



**NORTHLAKES HIGH SCHOOL
ASSESSMENT SCHEDULES**

YEAR 12

2021 – 2022

NORTHLAKES HIGH SCHOOL HSC ASSESSMENT POLICY AND GUIDELINES

A student's HSC mark is determined by their level of achievement of the outcomes in each HSC Course that they complete successfully. The HSC mark is based on performance in the:

- School-based internal assessment program, and
- Higher School Certificate examinations

The School-based assessment program and the HSC exams each contribute 50% towards the HSC mark.

The marks indicated on the HSC credentials will reflect the student's level of achievement based on the Performance Bands (please ask your teacher for a copy of the Performance Bands relevant to each of your courses).

The purpose of the internal, school-based assessment is to measure a student's achievement across the full range of syllabus objectives and outcomes. Students complete a range of formal assessment tasks which may include tests, essays, reports, practical tasks, research activities or major projects. The school has to provide a mark (out of 100 in a 2 Unit course) to the NSW Education Standards Authority (NESA) for inclusion in the HSC mark.

This booklet provides an outline of the school-based assessment program for the HSC courses offered. Students and parents should ensure that they understand the procedures, programs and implications of the materials presented.

The NESA and the school place a lot of emphasis on the school-based programs. Students should endeavour to do their best in all assessment tasks regardless of task weighting.

ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE

To be eligible for the award of the HSC, students must:

- Have satisfactorily completed courses which comprise the pattern of study required by the NESA.
- Sit for and make a serious attempt at the HSC examinations.
- Make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks in each of the courses undertaken.

SATISFACTORY COMPLETION OF A COURSE

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

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

VOCATIONAL EDUCATION

- Students who select a vocational Education (VET) course must complete the mandatory work placement in order to meet the course requirements. Failure to do so will result in an N Award being issued (see next section – N Awards).
- Students who meet the specific criteria may apply for Recognition of Prior Learning (RPL) for course outcomes or work placement requirements. Details will be provided separately to all VET students.

ATTENDANCE

- Student attendance patterns must be satisfactory in terms of allowing each student to achieve the course outcomes being studied.
- Students who miss more than 10 weeks of a course, and are not on approved leave, will be deemed to have abandoned their studies and will be withdrawn from the course with NESA.

IMPROVEMENT PLANS

- Students will be given early Warnings of Failure to meet Course Completion criteria and will be involved in an improvement plan process.

- Should a student fail to respond positively to such warnings, an N Award may be issued and the student is withdrawn from the subject.

UNSATISFACTORY PROGRESS IN A COURSE

1. Any student whose attendance is called into question and who is failing to complete required course work will be required to prove to the principal's satisfaction that they are meeting the course completion requirements.
2. If a student is at risk of not meeting the requirements and/or of not satisfactorily completing a course, a warning will be given to indicate that the student may be in danger of "non-completion" of a course/s. Non-completion of a course will result in an N Determination - the student will not receive credit for completing that course/s and may not be awarded the Higher School Certificate.
3. The school will:
 - (a) Advise the student in writing with the letter registered in the school's mail system in time for the problem to be corrected and for the student to be able to redeem themselves, by meeting the requirements of the improvement plan.
 - (b) Advise the parent or guardian in writing if the student is under 18 (this will usually be in the same letter as set out in (a)).
 - (c) Request from the student/parent a written acknowledgement of receipt of the warning letter and involve the student in the resolution of the problem.
4. The school views the achievement of the HSC very seriously. Students who are not making a serious attempt at their courses will be interviewed by head teachers and/or the deputy principal to make them aware of the requirements and consequences.
5. The student, in serious circumstances, may be deemed to be a non-serious student and expelled for unsatisfactory participation in learning.

PROCEDURES FOR ASSESSMENT

1. Students should refer to the assessment schedules and calendar that are contained in this booklet and make a note of each of the tasks required of them. This includes dates for the Trial HSC Examinations.
2. Teachers will give students at least 14 days written notice of the details of the assessment and what students need to do in order to demonstrate their achievement of the outcomes in a formal notice. Students must sign on the date they receive this notice.
3. Dates for exams including the Trial HSC are firmly set in place. Students who are unable to complete an exam should contact the deputy principal immediately and make arrangements. Absence on family holidays will not be an acceptable reason for missing exams. Failure to complete an examination may lead to a zero result.
4. If a student is absent from school, it is their responsibility to approach their teacher to determine if any tasks were notified during their absence.
5. Students found to be completing assessment tasks by either:
 - Non-attendance at scheduled classes during the day or
 - Working on tasks during other subject lessons will be subject to school discipline procedures.
 - Students absent from school the day prior to an assessment task is due must provide a medical certificate or Statutory declaration with supporting evidence to explain the absence. Students who fail to do this may be penalised in the relevant assessment task.
6. Students who submit a task but receive less than 35% of the available marks in that task will be deemed to have made a non-serious attempt at that task, unless the teacher is satisfied that there are circumstances that exist to justify this result. Students will be awarded the mark for the task but will receive a warning for non-completion of the course. Students will be expected to make a serious attempt at this task and re-submit within three weeks of receipt of the warning.
7. Students must sign with their teacher when they submit a task.
8. Students must sign a change of assessment procedure form with their teacher if any task is not held on a scheduled date.

APPEALS

1. If a student is absent from an assessment task, then:

- If the absence is known in advance, the student should notify their teacher and discuss the reason. An alternate date and time for the task to be completed may be negotiated in appropriate cases.
 - Where a legitimate illness prevents the completion of the task, the student should phone the school and leave a message for the teacher. A Doctor's Certificate **MUST** be presented to the deputy principal on the day of return to school. The HSC Assessment Committee will determine the genuineness of the absence and make a recommendation to the teacher concerned with regard to action to be taken.
 - A Student Appeal Form, available from the deputy principal, must be filled out and attached to any request for consideration for a missed task.
 - Where 'misadventure' is the cause of the absence (e.g. family bereavement), then a Statutory Declaration that fully explains the circumstances **MUST** be presented to the deputy principal on the day of return to school. Written evidence where ever possible should be included. The HSC Assessment Committee will determine the genuineness of the absence and make a recommendation to the teacher concerned with regard to action to be taken.
2. If a task is due to be handed in on a certain day, then normally it would be handed in on the date and time specified in the assessment notification. Tasks submitted after this time will be given zero (0) marks.
3. Use of electronic means for preparation and submission of assessment tasks – if a student uses this medium to prepare assessment tasks and/or assignments, then they must ensure that appropriate backup copies and hard copies are kept well in advance of the due date. Failure of technology (e.g. a corrupt USB, computer crash) without ample evidence of the stages of the 'lost' work, is not acceptable as a reason for late or non-submission.
4. Appeals – if a student feels that his or her mark or rank in an assessment task is incorrect, then they should firstly approach the teacher or head teacher concerned. If the situation is not resolved satisfactorily, the student may appeal to the school's HSC Assessment Committee for a review of the process. Students should speak to the deputy principal as soon as possible regarding any concerns with this issue.

MALPRACTICE

1. Malpractice in examinations and/or assessment tasks – talking, use of electronic devices than can transmit or receive data, cheating, plagiarism, copying another student's work, etc, will be viewed seriously by the school. The student/s will be interviewed by the deputy principal, and an appropriate penalty will be determined. A score of zero (0) will be recorded for a student in an examination or assessment task as a result of malpractice. Students will be required to re-sit the NESA 'All My Own Work' online program. HSC students will have their malpractice formally recorded with NESA.

THE HIGHER SCHOOL CERTIFICATE

Students and parents must be aware that the HSC is "standards-referenced" – that is, a student's performance is compared to established standards.

The standards are available to students in the performance bands – these can be obtained from your teacher or from the syllabus and NESA web-site.

Upon successful completion of the HSC courses, students will receive various documents from the school and NESA.

(a) The school will provide:

- Reports for the Half Yearly and Yearly assessment period. These reports will contain examination marks, outcomes information, current assessment rankings and comments on the student's progress.
- A reference – this will be provided at the conclusion of the Year 12 course when leaving procedures have been completed, including return of all textbooks and payment of course fees.

(b) The NESA will provide:

- The HSC Testamur or Certificate.
- A summary of results achieved along with an indication of the performance band that reflects the student's level of achievement of the outcomes in each subject.
- Course reports which will show the examination mark, school-based assessment mark, the HSC mark (a combination of the 2 previous marks) and a description of the typical performance of students in each band.

YEAR 12 ENGLISH ADVANCED

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 8	Term: 1, 2022 Week: 7	Term: 2, 2022 Week: 7	Term: 3, 2022 Week: 5-6
		<i>Reading section and Extended response</i>	<i>Portfolio of writing</i>	<i>Multimodal Task</i>	<i>Trial HSC Examination</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	15%	10%
Knowledge and understanding of course content.	50%	10%	10%	15%	15%
TOTAL MARKS:	100%	20%	25%	30%	25%
Outcomes		EN12-1, EN12-5	EA12-1, EA12-9	EA12-2, EA12-4, EA12-7, EA12-8	EA-12-3, EA12-5, EA12-6, EA12-7
OUTCOMES TO BE ASSESSED					
EA12-1	Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure				
EA12-2	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies				
EA12-3	Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and context and evaluates their effects on meaning				
EA12-4	Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts				
EA12-5	Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments				
EA12-6	Investigates and evaluates the relationships between texts				
EA12-7	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued				
EA12-8	Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning				
EA12-9	Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner				

YEAR 12 ENGLISH STANDARD

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 8	Term: 1, 2022 Week: 7	Term: 2, 2022 Week: 5	Term: 3, 2022 Week: 5-6
		<i>Reading section and Extended response</i>	<i>Portfolio of writing</i>	<i>Multimodal Task</i>	<i>Trial HSC Examination</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	15%	10%
Knowledge and understanding of course content.	50%	10%	10%	15%	15%
TOTAL MARKS	100%	20%	25%	30%	25%
Outcomes		EN12-1, EN12-5	EN12-1, EN12-9	EN-12-2, EN12-4, EN12-7, EN12-8	EN-12-3, EN12-5, EN12-6, EN12-7
OUTCOMES TO BE ASSESSED					
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 language concepts and literary devices into new and different contexts				
EN12-5	Thinks imaginatively, creatively, interpretively, analytically and discerning 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				

YEAR 12 ENGLISH STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 8	Term: 1, 2022 Week: 8	Term: 2, 2022 Week: 9	Term: 3, 2022 Week: 5-6
		<i>Reading section and Extended response</i>	<i>Multimodal Task</i>	<i>Portfolio of writing</i>	<i>Trial HSC Examination</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	15%	10%
Knowledge and understanding of course content.	50%	10%	15%	10%	15%
TOTAL MARKS:	100%	20%	30%	25%	25%
Outcomes		ES12-1, ES12-5, ES12-9	ES12-2, ES12-3, ES12-6, ES12-8	ES12-4, ES12-7, ES12-10	ES12-3, ES12-5, ES12-6, ES12-7
OUTCOMES TO BE ASSESSED					
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				

YEAR 12 MATHEMATICS STANDARD 2

Components	Weighting	Task 1:	Task 2:	Task 3:	Task 4:
		Term 4 Week 10 2021	Term 1 Week 6 2022	Term 2 Week 7 2022	Term 3 Week 5-6 2022
		<i>Scaffolded Learning Task</i>	<i>Assignment/ Investigation task</i>	<i>Assignment/ Investigation task</i>	<i>Trial HSC Examination</i>
Understanding, fluency and communication	50%	12.5%	12.5%	10%	15%
Problem solving, Reasoning and Justification	50%	12.5%	12.5%	10%	15%
TOTAL MARKS	100%	25%	25%	20%	30%
Outcomes		MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-5, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10

Note: that up to 30% of the internal assessment in Year 12 Mathematics Standard 2 course may be based on the Year 11 course. Some questions, based on the Year 11 Course may be included in each assessment task.

OUTCOMES TO BE ASSESSED

MS2-12-1	uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2	analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units 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

YEAR 12 MATHEMATICS ADVANCED

Components	Weighting	TASK 1:	TASK 2:	TASK 3:	TASK 4:
		Term 4 Week 10 2021	Term 1 Week 6 2022	Term 2 Week 10 2022	Term 3 Week 5-6 2022
		<i>Scaffolded Learning Task</i>	<i>Assignment/ Investigation task</i>	<i>Assignment/ Investigation task</i>	<i>Trial HSC Examination</i>
Understanding, fluency and communication	50%	12.5%	12.5%	10%	15%
Problem solving, Reasoning and Justification	50%	12.5%	12.5%	10%	15%
TOTAL MARKS	100%	25%	25%	20%	30%
Outcomes		MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10
<p><i>Note: that up to 30% of the internal assessment in Year 12 Mathematics Advanced course may be based on the Year 11 course. Some questions, based on the Year 11 Course may be included in each task.</i></p>					
OUTCOMES TO BE ASSESSED					
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				

YEAR 12 MATHEMATICS NUMERACY

Components	Weighting	TASK 1:	TASK 2:	TASK 3:	TASK 4:
		Term 4 Week 10 2021	Term 1 Week 6 2022	Term 2 Week 6 2022	Term 3 Week 5-6 2022
		<i>Scaffolded Learning Task</i>	<i>Assignment/ Investigation task</i>	<i>Assignment/ Investigation task</i>	<i>Written Exam</i>
Understanding, fluency and communication	50%	12.5%	12.5%	10%	15%
Problem solving, Reasoning and Justification	50%	12.5%	12.5%	10%	15%
TOTAL MARKS	100%	25%	25%	20%	30%
Outcomes		N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2
<p>Note that up to 30% of the internal assessment in Year 12 Mathematics Numeracy course may be based on the Year 11 course. Some questions, based on the Year 11 Course may be included in each assessment task.</p>					
OBJECTIVES					
N6-1	develop numerical reasoning and mathematical thinking skills needed in everyday contexts to solve problems, evaluate results and communicate solutions using appropriate language				
N6-2	develop the capacity to choose and apply techniques to effectively meet the numeracy demands of life in personal and community, workplace and employment, and education and training contexts				
N6-3	develop the capacity to use numerical reasoning and mathematical skills and techniques, aided by appropriate technology, to organise, represent and analyse information, and interpret practical situations				
OUTCOMES					
N6-1.1	recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts				
N6-1.2	applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems				
N6-1.3	determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions				
N6-2.1	chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems				
N6-2.2	chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature				
N6-2.3	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability				
N6-2.4	chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance				
N6-2.5	chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design				
N6-3.1	chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts				
N6-3.2	chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts				

YEAR 12 AGRICULTURE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 10	Term: 1, 2022 Week: 10	Term: 2, 2022 Week: 9	Term: 3, 2022 Week: 5-6
		<i>Plant Trial</i>	<i>Animal Trial</i>	<i>Work Booklet Review</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%	10%	10%	5%	15%
Knowledge, understanding and skills required to manage Agricultural production systems Skills in effective research, experimentation and communication	40%	5%	5%	10%	20%
	20%	5%	5%	5%	5%
TOTAL MARKS	100%	20%	20%	20%	40%
Outcomes		H2.1, H3.3, H3.4, H4.1	H2.2, H3.1, H3.4, H4.1	H1.1, H3.3, H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1
OUTCOMES TO BE ASSESSED					
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				

YEAR 12 BIOLOGY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 9	Term: 1, 2022 Week: 6	Term: 2, 2022 Week: 9	Term: 3, 2022 Week: 5-6
		<i>Practical Task</i>	<i>Depth Study</i>	<i>Depth Study</i>	<i>Trial HSC Examination</i>
Skills in working scientifically	60%	15%	15%	20%	10%
Knowledge and understanding of course content	40%	5%	10%	5%	20%
TOTAL MARKS	100%	20%	25%	25%	30%
Outcomes		BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-15	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-14	BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15
OUTCOMES TO BE ASSESSED					
A student will develop:					
Skills in applying the processes of Working Scientifically					
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				
Knowledge and understanding of heredity and genetic technologies					
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				
Knowledge and understanding of the effects of disease and disorders					
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				

YEAR 12 CHEMISTRY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 9	Term: 1, 2022 Week: 5	Term: 2, 2022 Week: 9	Term: 3, 2022 Week: 5-6
		<i>Practical Test</i>	<i>Depth Study/Research Task 1</i>	<i>Depth Study/Research Task 2</i>	<i>Trial HSC Examination</i>
Skills in working scientifically	60%	20%	15%	15%	10%
Knowledge and understanding of course content	40%		10%	10%	20%
TOTAL MARKS	100%	20%	25%	25%	30%
Outcomes		CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4	CH11/12-3, CH11/12-6, CH12-13	CH11/12-4, CH11/12-5, CH11/12-7	CH12-12, CH12-13, CH12-14, CH12-15

OUTCOMES TO BE ASSESSED

A student will develop:

Skills in applying the processes of Working Scientifically

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and understanding of equilibrium and acid reactions in chemistry

CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	describes, explains and quantitatively analyses acids and bases using contemporary models

Knowledge and understanding of the applications of chemistry

CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes

YEAR 12 INVESTIGATING SCIENCE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 9	Term: 1, 2022 Week: 8	Term: 2, 2022 Week: 8	Term: 3, 2022 Week: 5-6
		<i>Practical Investigation</i>	<i>Depth Study/Research Task 1</i>	<i>Depth Study/Research Task 2</i>	<i>Trial HSC Examination</i>
Skills in working scientifically	60%	20%	10%	25%	5%
Knowledge and understanding	40%		10%	5%	25%
TOTAL MARKS	100%	20%	20%	30%	30%
Outcomes		INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS12-12	INS11/12-4, INS11/12-5, INS11/12-7, INS12-13	INS11/12-1, INS11/12-2, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-14	INS11/12-6, INS12-12, INS12-13, INS12-14, INS12-15
OUTCOMES TO BE ASSESSED					
A student will develop:					
Skills in applying the processes of Working Scientifically					
INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation				
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information				
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information				
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media				
INS11/12-5	analyses and evaluates primary and secondary data and information				
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose				
Knowledge and understanding of science and technology					
INS12-12	develops and evaluates the process of undertaking scientific investigations				
INS12-13	describes and explains how science drives the development of technologies				
Knowledge and understanding of contemporary issues involving science					
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis				
INS12-15	evaluates the implications of ethical, social, economic and political influences on science				

YEAR 12 MARINE STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 8	Term: 1, 2022 Week: 6	Term: 2, 2022 Week: 8	Term: 3, 2022 Week: 5-6
		<i>Depth study</i>	<i>Practical task</i>	<i>Depth Study</i>	<i>Trial HSC Examination</i>
Skills in working scientifically	60%	15%	15%	20%	10%
Knowledge and understanding of course content	40%	5%	10%	5%	20%
TOTAL MARKS	100%	20%	25%	25%	30%
Outcomes		1.1,1.2,1.3,1.4, 2.1,2.2,.3.1,3.2 , 4.1 5.3,5.4	1.2,2.2,3.1,3.2, 5.3,5.4	1.1,1.2,1.3,1.4, 1.5,2.1,2.2,3.3, 3.4,4.2,5.2,5.3	1.1,1.2,1.3,1.4, 1.5,2.1,2.2,3.3, 3.4,4.2,5.2,5.3, 5.4
OUTCOMES TO BE ASSESSED					
A student will develop:					
Skills in applying the processes of Working Scientifically					
1.1	relates with a respectful and caring attitude to the ocean and its life forms				
1.2	Identifies the roles of individuals or groups involved in maritime activities				
1.3	recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course				
2.1	works effectively within a group				
2.2	communicates information by writing reports, giving short talks and contributing to discussions				
3.1	evaluates information, situations, equipment manuals and written or manual procedures				
3.2	evaluates information, situations, equipment manuals and written or manual procedures				
3.3	generates information from data by calculating, inferring, interpreting and generalising				
3.4	carries out planned research activities using appropriate measurements, observations, classification and recording skills				
5.4	selects, organises, assembles, dismantles, cleans, and returns equipment				
Knowledge and understanding					
1.4	recognises Aboriginal and Torres Strait Islander values and attitudes toward the sea				
1.5	demonstrates an awareness of the value of the ocean as a source of historical information				
4.1	identifies marine vocations and a range of leisure pursuits				
4.2	appreciates marine environments as sources of employment and leisure				
5.3	interprets and follows instructions, with accuracy				
5.2	applies information including weather, regulations, procedures and skills to ensure safe use of marine environment				

YEAR 12 COMMUNITY & FAMILY STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 11	Term: 1, 2022 Week: 8	Term: 2, 2022 Week: 7	Term: 3, 2022 Week: 5-6
		<i>Research Methodology (IRP)</i>	<i>Groups in Context</i>	<i>Parenting & Caring</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%	5%	15%	10%	10%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	10%	15%	20%
TOTAL MARKS	100%	20%	25%	25%	30%
Outcomes		H1.1, H4.1, H4.2	H2.2, H2.3, H3.1- H3.3, H5.1, H6.2	H2.1, H3.2 - H3.4, H5.2, H6.1	All
OUTCOMES TO BE ASSESSED					
A student will develop:					
Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing					
H1.1	Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities				
Knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing					
H2.1	Analyses different approaches to parenting and caring relationships				
H2.2	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities				
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing				
Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities					
H3.1	Analyses the socio-cultural factors that lead to special needs of individuals in groups				
H3.2	Evaluates networks available to individuals, groups and families within communities				
H3.3	Critically analyses the role of policy and community structures in supporting diversity				
H3.4	Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities				
Knowledge and understanding about research methodology and skills in researching, analysing and communicating					
H4.1	Justifies and applies appropriate research methodologies				
H4.2	Communicates ideas, debates issues and justifies opinions				
Skills in the application of management processes to meet the needs of individuals, groups, families and communities					
H5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources				
H5.2	Develops strategies for managing multiple roles and demands of family, work and other environments				
Skills in critical thinking and the ability to take responsible action to promote wellbeing					
H6.1	Analyses how the empowerment of women and men influences the way the function within society				
H6.2	Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments				
Note: The following outcomes are assessed holistically across the Year 11 and HSC courses.					
An appreciation of the diversity and interdependence of individuals, families, groups and communities					
7.1	Appreciates differences among individuals, groups and families within communities and values their contributions to society				
7.2	Develops a sense of responsibility for the wellbeing of themselves and others				
7.3	Appreciates the value of resource management in response to change				
7.4	Values the place of management in coping with a variety of role expectations				

YEAR 12 PD/H/PE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 6	Term: 1, 2022 Week: 7	Term: 2, 2022 Week: 10	Term: 3, 2022 Week: 5-6
		<i>Sports Medicine - Prepared Responses</i>	<i>Health Priorities in Australia - Research Assignment</i>	<i>Factors Affecting and Improving Performance</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%	5%	5%	15%	15%
Skills in critical thinking, research, analysing and communicating	60%	5%	20%	20%	15%
TOTAL MARKS	100%	10%	25%	35%	30%
Outcomes		H8, H13, H17	H1, H4, H5, H14, H15	H7, H9, H10, H16	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17

OUTCOMES TO BE ASSESSED

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
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

YEAR 12 SPORT LIFESTYLE & RECREATION STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4	Practical Grades
		Term: 4, 2021 Week: 9	Term: 1, 2022 Week: 10	Term: 2, 2022 Weeks 5- 10 <small>(Students negotiate presentation dates)</small>	Term: 3, 2022 Week: 5-6	Practical Terms 1-3 2022
		<i>Outdoor Recreation Assignment</i>	<i>First Aid and Injury Task</i>	<i>Peer Coaching Task</i>	<i>Trial HSC Examination</i>	<i>Game & Sport Applications II Practical</i>
Knowledge and understanding	50%	10%	10%	10%	15%	5%
Skills	50%	10%	10%	10%	5%	15%
TOTAL MARKS	100%	20%	20%	20%	20%	20%
Outcomes		1.3, 1.4, 2.3, 4.1	2.5, 3.6, 4.5	2.1, 3.2, 4.2	1.1, 1.3, 1.4, 2.1, 2.3, 2.5, 3.1 3.2, 3.6, 4.1, 4.2, 4.4, 4.5	1.1, 3.1, 4.4
OUTCOMES TO BE ASSESSED						
A student will develop:						
Knowledge and understanding of the factors that influence health and participation in physical activity						
1.1	Applies the rules and conventions that relate to participation in a range of physical activities					
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle					
1.3	Demonstrates ways to enhance safety in physical activity					
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia					
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status					
1.6	Describes administrative procedures that support successful performance outcomes					
Knowledge and understanding of the principles and processes impacting on the realisation of movement potential						
2.1	Explains the principles of skill development and training					
2.2	Analyses the fitness requirements of specific activities					
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities					
2.4	Describes how societal influences impact on the nature of sport in Australia					
2.5	Describes the relationship between anatomy, physiology and performance					
The ability to analyse and implement strategies that promote health, physical activity and enhanced performance						
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts					
3.2	Design programs that responds to performance needs					
3.3	Measures and evaluates physical performance capacities					
3.4	Composes, performs and appraises movement					
3.5	Analyses personal health practices					
3.6	Assesses and responds appropriately to emergency care situations					
3.7	Analyses the impact on professionalism in sport					
A capacity to influence the participation and performance of self and others.						
4.1	Plans strategies to achieve performance goals					
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context					
4.3	Makes strategic plans to overcome the barriers to personal and community health					
4.4	Demonstrates competence and confidence in movement contexts					
4.5	Recognises the skills and abilities required to adopt rolls that support health, safety and physical activity					

YEAR 12 EXPLORING EARLY CHILDHOOD

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 7	Term: 1, 2022 Week: 9	Term: 2, 2022 Week: 6	Term: 3, 2022 Week: 5-6
		<i>Children with Special Needs – Lesson Plan</i>	<i>Children's Services</i>	<i>Child Health and Safety – First Aid</i>	<i>Trial HSC Examination</i>
Knowledge	50%	10%	10%	10%	20%
Skills	50%	10%	20%	20%	
TOTAL MARKS:	100%	20%	30%	30%	20%
Outcomes		1.5, 2.1, 4.2, 6.2	1.4, 2.3, 4.1,	2.5, 6.1	2.2, 2.3, 2.5, 4.3
OUTCOMES TO BE ASSESSED					
A student will develop:					
Knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children					
1.1	analyses prenatal issues that have an impact on development				
1.2	examines major physical, social-emotional, behavioural, cognitive and language development of young children				
1.3	examines the nature of different periods in childhood — infant, toddler, preschool and the early school years				
1.4	analyses the ways in which family, community and culture influence the growth and development of young children				
1.5	examines the implications for growth and development when a child has special needs				
Knowledge and understanding about the environmental factors that have an impact upon young children's growth and development					
2.1	analyses issues relating to the appropriateness of a range of services for different families				
2.2	critically examines factors that influence the social world of young children				
2.3	explains the importance of diversity as a positive issue for children and their families				
2.4	analyses the role of a range of environmental factors that have an impact on the lives of young children				
2.5	examines strategies that promote safe environments				
Knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children					
3.1	evaluates strategies that encourage positive behaviour in young children				
Skills in communication and interaction					
4.1	demonstrates appropriate communication skills with children and/or adults				
4.2	interacts appropriately with children and adults from a wide range of cultural backgrounds				
4.3	demonstrates appropriate strategies to resolve group conflict				
Skills in research and analysis					
5.1	analyses and compares information from a variety of sources to develop an understanding of child growth and development				
Skills in decision making, evaluation and reflective thinking					
6.1	demonstrates an understanding of decision making processes				
6.2	critically examines all issues including beliefs and values that may influence interactions with others				

YEAR 12 ABORIGINAL STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 7	Term: 1, 2022 Week: 10	Term: 2, 2022 Week: 10	Term: 3, 2022 Week: 5-6
		<i>Research on Communities</i>	<i>Major Project</i>	<i>In-class test Social Justice</i>	<i>Trial HSC examination</i>
Knowledge and understanding of course content	40%	10%		5%	25%
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25%	5%	20%		
Research and inquiry methods, including aspects of the Major Project	20%		20%		
Communication of information, ideas and issues in appropriate forms	15%	5%		5%	5%
TOTAL MARKS	100%	20%	40%	10%	30%
Outcomes		H 1.2, H3.2, H3.3, H4.1, H4.3	H4.1, H4.2	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H 4.2
OUTCOMES TO BE ASSESSED					
A student develops knowledge and understanding about:					
Social justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples					
H1.1	evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples				
H1.2	analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples				
H1.3	assesses the representation of Aboriginal peoples and cultures for bias and stereotyping				
The diversity of contemporary Aboriginal and other Indigenous peoples cultural, political, social and economic life					
H2.1	examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity				
H2.2	analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life				
Government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples					
H3.1	assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination considering usefulness, validity and bias				
H3.2	evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities				
H3.3	evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples				
A student develops skills to:					
Investigate issues and communicate information from a variety of perspectives					
H4.1	plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives				
H4.2	undertakes community consultation and fieldwork and applies ethical research practices				
H4.3	investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples				

YEAR 12 ANCIENT HISTORY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 7	Term: 1, 2022 Week: 7	Term: 2, 2022 Week: 8	Term: 3, 2021 Week: 5-6
		<i>Cities of Vesuvius Historical Analysis</i>	<i>New Kingdom Egypt to the Death of Thutmose IV</i>	<i>Egypt - Hatshepsut</i>	<i>Trial HSC examination</i>
Knowledge and understanding of course content	40%	5%	5%	5%	25%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%		10%	
Historical Inquiry and research	20%	10%	10%		
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
TOTAL MARKS	100%	30%	20%	20%	30%
Outcomes		AH12-6, AH12-7, AH12-8, AH12-9,	AH12-1, AH12-3, AH12- 5, AH12-6, AH12-8, AH12-9	AH12-1, AH12- 2, AH12-3, AH12-4, AH12- 6, AH12-7, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10
OUTCOMES TO BE ASSESSED					
Students: <ul style="list-style-type: none"> develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context develop an understanding of continuity and change over time. 					
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				
Students: <ul style="list-style-type: none"> undertake the process of historical inquiry use historical concepts and skills to examine the ancient past communicate an understanding of history, sources and evidence, and historical interpretations. 					
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				

YEAR 12 BUSINESS STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 9	Term: 1, 2022 Week: 9	Term: 2, 2022 Week: 9	Term: 3, 2022 Week: 5-6
		<i>Market Research and case study analysis</i>	<i>Financial Stimulus Activity</i>	<i>Extended Response: Operations</i>	<i>Trial HSC Examination</i>
Knowledge & Understanding of course content	40%			20%	20%
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	20%		20%		
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	20%	20%			
Communication of information, ideas and issues in appropriate forms	20%	10%			10%
TOTAL MARKS	100%	30%	20%	20%	30%
Outcomes		H3, H7, H8	H6, H10	H2,H5, H9	H1, H4, H9, H10
OUTCOMES TO BE ASSESSED					
A student develops knowledge and understanding about:					
The nature, role and structure of business					
H1	critically analyses the role of business in Australia and globally				
Internal and external influences on business					
H2	evaluates management strategies in response to changes in internal and external influences				
H3	discusses the social and ethical responsibilities of management				
The functions and processes of business activity					
H4	analyses business functions and processes in large and global businesses				
Management strategies and their effectiveness					
H5	explains management strategies and their impact on businesses				
H6	evaluates the effectiveness of management in the performance of businesses				
The student develops skills to:					
Investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations					
H7	plans and conducts investigations into contemporary business issues				
H8	organises and evaluates information for actual and hypothetical business situations				
Communicate business information and issues using appropriate formats					
H9	communicates business information, issues and concepts in appropriate formats				
Apply mathematical concepts appropriate to business situations					
H10	applies mathematical concepts appropriately in business situations				

YEAR 12 GEOGRAPHY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 7	Term: 1, 2022 Week: 9	Term: 2, 2022 Week: 6	Term: 3, 2022 Week: 5-6
		<i>Ecosystems at Risk Research Task</i>	<i>Geographical Tools and Skills In class test</i>	<i>People & Economic Activity Fieldwork Report + In-class extended response</i>	<i>Trial HSC examination</i>
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Geographical tools and skills	20%		10%		10%
Geographical inquiry and research, including fieldwork	20%	5%			
Communication of geographical information, ideas and issues in appropriate forms	20%	5%		15%	15%
TOTAL MARKS	100%	20%	20%	25%	35%
Outcomes		H 1.2, H3.2, H3.3, H4.1, H4.3	H4.1, H4.2	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.2
OUTCOMES TO BE ASSESSED					
A student develops knowledge and understanding about:					
Social justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples					
H1.1	evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples				
H1.2	analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples				
H1.3	assesses the representation of Aboriginal peoples and cultures for bias and stereotyping				
The diversity of contemporary Aboriginal and other Indigenous peoples cultural, political, social and economic life					
H2.1	examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity				
H2.2	analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life				
Government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples					
H3.1	assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination considering usefulness, validity and bias				
H3.2	evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities				
H3.3	evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples				
A student develops skills to:					
Investigate issues and communicate information from a variety of perspectives					
H4.1	plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives				
H4.2	undertakes community consultation and fieldwork and applies ethical research practices				
H4.3	investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples				

YEAR 12 LEGAL STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 7	Term: 1, 2022 Week: 5	Term: 2, 2022 Week: 4	Term: 3, 2022 Week: 5-6
		<i>Multimedia Presentation</i>	<i>Evidential Research</i>	<i>In-class Essay</i>	<i>Trial HSC Examination</i>
Knowledge & Understanding of course content	40%	10%	5%	15%	10%
Analysis and Evaluation	20%	5%	5%	5%	5%
Inquiry and Research	20%	10%	5%	5%	
Communication of legal information, issues and ideas in appropriate forms	20%		5%		15%
TOTAL MARKS	100%	25%	20%	25%	30%
Outcomes		H2, H3, H4, H10	H7, H8, H9	H5, H6, H7	H1, H4, H9
OUTCOMES TO BE ASSESSED					
A student develops knowledge and understanding about:					
The nature and institutions of domestic and international law					
H1	Identifies and applies legal concepts and terminology				
H2	Describes and explains key features of, and the relationship between Australian and international law				
The operation of Australian and international legal systems and the significance of the rule of law					
H3	Analyses the operation of domestic and international legal systems				
H4	Evaluates the effectiveness of the legal system in addressing issues				
The interrelationship between law, justice and society and the changing nature of the law.					
H5	Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change				
H6	Assesses the nature of the interrelationship between the legal system and society				
H7	Evaluates the effectiveness of the law in achieving justice				
A student develops skills in:					
Investigating, analysing and communicating relevant legal information and issues.					
H8	Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents				
H9	Communicates legal information using well-structured and logical arguments				
H10	Analyses differing perspectives and interpretations of legal information and issues				

YEAR 12 MODERN HISTORY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 9	Term: 1, 2022 Week: 7	Term: 2, 2022 Week: 4	Term: 3, 2021 Week: 5-6
		<i>Russia & Soviets Analysis Writing task</i>	<i>Power & Authority Research</i>	<i>Conflict in Europe Source Analysis</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%	5%	15%	10%	10%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Historical inquiry and research	20%	5%	10%	5%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
TOTAL MARKS	100%	20%	35%	25%	20%
Outcomes		MH12-1 MH12-7, MH12-9	MH12-2, MH12-3, MH12-5, MH12-8	MH12-4, MH12-6	MH12-1, MH12-2, MH12-5, MH12-9

OUTCOMES TO BE ASSESSED

Students:

- **develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context**
- **develop an understanding of continuity and change over time.**

MH12-1	Accounts for the nature of continuity and change in the modern world
MH12-2	Proposes arguments about the varying causes and effects of events and developments
MH12-3	Evaluates the role of historical features, individuals and groups in shaping the past
MH12-4	Analyses the different perspectives of individuals and groups in their historical context
MH12-5	Assesses the significance of historical features, people, places, events and developments of the modern world

Students:

- **undertake the process of historical inquiry**
- **use historical concepts and skills to examine the ancient past**
- **communicate an understanding of history, sources and evidence, and historical interpretations.**

MH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-7	discusses and evaluates differing interpretations and representations of the past
MH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

YEAR 12 INDUSTRIAL TECHNOLOGY (TIMBER)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 7	Term: 1, 2022 Week: 7	Term: 2, 2022 Week: 7	Term: 3, 2022 Week: 5-6
		<i>Proposal and Communication of Ideas Presentation</i>	<i>Industry Study</i>	<i>Project Development and Management Presentation</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%	5%	5%	10%	20%
Knowledge and skills in the design, management, communication and production of a major project	60%	15%	15%	20%	10%
TOTAL MARKS	100%	20%	20%	30%	30%
Outcomes		H2.1, H3.1, H3.2 H3.3, H4.1, H4.2, H5.2, H6.2	H1.1, H1.2, H1.3, H6.1, H6.2, H7.1, H7.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H3.3, H4.3, H5.1, H6.1, H7.1, H7.2
OUTCOMES TO BE ASSESSED					
A student will develop:					
Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry					
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				
Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment					
H2.1	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques				
Competence in designing, managing and communicating within a relevant industry context					
H3.1	Is skilled in sketching, producing and interpreting drawings				
H3.2	Selects and applies appropriate research and problem-solving skills				
H3.3	Applies design principles effectively through the production of projects				
Knowledge and skills in producing quality products					
H4.1	Demonstrates competency in 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				
Knowledge and skills in communication and information processing related to the industry focus area					
H5.1	Selects and uses communication and information processing skills				
H5.2	Selects and applies appropriate documentation techniques to project management				
An appreciation of quality products and the principles of quality control					
H6.1	Evaluates the characteristics of quality manufactured products				
H6.2	Applies the principles of quality and quality control				
An appreciation of the relationships between technology, the individual, society and the environment					
H7.1	Evaluates 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				

YEAR 12 DRAMA

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 9	Term: 1, 2022 Week: 9	Term: 2, 2022 Week: 5	Term: 3, 2022 Week: 5-6
		<i>Australian Drama and Theatre - Essay Submission</i>	<i>Performance Essay and Written Submission</i>	<i>IP Portfolio Presentation and Viva Voce</i>	<i>Trial HSC Examination</i>
Making	40%		10%	20%	10%
Performing	30%	5%	10%	10%	5%
Appreciating	30%	15%	5%		10%
TOTAL MARKS	100%	20%	25%	30%	25%
Outcomes		H1.2, H1.3, H3.1, H3.3	H1.1, H1.5, H2.2, H3.2	H1.2, H1.3, H1.7, H2.2, H2.3	H1.1, H1.4, H1.6, H2.1, H3.2, H3.3
OUTCOMES TO BE ASSESSED					
A student will develop:					
Skills in interpretation, communication, performance and critical analysis. Students engage with the cultural traditions and social contexts of drama and theatre through critical study and experiences in practical workshop activities and performances.					
H1.1	uses acting skills to adopt and sustain a variety of characters and roles				
H1.2	uses performance skills to interpret and perform scripted and other material				
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works				
H1.4	collaborates effectively to produce a group-devised performance				
H1.5	demonstrates directorial skills				
H1.6	records refined group performance work in appropriate form				
H1.7	demonstrates skills in using the elements of production				
H2.1	demonstrates effective performance skills				
H2.2	uses dramatic and theatrical elements effectively to engage an audience				
H2.3	demonstrates directorial skills for theatre and other media				
H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements				
H3.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses				
H3.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements				

YEAR 12 MUSIC 1

Components	Weighting	Task1	Task 2	Task 3	Task 4
		Term 4, 2021 Week 10	Term 1, 2022 Week 6	Term 2, 2022 Week 6	Term: 3, 2022 Week: 5-6
		<i>Composition using Music Technology & Aural</i>	<i>Presentation of Performance & Viva Voce</i>	<i>Presentation or Submission: Elective Options for Topics 1 & 2</i>	<i>Trial HSC Examination</i>
Performance	10%		10%		
Composition	10%	10%			
Musicology	10%		10%		
Aural	25%	10%			15%
Electives	45%			30%	15%
TOTAL MARKS	100%	20%	20%	30%	30%
Outcomes		H2, H3, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1-8	H1-8
OUTCOMES TO BE ASSESSED					
Through activities in performance, composition, musicology and aural, a student will develop:					
Knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.					
H1	Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble				
H2	Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied				
H3	Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical context studied				
H4	Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles				
The skills to evaluate music critically.					
H5	Critically evaluates and discusses performances and compositions				
H6	Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening				
An understanding of the impact of technology on music.					
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				

YEAR 12 VISUAL ARTS

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 1, 2022 Week: 4	Term: 2, 2022 Week: 2	Term: 2, 2022 Week: 8	Term: 3, 2022 Week: 5-6
		<i>Development of the Body of Work</i>	<i>Essay</i>	<i>Development of the Body of Work</i>	<i>Trial HSC Examination</i>
Artmaking	50%	15%		25%	10%
Art Criticism and Art History	50%	15%	15%	10%	10%
TOTAL MARKS	100%	30%	15%	35%	20%
Outcomes		H1, H2, H3, H4, H8, H9, H10	H8, H9, H10	H1, H2, H3, H4, H6, H8	H2, H4, H5, H6, H7, H8, H9, H10
OUTCOMES TO BE ASSESSED					
A student will develop:					
Knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.					
H1	Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions				
H2	Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work				
H3	Demonstrates an understanding of the frames when working independently in the making of art				
H4	Selects and develops subject matter and forms in particular ways as representations in artmaking				
H5	Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways				
H6	Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work				
Knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.					
H7	Applies their understanding of practice in art criticism and art history				
H8	Applies their understanding of the relationships among the artist, artwork, world an audience				
H9	Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art				
H10	Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts				

YEAR 12 JAPANESE BEGINNERS

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 6	Term: 1, 2022 Week: 5	Term: 2, 2022 Week: 7	Term: 3, 2022 Week: 5-6
		Listening, Reading, Writing Task	Listening, Reading, Speaking Task	Listening, Reading, Writing, Speaking Task	Trial HSC Examination
Listening	30%	5%	10%	5%	10%
Reading	30%	10%	5%	10%	5%
Writing	20%	5%		5%	10%
Speaking	20%		5%	10%	5%
TOTAL MARKS	100%	20%	20%	30%	30%
Outcomes		1.1,1.2,1.3,1.4,2.1 ,2.2,2.3,2.4,2.5,2. 6, 3.1, 3.2, 3.4	1.1,1.2,1.3,1.4,2.1 ,2.2,2.3,2.4,2.5,2. 6,3.1,3.2,3.3,3.4	1.1,1.2,1.3,1.4,2.1 ,2.2,2.3,2.4,2.5,2. 6,3.1,3.2,3.3,3.4	1.1,1.2,1.3,1.4,2.1 ,2.2,2.3,2.4,2.5,2. 6,3.1,3.2,3.3,3.4
OUTCOMES TO BE ASSESSED					
A student will develop:					
Knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens.					
Interacting					
1.1	Establishes and maintains communication in Japanese				
1.2	Manipulates linguistic structures to express ideas effectively in Japanese				
1.3	Sequences ideas and information				
1.4	Applies knowledge of the culture of Japanese-speaking communities to interact appropriately				
Understanding Texts					
2.1	Understands and interprets information in texts using a range of strategies				
2.2	Conveys the gist of and identifies specific information in texts				
2.3	Summarises the main points of a text				
2.4	Draws conclusions from or justifies an opinion about a text				
2.5	Identifies the purpose, context and audience of a text				
2.6	Identifies and explains aspects of the culture of Japanese-speaking communities in texts				
Producing Texts					
3.1	Produces texts appropriate to audience, purpose and context				
3.2	Structures and sequences ideas and information				
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese				
3.4	Applies knowledge of the culture of Japanese-speaking communities to the production of texts				

YEAR 12 JAPANESE CONTINUERS

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2021 Week: 6	Term: 1, 2022 Week: 5	Term: 2, 2022 Week: 7	Term: 3, 2022 Week: 5-6
		Listening, Reading, Writing Task	Listening, Reading, Speaking Task	Listening, Reading, Writing, Speaking Task	Trial HSC Examination
Listening	30%	5%	10%	5%	10%
Reading	30%	10%	5%	10%	5%
Writing	20%	5%		5%	10%
Speaking	20%		5%	10%	5%
TOTAL MARKS	100%	20%	20%	30%	30%
Outcomes		1.1,1.2,1.3,1.4,2.1,2.2,2.3,3.1,3.2,3.3,3.4,3.5,3.6,4.1,4.2,4.3	1.1,1.2,1.3,1.4,2.1,2.2,2.3,3.1,3.2,3.3,3.4,3.5,3.6,4.1,4.2,4.3	1.1,1.2,1.3,1.4,2.1,2.2,2.3,3.1,3.2,3.3,3.4,3.5,3.6,4.1,4.2,4.3	1.1,1.2,1.3,1.4,2.1,2.2,2.3,3.1,3.2,3.3,3.4,3.5,3.6,4.1,4.2,4.3
OUTCOMES TO BE ASSESSED					
A student will develop:					
Skills in the areas of communication, cross-cultural understanding, literacy and general knowledge. Students can gain access to both the language and the rich cultural traditions of Japan, as well as an understanding of different attitudes and values within the wider Australian community and beyond.					
Exchanging Information					
1.1	uses a range of strategies to maintain communication				
1.2	conveys information appropriate to context, purpose and audience				
1.3	exchanges and justifies opinions and ideas				
1.4	reflects on aspects of past, present and future experience				
Producing Texts					
2.1	applies knowledge of language structures to create original text				
2.2	composes informative, descriptive, reflective, persuasive and evaluative texts appropriate to context, purpose and/or audience				
2.3	structures and sequences ideas and information				
Respond to Texts					
3.1	conveys the gist of texts and identifies specific information				
3.2	summarises the main ideas				
3.3	identifies the tone, purpose, context and audience				
3.4	draws conclusions from or justifies an opinion				
3.5	interprets, analyses and evaluates information				
3.6	infers points of view, attitudes or emotions from language and context				
Understand Language and Culture					
4.1	recognises and employs language appropriate to different social contexts				
4.2	identifies values, attitudes and beliefs of cultural significance				
4.3	reflects upon significant aspects of language and culture				

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster C	Cluster D	Cluster E	Cluster F
		Reading Plans and Calculating	Formwork	Level a simple slab	Assemble for off- site manufacture
Assessment due		Week: 6 Term: 4	Week: 6 Term: 1	Week: 8 Term: 2	Week: 10 Term: 3
Code	Unit of Competency				
CPCCCM2001A	Read and interpret plans and specifications	X			
CPCCCM1015A	Carry out measurements and calculations	X			
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on the ground		X		
CPCCCA2011A	Handle carpentry materials		X		
CPCCCM2006B	Apply basic levelling procedures			X	
CPCCCO2013A	Carry out concreting to simple forms			X	
CPCCCM2005B	Use construction tools and equipment			X	
CPCCJN2001A	Assemble components				X
CPCCJN2002B	Prepare for off-site manufacturing process				X

Trial Exam
Week: Term:
HSC Examinable Units of Competency

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

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment IS graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated

ENTERTAINMENT INDUSTRY

School Name: NORTHLAKES HIGH

Student Competency Assessment Schedule

Course: HSC - Entertainment Industry

2022

Assessment Tasks for CUA30415 Statement of Attainment towards Certificate III in Live Production and Services		Cluster E	Cluster F	Cluster G	Trial HSC Exam
		On the Stage	Vision Systems	Customer is always right	
		Week: 10 Term: 1	Week: 7 Term: 2	Week: 4 Term: 3	Week: 5/6 Term: 3
Code	Unit of Competency				HSC Examinable Units of Competency
CUASTA301	Assist with production operations for live performances	X			
CUASMT301	Work effectively backstage during performances	X			
ICTTEN202	Use hand and power tools	X			
CUAVSS302	Operate vision systems		X		
SITXCCS303	Provide service to customers			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate III in Live Production and Services CUA30415

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

ENTERTAINMENT SPECIALISATION- 60 HR CURRICULUM DELIVERY

SCHOOL: NORTHLAKES HIGH SCHOOL

Student Competency Assessment Schedule

COURSE: Entertainment Industry Specialisation - 60 Hour Curriculum Delivery

2022

Assessment Task for Certificate III in Live Production and Services CUA30415		Cluster H
		Week: 1 - 6 Term: 3
Code	Unit of Competency	
CUAPRP304	Participate in collaborative creative projects	X
BSBWOR301	Organise personal work priorities and development	X
CUALGT304	Install and operate follow spots	X

Depending on the achievement of units of competency, the possible qualification outcome is Certificate III in Live Production and Services CUA30415 or a Statement of Attainment towards Certificate III in Live Production and Services CUA30415.

This Specialisation course can only be delivered concurrently with the 240 Hour Entertainment Industry course.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

RETAIL SERVICES

School Name: NORTHLAKES HIGH

Student Competency Assessment Schedule

COURSE: HSC Retail Services

2022

Assessment Tasks for Certificate III in Retail SIR30216		Cluster D	Cluster E	Cluster F	Cluster G	Trial HSC Exam	
		Working in the Industry	Handling Stock	Merchandising to Sell	Sales and Security		
		Week: 6 Term: 4	Week:6 Term: 1	Week:6 Term: 2	Week:8 Term: 3	Week: 5/6 Term: 3	
Code	Unit of Competency					HSC Examinable Units of Competency	
SIRXIND001	Work effectively in a service environment	X					
SIRXIND002	Organise and maintain a store environment	X					
SIRRINV001	Receive and handle retail stock		X				
SIRRINV002	Control stock		X				
SIRRMER001	Produce visual merchandise displays			X			
SIRXPDK001	Advise on products and services			X			
SIRXRSK001	Identify and respond to security risks				X		
SIRXSLS001	Sell to the retail customer				X		
SIRXSLS002	Follow point-of-sale procedures				X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail SIR30216 or a Statement of Attainment towards a Certificate III in Retail SIR30216.

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

SPORT COACHING

School Name: **NORTHLAKES HIGH**

Student Competency Assessment Schedule

Course: **HSC – Sport Coaching**

2022

Assessment Tasks for SIS30519 Certificate III in Sport Coaching		Cluster C 2 nd Elective	Cluster D	Cluster E –
		Inclusive Coaching	Coaching the Individual	Next Level Coaching
		Week: 6 Term: 1	Week: 10 Term: 4	Week: 10 Term: 2
Code	Unit of Competency			
	Insert 2nd Cluster C elective UoC here	X		
SISSCO002	Work in community coaching role		X	
SISSCO005	Continuously improve coaching skills and knowledge		X	
SISSCO012	Coach sports participants up to an intermediate level			X

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30519 Certificate III in Sport Coaching **or** a Statement of Attainment towards a SIS30519 Certificate III in Sport Coaching.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

HOSPITALITY- KITCHEN OPERATIONS

School Name: NORTHLAKES HIGH

Student Competency Assessment Schedule

COURSE: HSC Hospitality - Kitchen Operations Stream

2022

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D	Cluster E	Cluster F	Trial HSC Exam
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen	
		Week: 10 Term: 1	Week: 10 Term: 2	Week: 10 Term: 3	Week: 5/6 Term: 3
Code	Unit of Competency				HSC Examinable Units of Competency
SITHCCC003	Prepare and present sandwiches	X			
SITHCCC006	Prepare appetisers and salads	X			
BSBWOR203	Work effectively with others		X		
SITHIND002	Source and use information on the hospitality industry		X		
BSBSUS201	Participate in environmentally sustainable work practices		X		
SITHCCC005	Prepare dishes using basic methods of cookery			X	
SITHCCC011	Use cookery skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416 or a Certificate II in Kitchen Operations SIT20416.

Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

Assessment Calendar

	Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Week 1				
Week 2			<ul style="list-style-type: none"> Visual Arts 	
Week 3				Non assessment period
Week 4		<ul style="list-style-type: none"> Visual Arts 	<ul style="list-style-type: none"> Legal Studies Modern History 	<ul style="list-style-type: none"> VET Entertainment
Week 5		<ul style="list-style-type: none"> Chemistry Legal Studies Japanese Beginners Japanese Continuers 	<ul style="list-style-type: none"> English Standard Sport Lifestyle & Rec (Student Negotiate Date) Drama 	Trial HSC Examination
Week 6	<ul style="list-style-type: none"> PDHPE Japanese Beginners Japanese Continuers VET Construction VET Retail Services 	<ul style="list-style-type: none"> Mathematics Standard 2 Mathematics Advanced Mathematics Numeracy Biology Marine Studies Music 1 VET Construction VET Retail Services VET Sport Coaching 	<ul style="list-style-type: none"> Geography Mathematics Numeracy Exploring Early Childhood Music 1 VET Retail Services 	
Week 7	<ul style="list-style-type: none"> Exploring Early Childhood Aboriginal Studies Ancient History Geography Legal Studies Industrial Technology Timber 	<ul style="list-style-type: none"> English Advanced English Standard PDHPE Ancient History Industrial Technology Timber 	<ul style="list-style-type: none"> English Advanced Mathematics Standard 2 Community & Family Studies Industrial Technology Timber Japanese Beginners Japanese Continuers VET Entertainment 	
Week 8	<ul style="list-style-type: none"> English Advanced English Standard English Studies Marine Studies 	<ul style="list-style-type: none"> Modern History English Studies Community & Family Studies Investigating Science 	<ul style="list-style-type: none"> Ancient History Investigating Science Visual Arts VET Construction Marine Studies 	<ul style="list-style-type: none"> VET Retail Services
Week 9	<ul style="list-style-type: none"> Chemistry Biology Investigating Science Sport Lifestyle & Rec Business Studies Modern History Drama 	<ul style="list-style-type: none"> Business Studies Exploring Early Childhood Geography Drama 	<ul style="list-style-type: none"> English Studies Agriculture Biology Chemistry Business Studies 	
Week 10	<ul style="list-style-type: none"> Mathematics Standard 2 Mathematics Advanced Mathematics Numeracy Agriculture Music 1 VET Sport Coaching 	<ul style="list-style-type: none"> Agriculture Sport Lifestyle & Rec Aboriginal Studies VET Entertainment VET Hospitality-Kitchen Ops 	<ul style="list-style-type: none"> Aboriginal Studies Mathematics Advanced PDHPE VET Sport Coaching VET Hospitality-Kitchen Ops 	<ul style="list-style-type: none"> VET Construction VET Hospitality-Kitchen Ops
Week 11	<ul style="list-style-type: none"> Community & Family Studies 	N/A	N/A	N/A

Assessment Calendar

	Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Week 1				
Week 2				
Week 3				Exam Preparation
Week 4				
Week 5				Trial HSC Examination
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				