

**ASSESSMENT BOOKLET
HIGHER SCHOOL CERTIFICATE**



COLYTON HIGH SCHOOL

2023

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Senior Assessment Policy

NSW Education Standards Authority Requirements

In order to qualify for the Higher School Certificate, the Principal must certify to NESA that you have satisfactorily completed a pattern of courses which meets NESA's requirements.

Pattern of Study

To be eligible for the award of the HSC a student must have satisfied the requirements in at least twelve

Preliminary level units, and at least ten HSC level units, with the additional requirements that:

- at least two units must be English units;
- at least six units must be Board-developed courses;
- at least three courses are of two unit or greater value;
- at most 7 units of Science can count towards the HSC;
- at least four subjects (including English) have been completed.

Further restrictions may apply in certain subject areas.

Satisfactory Course Completion

To complete a course satisfactorily you must fulfil all requirements of the syllabus, e.g. assignments, practical work and participation in class. This includes the minimum requirement that a student makes a genuine attempt at assessment tasks worth more than 50% of the available marks for that course (i.e. 51% or more).

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

- a) followed the course developed or endorsed by NESA; and
- b) applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

If the Principal determines that the above course completion criteria have not been met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then deem that the student has not met the requirements for that course. You have the right to appeal to the school and then to NESA against the Principal's determination. The Principal will advise you of this right and explain the appeal process.

Where it is determined that you have not satisfactorily completed a course, you will receive no results from NESA in that course. Until you receive results in twelve Year 11 units and 10 HSC units, you will not be eligible for the award of a Higher School Certificate. Where a student has not been enrolled at Colyton High School for 4 terms, the Principal will determine whether the student has made sufficient progress towards achieving the outcomes of the course and completing course requirements, including assessment.

School Assessment Procedures

Rights and Responsibilities

The school has the responsibility for providing:

- Guidelines for assessment in each course.
- An assessment schedule and course requirements for each course.
- At least two weeks written notification that an assessment task will take place or be due on a particular date. Where appropriate this will include details of the specific nature of the task e.g. an essay question for a hand-in task.
- At least two weeks notice of a change to a previously notified assessment task.
- Prompt feedback on each assessment task. If students have concerns about a mark or rank on a particular task, they should speak to their teacher as soon as possible after the issue of results.
- Advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination.
- Advice on the procedures and consequences which flow from failure to maintain satisfactory progress in coursework or assessment.

As a student, you are responsible for:

- Meeting all course requirements.
- Applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course.
- Making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you will receive an N-Determination for that course.
- Your personal honesty - work submitted must be your own work and sources consulted or quoted must be acknowledged. You must also have completed the online HSC All My Own Work.
- Submitting all tasks on or before the due date.
- In the case of VET students and practical subjects, ensure you are properly equipped and dressed and complete the Mandatory Work Placement.

Failure to complete all course and assessment requirements could result in an N-determination in that course and possibly, the failure to receive the HSC in that course.

Submitted Assessment Task

There are many types of assessment tasks. Some tasks will be completed in class; others will need to be completed during study periods and at home, while other tasks will need to be completed both in class and at home or be an examination.

You cannot take time off any class to complete an assessment task.

- On the due date, tasks must be submitted as per submission instructions.
- Students who do not submit their own work can expect to receive zero marks for the task. The task will be recorded as a non-attempt and an N-Determination warning letter will be issued.
- Assessment tasks must be submitted in the format specified on the assessment notification and/or approved by the course teacher. Digital submissions must be able to be viewed by teachers for marking on a standard DoE device.

Absence from or Non-Completion of Assessment Tasks

- d) If the student is on work placement, other VET requirements or representing the school at an approved function, the task must be submitted on the first day of expected return. Students should give the class teachers prior notice of this absence.
- e) Other leave is applied for prior to the assessment due date through written application on an exemption form. Leave cannot be taken without the approval of the Principal. An extended period of leave may prevent the student from meeting NESAs course requirements and this may result in the student having to repeat the year.
- f) The absence was genuinely unforeseeable (e.g. illness) and immediate contact is made by the parent on the day of the task, confirmed subsequently in writing, between parent and the teacher or Deputy Principal. A doctor's certificate must be supplied to the Deputy Principal immediately on return to school as part of a Misadventure Appeal. If required, an alternative task can be set that will not be the subject of appeal on the grounds of fairness by other students.

Note:

- i. Students who are continually absent on the days of scheduled assessment tasks may fail to meet NESAs requirements for the completion of tasks.
- ii. An assessment task mark of zero will be recorded following verbal contact from parents for formal examinations if documentation (see point 3(c) above) is not provided to the teacher and Deputy Principal immediately on return to school.

In the case of approved absence, the school will expect the student to sit for the task or an equivalent prior to or on the day of return. If the absence is a prolonged one, students may receive an estimate that will be determined at the end of the assessment process and following receipt of a doctor's certificate as part of a misadventure appeal.

Failure to complete any assessment task will automatically result in the task being recorded as a non-attempt and an N-Determination warning letter will be issued.

Serious Attempts

Students will be considered as having made a serious attempt at a task if there is evidence that the student has made reasonable efforts (includes making serious attempt of all sections of the Assessment and/or Examination) and/or has tried to use the available resources to complete the requirements of the task. Responses submitted which are of a trivial, frivolous or offensive nature may be regarded as non-serious.

Illness / Misadventure Appeals

Students are advised to complete all assessment tasks to the best of their ability and to advise the school immediately if circumstances will prevent them from doing so. Students who believe that special circumstances adversely affected their performance may submit an Illness / Misadventure Appeal Form (These forms are available from the Deputy Principals).

It is the student's responsibility to:

- submit the misadventure form to your relevant DP or the school office immediately upon return to school; and
- provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate certifying the illness at the time in question. Certificates obtained after the event will not be accepted.

If you are absent due to illness or misadventure on the day a task is due to be handed in, you should immediately contact your teacher and make all reasonable efforts to have the work delivered as negotiated by your teacher.

If your appeal is upheld, you will receive either the mark you actually gained on the task or a predicted mark, whichever is the higher. Since students frequently perform better in stressful circumstances than they expect, it is important to complete the task if possible rather than rely on predictions or estimations.

Malpractice in Examinations and Assessment Tasks

Academic dishonesty by students in any form is unacceptable. All work that is submitted for assessment purposes must be the independent work of the student concerned (or, where group work is permitted, of the students concerned).

- Cheating in any task will result in an award of zero marks. Parents will be notified.
- Plagiarism is a serious offence. Students who submit the work of others without recognition may be given a mark of zero. The term "work of others" applies to all forms of information sources, whether it is copied, for example, from another student, a textbook, or from the internet.

Plagiarism is the use of somebody else's ideas or words as if they are your own. Any of the following, without fully acknowledging the original source, counts as plagiarism or academic dishonesty:

- Direct duplication in any assessment task or assignment, by using another's work or allowing it to be copied, whether from a book, article, website, another student's assignment or any other work.
- Paraphrasing of another's work closely, with minor changes, but with the essential meaning, form and/or progression of ideas maintained.
- Piecing together sections of the work of others as if it was all your own original work.
- Handing in your own work to a teacher which you have already handed in for assessment purposes in another subject.
- Producing assignments with the help of other people (e.g. another student or a tutor when independent work is required.)

In extended response answers and assignments it is appropriate to reference or footnote the following:

- The source of all quotations, statistics, etc.
- All material put in your own words or summarised from other sources such as books, articles and websites.
- Factual information not commonly known and accepted in the subject you are studying.
- A line of thinking borrowed from someone else.
- Tables, diagrams, maps and illustrations that are taken from other sources

If you are unsure of how to correctly reference or footnote an extended response or assignment in a given subject, you should consult your teacher before the assessment task is due. The school reserves the right for all assessment tasks submitted by students to be subject to tests for plagiarism.

Where a teacher suspects a student of plagiarism or other academic dishonesty, the following procedures will apply:

- a) The teacher will discuss the matter with the student and then present the details to the Head Teacher who will determine whether to proceed with the matter.
- b) The Head Teacher and the teacher together will, if necessary, further interview the student in order to establish the student's response to the alleged plagiarism.
- c) Should the Head Teacher determine to proceed further, the matter will be referred to the Deputy Principal.

Should a case of plagiarism or other academic dishonesty be established, the class teacher on advice given from the Deputy Principal, may do one or more of the following:

- i. require the student to undertake additional assessment in that subject.
- ii. return a mark of zero for the assessment.
- iii. record the task as a non-attempt.
- iv. issue an N-Determination warning letter.
- v. Register the plagiarism with NESAs Online.

Examinations will be conducted as far as possible in accordance with NESAs procedures for the particular subject. These procedures cover such things as materials and equipment that may be taken into and used during examination.

In particular, it is an offence to take into or out of the examination room any material, including paper, blank or otherwise, that is not specifically authorised.

Timing of HSC Assessment

HSC Assessment may commence at the start of Week 4 Term 4, although coursework requirements must be met from the start of Term 4. Every effort will be made to minimise the coincidence of assessment tasks across subjects, however some may be inevitable and students should allow for this in their planning and management.

No class-based assessment tasks will be held in the week before major examinations.

Appealing Marks

Any complaint relating to the marking of a task can only be considered at the time the task result is given back. The process to follow is:

- discuss first with teacher - request a review of the mark;
- if not satisfied, see Head Teacher;
- if still not satisfied, see Deputy Principal of your year group;
- if still not satisfied, see Principal.

N – Determination

An N-Determination is a decision by the Principal that you have not met the requirements of a particular course and do not merit accreditation of the subject in your HSC results. If you receive an N-Determination in an HSC Course and this course is part of your required pattern of study, you may have your HSC withheld until you satisfy requirements. If you are at risk of not meeting course requirements, teachers must send you written notification. This will explain the nature of the problem and the consequences of an N-Determination.

If at any time it appears that a student is at risk of receiving an 'N' (Non-completion of course requirements) Determination in any course, the principal must:

- a) advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' Determination;
- b) advise the parent or guardian in writing (if the student is under the age of 18);
- c) request from the student/parent/guardian a written acknowledgement of the warning;
- d) issue at least one follow-up warning letter if the first letter is not effective; and
- e) retain copies of all relevant documents.

It is strongly recommended that written warnings are issued as soon as possible and regularly where required.

N – Determination Warnings

The school is required to warn students in sufficient time to allow them to correct the problem which has placed them at risk. In general, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

The warnings should not be a surprise to students since they will usually follow from in-class indications by the teacher that the student is at risk of failing to meet course requirements.

- If a student is at risk of not meeting course requirements, the teacher will send an N-Determination Warning letter.
- This letter will explain the nature of the problem, the consequences of an N-Determination and a re-scheduled date for the submission of the work that is incomplete or not attempted.
- The task must be completed and submitted by the re-scheduled date.
- Should the student not submit the task by the re-scheduled date, a second N-Determination Warning letter will be sent.
- Failure to complete and submit tasks after the second warning can result in the student not satisfying course requirements and having to repeat the course, if available, in the following year. If the course is not available then the student will need to accumulate their HSC over a period not exceeding 5 years from the commencement date.

School Examination rules

Work placement

The courses in the Vocational Education and Training (VET) Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages.

Work placement is a mandatory HSC requirement of each framework course and for some other VET courses. For each course, a minimum number of hours are required in the workplace to enable students to progress towards the achievement of industry competencies and to practice skills acquired in the classroom or workshop. If you fail to undertake any mandatory work placement component of a VET course, it may be determined that you have not made a genuine attempt to complete course requirements.

Special examination provisions for students with special needs

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. Special examination provisions may be approved if you have an approved special need that would, in a normal examination situation, prevent you from:

- reading the examination questions and/or
- communicating responses, in the standard amount of time

Students may be eligible for adjusted exam conditions or modified equipment eg extra time, separate space, modified seating or desk, computer.

Additionally, emergency provisions can be arranged if you have an accident / illness or misadventure just before the examination. You should immediately notify your Deputy Principal or Head Teacher Learning Support, in such a case.

Special examination provisions are not available:

- as compensation for difficulties in undertaking a course and preparing for the examination
- for lack of familiarity with the English language.

Certain special examination provisions may not be available for oral/speaking examinations, performances and projects.

Generally the school will provide conditions close to those that NESAs would approve for external exams such as the HSC.

Please discuss your special needs with the Deputy Principal or Head Teacher Learning Support as early as possible to allow for time to discuss your request and follow an approval process, which will allow sufficient time for the school to implement plans for successful applicants.

Examination attendance rules

If illness or misadventure occurs before the examination and you are still able to attend, notify the Deputy Principal before entering the examination. If a problem occurs during an examination, you should notify the Presiding Officer at once.

You must notify the Deputy Principal at every examination session in which you consider your performances may have been affected by illness or misadventure.

If you are absent from an examination and lodge an illness/misadventure appeal that is declined by the school, you will not receive an examination result in that course. This could mean that you may receive an N-Award Warning Letter for this course

Equipment for the examinations

The examination timetable contains a list of:

- a) equipment that you are expected to provide,
- b) optional items that you may bring if you wish.

It is your responsibility to make sure you obtain this list:

- Before the examination begins, the Examination Coordinator and examination supervisors will inspect any equipment brought into the examination room.
- Equipment should bear only the original inscribed information. You must supply materials that are in working order (this includes calculators). You cannot lodge an illness/misadventure appeal on the grounds that your examination equipment did not work correctly.
- For the examinations in which scientific calculators are permitted, you may only use those calculators that appear on NESAs list of approved scientific calculators. Well before the examination, you should check that your calculator is approved.
- The list of approved scientific calculators, as well as the separate criteria for calculators in the Mathematics examination, can be found on NESAs website at:
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>
- Where students are permitted to take dictionaries into a Language examination, they must be monolingual and/or bilingual print dictionaries. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place. Electronic dictionaries are not permitted.
- You are not permitted to borrow equipment during examinations.
- Teachers and supervisors will not be responsible for the safekeeping of any unauthorised material and equipment that has been confiscated, including mobile telephones or other electronic devices.

Examination room procedures

You must sit at the desk with the place card or examination paper showing your name and student number. The position of the desk may vary from session to session according to the accommodation and the requirements of the examination.

You must remove your watch and place it in clear view on the examination desk. It is your responsibility to make sure that the correct examination paper has been provided for the course you have entered. When asked to do so by the supervisor, you must also check examination papers to make sure that there are no pages missing.

Reading time for examination papers is as follows:

- 10 minutes of reading and familiarisation time for Paper 1 of the examination in all 2 Unit English Courses
- 10 minutes reading time for all written language examinations for Beginners, Background Speakers and Extension courses, and for Continuers courses in modern languages
- 5 minutes reading time for all other written examinations.

During reading time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations where dictionaries are permitted, you may consult your dictionary during reading time.

During written examinations, you must:

- read the instructions on the examination paper carefully as well as all questions. The Examination Coordinator and supervisors are not permitted to interpret examination questions or instructions relating to questions.
- write your name on all writing booklets, special answer books and answer sheets, unless that information is pre-printed.
- write preferably with black pen but blue pen is also acceptable. Pencils may be used only where instructed.
- make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong booklet, tell the supervisor, and write a note on the front and back of both booklets that an answer has been written in the wrong booklet. Do not rewrite your answers.
- stop writing immediately when told to do so by the supervisor.
- arrange completed papers according to the supervisor's instructions and wait for them to be collected.
-

You must not:

- begin writing until instructed to do so by the Examination Coordinator or supervisor;
- leave the examination room (except in an emergency) until one hour after the start of the examination. If you have to leave and want to return and resume the examination, you must be supervised while you are absent from the examination room;
- leave the examination room during the last 15 minutes of the examination.
- Disturb the examination, you must remain seated and quiet;
- remove an examination paper from the examination room.

Conduct during the examinations

You must follow the day to day rules of the school where you sit for your examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course.

The Examination Coordinator and examination supervisors are in charge of students:

- when assembling before an examination;
- during the examination; and
- after the examination until all students have left.

You must follow the supervisors' instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.

You must not:

- take a mobile phone or programmable watch or device into the examination room
- take any electronic device including a digital media player into the examination room, unless approved by NESAs
- speak to any person other than a supervisor during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- attend an examination while under the influence of alcohol or illegal drugs
- take into the examination room, or refer to during the examination, any books or notes, this booklet, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- smoke in the examination room
- eat in the examination room except as approved by the Examination Coordinator, e.g. for diabetic students
- take any writing booklets, whether used or not, from the examination room. Examination question papers may be removed at the end of the examination only if they are not to be used as answer booklets.
- dictionaries (except in language exams, if allowed)
- have correction fluid or correction tape in the examination room.

If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room and will be reported to the Deputy Principal. The penalty may be cancellation of the course concerned, or of all courses.

If you do not make a serious attempt at an examination, you may not receive a result in that course. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious. Teachers will bring to the Deputy Principal's attention examination answers that contain frivolous or objectionable material.

Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.

Actions that breach the examination rules and may also be illegal will be reported to the police

Illness/misadventure appeals for HSC Examinations

If you believe that your performance in the examination was diminished because of circumstances beyond your control, you can lodge an illness/misadventure appeal.

If you were prevented from attending an examination, or you consider that your performance was affected by illness or misadventure immediately before or during the examination, it is your right and responsibility to lodge an appeal.

Appeal forms and the Illness/Misadventure Information Guide for Students are available from your Class Teacher/Head Teacher/Deputy Principal. These documents provide further details of appeal procedures, and it is important that you follow the instructions provided.

The illness/misadventure appeals process does not cover:

- difficulties in preparation or loss of preparation time;
- alleged deficiencies in teaching;
- loss of study time or facilities prior to the formal study vacation;
- misreading of the timetable;
- misreading of examination instructions;
- failure to enter for the examination in the correct course;
- long-term illness such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination; and
- courses that are undertaken as a self-tuition student

If you have been granted special examination provisions such as extra time, you are generally not eligible for an illness/misadventure appeal unless you experience additional difficulties during the examinations.

It is important that you attend the examinations where possible, even in the case of illness/misadventure. The school will not uphold an illness/misadventure appeal if the reason for your absence is not considered to be sufficiently serious. You should consult the Deputy Principal before deciding not to attend an examination. Advice from a relevant independent expert, such as a **doctor or a police officer, must** also be provided with your appeal, indicating why you were unable to attend the examination.

If your appeal is upheld, you will be given:

- an opportunity to catch up the examination, or
- an estimate based on your assessment and in-class results.

You must lodge any illness/misadventure appeals for HSC written examinations with your Deputy Principal shortly after the examination in question. Appeals must be lodged within one week of the date of the examination, performance or submission. Late appeals will be considered only in exceptional circumstances. You will be notified of the results of your appeal on the same day as the release of your examination results.

Please be aware that if you miss an HSC examination it will not be rescheduled, you are relying on your misadventure being upheld to receive a mark for that course. If your misadventure is declined you will not qualify for the award of an HSC.

Glossary of Key Terms

The following terms are used by NESA in the syllabus documents for your courses. They are also used in the HSC examinations. It is important that you develop an understanding of the meaning of these terms. You should talk to your teachers about them.

Key Word	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results of size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw a meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express concisely the relevant details
Synthesise	Putting together various elements to make a whole

Trial HSC Examination List

TRIAL HSC EXAMINATIONS IN THESE SUBJECTS
Ancient History 30%
Biology 25%
Business Studies 20%
Community and Family Studies 30%
Ceramics 20%
Construction
Dance 40%
Food Technology 30%
Hospitality – Food and Beverage Stream
Industrial Technology 30%
Mathematics Advanced 30%
Mathematics Standard 2 30%
Mathematics Standard 1 30%
Modern History 30%
Music 1 40%
PDHPE 30%
Photography 30%
Physics 25%
Retail Services
Society and Culture 30%
Sport Lifestyle and Recreation 25%
Visual Arts 20%

English Advanced – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Essay	Multimodal Assessment	Essay	Imaginative Texts and Reflection	
	Term 4, Week 8	Term 1, Week 6	Term 2, Week 4	Term 3, Week 3	
	Outcomes assessed EA12-1, EA12-3, EA12-5, EA12-7	Outcomes assessed EA12-2, EA12-5, EA12-6, EA12-8	Outcomes assessed EA12-1, EA12-3, EA12-4, EA12-5	Outcomes assessed EA12-1, EA12-3, EA12-4, EA12-9	
Knowledge and understanding of course content	15	10	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Total %	25	25	25	25	100

Course Outcomes:

<p>Communicate through speaking, listening, reading, writing, viewing and representing 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</p>	<p>Use language to shape and make meaning according to purpose, audience and context EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p>
<p>Think in ways that are imaginative, creative, interpretive and critical 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</p>	<p>Express themselves and their relationships with others and their world 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</p>
<p>Learn and reflect on their learning through their study of English EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner</p>	

English Standard – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Essay	Multimodal Assessment	Essay	Sustained Response and Reflection	
	Term 4, Week 8	Term 1, Week 6	Term 2, Week 4	Term 3, Week 3	
	Outcomes assessed EN12-1, EN12-3, EN12-5, EN12-7	Outcomes assessed EN12-1, EN12-2, EN12-7, EN12-8	Outcomes assessed EN12-1, EN12-3, EN12-4, EN12-5	Outcomes assessed EN12-3, EN12-4, EN12-5, EN12-9	
Knowledge and understanding of course content	15	10	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Total %	25	25	25	25	100

Course Outcomes:

<p>Communicate through listening, reading, writing, viewing and representing 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</p>	<p>Use language to shape and make meaning according to purpose, audience and context 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</p>
<p>Think in ways that are imaginative, creative, interpretive and critical 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</p>	<p>Express themselves and their relationships with others and their world 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</p>
<p>Learn and reflect on their learning through their study of English EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner</p>	

English Studies – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Essay	Multimodal Assessment	Review	Portfolio	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 7	Term 3, Week 3	
	Outcomes assessed ES12-1, ES12-5, ES12-7, ES12-9	Outcomes assessed ES12-2, ES12-3, ES12-8, ES12-10	Outcomes assessed ES12-1, ES12-5, ES12-7, ES12-8	Outcomes assessed ES12-3, ES12-4, ES12-7, ES12-9	
Knowledge and understanding of course content	15	10	15	10	50
Skills: Comprehending texts, communicating ideas, Using language accurately, appropriately and effectively	10	15	5	20	50
Total %	25	25	20	30	100

Course Outcomes:

<p>Communicate through speaking, listening, reading, writing, viewing and representing</p> <p>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</p> <p>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</p> <p>ES12-3 accesses, comprehends and uses information to communicate in a variety of ways</p> <p>ES12-4 composes proficient texts in different forms</p>	<p>Use language to shape and make meaning according to purpose, audience and context</p> <p>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</p> <p>ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</p>
<p>Think in ways that are imaginative, creative, interpretive and critical</p> <p>ES12-7 represents own ideas in critical, interpretive and imaginative texts</p> <p>ES12-8 understands and explains the relationships between texts</p>	<p>Express themselves and their relationships with others and their world</p> <p>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</p>
<p>Learn and reflect on their learning through their study of English</p> <p>ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner</p>	

Mathematics Advanced – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Investigative Task	Open Book Test	Trial Examination	Assignment	
	Term 4, Week 7-9	Term 1, Week 10	Term 2, Week 9/10	Term 3, Week 3/4	
	Outcomes assessed MA11-6, MA11-7, MA11-8, MA11-9	Outcomes assessed MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	Outcomes assessed MA12-2, MA12-4, MA12-8, MA12-9, MA12-10	Outcomes assessed MA12-1, MA12-3, MA12-5, MA12-7, MA12-9, MA12-10	
Understanding, Fluency and Communication	10	15	15	10	50
Problem Solving, Reasoning and Justification	5	15	15	15	50
Total %	15	30	30	25	100

Course Outcomes:

<p>Students develop knowledge, understanding and skills about efficient strategies for pattern recognition, generalisation and modelling techniques 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</p>	<p>Students develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability 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</p>
<p>Students develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations 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</p>	<p>Students develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context</p>

Mathematics Standard 2 – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment	Open Book Test	Trial Examination	Investigative task	
	Term 4, Week 7-9	Term 1, Week 10	Term 2, Week 9/10	Term 3, Week 4	
	Outcomes assessed MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	Outcomes assessed MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10	Outcomes assessed MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10	Outcomes assessed MS2-12-2, MS2-12-5, MS2-12-7, MS2-12-9, MS2-12-10	
Understanding, Fluency and Communication	13	15	15	7	50
Problem Solving, Reasoning and Justification	12	15	15	8	50
Total %	25	30	30	15	100

Course Outcomes:

<p>Students develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts</p> <p>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</p>	<p>Students develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks</p> <p>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</p>
<p>Students develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations</p> <p>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</p>	
<p>Students develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs</p> <p>MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response</p>	

Mathematics Standard 1 – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment	Open Book Test	Trial Examination	Investigative Task	
	Term 4, Week 7-9	Term 1, Week 10	Term 2, Week 9/10	Term 3, Week 4	
	Outcomes assessed MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	Outcomes assessed MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	Outcomes assessed MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10	Outcomes assessed MS1-12-2, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	
Understanding, Fluency and Communication	10	15	15	10	50
Problem Solving, Reasoning and Justification	15	15	15	5	50
Total %	25	30	30	30	100

Course Outcomes:

<p>Students develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts</p> <p>MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>MS1-12-2 analyses representations of data in order to make predictions and draw conclusions</p>	<p>Students develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks</p> <p>MS1-12- interprets the results of measurements and calculations and makes judgements about their reasonableness</p> <p>MS1-12-4 analyses simple two-dimensional models to solve practical problems</p> <p>MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school</p> <p>MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms</p> <p>MS1-12-7 solves problems requiring statistical processes</p> <p>MS1-12-8 applies network techniques to solve network problems</p>
<p>Students develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations</p> <p>MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use</p>	<p>Students develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs</p> <p>MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others</p>

CEC Numeracy – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment	Assignment	Assignment	Assignment	
	Term 4, Week 5 - 8	Term 1, Week 3 - 8	Term 2, Week 4 - 7	Term 3, Week 2 - 4	
	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-3.1, N6-3.2	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-2.5, N6-3.1, N6-3.2	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.3, N6-3.1, N6-3.2	Outcomes assessed 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	
Understanding, Fluency and Communication	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	20	30	20	30	100

Course Outcomes:

<p>N6-1: develop numerical reasoning and mathematical thinking skills needed in everyday contexts to solve problems, evaluate results and communicate solutions using appropriate language</p> <p>N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts</p> <p>N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems</p> <p>N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions</p>	<p>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</p> <p>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</p> <p>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</p> <p>N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability</p>
<p>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</p> <p>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</p> <p>N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts</p>	

Mathematics Life Skills – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment	Assignment	Assignment	Assignment	
	Term 4, Week 5 - 8	Term 1, Week 3 - 8	Term 2, Week 4 - 7	Term 3, Week 2 - 4	
	Outcomes assessed MALS6-1, MALS6-5, MALS6-6, MALS6-13	Outcomes assessed MALS6-1, MALS6-2, MALS6-4, MALS6-9, MALS6-11	Outcomes assessed MALS6-9, MALS6-10, MALS6-13, MALS6-14	Outcomes assessed MALS6-2, MALS6-3, MALS6-4, MALS6-14	

Course Outcomes:

<p>Students develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts</p> <p>MALS6-1 explores mathematical concepts, reasoning and language to solve problems MALS6-2 engages with mathematical symbols, diagrams, graphs and tables to represent information accurately</p>	<p>Students develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks</p> <p>MALS6-3 engages with appropriate tools, units and levels of accuracy in measurement MALS6-4 explores contexts of everyday measurement MALS6-5 demonstrates understanding of money MALS6-6 explores money management and financial decision-making MALS6-7 demonstrates understanding of number and patterns in a range of contexts MALS6-8 solves problems using number and patterns in real-life situations MALS6-9 uses data in a range of contexts MALS6-10 explores probability in a range of contexts MALS6-11 explores plans, maps, networks and timetables MALS6-12 engages with plans, maps, networks and timetables effectively in a range of everyday contexts and situations</p>
<p>Students develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations</p> <p>MALS6-13 engages with mathematical skills and techniques, including technology, to investigate, explain and organise information</p>	<p>Students develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs</p> <p>MALS6-14 communicates mathematical ideas and relationships using a variety of strategies</p>

Biology – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Model Building	Depth Study	Trial Exam	Practical Test	
	Term 4, Week 6	Term 1, Week 5	Term 2, Week 9/10	Term 3, Week 4	
	Outcomes assessed BIO11/12-2, BIO11/12- 4 BIO11/12-6, BIO11/12-7, BIO12-12	Outcomes assessed BIO11/12-1, BIO11/12-4 BIO11/12-6, BIO11/12-7, BIO12-13	Outcomes assessed BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-12, BIO12-13, BIO12-15	Outcomes assessed BIO11/12-1, BIO11/12-2 BIO11/12-3, BIO12-14	
Knowledge and Understanding	10	10	10	10	40
Skills in working Scientifically	15	15	15	15	60
Total %	25	25	25	25	100

Course Outcomes:

Knowledge and Understanding	Skills in working Scientifically
<p>BIO12-12 Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species</p> <p>BIO12-13 Explains natural genetic change and the use of genetic technologies to induce genetic change</p> <p>BIO12-14 Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system</p> <p>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</p>	<p>BIO11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation</p> <p>BIO11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>BIO11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>BIO11/12-4 Processing data and information-selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>BIO11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information</p> <p>BIO11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>BIO11/12-7 Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>

Physics – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Test	Depth Study	Trial Examination	Modelling	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 9/10	Term 3, Week 3/4	
	Outcomes assessed PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-6, PH12-12	Outcomes assessed PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH12-14	Outcomes assessed PH11/12-4, PH11/12-5, PH11/12-6, PH12-12, PH12-14, PH 12-15	Outcomes assessed PH11/12-1, PH11/12-5 PH11/12-7, PH12-13	
Knowledge and understanding	5	10	15	10	40
Skills in working scientifically	20	15	10	15	60
Total %	25	25	25	25	100

Course Outcomes:

Knowledge and Understanding

PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
 PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
 PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
 PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Skills in working scientifically

PH11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation
 PH11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information
 PH11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information
 PH11/12-4 Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
 PH11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information
 PH11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
 PH11/12-7 Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Ancient History – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Pompeii & Herculaneum Source Analysis	Historical Analysis Essay	Trial Examination	Ancient Society – Structured HSC Question	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 9/10	Term 3, Week 4	
	Outcomes assessed AH12-3, AH12-6	Outcomes assessed AH12-6, AH12-8, AH12-9	Outcomes assessed AH12-1, AH12-9, AH12-10	Outcomes assessed AH12-3, AH12-5, AH12-9	
Knowledge and understanding of course content	10		15	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5		20
Historical inquiry and research		20			20
Communication of historical understanding in appropriate forms		5	10	5	20
Total %	20	30	30	20	100

Course Outcomes:

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

Business Studies – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Marketing Extended Response	Operations Business Report	Trial Examination	Financial Stimulus Based Skills Task	
	Term 4, Week 7	Term 1, Week 9	Term 2, Week 9/10	Term 3, Week 2	
	Outcomes assessed H7, H9	Outcomes assessed H3, H5, H8	Outcomes assessed H1, H2, H4, H9	Outcomes assessed H6, H10	
Knowledge and understanding of course content		10	20	10	40
Stimulus-based skills		10		10	20
Inquiry and Research	10	10			20
Communication of business information, ideas and issues in appropriate forms	10			10	20
Total %	20	30	20	30	100

Course Outcomes:

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

Modern History – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Power and Authority Source Analysis	Russia and the Soviet Union Historical Analysis Essay	Trial Examination	Apartheid Research Task	
	Term 4, Week 9	Term 1, Week 7	Term 2, Week 9/10	Term 3, Week 3	
	Outcomes assessed MH12-2, MH12-6, MH12-7	Outcomes assessed MH12-1, MH12-9	Outcomes assessed MH12-2, MH12-3, MH12-4, MH12-6	Outcomes assessed MH12-5, MH12-8	
Knowledge and understanding of course content	20		20		40
Historical skills in the analysis and evaluation of sources and interpretations	10		10		20
Historical inquiry and research		10		10	20
Communication of historical understanding in appropriate forms		10		10	20
Total %	30	20	30	20	100

Course Outcomes:

<p>Knowledge and Understanding</p> <p>MH12-1 accounts for the nature of continuity and change in the modern world</p> <p>MH12-2 proposes arguments about the varying causes and effects of events and developments</p> <p>MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past</p> <p>MH12-4 analyses the different perspectives of individuals and groups</p> <p>MH12-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world</p>	<p>Skills</p> <p>MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>MH12-7 discusses and evaluates differing interpretations and representations of the past</p> <p>MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p>
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Society and Culture – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	PIP Progress Report	Literature Review (Continuity and Change)	Social Research Essay (Social and Cultural Literacy)	Trial Examination	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 2, Week 9/10	
	Outcomes assessed H6, H8	Outcomes assessed H5, H7	Outcomes assessed H4, H10	Outcomes assessed H1, H3	
Knowledge and understanding of course content	10	15	5	20	50
Application and evaluation of social and cultural research methods	20			10	30
Communication of information, ideas and issues in appropriate forms		5	15		20
Total %	30	20	20	30	100

Course Outcomes:

<p>Knowledge and Understanding</p> <p>H1 - evaluates and effectively applies social and cultural concepts H2 - explains the development of personal, social and cultural identity H3 - analyses relationships and interactions within and between social and cultural groups H4 - assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy H5 - analyses continuity and change and their influence on personal and social futures H6 - evaluates social and cultural research methods for appropriateness to specific research tasks</p>	<p>Skills</p> <p>H7 - selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias H8 - uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex H9 - applies complex course language and concepts appropriate for a range of audiences and contexts H10 - communicates complex information, ideas and issues using appropriate written, oral and graphic forms</p>
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Ceramics – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Art Making	Research Task	Art Making	HSC Trial Exam	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 2, Week 9/10	
	Outcomes assessed M1, M2, M5	Outcomes assessed CH1, CH2, CH5	Outcomes assessed M3, M4, M6	Outcomes assessed CH2, CH3, CH4	
Art Making	35		35		70
Critical and Historical Study		10		20	30
Total %	35	10	35	20	100

Course Outcomes:

<p>Art Making</p> <p>M1: generates a characteristic style that is increasingly self-reflective in their ceramic practice</p> <p>M2: explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works</p> <p>M3: investigates different points of view in the making of ceramic works</p> <p>M4: explores ways of generating ideas as representations in the making of ceramic works</p> <p>M5: engages in the development of different techniques suited to artistic intentions in the making of ceramic works</p> <p>M6: takes into account issues of Work Health and Safety in their practice</p>	<p>Critical and Historical Study</p> <p>CH1: generates in their critical and historical investigations ways to interpret and explain ceramic works and practices</p> <p>CH2: investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations</p> <p>CH3: distinguishes between different points of view in their critical and historical studies</p> <p>CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics</p> <p>CH5: recognises how ceramic works are used in various fields of cultural production</p>
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Photography, Video and Digital Imaging – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Wet or Digital Portfolio	Wet or Digital Images	Video or Digital Portfolio	Trial Examination	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 2, Week 9/10	
	Outcomes assessed M1, M3, M4	Outcomes assessed M3, M5, M6	Outcomes assessed M1, M2, M4	Outcomes assessed CH1, CH2, CH3, CH4, CH5	
Making	20	20	30		70
Critical and historical studies				30	30
Total %	20	20	30	30	100

Course Outcomes:

<p>Students will develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment</p> <p>M1 – generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice</p> <p>M2 – explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works</p> <p>M3 – investigates different points of view in the making of photographs and/or videos and/or digital images</p> <p>M4– generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images</p> <p>M5 – develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images</p> <p>M6– takes into account issues of Work Health and Safety in the making of photography</p>	<p>Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging</p> <p>CH1 – generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging</p> <p>CH2 – investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations</p> <p>CH3 – distinguishes between different points of view and offers interpretive accounts in critical and historical studies</p> <p>CH4 – explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging</p> <p>CH5 – recognises how photography and/or video and/or digital imaging are used in various fields of cultural production</p>
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Visual Arts – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In Class Essay	Art Making Practice	Trial Examination	Body of Work and VAPD	
	Term 4, Week 7	Term 1, Week 8	Term 3 Week 9/10	Term 3, Week 4	
	Outcomes assessed H7, H9, H10	Outcomes assessed H4, H5, H6	Outcomes assessed H7, H8, H10	Outcomes assessed H1, H2, H3, H6	
Making		35		15	50
Critical and Historical Study	20		20	10	50
Total %	20	35	20	25	100%

Course Outcomes:

<p>Artmaking</p> <p>H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions</p> <p>H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work</p> <p>H3 demonstrates an understanding of the frames when working independently in the making of art</p> <p>H4 selects and develops subject matter and forms in particular ways as representations in artmaking</p> <p>H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways</p> <p>H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work</p>	<p>Art Criticism and Art History</p> <p>H7 applies their understanding of practice in art criticism and art history</p> <p>H8 applies their understanding of the relationships among the artist, artwork, world and audience</p> <p>H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art</p> <p>H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts</p>
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Music 1 – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Performance	Composition and Musicology	Performance	Performance and Aural	
	Term 4, Week 8	Term 1, Week 8	Term 1, Week 9	Term 2, Week 9/10	
	Outcomes assessed H1, H7, H9	Outcomes assessed H2, H3, H10	Outcomes assessed H1, H5, H7, H9	Outcomes assessed H1, H4, H6, H8, H10	
Performance	10				10
Composition		10			10
Musicology		10			10
Aural				25	25
Electives			30	15	45
Total %	10	20	30	40	100

Course Outcomes:

<p>To 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.</p> <p>H1 - performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble H2 - reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied H3 - improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied H4 - articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles</p>	<p>To develop the skills to evaluate music critically.</p> <p>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</p>
<p>To develop an understanding of the impact of technology on music.</p> <p>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</p>	<p>To develop personal values about music.</p> <p>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</p>

Community and Family Studies – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Investigation Issues of concern for a group within the community	Independent Research Project	Trial Examination	Scenarios Preparations for becoming a parent or carer	
	Term 4, Week 8	Term 1, Week 9	Term 2, Week 9/10	Term 3, Weeks 4	
	Outcomes assessed H1.1, H2.2, H2.3, H3.1	Outcomes assessed H4.1, H4.2	Outcomes assessed H3.4, H5.2, H4.2, H6.2	Outcomes assessed H2.1, H3.2, H5.1, H6.1	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research methodology, analysing and communicating	15	10	20	15	60
Total %	25	20	30	25	100
Course Outcomes: Knowledge and Understanding H1.1 - analyses the effect of resource management on the wellbeing of individuals, groups, families and communities H2.1 - analyses different approaches to parenting and caring relationships H2.2 - evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities H2.3 - critically examines how individual rights and responsibilities in various environments contribute to wellbeing H3.1 - analyses the sociocultural factors that lead to special needs of individuals in groups H3.2 - evaluates networks available to individuals, groups and families within communities H3.3 - critically analyses the role of policy and community structures in supporting diversity H3.4 - critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities H4.1 - justifies and applies appropriate research methodologies H4.2 - communicates ideas, debates issues and justifies opinions			Skills H5.1 - proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources H5.2 - develops strategies for managing multiple roles and demands of family, work and other environments H6.1 - analyses how the empowerment of women and men influences the way they function within society H6.2 - formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments		
			Appreciation 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		

Food Technology – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Australian Food Industry	Food Manufacture	Trial Examination	Food product development	
	Term 4, Week 7	Term 1, Week 8	Term 2, Week 9/10	Term 3, Weeks 4	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	H1.2, H1.4, H3.1	H1.1, H4.2	H1.1, H1.3, H1.4, H5.1	H2.1, H3.2, H4.1, H5.1	
Knowledge and understanding of course content			30	10	40
Knowledge and skills in designing, researching, analysing and evaluating	15	10		5	30
Skills in experimenting with and preparing food by applying theoretical concepts		15		15	30
Total %	15	25	30	30	100

Course Outcomes:

<p>Knowledge and Understanding</p> <p>H1.1- explains manufacturing processes and technologies used in the production of food products</p> <p>H1.2- examines the nature and extent of the Australian food industry</p> <p>H1.3- justifies processes of food product development and manufacture in terms of market, technological and environmental considerations</p> <p>H1.4- evaluates the impact of the operation of an organisation within the Australian Food - Industry on the individual, society and environment</p> <p>H2.1- evaluates the relationship between food, its production, consumption, promotion and health</p>	<p>Skills</p> <p>H3.1- investigates operations of one organisation within the Australian food industry</p> <p>H3.2- independently investigates contemporary nutrition issues</p> <p>H4.1- develops, prepares and presents food using product development processes</p> <p>H4.2- applies principles of food preservation to extend the life of food and maintain safety</p> <p>H5.1- develops, realises and evaluates solutions to a range of food situations</p>
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Industrial Technology – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Designing and Planning Presentation	Product Analysis	Trial Examination	Project Development and Management Report	
	Term 4, Week 8	Term 1, Week 6	Term 2, Week 9/10	Term 3, Week 4	
	Outcomes assessed H3.1, H3.2, H3.3, H5.1	Outcomes assessed H3.2, H4.3, H5.2, H6.1	Outcomes assessed H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	Outcomes assessed H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	
Knowledge and understanding of course content	5	5	20	10	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	10	20	60
Total %	20	20	30	30	100

Course Outcomes:

<p>1. Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry.</p> <p>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.</p>	<p>5. Knowledge and skills in communication and information processing related to the industry focus area.</p> <p>H5.1 Selects and uses communication and information processing skills. H5.2 Examines and applies appropriate documentation techniques to project management.</p>
<p>2 Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment.</p> <p>H2.1 Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques.</p>	<p>6. An appreciation of quality products and the principles of quality control.</p> <p>H6.1 Evaluates the characteristics of quality manufactured products. H6.2 Applies the principles of quality and quality control.</p>
<p>3. Competence in designing, managing and communicating within a relevant industry context.</p> <p>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.</p>	<p>7. An appreciation of the relationships between technology, the individual, society and the environment.</p> <p>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.</p>

Dance – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
*Teacher will select the appropriate outcomes based on the Major Study option selected by each student	Core Performance	Critical review/analysis of a dance work	Trial Examination including Major Study	Core Composition	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9/10	Term 3, Week 2	
	Outcomes assessed H2.1, H2.2, H2.3	Outcomes assessed H4.1, H4.3, H4.4	Outcomes assessed H3.1, H3.2, H3.4, H2.1, H2.2, H2.3*, H1.1, H1.2, H2.1, H2.2	Outcomes assessed H3.1, H3.2, H3.4	
Performance	20				20
Composition				20	20
Appreciation		20	20		40
Major Study			20		20
Total %	20	20	40	20	100

Course Outcomes:

Knowledge and Understanding	Skills
<p>H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form</p> <p>H2.3 values the diversity of dance performance</p> <p>H3.3 recognises and values the role of dance in achieving individual expression</p> <p>H4.1 understands the concept of differing artistic, social and cultural contexts of dance</p> <p>H4.3 utilises the skills of research and analysis to examine dance as an art form</p> <p>H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance</p>	<p>H1.2 performs, composes and appreciates dance as an artform</p> <p>H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances</p> <p>H2.1 understands performance quality, interpretation and style relating to dance performance</p> <p>H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices</p> <p>H3.1 identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent</p>

PDHPE – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Health Priorities in Australia - Research Task	Factors Affecting Performance - Source Based in class Exam	Trial Examination	Sports Medicine - Extended Responses	
	Term 4 Week 9	Term 1 Week 9	Term 2, Week 9/10	Term 3, Weeks 4	
	Outcomes assessed H2, H3, H15	Outcomes assessed H7, H11, H18	Outcomes assessed H1, H4, H9, H10	Outcomes assessed H8, H13, H16, H17	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	15	15	20	10	60
Total %	25	25	30	20	100

Course Outcomes:

<p>Knowledge and understanding of the factors that affect health: 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</p>	<p>An ability to take action to improve participation and performance in physical activity: H10 Designs and implements training plans to improve performance H11 Designs psychological strategies and nutritional plans in response to individual performance needs H12 Analyses the influence of socio-cultural factors on the way people participate in and value physical activity and sport H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity</p>
<p>A capacity to exercise influence over personal and community health outcomes: 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</p>	<p>An ability to apply the skills of critical thinking, research and analysis: 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</p>
<p>Knowledge and understanding about the way the body moves: 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 concepts H9 Explains how movement skill is acquired and appraised</p>	

Sports, Lifestyle and Recreation – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Individual Sports and Games	Sports Administration Task	Team Sports and Games	Trial Examination	
	Term 4, 2022 and Term 1 2023	Term 1, Week 8	Term 2 and Term 3	Term 2, Week 9/10	
	Outcomes assessed 3.1, 4.4	Outcomes assessed 3.3, 4.2, 4.5	Outcomes assessed 1.1, 1.3, 3.1	Outcomes assessed 1.5, 1.6, 2.1, 3.2	
Knowledge & Understanding	5	15	10	20	50
Skills	10	10	25	5	50
Total %	15	25	35	25	100

Course Outcomes:

<p>Knowledge and Understanding</p> <p>1.6 describes administrative procedures that support successful performance outcomes</p> <p>1.3 demonstrates ways to enhance safety in physical activity</p> <p>3.3 measures and evaluates physical performance capacity</p> <p>4.1 plans strategies to achieve performance goal</p> <p>4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity</p> <p>1.5 critically analyses the factors affecting lifestyle balance and their impact on health status</p> <p>3.5 analyses personal health practices</p> <p>2.1 explains the principles of skill development and training</p> <p>3.2 designs programs that respond to performance needs</p>	<p>Skills</p> <p>1.1 applies the rules and conventions that relate to participation in a range of physical activities</p> <p>1.2 demonstrates ways to enhance safety in physical activity</p> <p>3.1 selects appropriate strategies and tactics for success in a range of movement contexts</p> <p>4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context</p> <p>4.4 demonstrates competence and confidence in movement contexts</p>
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School Name: Colyton High School Student Competency Assessment Schedule

COURSE: HSC Construction 2023

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster D	Cluster E	Cluster F	Trial Exam
		Formwork	Level a simple slab	Assemble for off-site manufacture	
		Week: 6 Term: 1	Week: 7 Term: 2	Week: 5 Term: 3	Weeks: 9/10 Term: 2
Code	Unit of Competency				
CPCCCA2003A	Erect and dismantle formwork for footings	X			HSC Examinable Units of Competency
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	

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

School Name: Colyton High School

Student Competency Assessment Schedule

COURSE: HSC Hospitality–Food and Beverage Stream 2023

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster D	Cluster E (Part 1)	Cluster E (Part 2)	Cluster F	Trial HSC Exam	
		Safe, Clean and Skilled	Restaurant Service	Restaurant Service	Working in Hospitality		
		Week: 10 Term:4 - 2021	Week: 7 Term: 2	Week: 7 Term: 2	Week: 2 Term: 3	Weeks 9/10 Term: 2	
Code	Unit of Competency					HSC Examinable Units of Competency	
SITXFSA002	Participate in safe food handling practices	X					
SITHCCC001	Use food preparation equipment	X					
SITHFAB007	Serve food and beverage		X	X			
SITXCC003	Interact with customers		X	X			
SITHIND003	Use hospitality skills effectively		X	X			
SITHIND002	Source and use information on the hospitality industry				X		
BSBSUS201	Participate in environmentally sustainable work practices				X		
SITXCOM001	Source and present information				X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

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

School Name: Colyton High School

Student Competency Assessment Schedule

COURSE: HSC Retail Services 2023

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	General Selling Stream: Merchandising to Sell	Sales and Security	
		Week: 10 Term: 4 2021	Week: 6 Term: 1	Week: 6 Term: 2	Week: 4 Term: 3	Week: 9/10 Term: 2
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

Notification, Submission and Variation Request of an Assessment Task

Notification:

Students MUST be provided with two weeks written notice prior to an Assessment Task.

This booklet gives the mandatory two weeks notice as required by the NESA unless a variation to the due date is arranged and notified by the teacher. This notification is generally provided through the use of the Notification of Assessment Task (Figure 1) shown below.

Figure 1

Colyton High School
A Community Building Pathways to Success

Assessment Task Notice for Examination

Subject:	Year Group:
Assessment Task No:	Weighting:
Date of Notification:	Date of Task:
Teacher:	Student:

Assessment Outcomes

Task Outline and Topics assessed

SAMPLE

Variation of Due Date:

If you need to vary the due date for the task you will need to complete the Variation Form (Figure 2) below. You will need to provide any relevant evidence with the application. This is submitted to your Deputy Principal.

Figure 2

Colyton High School - HIGHER SCHOOL CERTIFICATE Assessment Variation Form

Student name: _____

Course: _____ Class: _____ Teacher: _____

Assessment task number: _____ Date due: _____

Variation (circle)

- Late
- Non Submission
- Inadequately completed

Reason for Variation

- Illness
- Approved Leave
- School commitment (eg. School activity or excursion)
- Misadventure
- Other: _____

Explanation: _____

SAMPLE

Supporting documentation (this needs to be attached)

<input type="checkbox"/> Medical Certificate	Yes / No
<input type="checkbox"/> Letter from parent/guardian	Yes / No
<input type="checkbox"/> Other (Eg Funeral)	Yes / No

Student signature: _____ Date: _____

To be handed into your Deputy Principal the first day you return to school.

Deputy Principal to complete

Decision: _____

Signature of Deputy Principal: _____ Date: _____

Award letter sent: Yes No

Referred to review panel: Yes No

Once completed student to be informed of decision. Original to be placed into the students file at the front office and a copy in DP's file.

MY ASSESSMENT SCHEDULE

Week	Term 4	Term 1	Term 2	Term 3
1				
2				
3				
4				
5				

6				
7				
8				
9			Trials	
10			Trials	
11	No Week 11		No Week 11	No Week 11