 - 10		AH12- 1, AH12- 2, AH12- 3, AH12- 4, AH12- 5, AH12 – 6, AH12 – 7, AH12 – 8, AH12 – 9			AH12- 1, AH12- 2, AH12- 3, AH12- 4, AH12- 5, AH12 – 6, AH12 – 7, AH12 – 8, AH12 – 9					
Term 3 2022	Revision and examinations Task 4				Revision						
					AH12- 1, AH12- 2, AH12- 3, AH12- 4, AH12- 5, AH12 – 6, AH12 – 7, AH12 – 8, AH12 – 9, AH12 - 10						

Biology (2022)					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Model Construction Module 5	Genetic Technology Research Module 6	Practical Investigation Depth Study Module 7	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1, Week 6	Term 2, Week 5	Term 3, Week 2/3	
Outcomes assessed	BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Components					Weighting %
Skills in Working Scientifically	15	10	25	10	60
Knowledge and Understanding of course content	5	10	5	20	40
Total %	20	20	30	30	100

Syllabus 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

BIOLOGY (2022)											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4 2021	<p>Heredity: Students expand their knowledge of evolution by understanding the cellular processes involved in increasing genetic diversity. They investigate reproduction and inheritance patterns in both plants and animals as well as the role of DNA in polypeptide synthesis and the uses of technologies in the study of inheritance patterns. They explore the effects on society and the environment through the application of genetic research.</p>						<p>Genetic Change: Students learn about natural and human-induced causes and effects of genetic change, including mutations, environmental pressure and uses of biotechnology</p>				
	BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12						BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO12-13				
Term 1 2022	<p>Genetic Change: The work of scientists in various fields of work, including agriculture, industry and medicine, can be explored within the context of biotechnology. The impact of biotechnology on biological diversity is also explored in this module.</p>					<p>Infectious Disease: The value of studying infectious disease and its causes and effects is highlighted by the cost to humans in terms of losses in productivity and production and the impact on overall health. The module also considers medical and agricultural applications that draw on the work of a variety of scientists.</p>					
	BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO12-13					BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-14					
Term 2 2022	<p>Infectious Disease: Examine the treatment, prevention and control of infectious disease both locally and globally. The human immune system and its response to an infectious disease</p>				<p>Non-Infectious Diseases and Disorders: Students engage with the study of non-infectious disease and disorders, including their causes and effects on human health. They explore technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious disease in populations. It also examines physiology and engineered solutions to problems related to the management of human disorders.</p>						
	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-14				BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO12-15						
Term 3 2022	Study	Trail HSC Examination period		Revision and Consolidation							
		Task 4 Due									

Business Studies (2022)

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task Operations	Marketing Plan	Finance Topic Test	Trial HSC Examination	
Timing	Term 4, Week 6	Term 1, Week 7	Term 2, Week 6	Term 3, Week 2/3	
Outcomes assessed	H2, H5, H8, H9	H1,H4, H6-H9	H5, H8, H9, H10	H1-H6, H8-H10	
Components					Weighting %
Knowledge and understanding of course content	5	5	10	20	40%
Stimulus-based skills	5	5	5	5	20%
Inquiry and research	10	10			20%
Communication of business information, ideas and issues in appropriate	5	5	5	5	20%
Total %	25	25	20	30	100%

Syllabus 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 factual and hypothetical business situations

H9 communicates business information, issues and concepts in appropriate formats

H10 applies mathematical concepts appropriately in business situations

Business Studies HSC Course (2022)										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	
Term 4 2022	HSC TOPIC: MARKETING H1,2,3,4,5,6,7,8,9,10									
	Revision of Operations	Revision of Operations	Revision of Operations	Introduction The Role of Marketing Management	The Role of Marketing Management	Task Due	Key Influences on Marketing	Key Influences on Marketing	Processes of Marketing	
Term 1 2022	HSC TOPIC: FINANCE H2,3,4,5,6,7,8,9,10									
	Processes of Marketing	Marketing Strategies	Introduction The Role Of Financial Management	Influences of Financial Management	Influences of Financial Management	Processes of Financial Management	Task Due	Processes of Financial Management - Return & Feedback	Financial Strategies	
Term 2 2022	HSC TOPIC: HUMAN RESOURCES H2,3,4,5,6,7,8,9									
	Financial Strategies	Financial Management Strategies	Introduction of Human Resources	The Role of Human Resources	Key Influences	Processes of Human Resources Task Due	Processes of Human Resources	Human Resources Strategies	Human Resources Strategies	
Term 3 2022	SKILLS REVISION & EXAMINATION SKILLS									
	Exam Preparation & Skills	Task 4 Trial Examination	Return & Feedback	Finance Preparation & Skills	Operations Preparation & Skills	Operations Preparation & Skills	Marketing Preparation & Skills	Marketing Preparation & Skills	Human Resources Preparation & Skills	

Chemistry (2022)					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Organic Chemistry Depth Study Module 7 & 8	Equilibrium Depth Study Module 5	Titration Practical Module 6	Trial Examination	
Timing	Term 4, week 6	Term 1, week 7	Term 2, week 6	Term 3, week 2/3	
Outcomes assessed	CH11/12-1 CH11/12-4 CH11/12-6 CH11/12-7 CH12-14 CH12-15	CH11/12-1 CH11/12-2 CH11/12-6 CH11/12-7 CH12-12	CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-7 CH12-13	CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Components	Weighting %				
Knowledge and understanding of course content	10	10	5	15	40
Skills in working scientifically	15	20	15	10	60
Total %	25	30	20	25	100

Syllabus outcomes

A student:

- develops and evaluates questions and hypotheses for scientific investigation CH11/12-1
- designs and evaluates investigations in order to obtain primary and secondary data and information CH11/12-2
- conducts investigations to collect valid and reliable primary and secondary data and information CH11/12-3
- selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media CH11/12-4
- analyses and evaluates primary and secondary data and information CH11/12-5
- solves scientific problems using primary and secondary data, critical thinking skills and scientific processes CH11/12-6
- communicates scientific understanding using suitable language and terminology for a specific audience or purpose CH11/12-7
- explains the characteristics of equilibrium systems, and the factors that affect these systems CH12-12
- describes, explains and quantitatively analyses acids and bases using contemporary models CH12-13
- analyses the structure of, and predicts reactions involving, carbon compounds CH12-14
- describes and evaluates chemical systems used to design and analyse chemical processes CH12-15

Chemistry HSC course 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Module 7: Organic Chemistry and Module 8 IQ2: Students examine the principles and applications of chemical synthesis in the field of organic chemistry. Current and future applications of chemistry include techniques to synthesise new substances – including pharmaceuticals, fuels and polymers. Students investigate the many classes of organic compounds and their characteristic chemical reactions. Students deduce or confirm the structure and identity of organic compounds by interpreting data from qualitative tests of chemical reactivity and determining structural information using proton and carbon-13 nuclear magnetic resonance (NMR) spectroscopy.									
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Task 1 Due</div>									
CH11/12-1 CH11/12-4 CH11/12-6 CH11/12-7 CH12-14 CH12-15 Depth Study: 8										
Term 1	Module 5: Equilibrium and Acid Reactions Students investigate the effects of changes in temperature, concentration of chemicals and pressure on equilibrium systems, and consider that these can be predicted by applying Le Chatelier's principle. Students make reliable predictions by comparing equilibrium calculations and equilibrium constants to determine whether a combination of two solutions will result in the formation of a precipitate.									
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Task 2 Due</div>									
CH11/12-1 CH11/12-2 CH11/12-6 CH11/12-7 CH12-12 Depth Study: 7										
Term 2	Module 6: Acid/Base Reactions Students analyse how and why the definitions of both an acid and a base have changed over time, and how the current definitions characterise the many chemical reactions of acids. The chemistry of acids and bases contributes to industrial contexts and the environment. By investigating the qualitative and quantitative properties of acids and bases, students learn to appreciate the importance of factors such as pH and indicators.									
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Task 3 Due</div>									
CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-7 CH12-13										
Term 3	Review of content									
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Task 4 Due</div>		Module 8 IQ1 and 3: Applying Chemical Ideas review Students investigate a range of methods used to identify and measure quantities of chemicals. They process and analyse data involving the identification and quantification of ions present in aqueous solutions.						Review of content	
CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15										

Earth & Environmental Science (2022)					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Data Analysis	Media Analysis	Depth Study Presentation	Trial HSC Examination	
Timing	Term 4, week 6	Term 1, week7	Term 2, week 6	Term 3, week 2/3	
Outcomes assessed	EES11/12-1 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-14	EES11/12-1 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12 EES12-13	EES11/12-1 EES11/12-3 EES11/12-5 EES11/12-7 EES12-15	EES11/12-1 EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12 EES12-13 EES12-14 EES12-15	
Components	Weighting %				
Skills in Working Scientifically	15	10	20	15	60
Knowledge and Understanding	5	10	10	15	40
Total %	20	20	30	30	100

Syllabus outcomes

A student:

EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation

EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11/12-5 analyses and evaluates primary and secondary data and information

EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Earth & Environmental Science (2022)										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2021	<p>Climate Science: A significant global concern of governments and non-government bodies relates to natural and scientific evidence of anthropogenic climate variation. Students examine the mechanisms and scientific evidence for climate variation. They are provided with opportunities to form evidence-based opinions on, and develop strategies to manage, the effects of climate variation in the future.</p>					<p>Earth's Processes: Since the formation of the Earth, both the atmosphere and lithosphere have been continually changing. The processes of plate tectonics, together with the formation of water and the introduction of life, have further contributed to these changes. With the discovery of fossils, it became possible to develop the geological timescale and to determine when mass evolution and extinction events occurred.</p>				
	EES11/12-1, EES11/12-2, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-14					EES11/12-1, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12				
Term 1 2022	<p>Earth's Processes: The discovery of fossils, it became possible to develop the geological timescale and to determine when mass evolution and extinction events occurred.</p>				<p>Hazards: Natural disasters such as earthquakes, volcanic activity and cyclones have a significant impact on the Earth's environment, and often affect thousands of people, causing enormous damage. In many cases, the probability of such an event occurring is closely linked to an area's proximity to a plate boundary. Students will explore the use, development and analysis of seismic data in order to examine significant seismic events.</p>					
	EES11/12-1, EES11/12-2, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12, EES12-13									
Term 2 2022	<p>Hazards: Students will explore the use, development and analysis of seismic data in order to examine significant seismic events.</p>			<p>Resource Management: Australia is rich in both renewable natural resources and non-renewable natural resources. Students examine how the extraction and disposal of waste can greatly impact on the surrounding environment, affecting the quality and availability of renewable resources such as water and living organisms. The extent of this impact is referred to as an 'ecological footprint'.</p>						
	EES11/12-1, EES11/12-3, EES11/12-5, EES11/12-7, EES12-15									
Term 3 2022	Study	Trial HSC Examination Period		Revision and Consolidation						
		Task 4 Due								

English Standard (2022)					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Analytical Response	Multimodal	Portfolio	Trial Exam	
Timing	Term 4, week 8	Term 1, week 8	Term 2, week 8	Term 3, week 2/3	
Outcomes assessed	EN12-1, EN12-3, EN12-5, EN12-6, EN12-8	EN12-2, EN12-4, EN 12-6, EN 12-7, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	
Components	Weighting %				
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	20	30	30	100

Syllabus 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

Standard English HSC Course (2021/2022)											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4 2021	<p>Common Module: Texts & Human Experiences</p> <p>Focus: Students deepen their understanding of how texts represent individual and collective human experiences. Text: <i>O'Mahoney, Ivan, Go Back to Where You Came From – Series 1, Episodes 1, 2 and 3 and The Response, Madman, 2011 (media)</i> AND students select ONE related text from any form. Outcomes: EN12-1, EN12-3, EN12-5, EN12-6, EN12-8 Task due in week 8</p>										
	<p>Module C: Craft of Writing (12 hours) – integrated study</p> <p>Focus: Students strengthen and extend their knowledge, skills and confidence as accomplished writers. This study will take place throughout Term 4, and at the beginning and end of each term in 2022. Text: <i>Ray Bradbury 'The Pedestrian' (1951) (prose fiction) / Helen Garner 'Dear Mrs Dunkley' (non-fiction)</i> Outcomes: EN12-1, EN12-3, EN12-4, EN12-5, EN12-9</p>										
Term 1 2022	Module C (3 hours) Continued	<p>Module A: Language, Identity and Culture</p> <p>Focus: Students explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through texts. Text: <i>Cobby Eckermann, Ali, Inside my Mother (poetry)</i> Outcomes: EN12-2, EN12-4, EN12-6, EN12-7, EN12-8 Task due in Week 8</p>								<p>Module C (3 hours)</p> <p>Continued</p>	
Term 2 2022	Module C (4 hours) Continued	<p>Module B: Close Study of Literature (30 hours)</p> <p>Focus: Students engage in the extensive exploration and interpretation of the text and the ways composers portray people, ideas, settings and situations. Text: <i>Haddon, Mark, The Curious Incident of the Dog in the Night-time (prose fiction)</i> Outcomes: EN12-1, EN12-3, EN12-4, EN12-5, EN12-9 Task due in week 8</p>								<p>Trial Revision</p>	
Term 3 2022	Trial Revision	Trial Examination	<p>Revision for HSC</p> <p>Common Module, Module A, Module B and Module C (Remaining 7 hours)</p> <p>Outcomes: EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9</p>								

English Studies (2022)

Task number	Task 1	Task 2	Task 3	
Nature of task	Mandatory Common Module – Texts and Human Experiences Comparative Essay	Elective Module K: The Big Screen – English in filmmaking Multimodal Presentation – Advertising Pitch	Collection of Classwork (portfolio) All Modules	
Timing	Term 4, week 8	Term 1, week 8	Term 3, week 2/3	
Outcomes assessed	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES12-4, ES12-6, Es12-7, Es12-9	ES12-2, ES12-3, ES12-4, ES12-5, Es12-7, Es12-10	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	15	15	20	50
Total %	30	30	40	100

Syllabus 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

English Studies (2022)										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2021	<p>Mandatory Common Module – Texts and Human Experiences</p> <p>Assessment Task 1: Comparative Essay Prescribed Text: <i>O'Mahoney, Ivan, <u>Go Back to Where You Came From</u> – Series 1, Episodes 1, 2 and 3 and The Response, Madman, 2011 (media)</i> and a related text (assessment).</p> <p style="text-align: right;">Task 1 Due</p>									
	ES12-1, ES12-4, ES12-7, ES12-8									
Term 1 2022	<p>Elective Module K: The Big Screen – English in filmmaking</p> <p>Assessment task 2: Multimodal Presentation – Advertising Pitch</p> <p>Texts: Documentary – Documentary Film(s) (film, nonfiction) and Magazine Text (Assessment) 2021 texts were: <i>Blackfish and The Social Dilemma (film, non fiction), Rural Magazine Text(s) (Outback and Graziher)</i></p> <p style="text-align: right;">Task 2 Due</p>									
	ES12-1, ES12-4, ES12-6, Es12-7, Es12-9									
Term 2 2022	<p>Module H: Part of a Family – English and family life</p> <p>Texts: Substantial Print Text (Drama, Poetry, Prose) 2021 texts were: <i>Kindred by Kirili Saunders (Poetry, Indigenous Australian), Taking Tom Murray Home by Tim Slee (Fiction, Prose, Print Text, Australian), Single Asian Female by Michelle Law (Drama, Intercultural/Australian engagement with Asia)</i></p>									
	ES12-1, ES12-2, ES12-3, ES12-4, Es12-9									
Term 3 2022	<p>Elective Module B: Telling us all about it – English and the media</p> <p>Assessment task 3: Portfolio of classwork (assessing all modules)</p> <p>Texts: Substantial Multimodal/Media text 2021 texts were: <i>Shark Girl by Kelly Bingham (Verse Novel, Poetry, Australian), SBS Cronulla Riots 'The Day That Shocked The Nation' Interactive (Multimedia, Documentrary, Digital text), 2005 'riots' News Articles (Media)</i></p> <p style="text-align: center;">Task 3 Due</p>									
	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10									

Industrial Technology – Timber (2022)

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Designing and Planning Presentation	Product Analysis	Project Development and Management Report	HSC Trial	
Timing	Term 4, Week 7	Term 1, Week 6	Term 2, Week 5	Term 3, Week 2/3	
Outcomes assessed	H3.1, H3.2, H3.3, H5.1	H3.2, H4.3, H5.2, H6.1	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Components					Weighting %
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60
Total %	20	20	30	30	100

Syllabus 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 HSC Course (2021)										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2021	Major Project Development and Proposal			Prototyping and modelling -Working Drawings			Construct and Develop Major Work – Design management and communication – Begin Production			
	H1.2, H2.1, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2						H1.2, H2.1, H3.1, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2 Task due: Week 7			
Term 1 2022	Construct and Develop Major Work – Production & Product Analysis				Construct and Develop Major Work - Production					
	H1.2, H2.1, H3.1, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H3.2, H3.3, H4.3, H5.2, H6.2, H7.2				H1.2, H2.1, H3.1, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2 Task due week 6					
Term 2 2022	Construct and develop Major Work- Production & Industry Study				Construct and Develop Major Work – Management and Communication					
	H1.2, H1.3, H2.1, H3.1, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2, H7.1, H7.2				H1.2, H2.1, H3.1, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2 Task due: Week 5					
Term 3 2022	Industry Related Manufacturing Technology- Materials and Fittings					Industry Related Manufacturing Technology- Processes, tools and machinery				
	H1.1, H1.2, H1.3, H7.1, H7.2 Task due: Week 2/3					H1.1, H1.2, H1.3, H7.1, H7.2				

Mathematics Advanced (2022)

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Modelling task	Calculus topic test (with 1-pager)	Statistical analysis investigation	Yearly examination	
Timing	Term 4, week 9	Term 1, week 4	Term 2, week 7	Term 3, week 2/3	
Outcomes assessed	MA12-1 MA12-5 MA12-9 MA12-10	MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	MA12-8 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
Components					Weighting %
Understanding, fluency and communication	5%	20%	10%	15%	50%
Problem solving, reasoning and justification	15%	5%	15%	15%	50%
Total %	20%	25%	25%	30%	100

Syllabus 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 Advanced (2022)											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4 2021	Functions: MAF2 Graphing Techniques The topic Functions involves the use of both algebraic and graphical conventions and terminology to describe, interpret and model relationships of and between changing quantities. A knowledge of functions enables students to discover, recognise and generalise connections between algebraic and graphical representations of the same expression and to describe interactions between dependent and independent variables.			Trigonometric functions: MAT3 Trigonometric Functions and Graphs The topic Trigonometric Functions involves the study of periodic functions in geometric, algebraic, numerical and graphical representations. A knowledge of trigonometric functions enables the solving of practical problems involving the manipulation of trigonometric expressions to model behaviour of naturally occurring periodic phenomena such as waves and signals and to predict future outcomes.			Calculus: MAC2 Differential Calculus, MAC3 Applications of Differentiation The topic Calculus involves the study of how things change and provides a framework for developing quantitative models of change and deducing their consequences. It involves the development of two key aspects of calculus, namely differentiation and integration. The study of calculus is important in developing students' capacity to operate with and model situations involving change, using algebraic and graphical techniques to describe and solve problems and to predict outcomes in fields such as biomathematics, economics, engineering and the construction industry.				
	MA12-1 MA12-9 MA12-10			MA12-1 MA12-5 MA12-9 MA12-10			MA12-3 MA12-6 MA12-7 MA12-9 MA12-10				
Term 1 2022	Calculus: MAC3 Applications of Differentiation (continued), MAC4 Integral Calculus Students develop their understanding of how integral calculus relates to area under curves and a further understanding of the interconnectedness of topics from across the syllabus. Geometrical representation assists in understanding the development of this topic, but careful sequencing of the ideas is required so that students can see that integration has many applications, not only in mathematics but also in other fields such as the sciences and engineering.				Financial Mathematics: MAM1 Modelling Financial Situations The topic Financial Mathematics involves sequences and series and their application to financial situations. A knowledge of financial mathematics enables analysis and interpretation of different financial situations, the calculation of the best options for the circumstances, and the solving of financial problems. The study of financial mathematics is important in developing students' ability to make informed financial decisions, to be aware of the consequences of such decisions, and to manage personal financial resources prudently.						
	MA12-3 MA12-6 MA12-7 MA12-9 MA12-10				MA12-2 MA12-4 MA12-9 MA12-10						
Term 2 2022	Statistical Analysis: MAS2 Descriptive Statistics and Bivariate Data Analysis, MAS3 Random Variables The topic Statistical Analysis involves the exploration, display, analysis and interpretation of data to identify and communicate key information. Knowledge of statistical analysis enables careful interpretation of situations and an awareness of the contributing factors when presented with information by third parties, including its possible misrepresentation. The study of statistical analysis is important in developing an awareness of how conclusions drawn from data can be used to inform decisions made by groups such as scientific investigators, business people and policy-makers.								Trial revision		
	MA12-8 MA12-9 MA12-10								Task 3 Due		
Term 3 2022	Trial revision		Task 4 Due			Revision for the HSC					
	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10										

Mathematics Standard 2 (2022)				
Task number	Task 1	Task 2	Task 3	
Nature of task	Statistical Investigation	Modelling and problem-solving task	Trial HSC Examination	
Timing	Term 1, week 4	Term 2, week7	Term 3, week 2/3	
Outcomes assessed	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-1 through MS2-12-10	
Components	Weighting %			
Understanding, Fluency and Communicating	15	20	15	50
Problem Solving, Reasoning and Justification	15	20	15	50
Total %	30	40	30	100

Mathematics (Standard 2) syllabus outcomes

A student:

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

Class: Standard 2 – HSC**Textbook:** Cambridge Maths – Standard 2 Year 12**Year:** 2022

Weeks		1	2	3	4	5	6	7	8	9	10
Term 4	Topics	Statistical Analysis						Measurement			
	Unit Title	MS-S4 Bivariate Data Analysis			MS-S5 The Normal Distribution			MS-M7 Rates and Ratios			
	Chapter	HSC – Chapter 6			Chapter 9			Chapter 1			
	Outcomes	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10						MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10			
		1	2	3	4	5	6	7	8	9	10
Term 1	Topics	Measurement				Financial Mathematics					
	Unit Title	MS-M6 Non-right-angled Trigonometry		Task 1 Due		MS-F4 Investments and Loans F4.1: Investments F4.2: Depreciation and loans			MS-F5 Annuities		
	Chapter	Chapter 4				Chapter 3			Chapter 7		
	Outcomes	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10				MS2-12-5, MS2-12-9, MS2-12-10					
		1	2	3	4	5	6	7	8	9	10
Term 2	Topics	Algebra					Networks				
	Unit Title	MS-A4 Types of Relationships A4.1: Simultaneous linear equations		A4.2: Non-linear relationships			MS-N2 Network Concepts Task 2 Due		MS-N3 Critical Path Analysis		
	Chapter	Chapter 5		Chapter 8			Chapter 2		Chapter 10		
	Outcomes	MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10					MS2-12-8, MS2-12-9, MS2-12-10				
		1	2	3	4	5	6	7	8	9	10
Term 3	Topics	Exam period		Task 3 Due		Revision					

Mathematics Standard 1 (2022)

Task number	Task 1	Task 2	Task 3	
Nature of task	Statistical Investigation	Modelling and problem-solving task	Trial HSC Examination	
Timing	Term 1, Week 4	Term 2, Week 7	Term 3, week 2/3	
Outcomes assessed	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	MS1 12 5, MS1-12-9, MS1-12-10	
Components	Weighting %			
Understanding, Fluency and Communicating	15	20	15	50
Problem Solving, Reasoning and Justification	15	20	15	50
Total %	30	40	30	100

Mathematics (Standard 1) syllabus outcomes

A student:

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

Class: Standard 1 – HSC**Textbook:** Cambridge Maths – Standard 1 Year 12**Year:** 2022

Weeks		1	2	3	4	5	6	7	8	9	10
Term 4	Topics	Statistical Analysis						Measurement			
	Unit Title	MS-S2 Relative Frequency and Probability			MS-S3 Further Statistical Analysis			MS-M4 Rates		MS-M5 Scale Drawings	
	Chapter	(Year 11) - Chapter 5			Chapter 6			Chapter 1		Chapter 7	
	Outcomes	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10						MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10			
Weeks		1	2	3	4	5	6	7	8	9	10
Term 1	Topics	Measurement				Financial Mathematics					
	Unit Title	MS-M3 Right-Angled Triangles			Task 1 Due	MS-F2 Investment			MS-F3 Depreciation and Loans		
	Chapter	Chapter 4				Chapter 3			Chapter 8		
	Outcomes	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10				MS1-12-5, MS1-12-9, MS1-12-10					
Weeks		1	2	3	4	5	6	7	8	9	10
Term 2	Topics	Algebra					Networks				
	Unit Title	MS-A3 Types of Relationships A3.1: Simultaneous linear equations		A3.2 Graphs of Practical Situations			MS-N1 Network Concepts Task 2 Due		Revision		
	Chapter	Chapter 5		Chapter 9			Chapter 2				
	Outcomes	MS1-12-1, MS1-12-6, MS1-12-9, MS-2-12-10					MS1-12-8, MS1-12-9, MS-2-12-10				
Weeks		1	2	3	4	5	6	7	8	9	10
Term 3	Topics	Exam period		Task 3 Due	Revision						

Music 1 (2022)

Task number	Task 1 Pitch: Music of the 20 th and 21 st Century	Task 2 Texture: OWN CHOICE TOPIC	Task 3 Duration: An instrument and its repertoire	Task 4	
Nature of task	Composition and Elective 2	Viva Voce and Elective 1	Performance and Elective 3	Trials- Aural, core performance and electives	
Timing	Term 4, week 9	Term 1, week 4	Term 2, week 7	Term 3, Week 2/3 Core performance and Electives week 5	
Outcomes assessed	H3, H7, H8 Elective	H2, H4, H5, H8 Elective	H1, H4, H5, H7 Elective	All outcomes	
Components					Weighting %
Performance			5%	5%	10%
Aural		5%	10%	10%	25%
Musicology		10%			10%
Composition	10%				10%
Elective 1		10%		5%	15%
Elective 2	10%			5%	15%
Elective 3			10%	5%	15%
Total %	20%	25%	25%	30%	100

Syllabus outcomes

Through activities in performance, composition, musicology and aural, a student:

Performance

H1: performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

H7: understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

Musicology

H2: reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

H5: critically evaluates and discusses performances and compositions

H8: identifies, recognises, experiments with, and discusses the use and effects of technology in music

Composition

H3: improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

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

Aural

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

Values

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

Music 1 (2022)										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2021	<p>Pitch- Music of the 20th and 21st centuries</p> <p>This topic allows students to develop their understanding of music of the 20th and 21st centuries and enhance their skills in listening, musicology and performing music. The focus areas include a range of music, how the use of pitch impacts the music. The formative assessment tasks draw on students' knowledge of these focus areas and measure their learning and ability within aural, musicology</p> <p style="text-align: right;">Task 1 Due</p>									
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11									
Term 1 2022	<p>Texture- Own choice Topic</p> <p>This topic allows students to develop their understanding of their own topic and enhance their skills in listening, musicology and performing music. The focus areas include a range of music, how the use of texture impacts the music. The formative assessment tasks draw on students' knowledge of these focus areas and measure their learning and ability within aural, musicology, performance and composition.</p> <p style="text-align: center;">Task 2 Due</p>									
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11									
Term 2 2022	<p>Duration- An instrument and its repertoire</p> <p>This topic allows students to develop their understanding of an instrument and its repertoire and enhance their skills in listening, musicology and performing music. The focus areas include a range of music, how the use of duration impacts the music. The formative assessment tasks draw on students' knowledge of these focus areas and measure their learning and ability within aural, musicology, performance and composition.</p> <p style="text-align: right;">Task 3 Due</p>									
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11									
Term 3 2022	<p>Revision- Practice Questions and HSC Performance</p> <p style="text-align: center;">Task 4 Due Performance Trial</p>									
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11									

Personal Development, Health & Physical Education (2022)

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Sports Medicine Task	Factors Affecting Performance: Sports Inquiry	Health Priorities Task: Analysis	Trial HSC Examination	
Timing	Term 4, week 8	Term 1, week 5	Term 2, week 8	Term 3, week 2/3	
Outcomes assessed	H8, H13, H16, H17	H7, H8, H9, H10, H17	H1, H2, H3, H4, H5, H15, H16	H1-H11, H13-H17	
Components					Weighting %
Knowledge and understanding of: Factors that affect health. The way the body moves.	10	10	10	10	40
Skills in: critical thinking, research, communicating and analysis.	15	10	15	20	60
Total %	25	20	25	30	100

Syllabus 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
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts.
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

Personal Development, Health & Physical Education (2022)										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2021	Health of Young People (20% Course Time) This option module is concerned with the health needs of young people. In this module, students examine the nature of young people's lives and the developmental factors that significantly influence their health. They consider the health status of young people and examine a number of related health issues. Students discover that there is much that can be done to support the health of young people and they critically analyse the level of support currently available. Students are encouraged to develop a positive view of the future and a preparedness to contribute towards that future.					Sports Medicine (20% Course Time) This option module is concerned with the specific issues of prevention, assessment, management of and recovery from sports injury. In this module, students examine how the extent and intensity of sports participation relates to the incidence of sports injuries. They explore the range of technical and scientific approaches for maintaining the wellbeing of athletes.				
	Outcomes: H2, H5, H6, H14, H15, H16					Outcomes: H8, H13, H16, H17				
Term 1 2022	Core 2: Factors Affecting Performance (30% Course Time) This compulsory module examines the factors that affect performance. In this module, students explore the physical and psychological bases of performance. They experience and critically analyse approaches to training and skill development and investigate the contributions of psychology, nutrition and recovery strategies to performance.									
	Outcomes: H7, H8, H9, H10, H11, H16, H17									
Term 2 2022	Core 1: Health Priorities in Australia (30% Course Time) This compulsory module examines the health status of Australians and investigates, in depth, the current health priority issues in Australia. Students identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians.									
	Outcomes: H1, H2, H3, H4, H5, H6, H14, H15, H16									
Term 3 2022	Revision and exam preparation									
	All outcomes									

Physics (2022)

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Depth Study in Motion: Module 5	Electromagnetism Model: Module 6	Depth Study on the properties of Light: Module 7	Trial HSC Examination	
Timing	Term 4, week 8	Term 1, week 5	Term 2, week 8	Term 3, week 2/3	
Outcomes assessed	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH12-12	PH11/12-2 PH11/12-4 PH11/12-6 PH11/12-7 PH12-13	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15	
Components					Weighting %
Knowledge and understanding of course content	5	10	10	15	40
Skills in working scientifically	15	15	20	10	60
Total %	20	25	30	25	100

Physics Syllabus outcomes

A student:

- develops and evaluates questions and hypotheses for scientific investigation PH11/12-1
- designs and evaluates investigations in order to obtain primary and secondary data and information PH11/12-2
- conducts investigations to collect valid and reliable primary and secondary data and information PH11/12-3
- selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH11/12-4
- analyses and evaluates primary and secondary data and information PH11/12-5
- solves scientific problems using primary and secondary data, critical thinking skills and scientific processes PH11/12-6
- communicates scientific understanding using suitable language and terminology for a specific audience or purpose PH11/12-7
- describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles PH12-12
- explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively PH12-13
- 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 PH12-14
- 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 PH12-15

Physics (2022)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Module 5: Advanced Mechanics Students investigate complex kinematic situations involving multiple dimensions and varying force components. Students study projectile motion and circular motion, among others.								Module 6: Electromagnetism	
	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-12 8 Hours Depth Study						Task 1 Due		PH11/12-2, PH11/12-4, PH11/12-6, PH11/12-7, PH12-13	
Term 1	Module 6: Electromagnetism Students investigate the interactions that take place between charged particles and electric/magnetic fields, including their application in electricity production and their uses in motors.						Module 7: The Nature of Light			
	PH11/12-2, PH11/12-4, PH11/12-6, PH11/12-7, PH12-13				Task 2 Due		PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-7, PH12-14			
Term 2	Module 7: The Nature of Light Students investigate theories of light and the significant and profound modifications as a result of the quantum theory. The properties of light and their consequences are explored in relativity and applications of the quantum theory.						Module 8: From the Universe to the Atom Students explore the theories of the probable origins of the universe and the machinations of its components.			
	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-14 7 hours of Depth Study						PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-7, PH12-15 Task 3 Due			
Term 3	Review of Content	Task 4 Due		Module 8: From the Universe to the Atom This is then explored in the context of the smallest units of matter and the theories underpinning our understanding of physics at the smallest scales.						
	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15									

VISUAL ARTS 2022

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Artmaking: Body of Work Development Presentation + VAPD	Historical and Critical Studies: Extended Response Task	Artmaking: Body of Work Final Progress	Historical and Critical Studies: Trial HSC Examination	
Timing	Term 4, week 8	Term 1, week 5	Term 2, week 8	Term 3, week 1/2	
Outcomes assessed	H1, H2, H3, H4	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Components	Weighting %				
Artmaking	20		30		50
Art Historical and Critical		20		30	50
Total %	20	20	30	30	100

Syllabus outcomes

A student:

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

Visual Arts (2022)		
Assessment	Art Historical and Critical Studies	Artmaking – HSC Body of Work
Term 4 Assessment Task 1: Body of Work Development Presentation and VAPD	<p>Unit: Challenging Art History <i>Students study artists who challenge the canons of Western art history, the construct of 'the masterpiece' and question art itself. Students will learn about the role of the art critic and art historian. Artist-focus is on modern and postmodern artists who utilise appropriation as commentary.</i></p> <p>Case Studies:</p> <ul style="list-style-type: none"> • <i>Da Vinci versus Marcel Duchamp (1)</i> • <i>Manet versus Yasumasa Morimura (2)</i> <p>OUTCOMES: H7, H8, H9, H10</p>	<ul style="list-style-type: none"> • Students are to start their ideas in their visual art process diary, researching themes, techniques, traditional and contemporary practice of a wide range of artists from one or more of the expressive forms. • Students continue to develop their ideas in their process diary and start their body of work, with guidance and critique from the classroom teacher. • Students present their concept, experimentation, research and initial artworks in a presentation to the class as part of Assessment Task 1. <p>OUTCOMES: H1, H2, H3, H4</p>
Term 1 Assessment Task 2: Extended Response Task	<p>Unit: Perspectives of Australia <i>Students will study a variety of contemporary perspectives of the Australian cultural landscape. Students will explore a range of Indigenous and non-Indigenous contemporary artists and will critique an Australian art exhibition. Students will hone their extended response skills in Assessment Task 2.</i></p> <p>Case Studies:</p> <ul style="list-style-type: none"> • <i>Contemporary Indigenous Perspectives: Tony Albert, Vernon Ah Kee, Fiona Foley, Vincent Namatajira (3)</i> • <i>Contemporary Multicultural Perspectives of Australia: Joan Ross, Abdul Abdullah, Ben Quilty, Lindy Lee (4)</i> • <i>Art Exhibition Review – National Gallery of Australia (5)</i> <p>OUTCOMES: H7, H8, H9, H10</p>	<ul style="list-style-type: none"> • Students continue to develop and extend their ideas in their process diary and their body of work, with guidance and critique from the classroom teacher. • Students extend their practical ideas and refine them. Focus is on sophisticated technical consideration and conceptual resolution <p>OUTCOMES: H1, H2, H3, H4, H5, H6</p>
Term 2 Assessment Task 3: BOW Final Progress	<p>Unit: The Human Form <i>Students study the evolution of the human, women in art, the male gaze/male dominated art historical timeline via Renaissance, modern and contemporary artists.</i></p> <p>Case Studies:</p> <ul style="list-style-type: none"> • <i>Performance Art (6)</i> <p>Individualised student-led case studies</p> <ul style="list-style-type: none"> • <i>Students utilise their chosen interests and artists with the aim to develop a HSC extended response.</i> <p>OUTCOMES: H7, H8, H9, H10</p>	<ul style="list-style-type: none"> • Students refine their BOW, prepare for Final Progress Marking (Assessment Task 3). They curate and collate their work(s), consider display. Ensure upkeep of VAPDs. • Students finalise their practical ideas and submit for final progress marking. They are provided with extensive feedback (teacher, peer and self-marking, moderation with other teachers). <p>OUTCOMES: H1, H2, H3, H4, H5, H6</p>
Term 3 Assessment Task 4: Trial HSC Examination	<ul style="list-style-type: none"> • Trial HSC Examination Preparation • Individualised Case Studies – developing extended responses (7) • HSC Examination Preparation and Revision <p>OUTCOMES: H7, H8, H9, H10</p>	<ul style="list-style-type: none"> • Finalisation of BOW – (Due August – DATE TBA*) • Students will submit to NESA for external marking. • Curatorial editing and careful selection of submission is supported. <p>OUTCOMES: H1, H2, H3, H4, H5, H6</p>

Work Studies (2022)

Task number	Task 1	Task 2	Task 3	
Nature of task	Team Enterprise Project (Orientation Day) and Report	In class test	Work Experience Report or ICT Presentation	
Timing	Term 4, Week 8	Term 1, Week 5	Term 2, Week 8	
Outcomes assessed	5, 6, 7,	2, 3, 4, 5, 8 and 9	1,2,5,6,7	
Components				
Knowledge and understanding	10	20	20	50
Skills	25	10	15	50
Total %	35	30	35	100%

Syllabus outcomes

A student:

1. investigates 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, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Work Studies HSC Course (2022)										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2021	Teamwork & Enterprise Skills Outcomes: 2,3,5,6,7,8,9									
	Characteristics of good team management	Attributes of enterprising person	Challenges	Enterprise Activities planning	Enterprise Activities planning	Orientation Day	Monitoring & Modifying	Task 1 Due : Orientation Day project	Feedback Review	Catchup
Term 1 2022	Work Place Issues Outcomes: 1,3,4,5,6,7,8,9									
	Introduction	Employees & their organisations	The Role of Unions	Work Place Regulations	Work Place equity Task 2 Due – Half yearly test	Causes of Disputes	Resolving disputes in the workplace	Exam Prep Half Yearly Class Test	Feedback	Review
Term 2 2022	HSC Experiencing Work Outcomes: 2,4,5,6,7,8									
	Safe Work Practices	Managing risks	Common Hazards	Work placement Organisation	Work Placements	Work Placements	Work Experience Report PP presentation	Task 3 Due Presentation /Sharing with class	Reviews Feedback	Thank you letters and contact with employees
Term 3 2022	Preparing Job Applications Outcomes: 3,4,5,7					Workplace Communication			Outcomes:2,4,5,6,7,8	
	What employees want	Finding the right job	Job Suitability	Preparing Form application and RESUME	Preparing Form application and RESUME	Appropriate Communication s	Using Technology	Listening, reading and questioning Body Language	Working with customers	Review Feedback

Vocational Education and Training Courses



Education

Public Schools NSW Wagga Wagga, RTO 90333

AHC20116 Certificate II in Agriculture

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy, numeracy suitability of a student for this course.

Course: Primary Industries (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this

Core Units of Competency

- AHCWHS201 Participate in WHS processes
- AHCWRK209 Participate in environmentally sustainable work practices
- AHCWRK204 Work effectively in the industry

Elective Units of Competency

- AHCWRK201 Observe and report on weather
- AHCCHM201 Apply chemicals under supervision
- AHCPMG201 Treat weeds
- ACHWRK205 Participate in workplace communications

Healthy Livestock

- AHCLSK202 Care for health and welfare of livestock
- AHCLSK205 Handle livestock using basic techniques
- AHCLSK206 Identify and mark livestock
- AHCLSK204 Carry out regular livestock observations
- AHCMOM202 Operate tractors
- AHCMOM304 Operate machinery and equipment
- AHC BIO201 Inspect and clean machinery for plant, animal and soil
- AHCLSK211 Provide feed for livestock
- AHCLSK209 Monitor water supplies
- AHCINF202 Install, maintain and repair farm fencing
- AHCINF201 Carry out basic electric fencing operations
- AHCLSK316 Prepare livestock for competition

Refer to the TAS for the qualification packaging rules.

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.

Qualifications

Students who are assessed as competent in the above units of competency, after following the qualification packaging rules, will be eligible for AHC20116 Certificate II in Agriculture. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards AHC20116 Certificate II in Agriculture.

Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

N Determinations: Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination

<p>(course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.</p> <p>External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.</p> <p>Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p>
<p>Resources costs: \$80 Discuss payment options with your trainer</p>
<p>Refund Arrangements: on a pro-rata basis</p>
<p>Delivery Arrangements: At School and the Braidwood Local common- Bombay Road</p>
<p>Exclusions: Refer to NESA Stage 6 VET Board Developed Course syllabus.</p>
<p>A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p>
<p>For more information on possible outcomes please visit the NESA website: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet</p>

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	Yet to be determined
Trial HSC Exam.	School Exam timetable

Assessment Plan		Evidence gathering techniques							
<i>Trainers must deliver and assess Cluster 1, 2, 3, 4, at least one of Cluster 5 and 6 and then select optional clusters to total <u>18 units</u></i>									
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test,	Role play, oral presentation	Third party report	Self-assessment	HSC examinable
Cluster 1 – Participate in WHS Processes									
AHCWHS201	Participate in WHS processes	✓		✓	✓		✓		✓
Cluster 2 – Working in the Industry									
AHCWRK209 AHCWRK204 ACHWRK205	Participate in environmentally sustainable work practices Work Effectively in Industry Participate in workplace communications	✓		✓	✓	✓	✓		✓ ✓
Cluster 3 – Weather									
AHCWRK201	Observe and report on weather	✓			✓		✓		✓
Cluster 4 - Chemicals									
AHCCHM201 AHCPMG201	Apply Chemicals Under Supervision Treat Weeds	✓			✓	✓			✓

Assessment Summary AHC20116 Certificate II in Agriculture

Cluster 5 – Healthy Animals									
AHCLSK202	Care for health and welfare of livestock								
AHCLSK205	Handle livestock using basic techniques	✓	✓		✓			✓	✓
AHCLSK206	Identify and mark livestock								
AHCLSK204	Carry out regular livestock observations								
Cluster 7 - Tractors									
AHCMOM202	Operate tractors								
AHCMOM304	Operate machinery and equipment	✓		✓	✓				
Cluster 8 – Feed and Water Livestock									
AHCLSK211	Provide feed for livestock								
ACHLSK209	Monitor water supplies	✓		✓	✓				
Cluster 9 - Fencing									
AHCINF202	Install, maintain and repair farm fencing	✓	✓		✓				
AHCINF201	Carry out basic electric fencing operations								
Cluster 11 – Show Livestock									
AHCLSK316	Prepare livestock for competition	✓	✓	✓					
Cluster 12 - Inspect and clean machinery for plant, animal and soil									
AHCBIO201	Inspect and clean machinery for plant, animal and soil	✓	✓		✓			✓	✓

Scope and Sequence – AHC20116 Certificate II in Agriculture Year12 2022

	TERM 4 2021	TERM 1	TERM 2	TERM 3
2022	<p>Cluster 9- Fencing AHCINF202 Install, maintain & repair farm fencing AHCINF201 Carry out basic electric fencing operations</p> <p>Cluster 11- Show livestock AHCLSK316 Prepare livestock for competition</p>	<p>Cluster 3- AHCWRK201 Observe and report on weather</p> <p>Cluster 2- Work AHCWRK204 Work effectively in the industry AHCWRK209 Participate in workplace communications AHCWRK205 Participate in environmentally sustainable work practices</p>	<p>Cluster 7- Tractors AHCMOM202 Operate tractors</p> <p>AHCMOM304 Operate machinery & equipment</p>	<p>Cluster 12- Biosecurity AHC BIO201 Inspect & clean machinery for plant, animal & soil material</p>
Assessment	<p>Cluster 9 Cluster 11</p>	<p>Cluster 3 Cluster 2</p>	<p>Cluster 7</p>	<p>Cluster 12</p>

Wagga Wagga RTO 90333

SIT20416 Certificate II in Kitchen Operations

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks.

This qualification provides a pathway for commercial cooks into commercial cookery including work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care, hospitals, prisons, schools.

Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

Core Units of Competency

BSBWOR203 Work effectively with others

SITHCCC001 Use food preparation equipment

SITHCCC005 Prepare dishes using basic methods of cookery

SITHCCC011 Use cookery skills effectively

SITHKOP001 Clean kitchen premises and equipment

SITXFSA001 Use hygienic practices for food safety

SITXINV002 Maintain the quality of perishable items

SITXWHS001 Participate in safe work practices
<p>Elective Units of Competency</p> <p>SITHIND002 Source & use information on the hospitality industry</p> <p>SITXFSA002 Participate in safe food handling practices</p> <p>SITHCCC002 Prepare and present simple dishes</p> <p>SITHCCC006 Prepare appetisers and salads</p> <p>SITCCC003 Prepare and present sandwiches</p> <p>BSBSUS201 Participate in environmentally sustainable work practices</p> <p>This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).</p>
Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.
<p>Qualifications</p> <p>Students who are assessed as competent in the above units of competency will be eligible for a SIT20416 Certificate II in Kitchen Operations. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations. Portfolios of evidence are required for some units of competency in this course.</p>
<p>Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.</p> <p>N Determinations: Where a student has not met the NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.</p> <p>External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.</p> <p>Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.</p>
<p>Resources costs: \$110</p> <p>Refund Arrangements: on a pro-rata basis</p>

Delivery Arrangements: During construction of our new school some of the practical component of this course may need to be delivered at Queanbeyan high school's commercial kitchens during block delivery for a whole day once a fortnight. Once building works have been completed this course will return to onsite delivery in our commercial kitchen at Braidwood Central School.

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

A school-based traineeship is available in this course, for more information:

<http://www.sbatinnsw.info/>

For more information on possible outcomes please visit the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	Yet to be determined
Half Yearly Exam and Trial HSC Exam.	School Exam timetable

Assessment Plan		Evidence gathering techniques			
Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – Getting Along					
BSBWOR203	Work effectively with others				X
Cluster 2 – Safe and hygienic food preparation					
SITXFSA001	Part A Use hygienic practices for food safety	X			X
SITHCCC001	Part B Use food preparation equipment	X	X		X
SITXFSA002	Participate in safe food handling practices	X	X		X
Cluster 3 – Safe and Sustainable work practices					

SITXWHS001	Participate in safe work practices	X	X		X
BSBSUS201	Participate in environmentally sustainable work practices				X
Cluster 4 – Preparing quality simple dishes					
SITHCCC002	Prepare and present simple dishes	X	X		X
SITXINV002	Maintain the quality of perishable items				
Cluster 5 – Producing menu Items					
SITHCCC005	Prepare dishes using basic methods of cookery	X	X	X	X
Cluster 6 – Cleaning the kitchen					
SITHKOP001	Clean kitchen premises and equipment	X	X		X
Cluster 7 – Preparing appetisers and salads					
SITHCCC006	Prepare appetisers and salads	X	X	X	X
Cluster 8 – Sandwich preparation					
SITHCCC003	Prepare and present sandwiches	X	X		X
Cluster 9 – Keeping up to date with industry					
SITHIND002	Source and use information on the hospitality industry				X
Cluster 10 – Use cookery skills effectively					
SITHCCC011	Use cookery skills effectively	X	X	X	X

Scope and Sequence – AHC20116 Certificate II in Kitchen operations Year12 2022

	TERM 4 2021	TERM 1 2022	TERM 2 2022	TERM 3 2022
2022	<p>Cluster 5 Portfolio</p> <p>Prepare dishes using basic methods of cookery SITHCCC005</p> <p>Cluster 6</p> <p>Clean kitchen premises and equipment SITHKOP001</p> <p>Cluster 10 Portfolio</p> <p>Use cookery skills effectively SITHCCC011</p>	<p>Cluster 4</p> <p>Prepare and present simple dishes SITHCCC002</p> <p>Maintain the quality of perishable items SITXINV002</p> <p>Cluster 7 Portfolio</p> <p>Prepare appetisers and salads SITHCCC006</p> <p>Cluster 10 Portfolio</p> <p>Use cookery skills effectively SITHCCC011</p>	<p>Cluster 7 Portfolio</p> <p>Prepare appetisers and salads SITHCCC006</p> <p>Cluster 10 Portfolio</p> <p>Use cookery skills effectively SITHCCC011</p>	<p>Cluster 9</p> <p>Source and use information on the hospitality industry SITHIND02</p> <p>Cluster 10 Portfolio</p> <p>Use cookery skills effectively SITHCCC011</p>
Assessment	<p>Cluster 5 &6 collection of evidence and assessment</p> <p>Portfolio Cluster 10</p> <p>Cluster check in Term 1, Week 1</p>	<p>Cluster 4,5</p> <p>Portfolio Cluster 7 & 10</p> <p>Cluster check in Term 2, Week 1</p>	<p>Portfolio Cluster 7 & 10</p> <p>Cluster check in Term 3, Week 1</p>	<p>Cluster 9</p> <p>Portfolio Cluster 10</p> <p>Cluster check in Term 3, Week 9</p>

Industry Based Learning – SBATs (2022)					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Meeting with supervisor and logbook check	Meeting with supervisor Logbook compliance Reflections for journal	Meeting with supervisor Logbook compliance and journal development	Final submission of evidence. Logbook and journal development	
Timing	Term 4 2021	Term1 2022	Term 2 2022	Term 3, Week 2	
Outcomes assessed	1.1, 2.1, 3.1, 3.3, 4.1,	1.1, 2.1, 2.2, 2.3, 3.1, 3.3, 4.1, 5.1, 5.2, 5.3,	1.1, 2.1, 2.3, 3.1,3.2, 3.3, 3.4, 4.1, 5.1, 5.2, 5.3,	1.1, 2.1,2.2, 2.3, 3.1,3.2, 3.3, 3.4, 4.1, 5.1, 5.2, 5.3	
Components	Weighting %				
Workplace learning Logbook	10	10	10	10	40
Workplace learning Journal	0	15	15	30	60
Total %	10	25	25	40	100

Syllabus outcomes

A student:

- 1.1 understand work and enterprise
- 2.1 understand the relationship between workplace and the broader industry
- 2.2 understand the pathways for work, education and training in the industry
- 2.3 understand the contribution of the industry to the Australian society and economy
- 3.1 demonstrate skills in communication and teamwork
- 3.2 demonstrate skills in initiative, problem-solving and enterprise
- 3.3 demonstrate skills in planning, organising and self-managing
- 3.4 demonstrate skills in life-long learning and technology
- 4.1 identify and appreciate the personal attributes that contribute to overall employability
- 5.1 identify and appreciate the range of behaviours appropriate to work
- 5.2 identify and appreciate appropriate attitudes towards work
- 5.3 identify and appreciate the ethical and social responsibility dimensions of work

Industry Based Learning HSC Course (2022)										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2021	Complete workplace logbook supervisor								Meeting with SBAT	
	1.1, 2.1, 3.1, 3.3, 4.1, Task due:									
Term 1 2022	Complete workplace logbook supervisor			Learning Journal focus questions				Meeting with SBAT		
	1.1, 2.1, 2.2, 2.3, 3.1, 3.3, 4.1, 5.1, 5.2, 5.3, Task due:									
Term 2 2022	Complete workplace logbook Click or tap here to enter text.			Learning Journal Reflections				Meeting with SBAT supervisor		
	1.1, 2.1, 2.3, 3.1,3.2, 3.3, 3.4, 4.1, 5.1, 5.2, 5.3, Task due:									
Term 3 2022	Complete workplace logbook students			Learning Journal summations				Presentation to stage 5		
	1.1, 2.1, 2.3, 3.1,3.2, 3.3, 3.4, 4.1, 5.1, 5.2, 5.3, Task due:									

Glossary of Terms

	Student Responsibilities	School Responsibilities
Absent on the day of task	<p>Hand in your assessment task to the head teacher on time. If you know that you are going to be away on the day of an assessment task, then you must consult with the head teacher at the earliest possible time. If you are away unexpectedly then it is your responsibility to contact the head teacher before the commencement of the task. This is usually done by you or a member of your family ringing the school. As soon as you return to school, you must see the head teacher and complete an illness/misadventure form. Appropriate documentation must be presented to support your case.</p> <p>Illness/misadventure forms can be found at the back of this book.</p>	<p>The school requires valid proof from students as to why the normal assessment plan has been varied. It will provide a mark of zero if the student has not provided a valid and acceptable reason for a variation being made. This in turn alters the overall rank of the student in the course.</p> <p>Illness/Misadventure forms are returned to the relevant head teacher who will consult with the deputy principal.</p>
Appeals	<p>If you have followed the school assessment policies and feel that you have been disadvantaged by an assessment decision then you must follow the steps listed below:</p> <ul style="list-style-type: none"> • complete an appeal form • submit the form and a copy of your task, result and feedback to the relevant head teacher • this must take place within five school days of the return date of the task or issue of assessment statistics. <p>An appeal must contain all of the evidence to support your case. Use the appeal form located at the back of this guide to lodge your appeal.</p>	<p>The school provides a review committee to mediate in cases of dispute about assessment procedures. The review committee will consist of the principal, the deputy principal and the head teacher of the course.</p>
Assessment mark/rank	<p>Check your assessment task results immediately when returned to you.</p>	<p>Provide a mark and rank for each task. Provide a progressive Higher School Certificate rank at the end of each reporting period.</p>

	Student Responsibilities	School Responsibilities
Assessment notification	Be sure that you are clearly aware of your responsibilities and the requirements and due date of any assessment tasks.	The assessment notification for each of your tasks will be given to you in writing at least two weeks prior to the task. It will provide details as to: <ul style="list-style-type: none"> • the mark weighting of the task in your Preliminary final assessment • the week or date, by which the task must be completed • the outcomes to be assessed • the nature of each task
Assessment plan	Students are given notice of all assessment tasks at the beginning of the Preliminary course. Be sure that you have carefully studied your Preliminary ASSESSMENT SCHEDULES and the CALENDAR. It is your responsibility to keep track of what tasks are coming up.	At the start of your Preliminary courses the school will provide you with an ASSESSMENT SCHEDULE and CALENDAR for your courses. These documents are in this booklet.
Attendance	Attend all timetabled lessons unless a legitimate reason prevents it. If you are absent it is your responsibility to catch up on all missed work. As a general rule your absences should not exceed 15% of the available lessons.	Monitor student attendance to ensure that sufficient course work is being experienced to achieve the course outcomes. Advise students and guardians in writing if their attendance is causing concern. Satisfactory attendance is required to achieve the outcomes of any course. If the principal deems attendance to be unsatisfactory then she may decide that sufficient course outcomes have not been achieved for the award of the Higher School Certificate in those courses affected.
Correct pattern of study	Be sure that your courses of study meet the requirements for the award of a Higher School Certificate.	Your curriculum co-ordinator will provide assistance in checking your plan of Higher School Certificate courses.
Course requirements	Take every possible step to ensure you are fulfilling the requirements for your Higher School Certificate courses.	Your course teachers will monitor your progress and report to you any cases of "non-compliance" with assessment guidelines or lack of diligence and sustained effort.
Diligent and sustained effort	This requires you to complete all course work and tasks to the best of your ability.	Class teachers will provide you with work to ensure that the course guidelines are met.

	Student Responsibilities	School Responsibilities
Disability provisions	If you feel that you may require special provisions for the Higher School Certificate or at a particular time, talk to Learning Support Head Teacher.	NESA makes disability provisions available to students who have difficulties or impairments which are likely to affect their results in the Higher School Certificate. To claim disability provisions, see the Learning Support Head Teacher.
Due dates	Due dates must be met. Unless otherwise stated a task will be considered as due during assembly on the due date.	Provide at least 2 weeks' notice as to the exact date for the completion of any assessment task. Provide a mark of zero for a late task unless special consideration has been granted beforehand or illness/ misadventure can be proven.
Frivolous and non-serious attempt	Complete all tasks to the best of your ability.	The school will treat this as non-completion of a task.
Malpractice	Fair practices are expected from students at all times.	Unfair advantage cannot be allowed. A mark of zero may be given by the head teacher when you have: <ul style="list-style-type: none"> • cheated or attempted to cheat • claimed another person's work as your own • allowed other students to copy your work • deliberately disrupted an assessment task • made a frivolous or non-serious attempt.
Non-completion of a task	If you miss a task and receive a zero, you must still complete the task to a satisfactory standard in order to complete the course.	Record the completion of tasks to ensure that students complete all tasks. Provide a mark of zero for a late task unless special consideration has been granted beforehand.
Originality of work	Any assessment work submitted by you must be your own work. All sources of assistance and advice must be acknowledged within the work or as a list of references at the end of the task.	The school requires all assessment student work to be their own. Students can refer to sources in their work, but marks are awarded for how these are used.
Other tasks	Other set tasks must be completed to the best of your ability.	Your teachers will set other tasks as part of the course work. The tasks will assist you in meeting the course outcomes.

	Student Responsibilities	School Responsibilities
Problems completing a task	<p>If a problem does occur, discuss it with your teacher at the earliest possible time. Reasons and excuses will not be considered after the event.</p> <p>Equipment failure such as computer or printing difficulties will not be accepted as reasons for late submission of a task.</p>	<p>In cases of "non-compliance" with the assessment guidelines the school will provide a warning in writing with advice on how to rectify the problem. If necessary a second and final warning may be issued in writing. At this point, if the student has not rectified the problem, their progress will be deemed as unsatisfactory and may lead to an "N" determination in that course.</p>
Uncertainty	<p>If you have any concerns about the assessment for your Preliminary courses, check with your teachers and head teachers. Uncertainty cannot be used as an excuse for not meeting your obligations.</p>	<p>The school will provide you with information on how the Higher School Certificate assessment works.</p>





**Braidwood Central School
Higher School Certificate**

Illness/Misadventure Application

Course:

Task number:

Student's Name: _____

Teacher's Name: _____

Assessment Task Title: _____

Date of Notification: _____

Task Date or Date Due: _____

Details of Application: _____

Items of evidence attached: _____

Student's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

Attach evidence documents to this form. This form is to be **handed to the head teacher** of the course.

Head teacher recommendation:

HT Signature:

School action:

Deputy Principal Signature:





**Braidwood Central School
Higher School Certificate**

Assessment Task Appeal Form

To be submitted to the deputy principal

Course:

Task number:

Student's Name: _____

Teacher's Name: _____

Assessment Task Title: _____

Date of Notification: _____

Task Date or Date Due: _____

Reason for appeal

- the marks awarded with reference to the published marking criteria or rubric.
- the administration of the task. Such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension.
- whether the task conforms to the school's assessment policy as described in this assessment handbook. Such as, failing to notify that a task is assessable or not including a notified task in the assessment marks.

Please explain your reasons for the appeal:

Response from Head Teacher about your claim.

Appeal Result

Assessment Review Panel:

Decision and reason:

Panel members' signatures:

Copy to:

- Student
- (Original) Student file
- HSC monitoring folder
- Note made in electronic markbook



ASSESSMENT TASK SUBMISSION COVER SHEET



Student name: _____

Subject: _____

Teacher: _____

Assessment task title: _____

Due date: _____

Checklist for submission: Please indicate by ticking that your assessment task meets the following requirements prior to submission.

	Task submitted on A4 (unless otherwise specified)		Declaration below is signed and completed
	Pages stapled firmly together		Other teacher specifications ...
	Page numbers are recorded		
	Student has a copy of the task		

I certify that this assignment is my own work and that due acknowledgement is made of sources and direct quotes. I certify that I am aware of my obligations under provisions for honest conduct and I am also aware of Braidwood Central School policies on plagiarism and academic misconduct.

Student signature: _____

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ASSESSMENT TASK SUBMISSION STUDENT RECEIPT

Please retain this receipt and a copy of your assessment task.

Student name: _____

Subject: _____

Teacher: _____

Assessment task title: _____

Date submitted: _____

Head Teacher signature: _____

