

STAGE 6 - YEAR 12

ASSESSMENT BOOKLET 2024



ORAN PARK HIGH
SCHOOL

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Information for parents and students

This booklet outlines assessment procedures being followed at *Oran Park High School* in **Stage 6 – Year 12**. These procedures are consistent with the General Guidelines issued by the NSW Education Standards Authority (NESA) and represent minimum requirements.

The NSW Higher School Certificate

School students in New South Wales generally work towards the Higher School Certificate or HSC in years 11 and 12. It is the highest level of attainment / credential students can reach at school. Students must complete at least 12 units of preliminary courses and 10 units of HSC courses, including English, to receive the HSC. The HSC will show the final HSC mark calculated from the moderated school-based assessment mark and mark from the external HSC examination for each course satisfactorily completed.

The NSW Record of School Achievement

The ROSA (Record of School Achievement) is a credential from NESA for students leaving before completing the HSC who have satisfied requirements in Year 10 or Year 11. This credential will:

- be a record of achievement for students who leave school before completing the HSC
- report results of moderated, school-based assessment (not external tests)
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the opportunity to take online literacy and numeracy tests
- be comprehensive and easy to interpret

Assessment at Oran Park High School

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

In alignment with the directions of the Department of Education and Training and NESAs, Oran Park High School uses three forms of assessment. These three forms are:

- Assessment 'for' learning
- Assessment 'of' learning
- Assessment 'as' learning

Assessment 'of' learning

Assessment 'of' learning often takes the form of in-class tests, examinations, and assignments. Students will be provided with grades and feedback that indicate their level of achievement after each of these tasks. When students are set this type of assessment, they will be issued with a formal notification. **The majority of this booklet relates to this type of assessment.**

Assessment 'for' learning

Assessment 'for' learning reflects the idea that learning is an ongoing process, and this type of assessment allows for students to receive timely and ongoing feedback throughout their learning so that this can inform their next steps. This type of assessment usually takes place in lessons.

Assessment 'as' learning

Assessment 'as' learning encourages students to take responsibility for their learning and can also include inquiry-based approaches to learning.

How can assessment help a student's learning?

It allows:

- teachers to gather evidence about student achievement in relation to course outcomes
- students with the ability to demonstrate what they know and can do
- clarification of a student's understanding of concepts and promotes deeper understanding.

Why have school assessments?

- It allows students to be given credit for developing skills and knowledge over a period of time
- It allows for evaluation of a student's achievement in those parts of courses, such as field and practical work, which are difficult to examine formally
- It provides teachers accurate information across multiple assessment tasks, rather than a single examination result in order to allocate a grade for students per course for their ROSA.

What is the nature of assessment activities issued?

Assessment activities should:

- be valid and based on syllabus outcomes
- include criteria of learning being assessed
- enable students to demonstrate their learning in a range of different contexts
- be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills.
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive and accessible to all students
- be part of an ongoing process where progress is monitored over time.

What types of tasks might be issued?

Some or all of the following forms may be issued in formal assessments:

- Oral/aural tests
- Reports
- Essays
- Research assignments
- Submitted practical work
- Field work
- Written reports
- Oral submissions (sometimes recorded)
- Practical performances
- Portfolios
- Formal examinations

It should be understood that, while certain tasks are nominated as counting towards assessment, this does not mean that other tasks completed in class do not count and so can be neglected by students. These tasks could well be, for example, practice tasks which are the basis of student learning and critical preparation for the final assessment tasks. Students who do not complete all classwork could be viewed as not having satisfactorily completed the course.

Consistency and marking of assessments

To ensure consistency in marking, teachers will:

- explain the task to students and provide opportunities to ask clarifying questions
- discuss with other teachers and collaborate on the marking of tasks to ensure consistency in marking standards
- provide feedback on task submissions that outlines areas of strength, areas for improvement and strategies to improve.

Students with disability

Students with disability have a range of abilities and needs. The [Disability Standards for Education 2005](#) describes the legislative requirements of schools to support students with disability. Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Students with disability may be able to present their work in an alternative format, have fewer questions or scaffolds. The type of adjustments will depend on each individual student and their needs. [This will be based on consultation between the student, parents and the school. Examples.](#) Adjustments to formal assessments cannot alter the outcomes or marking guidelines, but the process or product may vary.

Life Skills

Students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability, may study Life Skills Courses in Years 11-12.

Assessment within Life Skills courses provide opportunities for students to demonstrate achievement in relation to the selected Life Skills outcomes. It can occur via a range of strategies and in a range of situations.

Students may achieve Life Skills outcomes either independently or with support. Life Skills courses satisfactorily completed in Year 12 are reported on the HSC Record of Achievement with the notation 'Refer to Profile of Student Achievement'. An assessment mark is not reported for these courses.

Assessment procedures

Assessment schedules

At commencement of each school course, students will be issued with this assessment booklet that outlines the guidelines for assessment in each course. Also included in the booklet are the assessment schedule and requirements for each course. For each course, the school has developed an assessment program which:

- outlines the requirements for satisfactory completion of the course
- states the number and type of tasks to be completed during the semester/year
- lists the schedule of when the tasks are planned to take place
- states the weighting of each task.

Assessment tasks

For each assessment task, students will be given a written notification at least two weeks in advance of the task, indicating the issue date, due date, weighting, outcomes being assessed, specific task description and marking criteria. The Assessment Notification proforma will be used for all subjects and will include:

- clear indications of the outcomes being addressed in the assessment task
- clear instructions to allow the assessment task to be understood and completed
- marking criteria that clearly states, “You will be assessed on how well you...”
- marking guidelines that state the relationship between the work submitted and the grade that will be issued
- clear submission instructions (this will include how to submit and where)
- clearly stated due date
- tasks will not be scheduled in the week before or after the final examinations.

Feedback, either written or verbal, will be provided to each student using the marking guidelines for the task and annotation to student work, indicating what the student did well and how they can improve.

Types of assessment

All assessment task notifications will be issued for all tasks at least two weeks in advance. Types of assessment tasks could include, but are not limited to:

- **Oral presentations** - prepared speech or seminar presented to the class – or Viva Voce
- **Fieldwork/Excursion Reports** - including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- **Assignments** - research/investigation of a topic following specified guidelines. This work may be completed as an individual or group task.
- **Design Projects** – projects designed and produced to meet a design problem.
- **Portfolios** - accompanying documentation records for design project work.
- **Practical work** - range of practical learning experiences completed in class and/or at home.
- **First Hand Investigations** – original problem solving in Science using scientific method.
- **Body of Work (Visual Arts)** – selection of one or more art works that demonstrate process and practical and theoretical understanding of artmaking, to include a Visual Arts Process Diary (VAPD).
- **Viewing task**
- **Film-making**
- **Diary/Journals** – reflection on learning processes.
- **Logbooks** – reflection on the processes of making and creating drama.
- **Group work activities**
- **Peer assessment**
- **Listening task**
- **Representation** – creation of visual representation or representation through performance.
- **Scripted and improvised performance**
- **Topic Tests**
- **Formal written examinations**

Formal Examinations

Year 12 will sit their Trial Higher School Certificate examinations within the first three weeks of term 3 each year. In preparation for examinations students will be issued with an Examination timetable and Course Assessment Task Notifications at least two weeks prior to the beginning of the formal examination period outlining the area/s of study and the weighting of the task.

Examinations and tests require students to work individually and make a genuine attempt to the best of their ability. Examinations and tests are conducted under silent conditions for the duration of the allotted time period. A student who communicates with other students during an examination or test or brings material into an examination or test room that may assist them or does not follow instructions from a teacher may have some or all of their paper not included for assessment.

Students requiring disabilities provisions for examinations and tests (such as a reader, writer, extra time, large print papers, coloured paper or the use of a computer) will be referred to the Learning and Support team for assistance.

Examination and Test Rules

- Students are responsible for the correct reading of their examination timetable including the examination location.
- Students should be prepared to commence examinations at the scheduled time. Students arrive at least 15 minutes before the scheduled commencement time. Time will not be added for latecomers.
- No food is to be brought into the exam room. Water brought into the examination room must be in a clear, unlabelled bottle.
- All writing paper will be supplied for examinations. No writing pads are to be brought into the examination room.
- Students must provide all other requirements such as writing equipment and [NESA approved calculators](#). Students are to bring all equipment in a transparent plastic bag.
- Students are required to wear correct school uniform to all examinations. Students who are not wearing correct school uniform and who cannot provide an acceptable explanation may not be admitted to the examination.
- Mobile telephones, smart watches and any other electronic devices are not permitted into the examination room. These devices must be switched off and away as per the school's rules and must be done before entering any examination. School bags are to be placed in a location as directed by the teacher away from desks. **Note:** Students who are found to have a mobile phone or electronic device during an examination will have breached the examination rules. Penalties can include loss of examination mark.

- Students may be required to use their NESAs student number as identification on all formal examinations.
- For practical examination times and locations, students are to see their teacher before the exam period.

Timed Online Assessment Tasks - Rules and Procedures

In times of remote learning, assessment tasks may be conducted online under timed conditions, and it is important that students address all task requirements as noted on the assessment notification. These online assessments can take several forms, including timed online written examinations, performances, or presentations.

- Attendance requirements, completion dates, time limits, and other assessment specifications will apply, and students must read their assessment notifications carefully.
- All assessment tasks require students to work individually, unless instructed otherwise by the classroom teacher. Students must not share answers online or in any other manner. A student who communicates with other students during an examination, shares material relating to an assessment, or does not follow instructions from a teacher, may have some or all of their response not included for assessment.

Students must not behave in any manner that jeopardises the integrity of a task. A zero mark may be applied. Any suspicion of malpractice will be addressed by the course Head Teacher and may require the School Assessment Committee's involvement.

- Students requiring disability provisions for online examinations will be referred to the Learning and Support team for assistance.
- Students must check that all technology is functioning before an online examination commences. Students requiring assistance with technology related matters in order to attempt timed online tasks, including access to a suitable device, should raise this with their classroom teacher at least 5 school days before the task is due.
- Students who are unable to attempt a timed online assessment task due to illness or misadventure can use the regular illness and misadventure process.
- Students who submit responses to timed online assessment tasks late due to technological misadventure during the task can also use the illness/misadventure process. Please provide evidence (for example, in the form of a screenshot or photograph) documenting the technology issue, and this may be considered in your illness/misadventure application.

Technology related misadventure **might** include: internet failure, device failure, online platform malfunction. It **does not include** elements within the student's control, such as: uploading/attaching files, sending an email or misunderstanding task requirements.

Student Responsibilities and Procedures

Students are required to:

- sign registers when they receive their notifications and when they submit their task
- complete **all** tasks to the best of their ability
- complete and submit **all** tasks by the due date
- sit for **all** “in school” tasks at the specified time.
- submit work that is their own and no one else’s
- following the correct procedures if they are absent for any reason when the task notification is distributed or when the assessment task is due (see below).

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

- **followed** the course developed or endorsed by NESAs as per the relevant syllabus
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- **achieved** some or all of the course outcomes

Principals may determine that, as a result of absence, the course completion criteria may not be met. Student absence will be regarded seriously by principals. In such circumstances, warning letters relating to the student’s non-completion of course requirements will be sent.

Students who enrol at Oran Park High School during the year will be assessed on the tasks completed at Oran Park High School.

Student leave

The Department of Education discourages students taking leave during the school term. Leave from school **may** be granted by the Principal upon completion of a leave form obtained from the office.

Students should be present at school to complete and submit all assessment tasks and sit examinations. Students and parents **should not** assume leave will be granted in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks.

When student leave clashes with an assessment task

Completion/collection of work missed by students due to absence from a class for any reason is the responsibility of the student.

Students are expected to complete all assessment tasks and sit for all examinations at the specified time as set in the assessment schedule for a course. All assessments should be completed at the scheduled time unless students are affected by illness or misadventure.

All hand-in tasks due during the period of leave must still be submitted by the due date or before leave commences. Students with a scheduled in-class task, such as an exam, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case the student must consult the Head Teacher of the course two weeks prior to leaving to make alternate arrangements or risk receiving zero for this task.

In regards to classwork teachers will place work on the Microsoft Team "Students on Leave".

Work placement or other school events

Students completing school and/or TAFE work placements are still required to submit all hand in assessment tasks on the scheduled due dates.

In regards to in school assessments, work placement is mandatory and takes priority. Alternative arrangements need to be made for the assessment task. Students are responsible for informing their teachers of the clash. Work placement cannot be avoided to represent the school in Sport, etc.

This also applies to students engaging in Work Experience or students representing the school in Sport, Debating, etc.

Submission of Assessment Tasks

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Assessment tasks (other than class tasks) must be submitted on the due date as specified on the assessment notification. If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded.

School records must show that a student attended a **full day** of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task. Failure to attend all classes may result in a zero mark being given for the task by the Head Teacher of the course concerned.

Illness and/or Misadventure

- Illness or injury – that is, illness or physical injuries suffered directly by the student which affected the student's performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);
- Misadventure – that is, any other event beyond the student's control which affected the student's performance in the assessment task (e.g. death of a family member, involvement in a traffic accident, isolation caused by a flood). Misadventure may also apply during timed online tasks.

In all cases Oran Park High School requires evidence that clearly identifies disadvantage experienced during the time the student was attempting to complete the assessment task.

If illness or misadventure prevents a student from attending an examination, or affects their performance in the examination, it is the student's right and responsibility to lodge an Illness/Misadventure application. (See next page)

Absent days immediately prior to the task

The student will need to complete and submit an Illness/Misadventure application (see next page) accompanied by a suitable evidence (ie: medical certificate) that covers the day of submission and two school days leading up to the task that have been affected. This is to prevent students gaining an unfair advantage in completing tasks by staying at home to work on them.

On the day of the task

If absent or partially absent on the day of a scheduled examination, hand in assessment task or oral task, a student or parent / carer must:

- Notify the Head Teacher of the relevant course by 9:00am on that day of the reason
- If unwell, students must obtain a medical certificate for that day
- In the case of misadventure students must provide independent evidence to support

In the event of absence on the due date for submission of an assessment task, the task may be brought to the school by a third party or may be emailed to the relevant teacher. If the task was submitted late, the Year 11 student can submit an Illness/Misadventure application.

Students must attend a **full day** of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task.

Before or during the task

Students must lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their performance in the actual assessment. If specific symptoms of a prior illness or impacts of misadventure are present on the day of the assessment task or examination, and can be proven through an official medical certificate / police report / statutory declaration, it then may be accepted as grounds for an illness / misadventure appeal.

Returning to school after a missed task.

Students must attend school on the first day not covered by the medical certificate and expect to complete an alternate task. Ideally this should be coordinated with the Head Teacher of the course prior to the student returning.

Illness or Misadventure Application

Students and parent / carers can access the [online Illness / Misadventure application](#) via the school's website. Applications must be submitted within **seven (7) days** of the before or after the due date of the assessment task. The application will require **student and parent emails along with a description and supporting evidence of the disadvantage experienced** during the time the student was attempting to complete the assessment task. When completing an application, students should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of an application. The application will be reviewed by the course Head Teacher and Deputy Principal and outcome emailed to both student and parent.

Supporting evidence should:

- include a statement from the student explaining how they were affected during the assessment task;
- include a statement about how the student's performance during the assessment task may have been affected. The dates featured on the illness evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.
- in cases of misadventure, include evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance in the assessment task may have been affected) with the date and time of the occurrence and subsequent events. The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.
- In the case of timed online tasks, technological misadventure, evidence such as screenshots or photographs should accompany a detailed explanation of the misadventure.

Illness/Misadventure does not cover

- Difficulties in preparation or loss of preparation time as a result of an earlier illness
- Printer/computer failure **is not** an acceptable reason for late submission of work. Technology related matters will only be considered within the context of online timed examinations
- Alleged deficiencies in teaching; for example, extended teacher absences
- Absent on the day the task was distributed
- Loss of study time or facilities prior to the formal study vacation
- Misreading of the timetable or examination instructions
- Failure to enter for the examination in the correct course
- Long term illness such as glandular fever, asthma, epilepsy – unless there is evidence of a sudden reoccurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experienced further difficulties
- Attendance at a concert, sporting event, cultural event, family holiday, wedding, etc
- Other commitments such as entertainment, work or attendance at examinations conducted by other education organisations.

Outcome of application

Once applications are submitted Head teacher and Deputy Principal review the evidence and either approve or decline the application within five (5) days of receipt. Students and parents/carers are notified immediately by email. Possible outcomes include

- Task completed at an arranged time/place.
- Zero mark awarded
- Task to be accepted without any loss of mark
- Missed task to be completed at a negotiated time to provide guidance to allocate a mark
- Extension of time determined
- Alternative task to be completed at a negotiated time to provide guidance to allocate a mark
- Estimate used as a last resort if student unable to sit another task.

Students and parent/carers may appeal the decision made above or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgement in applying the marking criteria.

Appeals regarding Assessment Tasks

This appeals process applies in the following circumstances:

- Dissatisfaction with outcome of an Illness/Misadventure application
- Concern regarding a result for an individual task. This does not include an appeal regarding professional teacher judgement in applying the marking criteria
- Concern regarding results recorded on a progress report

Any appeal should be emailed to the Head Teacher within 7 days of the issue. The Head Teacher in consultation with their supervising Deputy Principal will review and make a recommendation.

Further appeals can be directed to the Deputy Principal of the cohort where an appeals committee will be formed to review and make final recommendation.

All My Own Work

[All My Own Work](#) is a program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

All students are required to complete the course before being enrolled into Preliminary Courses. Students will learn about penalties for cheating and how to avoid malpractice when preparing their work for assessment. It also recognises the rapid growth in information available to students through the internet.

All My Own Work consists of five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

Malpractice or Non-Serious Attempts

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students underpins the integrity of the RoSA, Preliminary HSC and HSC. Throughout the assessment process, [the highest level of honesty](#) is required. Every student enrolled must have completed NESA's "[All My Own Work](#)" program which explains penalties for malpractice.

Each student's mark is determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be appropriately acknowledged. Information gathered from teaching and learning does not require formal acknowledgement.

In the case of suspected malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

[Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating.](#) Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their satisfactory completion of Stage 5 assessment (the RoSA), the Preliminary HSC and the HSC.

Should malpractice be suspected, students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own within five school days. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within five school days to the allegations in writing. The Head Teacher in consultation with the Deputy Principal and Principal will make a determination on a suitable penalty for plagiarism and any other form of malpractice. The matter may be referred to the Assessment Appeals Committee for a decision.

Students determined to have been involved in malpractice of any kind in relation to any assessment task, including exams, should expect to receive a zero mark for that task. Students who are determined to have made a non-serious attempt at an assessment task may also expect to receive a zero for that task.

What constitutes malpractice?

All work presented must be your own or must be acknowledged appropriately. [Malpractice](#), including plagiarism, could lead to you receiving zero marks for the task or examination.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, or the internet without referencing the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules or cheating in an examination
- using non-approved aids or electronic devices during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- removing examination material from the examination room without permission
- adding information to an assessment paper after the examination and requesting additional marks to gain an unfair advantage
- talking during an examination or distracting other students

Non-Serious attempts

A “Non-serious attempt” may include only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task. Students who are deemed to have made a **Non-serious attempt** at any assessment task will **zero** for that task.

Students need to protect themselves against technological failure. Technological failure may result in zero. Students must ensure paper copies and backups are kept.

In cases where a teacher alleges that the student has made a non-serious attempt at a task, the matter should be referred to the Head Teacher in the first instance. If the Head Teacher agrees that the student has made a non-serious attempt at the task the student has five school days in which to respond in writing. The Head Teacher will make a determination on a suitable penalty. Based on the Head Teacher’s determination, the matter may be referred to the Assessment Appeals Committee and the students and parents/carers will be notified within 5 days of the outcome.

Non-submission of a formal assessment task:

- If a student does not complete a task by the due date, the mark for that task will be an zero.
- If the student submits the task late, the zero mark remains and the teacher will mark and provide feedback. If the task has not been completed satisfactorily an N Warning letter being sent home to parents/carers requesting the task be redone.
- Students are required to submit **all** tasks even if late, understanding a zero will be issued. Failure to submit a task will result in an N Warning letter being sent home to parents/carers.

Drafting Policy (written and non-written work)

Teachers and other participants in the teaching and learning process play a significant role in the drafting of student assessment responses. It is important to make the distinction between feedback given as part of the teaching and learning process and structured feedback given as part of developing an assessment response.

The purpose of viewing student drafts is to provide students with feedback **so that improvements can be made to the response**. Drafting is a **consultation process**, not a marking process. Teachers should not award a notional result or level of achievement for work in a draft form.

Drafting feedback should ask the student to **reflect on strategies** they might use **to refine their work**. The instrument-specific criteria sheet should be used to help the students identify the areas they need to review. The principle of **increasing independence** is important.

What is a draft?

A draft is a body of evidence that is provided by students in response to assessment instruments. This should be a **response that is nearly good enough to submit** for assessment – it is likely to be the **student's second or third attempt** at the task.

Before submitting a draft, students may be required to:

- submit a written outline about their approach
- discuss their approach with their teacher.

What sort of feedback will be provided?

In providing feedback, teachers will **indicate aspects of the response that need to be improved or developed** in order to meet the criteria. Students may be advised to:

- consider other aspects of the text
- work on their role as writer/speaker and show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further research or substantiate points made with references.

Teachers may:

- indicate some textual errors and indicate that the draft requires more careful editing – they may not correct or edit all the textual errors in a draft
- provide some written feedback on drafts submitted by the due date
- provide a summary of their feedback and advice to the whole class

In Years 11 and 12, teachers will **indicate** that there are **some genre and task-specific errors** and that more careful editing is required **but will not correct all such errors**. Students are expected to **self-edit** to a high degree.

Mode	All courses
Written task	<ul style="list-style-type: none"> · teacher consultation allowed · outline submitted · maximum one drafts submitted
Spoken task	<ul style="list-style-type: none"> · teacher consultation allowed · maximum one drafts submitted · feedback provided during rehearsal/development

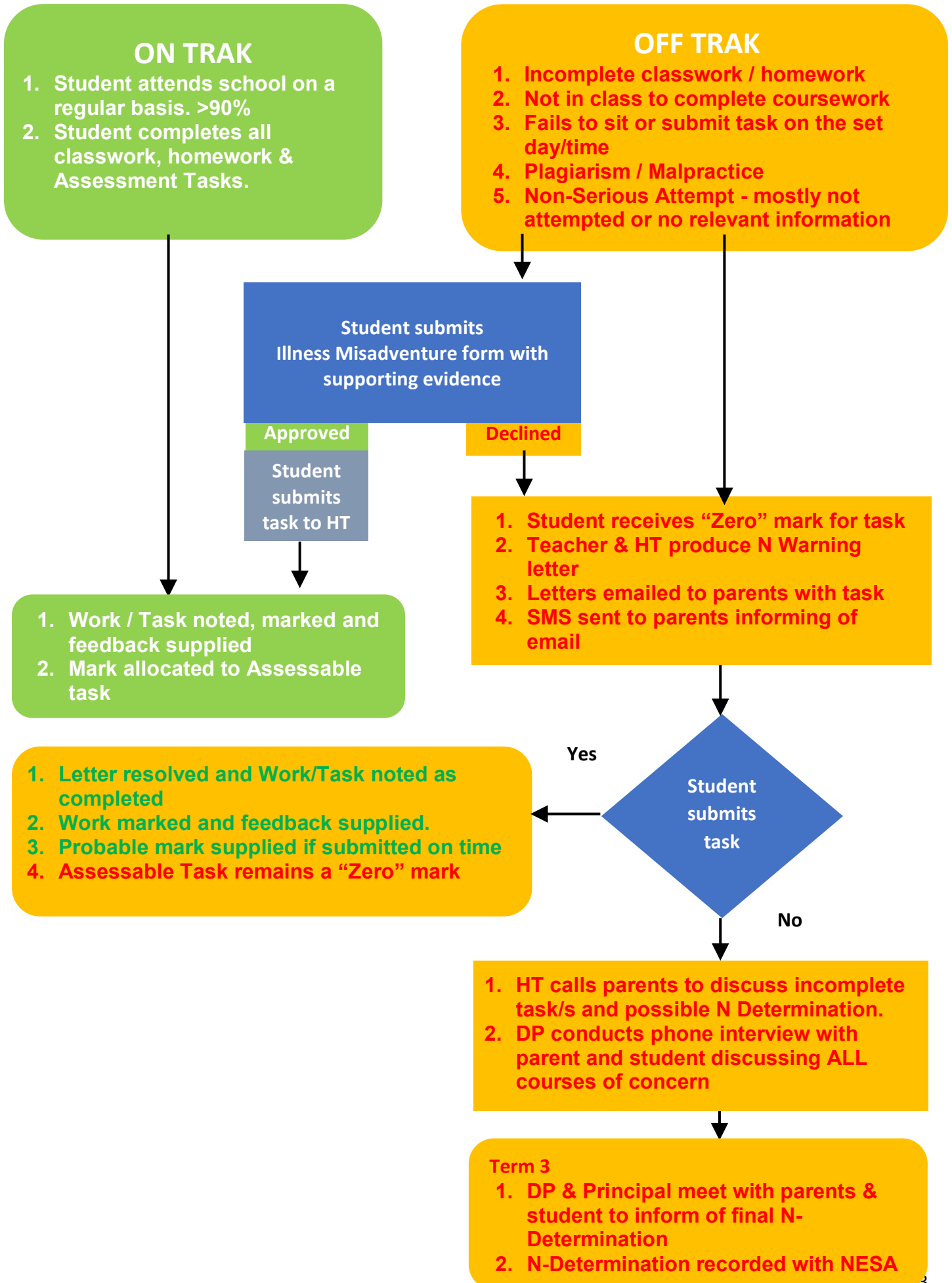
Please note:

- First draft must be submitted no later than six days after the task was received.
- Feedback should be provided within four school days of receiving draft and no later than five school days of the due date.

N-Warnings

- Students who do not satisfactorily complete the required class work, homework and assessment tasks will receive a letter warning of an N-Determination, commonly called an N Warning letter.
- Students with any aspect of their work incomplete will receive a N Warning letter that outlines what they need to do to have satisfactory completion of a course. This letter will give the student 2 weeks to complete work that is outstanding.
- Students will forfeit their early leave privilege to stay in the Senior Learning Centre and complete any outstanding work to resolve any N-Warnings
- Students who have 2 N-Warning letters of work that is outstanding within a course could be considered for a Final N Determination in that course.

Warning of N-Determination Flowchart



Requirements for the Award of the HSC

Students must have;

- satisfactorily completed courses that meet the pattern of study required by NSW Educational Standards Authority (NESA). This includes the completion of the practical, oral and/or project works required for specific courses and the assessment requirements for each course;
- have sat for and made a serious attempt at the Higher School Certificate examinations;
- studied a minimum of 12 Units in the Preliminary course and a minimum of 10 Units in the HSC course. Students will be required to keep 12 Units into Year 12, Term 2.
- you must study
 - at least 6 Units from NESA Developed Courses including at least 2 Units of English
 - at least three courses of 2 Units value or greater
 - at least four subjects
 - no more than 6 Units of Science in Year 11 and 7 Units in Year 12.

Record of School Achievement (ROSA)

The Record of School Achievement is a cumulative credential, designed to record academic achievement to and beyond Year 10 and will be awarded to eligible students when they leave school prior to completing the HSC.



This credential will:

- be a record of achievement for students who leave school before completing the HSC
- report results of moderated, school-based assessment (not external tests)
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the opportunity to take online literacy and numeracy tests
- be comprehensive and easy to interpret

Eligibility requirements

To be eligible for the award of the NSW Stage 6 RoSA, students are required to attend a government school or an accredited non-government school. Students should follow and complete the pattern of courses required by NESA and have a satisfactory record of application (effort).

Minimum Standards

[Minimum Standard](#) is part of an effort to improve the literacy and numeracy outcomes for students.

In order to receive the Higher School Certificate, students need to meet the minimum standard requirements in Literacy and Numeracy. Failure to complete the minimum standard will result in students receiving a Record of Student Achievement (RoSA) only.

Students need to achieve a level three or four in short online reading, writing and numeracy tests to meet the HSC minimum standard. Students have up to four chances a year to sit each of the tests from Year 10, up to five years after starting their first HSC course. Dates and times will be advertised throughout each year.

Students planning to leave school before completing their HSC may choose to take these tests to show their level of literacy and numeracy skills. Please refer to the [NESAsite for more information regarding the HSC minimum standard](#).

Where a student is at risk of a non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded an “NS” grade in an assessment task, this warning and advice will be given. Students whose attendance is poor may not satisfy course completion criteria. The Principal is the final arbitrator on any matters that arise regarding the final assessments.

It is the responsibility of the student to ensure they take up the opportunities available to them to complete the minimum standards.

Vocational Education and Training (VET)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

Key Word Definitions

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 judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or 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 (analyse/evaluate)
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 judgement 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 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

Yearly overview of all assessment tasks

Term 4	<i>Ancient History</i>	<i>Biology</i>	<i>Business Services VET</i>	<i>Business Studies</i>	<i>Chemistry</i>	<i>Community & Family Studies</i>	<i>Construction VET</i>	<i>Design & Technology</i>	<i>Earth & Environmental</i>	<i>Engineering Studies</i>	<i>English Advanced</i>	<i>English Standard</i>	<i>English Studies</i>	<i>Food Technology</i>	<i>Hospitality VET</i>	<i>Industrial Tech - Timber</i>	<i>Information, Processes & Technology</i>	<i>Investigating Science</i>	<i>Legal Studies</i>	<i>Mathematics Advanced</i>	<i>Mathematics Extension 1</i>	<i>Mathematics Standard</i>	<i>Modern History</i>	<i>Music 1</i>	<i>Personal Development, Health & PE</i>	<i>Physics</i>	<i>Sport, Lifestyle & Recreation</i>	<i>Textiles & Design</i>	<i>Visual Arts</i>	<i>Work Studies</i>	
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Term 1	Ancient History	Biology	Business Services VET	Business Studies	Chemistry	Community & Family Studies	Construction VET	Design & Technology	Earth & Environmental	Engineering Studies	English Advanced	English Standard	English Studies	Food Technology	Hospitality VET	Industrial Tech - Timber	Information, Processes & Technology	Investigating Science	Legal Studies	Mathematics Advanced	Mathematics Extension 1	Mathematics Standard	Modern History	Music 1	Personal Development, Health & PE	Physics	Sport, Lifestyle & Recreation	Textiles & Design	Visual Arts	Work Studies
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W10																														
W11																														

Term 2	Ancient History	Biology	Business Services VET	Business Studies	Chemistry	Community & Family Studies	Construction VET	Design & Technology	Earth & Environmental	Engineering Studies	English Advanced	English Standard	English Studies	Food Technology	Hospitality VET	Industrial Tech - Timber	Information, Processes & Technology	Investigating Science	Legal Studies	Mathematics Advanced	Mathematics Extension 1	Mathematics Standard	Modern History	Music 1	Personal Development, Health & PE	Physics	Sport, Lifestyle & Recreation	Textiles & Design	Visual Arts	Work Studies
W1																														
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W4																														
W5																														
W6																														
W7																														
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W9																														
W10																														

Term 3	<i>Ancient History</i>	<i>Biology</i>	<i>Business Services VET</i>	<i>Business Studies</i>	<i>Chemistry</i>	<i>Community & Family Studies</i>	<i>Construction VET</i>	<i>Design & Technology</i>	<i>Earth & Environmental</i>	<i>Engineering Studies</i>	<i>English Advanced</i>	<i>English Standard</i>	<i>English Studies</i>	<i>Food Technology</i>	<i>Hospitality VET</i>	<i>Industrial Tech - Timber</i>	<i>Information, Processes & Technology</i>	<i>Investigating Science</i>	<i>Legal Studies</i>	<i>Mathematics Advanced</i>	<i>Mathematics Extension 1</i>	<i>Mathematics Standard</i>	<i>Modern History</i>	<i>Music 1</i>	<i>Personal Development, Health & PE</i>	<i>Physics</i>	<i>Sport, Lifestyle & Recreation</i>	<i>Textiles & Design</i>	<i>Visual Arts</i>	<i>Work Studies</i>	
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Year 12 Ancient History - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS					SYLLABUS OUTCOMES										
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	HISTORICAL SKILLS IN THE ANALYSIS AND EVALUATION OF SOURCES & INTERPRETATIONS	HISTORICAL INQUIRY AND RESEARCH	COMMUNICATION OF HISTORICAL UNDERSTANDING IN APPROPRIATE FORMS	Total Weighting	AH12-1	AH12-2	AH12-3	AH12-4	AH12-5	AH12-6	AH12-7	AH12-8	AH12-9	AH12-10	
Task 1: <i>Core Study</i> Multimedia Presentation	Term 4 Week 6	5%	5%	5%	5%	20%		X				X					X
Task 2: <i>Ancient Societies</i> In-class Source Analysis	Term 1 Week 7	10%		5%	10%	25%	X		X		X						
Task 3: <i>Historical Periods</i> Historical Analysis	Term 2 Week 8	5%	5%	10%	5%	25%					X			X	X		
Task 4: <i>All Topics</i> Trial HSC Examination	Term 3 Week 2 & 3	20%	10%			30%			X	X			X		X		
		40%	20%	20%	20%	100%											

Ancient History
Course Number: 15020

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


Year 12 Biology - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES										
TASK	Due Date	Skills in working scientifically	Knowledge and understanding	Total Weighting	BIO11/12-1	BIO11/12-2	BIO11/12-3	BIO11/12-4	BIO11/12-5	BIO11/12-6	BIO11/12-7	BIO12-12	BIO12-13	BIO12-14	BIO12-15
Task 1: In Class Skills Assessment	Term 4 Week 8	15%	0%	15%				X	X	X					
Task 2: <i>Research Task:</i> Infographic	Term 1 Week 11	15%	10%	25%				X	X		X		X		
Task 3: <i>Depth Study:</i> Humans & Disease	Term 2 Week 7	25%	5%	30%	X	X	X	X			X			X	
Task 4: Trial HSC Examination	Term 3 Week 2 & 3	5%	25%	30%							X	X	X	X	X
		60%	40%	100%											

Biology

Syllabus Outcomes	A student...
BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management, and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Year 12 Business Services - Assessment Schedule

PUBLIC SCHOOLS NSW ULTIMO RTO 90072								NESA Course Code:
Preliminary Year 2023 - HSC 2024								2 U X 2 YR - 26111
QUALIFICATION: BSB30120 Certificate III in Business							2023 HSC Exam:	26199
Training Package: BSB Business Services (Version 8)							LMBR UI Code:	BSB30120126111B
TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements	
	6 PRELIMINARY UOCs							240 Indicative Hours over 2 years
Term 1	BSBTEC201	Use business software applications	E	M	15	Cluster 1: Let's get tech savvy	35 hrs	
	BSBTEC202	Use digital technologies to communicate in the work environment	E	E	10	Direct observation, produce based method, questioning		
Terms 1- 2	BSBWHS311	Assist with maintaining workplace safety	C	M	20	Cluster 2: Organise business safety	Work placement	
	BSBINS302	Organise workplace information	E	E	20	Direct observation, produce based method, questioning		
Terms 2- 3	BSBXCM301	Engage in workplace communication	C	M	15	Cluster 3: Working in industry	40 % Preliminary Exam	
	BSBOPS201	Work effectively in business environments	E	E	25	Direct observation, produce based method, questioning		

		7 HSC UOCs					
Term 4	BSBPEF201	Support personal wellbeing in the workplace	C	M	10	Cluster 4: Wellbeing Direct observation, produce based method, questioning	35 hrs Work placement 60 % Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Terms 4-5	BSBPEF301	Organise personal work priorities	E	M	20	Cluster 5: Mastering document design Direct observation, produce based method, questioning	
	BSBTEC301	Design and produce business documents	E	E	25		
Terms 5-6	BSBSUS211	Participate in sustainable work practices	C	M	15	Cluster 6: Sharing is caring Direct observation, produce based method, questioning	
	BSBTWK301	Use inclusive work practices	C	M	15		
	BSBTEC303	Create electronic presentations	E	E	15		
Term 7	BSBCRT311	Apply critical thinking skills in a team environment	C	M	20	Cluster 7: Thinking critically Direct observation, produce based method, questioning	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 225			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

Year 12 Business Studies - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS					SYLLABUS OUTCOMES									
TASK	Due Date	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms	Total Weighting	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10
Task 1: <i>Operations</i> Business Report	Term 4 Week 10	10%		10%	5%	25%		X				X	X			
Task 2: <i>Marketing</i> Extended Response	Term 1 Week 8	10%	5%		5%	20%			X		X			X		
Task 3: <i>Finance</i> Financial Portfolio	Term 2 Week 9	5%	5%	10%	5%	25%								X	X	X
Task 4: <i>All Topics</i> Trial HSC Examination	Term 3 Week 2 & 3	15%	10%		5%	30%	X			X	X					X
		40%	20%	20%	20%	100%										

Business Studies
Course Number: 15040

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

Year 12 Chemistry - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES										
TASK	Due Date	Knowledge and understanding of course content	Skills in working scientifically	Total Weighting	CH11/12-1	CH11/12-2	CH11/12-3	CH11/12-4	CH11/12-5	CH11/12-6	CH11/12-7	CH12-12	CH12-13	CH12-14	CH12-15
Task 1: <i>Processing and Analysing Secondary Data: Organic Chemistry</i>	Term 4 Week 8		15%	15%				X	X						
Task 2: <i>Problem Solving: Equilibrium</i>	Term 1 Week 10	10%	10%	20%						X		X			
Task 3: <i>Depth Study: Acids and Bases in the home</i>	Term 2 Week 10	5%	30%	35%	X	X	X	X	X	X	X		X		
Task4: Trial HSC Examination	Term 3 Week 2 & 3	25%	5%	30%				X	X			X	X	X	X
		40%	60%	100%											

Chemistry

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

Year 12 Community and Family Studies - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES												
TASK	Due Date	Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating	Total Weighting	H1.1	H2.1	H2.2	H2.3	H3.1	H3.2	H3.3	H3.4	H4.1	H4.2	H5.1	H5.2	H6.1
Task 1: IRP	Term 4 Week 9	10%	10%	20%										X	X		
Task 2: Investigation of Specific Groups	Term 1 Week 5	10%	15%	25%				X	X		X					X	X
Task 3: Case Study Parenting and Caring	Term 2 Week 6	10%	15%	25%	X	X	X	X		X		X			X	X	X
Task 4: Trial HSC Examination	Term 3 Week 2 & 3	10%	20%	30%	X	X	X	X	X	X	X	X	X	X	X	X	X
		40%	60%	100%													

Community and Family Services (CAFS)

Syllabus Outcomes	A student...
H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1	analyses different approaches to parenting and caring relationships
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	Analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2	Evaluates networks available to individuals, groups and families within communities.
H3.3	Critically analyses the role of policy and community structures in supporting diversity
H3.4	Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities.
H4.1	Justifies and applies appropriate research methodologies
H4.2	Communicates ideas, debates issues and justifies opinions
H5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	Develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	Analyses how the empowerment of women and men influences the way they function within society

Year 12 Construction - Assessment Schedule

PUBLIC SCHOOLS NSW ULTIMO RTO 90072 Preliminary Year 2023 – HSC 2024 QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) and Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Training Package: CPC08 - Construction, Plumbing and Services (Release 9.9)							NESA course code 2 U X 2 YR - 26211 2022 HSC Exam: 26299 LMBR UI Code: CPC20220126211B or CPC20120126211B
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	40% Preliminary Exam
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	35 hrs. Work placement
Term 3	CPPCCOM2001 CPCCPOM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	

	11 HSC UOCs						
Terms 4/5 Option 3	CPC CJN2001 CPC CJN3004	Assemble components Manufacture and assemble joinery components	CP C-E	E E	40	Cluster 5 – Joinery	35 hrs. Work placement
Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	60% Trial HSC Exam
Terms 5/6/7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>				Total hours	235-240 245	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

Year 12 Design and Technology - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES													
TASK	Due Date	Knowledge and understanding of course content	Knowledge and skills in designing, managing, producing and evaluating a major design project	Total Weighting	H1.1	H1.2	H2.1	H2.2	H3.1	H3.2	H4.1	H4.2	H4.3	H5.1	H5.2	H6.1	H6.2	
Task 1: Innovation Case Study	Term 4 Week 6	20%		20%	X		X	X	X									
Task 2: Project Proposal - Presentation	Term 1 Week 2		20%	20%	X						X			X	X			
Task 3: Design Realisation	Term 1 Week 7		30%	30%		X				X		X	X			X		
Task 4: Trial HSC Examination	Term 3 Weeks 2 & 3	20%	10%	30%	X		X	X	X							X		X
		40%	60%	100%														

Design and Technology

Syllabus Outcomes	A student...
H1.1	Critically analyses the factors affecting design and the development and success of design projects
H1.2	Relates the practices and processes of designers and producers to the major design project
H2.1	Explains the influence of trends in society on design and production
H2.2	Evaluates the impact of design and innovation on society and the environment
H3.1	Analyses the factors that influence innovation and the success of innovation
H3.2	Uses creative and innovative approaches in designing and producing
H4.1	Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
H4.2	Selects and uses resources responsibly and safely to realise a quality major design project
H4.3	evaluates the processes undertaken and the impacts of the major design project
H5.1	Manages the development of a quality major design project
H5.2	Selects and uses appropriate research methods and communication techniques
H6.1	Justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
H6.2	Critically assesses the emergence and impact of new technologies, and the factors affecting their development

Year 12 Earth and Environmental Science - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES										
TASK	Due Date	Skills in working scientifically	Knowledge and understanding of course content	Total Weighting	EES12-1	EES12-2	EES12-3	EES12-4	EES12-5	EES12-6	EES12-7	EES12-12	EES12-13	EES12-14	EES12-15
Task 1: Research Task	Term 4 Week 9	10%	10%	20%				X	X	X	X	X			
Task 2: <i>Depth Study</i> Model Construction and Design Brief	Term 1 Week 9	20%	10%	30%	X			X	X	X	X		X		
Task 3: Practical Investigation Task	Term 2 Week 8	15%	5%	20%	X	X	X		X		X			X	
Task 4: Trial HSC Examination	Term 3 Week 2 & 3	15%	15%	30%				X	X	X	X	X	X	X	X
		60%	40%	100%											

Earth and Environmental Science

Syllabus Outcomes	A student...
EES12-1	develops and evaluates questions and hypotheses for scientific investigation
EES12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES12-5	analyses and evaluates primary and secondary data and information
EES12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES12-12	describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13	describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES12-14	analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES12-15	describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

Year 12 Engineering Studies - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES													
TASK	Due Date	Knowledge and understanding of course content	Knowledge and skills in research, problem-solving and communication related to engineering practice	Total Weighting	H1.1	H1.2	H2.1	H2.2	H3.1	H3.2	H3.3	H4.1	H4.2	H4.3	H5.1	H5.2	H6.1	H6.2
Task 1: Practical Bridge Construction	Term 4 Week 8	5%	10%	15%											X	X	X	X
Task 2: Engineering Report – Civil Structures	Term 4 Week 10	5%	20%	25%		X			X	X								X
Task 3: Engineering Report - Aeronautical	Term 3 Week 8	10%	20%	30%	X	X		X		X		X		X				
Task 4: Trial HSC Examination	Term 3 Weeks 2 & 3	20%	10%	30%	X	X	X	X	X		X	X	X	X				
		40%	60%	100%														

Engineering Studies

Syllabus Outcomes	A student...
H1.1	describes the scope of engineering and critically analyses current innovations
H1.2	differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
H2.1	determines suitable properties, uses and applications of materials, components, and processes in engineering
H2.2	analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
H3.1	demonstrates proficiency in the use of mathematical, scientific, and graphical methods to analyse and solve problems of engineering practice
H3.2	uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
H3.3	develops and uses specialised techniques in the application of graphics as a communication tool
H4.1	investigates the extent of technological change in engineering
H4.2	applies knowledge of history and technological change to engineering based problems
H4.3	applies understanding of social, environmental, and cultural implications of technological change in engineering to the analysis of specific engineering problems
H5.1	works individually and in teams to solve specific engineering problems and prepare engineering reports
H5.2	selects and uses appropriate management and planning skills related to engineering
H6.1	demonstrates skills in research and problem-solving related to engineering
H6.2	demonstrates skills in analysis, synthesis and experimentation related to engineering

Year 12 English Advanced - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES								
TASK	Due Date	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	Total Weighting	EA12-1	EA12-2	EA12-3	EA12-4	EA12-5	EA12-6	EA12-7	EA12-8	EA12-9
Task 1: Common Module: Texts & Human Experiences <i>Multimodal Task</i>	Term 4 Week 8	10%	10%	20%	X	X					X	X	
Task 2: Module A (15%) Module C (10%) <i>Analytical Speech</i>	Term 1 Week 9	12.5%	12.5%	25%			X	X	X		X		
Task 3: Module B (15%) Module C Writing (10%) <i>Analytical and Creative Task</i>	Term 2 Week 8	12.5%	12.5%	25%		X		X	X		X		
Task 4: All modules Trial HSC Examination	Term 3 Weeks 2&3	15%	15%	30%	X			X		X			X
		50%	50%	100%									

English Advanced

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

Year 12 English Standard - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES								
TASK	Due Date	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	Total Weighting	EN12-1	EN12-2	EN12-3	EN12-4	EN12-5	EN12-6	EN12-7	EN12-8	EN12-9
Task 1: Texts and Human Experiences <i>Multimodal Task</i>	Term 4 Week 8	10%	10%	20%	X	X	X				X		
Task 2: Module A (15%) Module C (10 %) <i>Analytic and discursive writing</i>	Term 1 Week 9	12.5%	12.5%	25%		X				X	X	X	
Task 3: Module B (15%) Module C (10%) <i>Persuasive response</i>	Term 2 Week 8	12.5%	12.5%	25%		X	X	X	X				
Task 4: All modules Module C (5%) <i>Trial Examination</i>	Term 3 Week 2 & 3	15%	15%	30%				X	X		X		X
		50%	50%	100%									

English Standard

Syllabus Outcomes	A student...
EN12-1	independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN12-3	analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
EN12-4	adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN12-5	thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
EN12-6	investigates and explains the relationships between texts
EN12-7	explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-8	explains and assesses cultural assumptions in texts and their effects on meaning
EN12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Year 12 English Studies - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES									
TASK	Due Date	Knowledge and understanding of course content	Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	Total Weighting	ES12-1	ES12-2	ES12-3	ES12-4	ES12-5	ES12-6	ES12-7	ES12-8	ES12-9	ES12-10
Task 1: Common Module - Texts and Human Experiences <i>Analytical Task</i>	Term 4 Week 9	10%	10%	20%	X	X			X					X
Task 2: Module C – On the Road <i>Multimodal Task</i>	Term 1 Week 7	10%	10%	20%			X			X			X	
Task 3: All Modules <i>Portfolio Task</i>	Term 2 Week 8	20%	20%	40%			X	X			X			X
Task 4: All modules <i>Trial HSC Examination</i>	Term 3 Weeks 2 & 3	10%	10%	20%	X				X		X		X	
		50%	50%	100%										

English Studies

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

Year 12 Food Technology - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS				SYLLABUS OUTCOMES									
TASK	Due Date	Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts	Total Weighting	H1.1	H1.2	H1.3	H1.4	H2.1	H3.1	H3.2	H4.1	H4.2	H5.1
Task 1: Research/ Writing Task The Australian Food Industry (AFI)	Term 4 Week 9	10%	10%		20%		X		X		X				
Task 2: Research/ Design Task Food Manufacture	Term 1 Week 9	5%	5%	10%	20%	X								X	
Task 3: Food Product Development	Term 2 Week 9	5%	5%	20%	30%			X					X		
Task 4: Trial HSC Examination	Term 3 Weeks 2 & 3	20%	10%		30%	X	X	X	X	X				X	X
		40%	30%	30%	100%										

Food Technology

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

Year 12 Hospitality; Food and Beverage - Assessment Schedule



Hospitality
 Qualification: SIT20322 Certificate II in Hospitality
 Cohort 2023 - 2024
 Training Package SIT Tourism, Travel and Hospitality (version2.1)

Ultimo RTO - Department of Education - 90072

School Name:

Assessment Schedule Year 11 - 2023

Assessment Tasks for		Task 1	Preliminary Yearly Exam** (Optional)
SIT20322 Certificate II in Hospitality		Week	Week
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Term 2	Term
		Date	Date
Code	Unit of Competency		
SITXFSA005	Use hygienic practices for food safety	x	
SITXWHS005	Participate in safe work practices	x	
SITXFSA006	Participate in safe food handling practices	x	
SITHCCC025	Prepare and present sandwiches	x	
SITXCOM007	Show social and cultural sensitivity	x	
SITXCCS011	Interact with customers	x	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20322 Certificate II in Hospitality.**

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

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

School Name:

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 2	Task 3	Task 4	½ yearly Exam**	Trial Exam**
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week Term 4 Date:	Week Term 5 Date:	Week Term 7 Date:	Week Term Date:	Week Term Date:
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	x				
SITHFAB024	Prepare and serve non-alcoholic beverages		x			
SITHFAB025	Prepare and serve espresso coffee		x			
SITHFAB027	Serve food and beverages		x			
BSBTWK201	Work effectively with others			x		
SITHIND007	Use hospitality skills effectively			x		

Depending on the achievement of units of competency, the possible qualification outcome is **SIT20322 Certificate II in Hospitality**
The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

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

Year 12 Industrial Technology - Timber - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES																
TASK	Due Date	Knowledge and understanding of course content	Knowledge and skills in the design, management, communication and production of a major project	Total Weighting	H1.1	H1.2	H1.3	H2.1	H3.1	H3.2	H3.3	H4.1	H4.2	H4.3	H5.1	H5.2	H6.1	H6.2	H7.1	H7.2	
Task 1: Major Project design and Management Presentation	Term 4 Week 7		15%	15%		X			X					X			X				
Task 2: Industry Study	Term 1 Week 9	20%	5%	25%	X			X					X		X	X	X	X	X	X	
Task 3: Major Project Evaluation Report	Term 2 Week 9		30%	30%				X		X		X		X	X	X		X			
Task 4: Trial HSC Examination	Term 3 Weeks 2 & 3	20%	10%	30%	X	X	X		X	X				X	X	X		X	X	X	
		40%	60%	100%																	

Industrial Technology - Timber

Syllabus Outcomes	A student...
H1.1	Investigates industry through the study of businesses in one focus area
H1.2	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H1.3	Identifies important historical developments in the focus area industry
H2.1	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
H3.1	Demonstrates skills in sketching, producing and interpreting drawings
H3.2	Selects and applies appropriate research and problem-solving skills
H3.3	Applies and justifies design principles through the production of a Major Project
H4.1	Demonstrates competency in a range of practical skills appropriate to the Major Project
H4.2	Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.3	Critically applies knowledge and skills related to properties and characteristics of materials/components
H5.1	Selects and uses communication and information processing skills
H5.2	Examines and applies appropriate documentation techniques to project management
H6.1	Evaluates the characteristics of quality manufactured products
H6.2	Applies the principles of quality and quality control
H7.1	Explains the impact of the focus area industry on the social and physical environment
H7.2	Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Year 12 Information Processes and Technology - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES													
TASK	Due Date	Knowledge and understanding of course content	Knowledge and skills in design and development of information systems	Total Weighting	H1.1	H1.2	H2.1	H2.2	H3.1	H3.2	H4.1	H5.1	H5.2	H6.1	H6.2	H7.1	H7.2	
Task 1: Multimedia and TPS Case Study	Term 4 Week 8	10%	10%	20%	X	X	X											
Task 2: Database Folio	Term 1 Week 8	20%	10%	30%				X	X		X	X						
Task 3: Communications Report	Term 2 Week 8	10%	10%	20%						X			X	X				
Task 4: Trial HSC Examination	Term 3 Week 2 & 3	20%	10%	30%		X	X					X			X	X	X	
		60%	40%	100%														

Information Processes and Technology

Syllabus Outcomes	A student...
H1.1	applies an understanding of the nature and function of information technologies to a specific practical situation
H1.2	explains and justifies the way in which information systems relate to information processes in a specific context
H2.1	analyses and describes a system in terms of the information processes involved
H2.2	develops solutions for an identified need which address all of the information processes
H3.1	evaluates the effect of information systems on the individual, society and the environment
H3.2	demonstrates ethical practice in the use of information systems, technologies and processes
H4.1	proposes ways in which information systems will meet emerging needs
H5.1	justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
H5.2	assesses the ethical implications of selecting and using specific resources and tools
H6.1	analyses situations, identifies a need and develops solution
H6.2	selects and applies a methodical approach to planning, designing or implementing a solution
H7.1	implements effective management techniques
H7.2	uses methods to thoroughly document the development of individual and/or groups projects

Year 12 Investigating Science - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES										
TASK	Due Date	Working Scientifically	Knowledge and understanding	Total Weighting	INS11/12-1	INS11/12-2	INS11/12-3	INS11/12-4	INS11/12-5	INS11/12-6	INS11/12-7	INS12-12	INS12-13	INS12-14	INS11-15
Task 1: <i>Practical Investigation</i> Testing Pressure and Volume	Term 4 Week 7	15%	5%	20%				X	X	X	X		X		
Task 2: <i>Scientific Report</i> Reporting Scientific Findings	Term 1 Week 9	10%	10%	20%	X		X	X			X	X			
Task 3: <i>Depth Study</i> Testing Claims and Misconceptions	Term 2 Week 10	20%	10%	30%	X	X	X			X	X			X	
Task 4: Trial HSC Examination All topics	Term 3 Weeks 2 & 3	15%	15%	30%		X			X	X	X	X	X	X	X
		60%	40%	100%											

Investigating Science

Syllabus Outcomes	A student...
INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS12-12	develops and evaluates the process of undertaking scientific investigations
INS12-13	describes and explains how science drives the development of technologies
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15	evaluates the implications of ethical, social, economic and political influences on science

Year 12 Legal Studies - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS					SYLLABUS OUTCOMES									
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	ANALYSIS AND EVALUATION	INQUIRY AND RESEARCH	COMMUNICATION OF LEGAL INFORMATION, IDEAS AND ISSUES IN APPROPRIATE FORMS	Total Weighting	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10
Task 1: <i>Core: Crime</i> Crime Report	Term 4 Week 10	5%	5%	5%	5%	20%				X			X	X		
Task 2: <i>Core: Human Rights</i> Research and In-class response	Term 1 Week 8	10%	5%	5%	5%	25%		X	X			X				
Task 3: <i>All Topics</i> Media File	Term 2 Week 7	10%		10%	5%	25%					X			X	X	
Task 4: <i>All Topics</i> Trial HSC Examination	Term 3 Week 2 & 3	15%	10%		5%	30%	X			X			X			X
		40%	20%	20%	20%	100%										

Legal Studies
Course Number: 15220

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

Year 12 Mathematics Advanced - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES			SYLLABUS OUTCOMES									
TASK	Due Date	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	Total Weighting	MA12-1	MA12-2	MA12-3	MA12-4	MA12-5	MA12-6	MA12-7	MA12-8	MA12-9	MA12-10
Task 1: Statistical Analysis Investigation task	Term 4 Week 6	10%	10%	20%								X	X	X
Task 2: Calculus I In-class task	Term 1 Week 5	12.5%	12.5%	25%	X		X		X	X			X	X
Task 3: Calculus II In-class task	Term 2 Week 6	12.5%	12.5%	25%			X			X	X		X	X
Task 4: Trial HSC Examination	Term 3 Weeks 2 & 3	15%	15%	30%	X	X	X	X	X	X	X	X	X	X
		50%	50%	100%										

Mathematics Advanced

Syllabus Outcomes	A student...
MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA12-2	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA12-3	applies calculus techniques to model and solve problems
MA12-4	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA12-5	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA12-6	applies appropriate differentiation methods to solve problems
MA11-7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-8	solves problems using appropriate statistical processes
MA12-9	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA12-10	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Year 12 Mathematics Extension 1 - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES			SYLLABUS OUTCOMES						
TASK	Due Date	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	Total Weighting	ME12-1	ME12-2	ME12-3	ME12-4	ME12-5	ME12-6	ME12-7
Task 1: Proof & Vectors Investigation task	Term 4 Week 6	10%	10%	20%	X					X	X
Task 2: Statistics & Trigonometric Functions In-class task	Term 1 Week 5	12.5%	12.5%	25%			X		X		
Task 3: Calculus In-class task	Term 2 Week 6	12.5%	12.5%	25%		X		X			
Task 4: Trial HSC Examination	Term 3 Weeks 2 & 3	15%	15%	30%	X	X	X	X	X	X	X
		50%	50%	100%							

Mathematics Extension 1

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

Year 12 Mathematics Standard 1 - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES									
TASK	Due Date	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	Total Weighting	MS1-12-1	MS1-12-2	MS1-12-3	MS1-12-4	MS1-12-5	MS1-12-6	MS1-12-7	MS1-12-8	MS1-12-9	MS1-12-10
Task 1: Financial Mathematics Investigation task	Term 4 Week 6	10%	10%	20%					X				X	X
Task 2: Measurement I & Algebra In-class task	Term 1 Week 5	12.5%	12.5%	25%	X		X			X			X	X
Task 3: Measurement II & Networks In-class task	Term 2 Week 6	12.5%	12.5%	25%			X	X				X	X	X
Task 4: Trial HSC Examination	Term 3 Weeks 2 & 3	15%	15%	30%	X	X	X	X	X	X	X	X	X	X
		50%	50%	100%										

Mathematics Standard 1

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

Year 12 Mathematics Standard 2 - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES									
TASK	Due Date	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	Total Weighting	MS2-12-1	MS2-12-2	MS2-12-3	MS2-12-4	MS2-12-5	MS2-12-6	MS2-12-7	MS2-12-8	MS2-12-9	MS2-12-10
Task 1: Financial Mathematics Investigation task	Term 4 Week 6	10%	10%	20%					X				X	X
Task 2: Measurement & Statistical Analysis In-class task	Term 1 Week 5	12.5%	12.5%	25%		X	X	X			X		X	X
Task 3: Financial Mathematics, Algebra & Statistics In-class task	Term 2 Week 6	12.5%	12.5%	25%	X	X			X		X		X	X
Task 4: Trial HSC Examination	Term 3 Weeks 2 & 3	15%	15%	30%	X	X	X	X	X	X	X	X	X	X
		50%	50%	100%										

Standard 2 Mathematics

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

Year 12 Modern History - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS					SYLLABUS OUTCOMES								
TASK	Due Date	Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources & interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms	Total Weighting	MH12-1	MH12-2	MH12-3	MH12-4	MH12-5	MH12-6	MH12-7	MH12-8	MH12-9
Task 1: <i>Core Study</i> Source-based task	Term 4 Week 7	5%	10%		5%	20%						X	X		X
Task 2: <i>National Study</i> Historical Analysis	Term 1 Week 7	5%		15%	5%	25%			X					X	X
Task 3: <i>Peace and Conflict</i> In-class response	Term 2 Week 8	10%	5%	5%	5%	25%	X		X						X
Task 4: <i>All topics</i> Trial HSC Examination	Term 3 Weeks 2 & 3	20%	5%		5%	30%					X	X			X
		40%	20%	20%	20%	100%									

Modern History
Course Number: 15270

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

Year 12 Music 1 - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS						SYLLABUS OUTCOMES										
TASK	Due Date	Performance	Composition	Musicology	Aural	Electives	Total Weighting	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H11
Task 1: <i>Music for Small Ensembles</i>	Term 4 Week 9	10%					10%	X								X		
Task 2: <i>An instrument and its repertoire</i>	Term 1 Week 9		10%			15%	25%		X	X				X			X	
Task 3: <i>Music for TV, radio, film and multimedia</i>	Term 2 Week 9			10%	15%		25%					X	X		X			
Task 4: Trial HSC Examination	Term 3 Weeks 2 & 3				10%	30%	40%				X	X	X					X
		10%	10%	10%	25%	45%	100%											

Music 1

Syllabus Outcomes	A student...
H.1	Performs music that is characteristic of the topics studied, both as a soloist and as a member of an ensemble
H.2	Reads, interprets, discusses and analyses simple musical scores characteristic of topics studied
H.3	Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H.4	Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H.5	Critically evaluates and discusses performances and compositions
H.6	Critically evaluates and discusses the concepts of music in works representative of the topics studied and through wide listening
H.7	Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H.8	Identifies, recognises, experiments with and discusses the use and effects of technology in music
H.9	Performs as a means of self-expression and communication
H.10	Demonstrates a willingness to participate in performance, composition, musicology, and aural activities
H.11	Demonstrates a willingness to accept and use constructive criticism

Year 12 Personal Development, Health & Physical Education - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES																
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	SKILLS IN CRITICAL THINKING, RESEARCH, ANALYSIS AND COMMUNICATING	Total Weighting	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H11	H12	H13	H14	H15	H16	H17
Task 1: Written Task	Term 4 Week 9	10%	15%	25%	X	X	X	X	X									X	X		
Task 2: Research Task	Term 1 Week 5	10%	15%	25%								X			X						
Task 3: Pre-prepared in-class written response	Term 2 Week 8	10%	10%	20%												X					X
Task 4: Trial HSC Examination	Term 3 Weeks 2 & 3	10%	20%	30%	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		40%	60%	100%																	

Personal Development, Health & Physical Education

Syllabus Outcomes	A student...
H1	describes the nature and justifies the choice of Australia's health priorities
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	analyses the determinants of health and health inequities
H4	argues the case for health promotion based on the Ottawa Charter
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6	Demonstrates a range of personal health skills that enables them to promote and maintain health
Option 1	
H7	explains the relationship between physiology and movement potential
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	explains how movement skill is acquired and appraised
H10	designs and implements training plans to improve performance
H11	designs psychological strategies and nutritional plans in response to individual performance needs
H12	analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
Option 2	
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14	argues the benefits of health-promoting actions and choices that promote social justice
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Year 12 Physics - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES										
TASK	Due Date	Skills in working scientifically	Knowledge and understanding of course content	Total Weighting	PH11/12-1	PH11/12-2	PH11/12-3	PH11/12-4	PH11/12-5	PH11/12-6	PH11/12-7	PH11/12-12	PH11/12-13	PH11/12-14	PH11/12-15
Task 1: Problem Solving Task	Term 4 Week 9	10%	10%	20%				X	X	X		X			
Task 2: Depth Study – Model Construction and Report	Term 1 Week 11	20%	10%	30%	X	X			X		X		X		
Task 3: Practical Investigation Task	Term 2 Week 8	15%	5%	20%			X	X						X	
Task 4: Trial HSC Examination	Term 3 Weeks 2 & 3	15%	15%	30%					X	X	X	X	X	X	X
		60%	40%	100%											

Physics

Syllabus Outcomes	A student...
PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Year 12 Sport, Lifestyle and Recreation (Cat CEC) - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES																							
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING	SKILLS	Total Weighting	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	
Task 1: Outdoor Recreation Report	Term 4 Week 7	15%	10%	25%	X		X						X								X							
Task 2: Resistance Training Program	Term 1 Weeks 4 - 7	10%	15%	25%							X	X	X				X	X										
Task 3: First Aid Examination	Term 2 Week 7	15%	10%	25%			X														X						X	
Task 4: Games and Sports Applications Problem Solving Task	Term 3 Week 1	10%	15%	25%	X						X					X												
		50%	50%	100%																								

Sport, Lifestyle and Recreation (SLR)

Syllabus Outcomes	A student...
1.1	applies the rules and conventions that relate to participation in a range of physical activities
1.2	explains the relationship between physical activity, fitness and healthy lifestyle
1.3	demonstrates ways to enhance safety in physical activity
1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	describes administrative procedures that support successful performance outcomes
2.1	explains the principles of skill development and training
2.2	analyses the fitness requirements of specific activities
2.3	selects and participates in physical activities that meet individual needs, interests and abilities
2.4	describes how societal influences impact on the nature of sport in Australia
2.5	describes the relationship between anatomy, physiology and performance
3.1	selects appropriate strategies and tactics for success in a range of movement contexts
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity
3.4	composes, performs and appraises movement
3.5	analyses personal health practices
3.6	assesses and responds appropriately to emergency care situations

3.7	analyses the impact of professionalism in sport
4.1	plans strategies to achieve performance goal
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	makes strategic plans to overcome the barriers to personal and community health
4.4	demonstrates competence and confidence in movement contexts
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Year 12 Textiles and Design - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES													
TASK	Due Date	Knowledge and understanding of course content	Skills and knowledge in the design, manufacture and management of a major textiles project	Total Weighting	H1.1	H1.2	H1.3	H2.1	H2.2	H2.3	H3.1	H3.2	H4.1	H4.2	H5.1	H5.2	H6.1	
Task 1: Project Proposal Presentation	Term 4 Week 6		20%	20%	X	X		X		X								
Task 2: Design extended response	Term 1 Week 6	25%		25%			X											X
Task 3: Properties and Performance analysis	Term 2 Week 3	10%	20%	30%					X		X		X	X				
Task 4: Trial HSC Examination	Term 3 Weeks 2 & 3	15%	10%	25%			X				X	X	X	X	X	X	X	X
		50%	50%	100%														

Textiles and Design

Syllabus Outcomes	A student...
H1.1	critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
H1.2	designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
H1.3	identifies the principles of colouration for specific end-uses
H2.1	communicates design concepts and manufacturing specifications to both technical and non-technical audiences
H2.2	demonstrates proficiency in the manufacture of a textile item/s
H2.3	effectively manages the design and manufacture of a Major Textiles Project to completion
H3.1	explains the interrelationship between fabric, yarn and fibre properties
H3.2	develops knowledge and awareness of emerging textile technologies
H4.1	justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
H4.2	selects and justifies manufacturing techniques, materials and equipment for a specific end-use
H5.1	investigates and describes aspects of marketing in the textile industry
H5.2	analyses and discusses the impact of current issues on the Australian textiles industry
H6.1	analyses the influence of historical, cultural and contemporary developments on textiles

Year 12 Visual Arts - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES									
TASK	Due Date	Artmaking	Art criticism and art history	Total Weighting	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10
Task 1: <i>Extended written response</i>	Term 4 Week 8		20%	20%							X	X	X	
Task 2: <i>Body of Work: progress</i>	Term 1 Week 7	20%		20%	X			X						
Task 3: Presentation of Body of Work and VAPD progress	Term 2 Week 7	30%		30%	X	X	X	X	X	X				
Task 4: <i>Trial HSC examination</i>	Term 3 Weeks 2 & 3		30%	30%							X	X	X	X
		50%	50%	100%										

Visual Arts

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

Year 12 Work Studies (Cat CEC) - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES								
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING	SKILLS	Total Weighting	1	2	3	4	5	6	7	8	9
Task 1: <i>Module 4:</i> Manual	Term 4 Week 8	5%	15%	20%		X				X	X		
Task 2: <i>Module 5:</i> Research Task	Term 1 Week 8	5%	20%	25%		X		X	X				
Task 3: <i>Module 6:</i> Personal Budget	Term 2 Week 3	5%	20%	25%							X	X	X
Task 4: <i>All topics:</i> Trial HSC Examination	Term 3 Weeks 2 & 3	15%	15%	30%	X		X				X		
		30%	70%	100%									

Work Studies
Course Number: 35203

Syllabus Outcomes	A student...
1	investigates a range of work environments
2	examines different types of work and skills for employment
3	analyses employment options and strategies for career management
4	assesses pathways for further education, training, and life planning
5	communicates and uses technology effectively
6	applies self-management and teamwork skills
7	utilises strategies to plan, organise and solve problems
8	assesses influences on peoples working life
9	evaluates personal and social influences on individuals and groups

