



# Bowral High School

Exceptional Learning Opportunities for All

**2022-2023 HSC Course**

# **YEAR 12 ASSESSMENT POLICY AND GUIDELINES**

Respect

Responsibility

Fairness

## Contents

<p>What is assessment? ..... 4</p> <p>HSC and assessment ..... 4</p> <p>HSC eligibility requirements ..... 5</p> <p>Managing assessment tasks..... 5</p> <p>Non-completion warning letters and n-determination ..... 6</p> <p>A summary of student rights and responsibilities in HSC assessment..... 6</p> <p>VET courses..... 10</p> <p>Final Assessment Rank - appeals process..... 11</p> <p>HSC practical and major works..... 12</p> <p>Disability provisions..... 12</p> <p>Reading an Assessment Notification ..... 13</p> <p style="padding-left: 20px;">Ancient History ..... 14</p> <p style="padding-left: 20px;">Biology ..... 16</p> <p style="padding-left: 20px;">Business Studies ..... 18</p> <p style="padding-left: 20px;">Chemistry..... 20</p> <p style="padding-left: 20px;">Community and Family Studies ..... 22</p> <p style="padding-left: 20px;">English Advanced ..... 24</p> <p style="padding-left: 20px;">English Standard..... 26</p> <p style="padding-left: 20px;">English Studies ..... 28</p> <p style="padding-left: 20px;">English Extension 1 ..... 30</p> <p style="padding-left: 20px;">English Extension 2 ..... 32</p> <p style="padding-left: 20px;">Exploring Early Childhood ..... 34</p> <p style="padding-left: 20px;">History Extension ..... 36</p> <p style="padding-left: 20px;">Investigating Science ..... 38</p> <p style="padding-left: 20px;">Legal Studies ..... 40</p>	<p>Marine Studies..... 42</p> <p>Mathematics Advanced ..... 44</p> <p>Mathematics Standard 1 ..... 46</p> <p>Mathematics Standard 2..... 48</p> <p>Mathematics Extension 1 ..... 50</p> <p>Mathematics Extension 2 ..... 52</p> <p>Modern History ..... 54</p> <p>Music 1 ..... 56</p> <p>Numeracy CEC..... 58</p> <p>Personal Development, Health and Physical Education ..... 60</p> <p>Physics ..... 62</p> <p>Science Extension ..... 64</p> <p>Sport, Lifestyle and Recreation ..... 66</p> <p>Visual Arts..... 68</p> <p>VET - Business Services ..... 70</p> <p>VET - Construction ..... 71</p> <p>VET - Entertainment Industry ..... 72</p> <p>VET - Hospitality ..... 73</p> <p>Assessment Process Flowchart..... 74</p> <p>FORM A Request for Variation to Assessment Task ..... 75</p> <p>FORM B Illness / Misadventure Appeal Form ..... 76</p> <p>FORM C Stage 6 Assessment Task Appeal Form ..... 77</p> <p>FORM D Application for Recognition of Prior Learning (RPL) and/or Credit Transfer within Stage 5 or Stage 6 VET courses ..... 78</p> <p>Student record for current employment ..... 83</p> <p>My Assessment Tasks..... 86</p>
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## What is assessment?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes.

Assessment:

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

Each assessment task should:

- be based on syllabus outcomes
- explain what aspects of learning are being assessed
- enable students to demonstrate their learning
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills

- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process that monitors progress over time

Assessment is an essential component of the teaching and learning cycle. Teachers use evidence about students' knowledge, understanding and skills to inform their teaching. This **assessment for learning** occurs throughout the teaching and learning process and allows students to clarify their learning and understanding. Students assess and monitor their own learning to decide what they know and can do. This **assessment as learning** encourages students to take responsibility for their own learning. **Assessment of learning** assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Assessment of learning generally occurs at the end of a unit of work or at other key points and provides rank or grade information about student achievement. Assessment tasks measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assignments, practical activities, fieldwork and projects.

## HSC and assessment

The NSW Education Standards Authority (NESA) collects a final school-based assessment mark for each course. This mark is determined using the published weightings shown in the assessment schedule for each course. To ensure fairness between schools, NESA moderates the school assessment mark using information gathered from the performance of the school group in the HSC examination for each course. This moderation process does not change the rank order of individual students' assessment marks.

For courses completed at TAFE or other institutions, the outside institution provides student's assessment mark.

VET courses do not have an assessment mark. Schools provide an examination estimate to NESA. NESA uses this estimate if a student does not complete the HSC examination due to misadventure.

To maintain the integrity of the HSC, all candidates and their teachers must comply with NESA's Honesty in Assessment Standard. Students should read course syllabuses and related NESA policies, such as those on malpractice and completion of a course.

Students must be entirely honest when completing all assessment tasks, exams and

submitted works. They will be marked only on the quality and originality of the work produced. Students must always acknowledge the source of any material presented in an assessment task. This includes any material from other sources like books, journals, electronic resources and the internet. Formal acknowledgement of material that is learned in class is not necessary.

Behaving dishonestly to gain unfair advantage in assessments is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable, and the school treats these allegations very seriously. Detected malpractice will limit marks and jeopardise the award of the HSC. If a student is suspected of malpractice, they will need to show that all unacknowledged work is entirely their own. Proof could include diaries, journals, notes, working plans, sketches or progressive drafts that show how ideas developed. Alternately, students could demonstrate knowledge, understanding and skills by answering questions about the assessment task, exam or submitted work. Proven cases of malpractice during an assessment task will result in the student receiving zero marks for the task and a non-completion warning letter will be sent to parents indicating the manner in which the task will need to be redone. NESA requires all schools to maintain a register of all instances where a student was found to have engaged in malpractice in a school-based assessment task, showing the subject concerned, the nature of the offence and the penalty applied.

## HSC eligibility requirements

To be [eligible for the award of the Higher School Certificate](#), students must:

- have gained the Record of School Achievement or other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- complete [HSC: All My Own Work](#) (or its equivalent)
- have demonstrated a [minimum standard of literacy and numeracy](#)
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the required HSC exams

Students must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units Both patterns of study must include at least:
  - 6 units of Board Developed Courses
  - 2 units of a Board Developed Course in English
  - 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
  - 4 subjects

Make sure all courses are entered with NESA correctly. Including any courses being completed outside Bowral High School that are approved by the principal, like VET or distance education courses, and study with an outside tutor.

Students will be provided with a Confirmation of Entry showing personal details, all courses and eligibility for an HSC and an ATAR. Students must sign the declaration on the Confirmation of Entry and return it to school.

Students requiring an ATAR must make sure ATAR eligibility is recorded on the Confirmation of Entry.

Changes to postal address, email address or mobile phone number during HSC year require students to log into *Students Online* and update details. NESA needs current contact details to send important information, like:

- exam details
- the status of applications for disability provisions
- nomination letters for showcase events
- HSC results

Students who are eligible for an ATAR need to make sure details are updated with UAC as well.

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 NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

## Managing assessment tasks

Students can give themselves the best chance by:

- **knowing all due dates** – keep an up-to-date diary of all assessment tasks and other commitments
- using a wall calendar or small whiteboard at home to note due dates will allow family members to help remember deadlines
- **planning time** – start tasks early so that help can be obtained if it is needed
- **managing each task** – break tasks into smaller steps and set deadlines for completing each step

- **acknowledging sources** – record the sources of information as they are found so this does not become a major chore at the end of a task
- **saving, saving, saving** – failure of technology is not an acceptable excuse for submitting work late
- keeping all earlier drafts and copies of resources
- keeping copies of all work submitted for marking

## Non-completion warning letters and n-determination

NESA requires teachers to send warning letters to parents if students are in danger of not meeting the requirements for satisfactory completion of any of their Higher School Certificate courses. The warnings are issued to give students the opportunity to correct the problem. Students who have received two or more warnings for any course are at significant risk of being issued with an n-determination for that course.

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

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

If a student is n-determined in a course, the course will not be listed on their Record of Achievement and this may affect their eligibility for the Higher School Certificate.

In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

If a student receives a non-completion warning letter for any course, they must speak to their teacher about what they are required to do to resolve the warning. Once this work is submitted, the student should check Sentral to ensure the warning is showing as resolved.

## A summary of student rights and responsibilities in HSC assessment

Students have the following rights:

- to be informed of the assessment policies of Bowral High School and NESA
- to receive clear guidelines relating to the requirements of each assessment task
- to be told in advance of the due date for each assessment task
- to receive feedback that assists them to understand results for a task and to improve in the future
- to query the result for an individual task at the time it is returned
- to request a review of the calculation of the final assessment mark when it is believed the final assessment rank is incorrect

Students have the following responsibilities:

- to become familiar with and follow the assessment requirements set by the school and the rules in the Rules and Procedures for Higher School Certificate Candidates booklet
- to complete all set tasks on time or to apply for a variation to a task before the due date
- to not engage in behaviour which could be considered cheating or malpractice, including plagiarism
- to ensure that all assessment work is their own or to acknowledge the contribution of others
- to follow up any concerns with tasks at the time they are marked and returned

Area	Student Responsibility	School Responsibility
Assessment information	<ul style="list-style-type: none"> <li>• <b>Sign</b> for receipt of this Assessment Policy</li> <li>• <b>Read</b> and be familiar with the information in this Assessment Policy</li> <li>• <b>Sign</b> for receipt of each Assessment Task Notification</li> </ul>	<ul style="list-style-type: none"> <li>• Provide clear information about assessment</li> <li>• Explain the Assessment Policy to students</li> <li>• Provide AT LEAST 10 school days written notification for each task and publish all notifications to Assessment Website and Sentral Portal</li> <li>• The notification uses clear accessible language and will include the following information: <ul style="list-style-type: none"> <li>• the nature of the task (e.g. assignment, fieldwork, oral report, exam, portfolio)</li> <li>• the precise timing (e.g. due date, class time)</li> <li>• the outcomes assessed</li> <li>• the weighting of the task</li> <li>• specific details of the task requirements (e.g. write an essay, perform a dramatic piece, make a speech, research)</li> <li>• a marking rubric/guideline (e.g. how student achievement will be judged, the criteria that will be used to make judgements)</li> </ul> </li> <li>• Provide a formal signing process for students to record receipt of all assessment information</li> </ul>
Attendance during lessons	<ul style="list-style-type: none"> <li>• Students must follow the course developed or endorsed by NESA as described by the syllabus</li> <li>• <b>Attendance</b> at lessons allows the completion of the set tasks and experiences provided in the course by the school</li> <li>• When a student is away from school, their teacher should be contacted to ensure they not falling behind the work of the class</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and deliver lessons that allow students to achieve the outcomes of the course</li> <li>• Monitor student attendance and work completion</li> <li>• Notify students and parents when required work is not completed. This notification will be done using a Non-Completion Warning Letter</li> <li>• Send letters acknowledging the completion of outstanding work listed in a Non-Completion Warning Letter</li> </ul>
Attendance when notifications are issued	<ul style="list-style-type: none"> <li>• Use the school's Assessment Website or Sentral Portal to view notifications (<a href="https://sites.google.com/education.nsw.gov.au/bhs-assessments/home">sites.google.com/education.nsw.gov.au/bhs-assessments/home</a>) or Sentral portal</li> <li>• On return to school, collect and sign for the notification of the task</li> <li>• The 10-day notification is a class notification; student absence or student failure to take and sign for a task notification on the day of issue may result in the student having less than the ten-day notification of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Publish all task notifications to the school's Assessment Website and Sentral Portal on or before the day of issue</li> <li>• Keep a copy of the notification for any student who is absent</li> <li>• On the day of return provide the notification to the student and have them sign the receipt form</li> <li>• Provide the student with any clarifications that other students received</li> </ul>
Clarifying assessment details	<ul style="list-style-type: none"> <li>• Ask questions about assessments</li> <li>• Students should check understanding of assessment requirements with their teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Answer all questions in a way that does not provide unfair advantage to an individual student or group of students</li> </ul>

Area	Student Responsibility	School Responsibility
Reasonable adjustments	<ul style="list-style-type: none"> <li>• Students with special education needs will be supported to equitably access and participate in education</li> <li>• A negotiated Individual Learning Plan provides:               <ul style="list-style-type: none"> <li>• adjustments to the assessment process (e.g. additional time, rest breaks, additional scaffolding of the task)</li> <li>• adjustments to assessment activities (e.g. rephrasing questions, alternate ways of presenting work)</li> <li>• practical arrangements to allow access to the syllabus outcomes for each course</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop Individual Learning Plans for students who require reasonable adjustments to assessments</li> <li>• Develop specific adjustments to enable a student with special education needs to access syllabus outcomes and content on the same basis as their peers</li> <li>• Monitor adjustment to ensure the adjustment provides equitable opportunities for students with special education needs rather than confer an advantage</li> </ul>
Absence (known in advance) for when a task is to be completed in class	<ul style="list-style-type: none"> <li>• For a known absence when an in-class task is to be completed:               <ul style="list-style-type: none"> <li>• complete a <b>Variation to Task</b> form (a copy is at the back of this booklet and also available on the school's Assessment Website/Sentral Portal)</li> <li>• the form should be given to the class teacher as soon as possible so alternate arrangements can be negotiated</li> <li>• the form must be submitted BEFORE the date of the task</li> <li>• valid reasons for known absence include representing the school or attendance at TAFE, School Approved Leave (including absence on suspension)</li> </ul> </li> <li>• Any application for <b>Approved Leave</b> should include Assessment Tasks that will be affected and the alternate arrangements that have been made for the tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate alternate arrangements with students</li> <li>• Clearly describe the variation to the task, variations could include:               <ul style="list-style-type: none"> <li>• a new due date</li> <li>• submission of task by a family member</li> <li>• submission of task by email or via Google Classroom</li> </ul> </li> <li>• Variation to due dates will usually involve the student submitting work at an earlier date to other students</li> <li>• For formal examination periods, students may be provided with an alternate examination timetable – this will be managed by the Assessment Co-ordinator</li> </ul>
(Unforeseen) Absence when a task is due	<ul style="list-style-type: none"> <li>• Notify the school of the absence on the day</li> <li>• Organise documentation to explain the absence               <ul style="list-style-type: none"> <li>• medical certificate clearly explaining why the absence from school has occurred</li> <li>• letter from a parent explaining the exceptional circumstances that caused the absence (supported by substantive documentation such as a Statutory Declaration, Police Incident/Report Record etc.)</li> <li>• complete an <b>Illness/Misadventure Form</b> (a copy is at the back of this booklet and is also available on the school's Assessment Website and Sentral Portal)</li> </ul> </li> <li>• Organise for somebody to submit the task</li> <li>• Email the class teacher so they know the reason for the absence and what arrangements have been made</li> <li>• On return to school, immediately consult with the class teacher and faculty head teacher involved to negotiate a time to complete an in-class assessment task</li> </ul>	<ul style="list-style-type: none"> <li>• Note absences on assessment register for the task</li> <li>• On return to school of the student, negotiate an alternate time for them to complete an in-class assessment task</li> <li>• Notify students and parents if a student is absent when a task is due and no satisfactory/substantiated explanation is provided. This notification will be done using a Non-Completion Warning Letter</li> <li>• <b>Late tasks with no satisfactory explanation will receive zero marks</b>, written feedback will still be provided to the student indicating the level of success in the task they have achieved</li> <li>• For the HSC, students must attempt tasks with a total of more than 50% of the assessment mark - students who complete tasks to 50% or less of the assessment schedule will be N-determined in that course</li> </ul>

Area	Student Responsibility	School Responsibility
Feedback	<ul style="list-style-type: none"> <li>• Review marked assessments and written feedback with teachers</li> <li>• Use feedback from tasks to improve understanding of each course</li> <li>• Use feedback to develop strengths and to apply suggested strategies to improve</li> <li>• Use feedback to improve the processes used to complete assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Return tasks with written feedback to students within 10 school days of the due date</li> <li>• Provide a process for students to sign that the task has been returned and feedback has been provided</li> <li>• Feedback should provide information about               <ul style="list-style-type: none"> <li>• outcomes that were successfully achieved, making reference to the marking criteria that were provided with the task notification</li> <li>• outcomes that require further work on the part of the student, making reference to the marking criteria that were provided with the task notification</li> <li>• suggestions for improvements to the processes used by the student in completing the task</li> <li>• an opportunity for the student to reflect on their success at completing the task</li> </ul> </li> </ul>
Fairness	<ul style="list-style-type: none"> <li>• An <b>Assessment Task Appeal</b> form is used in cases where a student feels there has been unfair treatment (a copy is at the back of this booklet and is also available on the school's Assessment Website and Sentral Portal)</li> <li>• Appeals can be made for the following reasons               <ul style="list-style-type: none"> <li>• if the result received does not reflect the marking criteria</li> <li>• if there was an inequitable process used during the task that resulted in some students gaining an advantage</li> <li>• if the task did not conform to the school's assessment policy</li> </ul> </li> <li>• To appeal the result received, the appeal form must be submitted no later than two weeks after the return of the task</li> <li>• The appeal form must be submitted immediately following any concerns with the process of the task</li> <li>• The appeal must provide clear detail explaining any unfair treatment of individuals or groups</li> </ul>	<ul style="list-style-type: none"> <li>• Student appeals against the application of marking criteria or rubric might result in a task being remarked. This remark will be requested by the Assessment Coordinator and be conducted by a different teacher</li> <li>• Results from the remark and the original marking will be provided to the Assessment Coordinator by the Head Teacher</li> <li>• Teachers will actively supervise the completion of assessment tasks to ensure fairness</li> <li>• A response to appeals will be provided by the head teacher to the Assessment Coordinator</li> <li>• The Assessment Coordinator will consider all information and provide the student with a response within 10 school days</li> </ul>
Problems completing a course	<ul style="list-style-type: none"> <li>• If a problem does occur, discuss it with the class teacher at the earliest possible time</li> <li>• Reasons and excuses will not be considered after the event</li> </ul>	<ul style="list-style-type: none"> <li>• Support all students to complete courses by using school processes, including:               <ul style="list-style-type: none"> <li>• sending Non-Completion Warning Letters</li> <li>• referring students to the Learning Support Team</li> <li>• following Individual Learning Plans</li> </ul> </li> </ul>

## VET courses

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 and 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 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) that 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 or 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).

Include for Stage 6 (including early commencement of Stage 6):

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.

**Recognition of Prior Learning (RPL)** is the acknowledgement of skills and/or knowledge obtained through one or more of the following acceptable methods:

- Formal Training – which has been provided by another training company or educational institution.
- Work Experience – skills/knowledge have gained while actively working in the position.
- Life Experience

Industry Curriculum Framework Courses have units of competency, which are uniform and nationally recognised outcomes. Students who have previously learned a skill or outcome which is linked to a unit of competency may apply for RPL through the Vocational Education Coordinator at Bowral High School.

A student who is applying for RPL must be able to demonstrate that they have already gained the skill or learning outcome for one or more competencies and therefore will not have to redo the relevant module / competency.

Acceptable forms of evidence include:

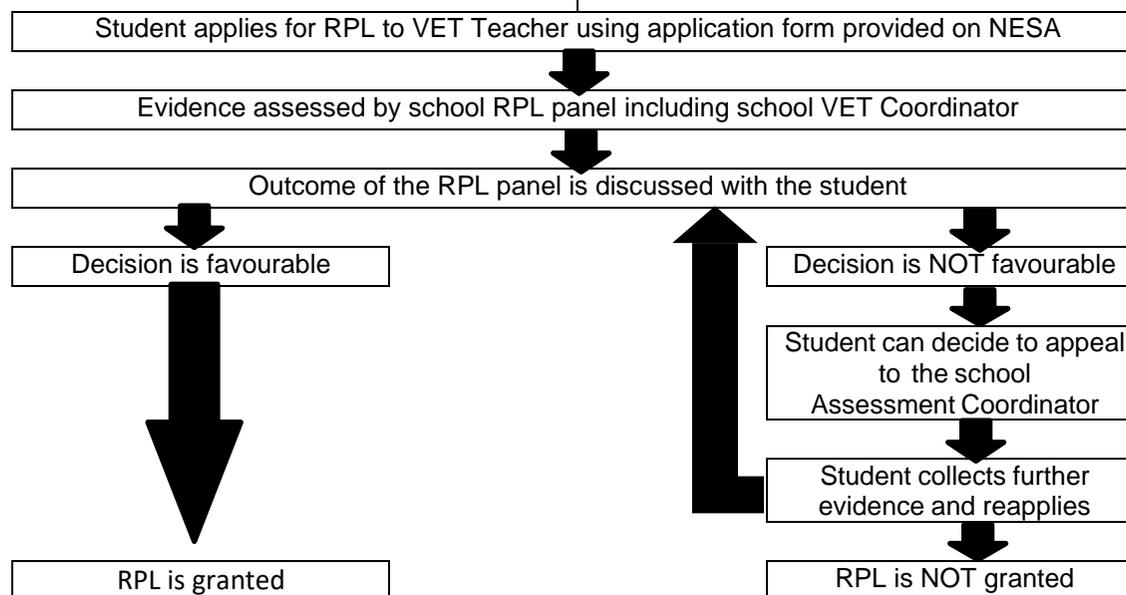
- relevant documentation from a recognised RTO e.g. competency records
- references from previous employers
- work samples

RPL may also be assisted by the administration of challenge tests which suit the task being considered. **NOT MORE THAN 70 HOURS OF A 240 HOUR COURSE CAN BE GRANTED RPL**

The RTO RPL process is detailed in the flow chart on the next page. An application for Recognition of Prior Learning form is included as form D in this booklet or can be obtained from the VET Coordinator.

Students who complete a 240-hour Industry Curriculum Framework course may also be eligible to enter for the **corresponding HSC examination**.

Students will not be entered automatically into the examination. The school must be advised, even if the course is being studied at a TAFE or with another provider, for a student to be entered for the examination.



### Final Assessment Rank - appeals process

- After the final HSC examination, school assessment rank for each course is available via Students Online. If a student believes the rank information for any course is incorrect, they should talk to the class teacher immediately. If the student continues to believe that the ranking is not correct, an application to the principal for a review should be made.
- There is no provision for a review of the marks received for individual assessment tasks. Reviews are limited to the assessment process. The only matters that the school will consider are whether or not:

- the weightings specified by the school in its assessment program conform with NESAs requirements as detailed in the relevant syllabus
- the procedures used by the school for determining the final assessment mark comply with its stated assessment program
- computational or other errors have been made in the determination of the assessment mark

- iii. Applications for a review must be made by the date specified by NESA. The school will advise students of the outcome of its review and will advise NESA of any changes to assessment marks.
- iv. Students dissatisfied with the outcome of the school review may advise the principal that an appeal should be sent to NESA. Appeals against the marks awarded for individual assessment tasks will not be considered. NESA will consider only whether:
  - a. the school review process was adequate for determining items (a), (b) and (c) above
  - b. the conduct of the review was proper in all respects
- v. NESA will not revise the assessment marks or rank. If the appeal is upheld, NESA will direct the school to carry out a further review. Further details about reviews and appeals are on the assessment appeal form, which can be obtained from the school. Appeals to NESA must be lodged by the date on the form.

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### HSC practical and major works

All submitted works (other than those submitted electronically) will be returned after marking. Some works will be retained until the following year. While every care will be taken with them, NESA accepts no responsibility for loss or damage to such works. It is the student's responsibility to arrange any insurance. Teachers will advise students about the packing of submitted works.

- i. Students intending to submit works in print or electronic format should keep copies.
- ii. The Languages oral examinations and the practical examinations for Music, Dance and Drama are held earlier than the written examinations and may be held at different locations. Advice about this will be sent to the school and will be available on *Students Online*.
- iii. The Languages oral examinations and the practical examinations are held during Term 3, and submitted works are to be completed during Term 3. Students are advised to check the NESA website to ensure they are aware of the correct dates.

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### Disability provisions

Students who have a disability that would, in a normal examination situation, prevent them from:

- reading the examination questions and/or
- communicating responses

may apply for disability provisions via NESA.

- i. Applications for known conditions can be submitted from mid-Term 4 in Year 11 and should be submitted as soon as possible. Students applying for disability provisions should see their year adviser
- ii. Emergency provisions can be arranged if a student has an accident just before the examination that impairs their ability to undertake the examination
- iii. Immediately notify the principal or year adviser in such a case
- iv. Applications should contain recent evidence of the disability and, in some cases, examples of work. Students and parents/carers may need to organise any testing required early in the year to ensure the application reaches NESA by the closing date. If applications do not contain sufficient evidence, NESA's decision may be delayed
- v. Disability provisions are not available as compensation for difficulties in undertaking a course and preparing for the examination, or for lack of familiarity with the English language

## Reading an Assessment Notification

Assessments will be notified using the following assessment proforma.

The proforma will show:

- Course name
- Task title, number, due date, date notification was issued, weighting of the task
- Information about what you will need to do for the task, including what you will submit, how you will submit your work, when it must be submitted
- Assessment criteria
- Outcomes being assessed
- Marking guidelines
- Information about the feedback you can expect

There will be additional course specific information for each task.

Task No: (Number as per assessment schedule)	Date Due: (Date, including, period if relevant)	Date Issued: (Date the task was notified)	Weighting: (Percentage weighting of task as per the assessment schedule)
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### The Task

This section contains a clear (but brief) description of **what** the students will need to do including:

- **when** they will complete the work required
- **how** the task will be submitted
- the **period** the task will be submitted

### Assessment Criteria

This section contains a clear description of what the student is being assessed on including

- **knowledge** and
- **skills**

### Outcomes Assessed

This section contains a list assessed outcomes as per the assessment schedule. These outcomes are drawn from the Syllabus

### Marking Guidelines

This section refers to the (attached) marking rubric/ or criteria for the task.

### Feedback

This section outlines the kinds of feedback that your teacher will provide as part of the task. Formal written feedback will always be provided when the task is marked and returned. Other kinds of feedback can include, verbal, group feedback, student self-reflection etc.

### Additional Information about the task

This section includes any other detail about the task that your teacher thinks relevant and will help you complete it.

Attach this sheet to the front of your assessment task before submitting it to your teacher.  
 Failure to submit a task or submitting a task late will result in a non-completion warning letter being issued.  
 Tasks that are submitted late will receive zero marks.  
 Please refer to your assessment handbook for details about school procedures for assessment.

## Ancient History

## Assessment schedule – Ancient History

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Historical Analysis Cities of Vesuvius: Pompeii and Herculaneum	Extended Response Ancient Societies	Historical Analysis Personalities in their Times	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 4-5	
	Outcomes assessed AH12-6 AH12-8 AH12-10	Outcomes assessed AH12-1 AH12-2 AH12-3 AH12-9	Outcomes assessed AH12-5 AH12-6 AH12-8 AH12-9	Outcomes assessed AH12-3 AH12-4 AH12-6 AH12-7 AH12-9	
Knowledge and understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	20
Historical inquiry and research	10		10		20
Communication of historical understanding in appropriate forms		10	5	5	20
Total %	25	20	25	30	100

### Scope and sequence – Ancient History

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 4</b>	Core Study: Cities of Vesuvius – Pompeii and Herculaneum										
	Historical concepts and skills										
									<b>Task 1: 25%</b>		
	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10										
<b>Term 1</b>	Ancient Societies: NEW KINGDOM EGYPT TO THE DEATH OF AMENHOTEP III										
	Historical concepts and skills										
								<b>Task 2: 20%</b>			
	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9										
<b>Term 2</b>	Personalities in their Times: Egypt – AKHENATEN										
	Historical concepts and skills										
								<b>Task 3: 25%</b>			
	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9										
<b>Term 3</b>	Historical Periods: NEW KINGDOM EGYPT – AMENHOTEP III TO THE DEATH OF RAMESSES II										
	Historical concepts and skills										
	<b>Task 4: 30%</b>										
	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9										

## Biology

## Assessment schedule – Biology

Assessment Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Scientific Model	Depth Study	Scientific Skills Task	Trial HSC Exam	
	Term 1, Week 3	Term 2, Week 5	Term 2, Week 9	Term 3, Weeks 4 or 5	
	Outcomes assessed BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO12-12 BIO12-13	Outcomes assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-7 BIO12-14	Outcomes assessed BIO11/12-1    BIO12-12 BIO11/12-4    BIO12-13 BIO11/12-5    BIO12-14 BIO11/12-6    BIO12-15 BIO11/12-7	Outcomes assessed BIO11/12-1    BIO11/12-7 BIO11/12-2    BIO12-12 BIO11/12-3    BIO12-13 BIO11/12-4    BIO12-14 BIO11/12-5    BIO12-15 BIO11/12-6	
Skills in working scientifically	15	20	15	10	60
Knowledge and understanding of course content	5	10	5	20	40
<b>Task Weighting</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Scope and sequence – Biology

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Module 5: Heredity Students expand their knowledge of evolution by understanding the cellular processes involved in increasing genetic diversity. They investigate reproduction and inheritance patterns in both plants and animals as well as the role of DNA in polypeptide synthesis and the uses of technologies in the study of inheritance patterns.									
	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-12									
Term 1	Module 6: Genetic Change Students learn about natural and human-induced causes and effects of genetic change, including mutations, environmental pressure and uses of biotechnology. Students investigate how the processes of inheritance and evolution are applied.									
	Assessment: Polypeptide Synthesis Model: BIO11/12-6, BIO11/12-7, BIO12-13									
			<b>Task 1: 20%</b>							
Term 2	Module 7: Infectious Disease This module examines the treatment, prevention, and control of infectious disease both locally and globally. It includes the study of the human immune system and its response to an infectious disease. The value of studying infectious disease and its causes and effects is highlighted by the cost to humans in terms of losses in productivity and production and the impact on overall health. The module also considers medical and agricultural applications that draw on the work of a variety of scientists.									
	Assessment: Depth Study - UNSW Diseases/Garvin Institute: BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO12-14									
					<b>Task 2: 30%</b>				<b>Task 3: 20%</b>	
Term 3	Module 8: Non-Infectious Disease & Disorders Students engage with the study of non-infectious disease and disorders, including their causes and effects on human health. They explore technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious disease in populations. This module examines the practical applications of STEM. It looks at the importance of understanding the multidisciplinary nature of science applications. It also examines physiology and engineered solutions to problems related to the management of human disorders.									
	HSC Trial Exam: BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-15									
					<b>Task 4: 30%</b>					

**Business Studies**
**Assessment schedule – Business Studies**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Component Weighting</b>
	<b>Finance topic test</b>	<b>Operations extended response</b>	<b>Marketing extended response</b>	<b>Trial HSC examination</b>	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 4 or 5	
	<b>Outcomes assessed</b> H2-6, H8-10	<b>Outcomes assessed</b> H1-9	<b>Outcomes assessed</b> H1-10	<b>Outcomes assessed</b> H1-10	
Knowledge and understanding of course content	10	5	5	20	<b>40</b>
Stimulus based skills	5	5	5	5	<b>20</b>
Inquiry and Research		10	10		<b>20</b>
Communications of business information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Task Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Scope and sequence – Business Studies

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Finance Syllabus Content									
	Syllabus Outcomes: H2-6, H8-10									
									Task 1: 20%	
<b>Term 1</b>	Operations Syllabus Content									
	Syllabus Outcomes: H1-9									
									Task 2: 25%	
<b>Term 2</b>	Marketing Syllabus									
	Syllabus Outcomes: H1-10									
							Task 3: 25%			
<b>Term 3</b>	Human Resources Syllabus Content									
	Syllabus Outcomes: H1-10									
				Task 4: 30%						

## Chemistry

## Assessment schedule - Chemistry

Assessment Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Data Analysis Task	Practical Task	Depth Study	Trial Exam	
	Term 4, Week 10	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 4 or 5	
	Outcomes assessed CHEM11/12-5 CHEM11/12-6 CHEM11/12-7 CHEM12-12	Outcomes assessed CHEM11/12-2 CHEM11/12-3 CHEM11/12-5 CHEM12-13	Outcomes assessed CHEM11/12-2 CHEM11/12-3 CHEM11/12-4 CHEM11/12-5 CHEM11/12-6 CHEM11/12-7 CHEM12-14	Outcomes assessed CHEM11/12-1 CHEM11/12-4 CHEM11/12-5 CHEM11/12-6 CHEM11/12-7 CHEM12-12 CHEM12-13 CHEM12-14 CHEM12-15	
Skills in working scientifically	5	10	20	15	60
Knowledge and understanding of course content	5	10	20	15	40
Task Weighting	10	20	40	30	100

## Scope and sequence – Chemistry

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	What happens when chemical reactions do not go to completion?	What factors affect equilibrium?	How can position of equilibrium be described and what does the equilibrium constant represent?			How does solubility relate to equilibrium?			What is an Acid and what is a base?	
	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12					CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-5 CH12-13				
										<b>Task 1: 10%</b>
Term 1	What is the role of water in solutions of acids and bases?	How are solutions of acids and bases analysed?			How do we systematically name organic chemical compounds?	How can hydrocarbons be classified based on their structure and reactivity?	What are the products of reactions of hydrocarbons and how can we tell?	What are the properties and uses of polymers?		
	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-5 CH12-13									
						Prac task				<b>Task 2: 20%</b>
Term 2	How can alcohols be produced and what are their properties?	What are the properties of organic acids and bases?	Depth Study						Trial Revision	
	CH11/12-5, CH11/12-6, CH11/12-7, CH12-14									
										<b>Task 3: 40%</b>
Term 3	How are the ions present in the environment identified and measured?	How is information about reactivity and structure of organic compounds obtained?	Trial Exams			How is information about reactivity and structure of organic compounds obtained?	What are the implications for society of chemical synthesis and design?	Revision of course		
	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-15									
						<b>Task 4: 30%</b>				

## Community and Family Studies

### Assessment schedule – Community and Family Studies

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	<b>IRP Plan / Report</b>	<b>Prepared In-class Task</b>	<b>Parenting and Caring Research Task &amp; Stimulus Responses</b>	<b>Trial HSC Examination</b>	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 4 or 5	
	<b>Outcomes assessed</b> H4.1, H4.2, H7.1, H7.4	<b>Outcomes assessed</b> H3.1, H3.2, H3.3, H3.4, H2.2 H7.3	<b>Outcomes assessed</b> H5.2, H6.1 H6.2	<b>Outcomes assessed</b> H2.1, H2.3, H5.1, H7.2	
Skills in applying management processes to meet the needs of individuals, groups, families and communities, and planning to take responsible action to promote wellbeing	5	5	5	5	20
Knowledge and understanding of how the following impact on wellbeing including: resource management, positive relationships, range of societal factors, nature of groups, families and communities	5	10	20	5	40
Skills in research methodology, critical thinking, research and analysis	10	5	5	20	40
<b>Task Weighting</b>	20	20	30	30	100

### Scope and sequence – Community and Family Studies

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Core 1: Research Methodology (25% course time – 30 hours)									
	H4.1; H4.2									
									<b>Task 1: 20%</b>	
Term 1	Core 2: Groups in Context (25% course time – 30 hours)									
	H1.1; H2.2; H2.3; H3.1; H3.3; H4.1; H4.2; H5.1; H6.2									
Term 2	Core 3: Parenting & Caring (25% course time – 30 hours)									
	H1.1; H2.1; H2.2; H2.3; H3.2; H3.4; H5.1; H5.2; H6.1.									
		<b>Task 2: 20%</b>							<b>Task 3: 30%</b>	
Term 3	Option Social Impact of Technology: (25% course time – 30 hours)									
	H2.3; H3.4; H4.1; H4.2; H6.1									
					<b>Task 4: 0%</b>					

## English Advanced

## Assessment schedule – English Advanced

Components	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Multimodal presentation: Common Module	Creative writing portfolio & reflection: Module C	Extended response: Module A	Trial Exams: Common Module, Modules A & B	
	Speaking, listening, representing	Reading, writing, viewing	Reading, writing, viewing	Reading, writing	
	Term 4, Week 8	Term 1, Week 6	Term 2, Week 4	Term 3, Weeks 4 or 5	
	<b>Outcomes assessed</b> EA12-1, EA12-3, EA12-6, EA12-7	<b>Outcomes assessed</b> EA12-4, EA12-5, EA12-9	<b>Outcomes assessed</b> EA12-2, EA12-3, EA12-6, EA12-8	<b>Outcomes assessed</b> EA12-1, EA12-5, EA12-7, EA12-8	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
<b>Task Weighting</b>	20	25	25	30	100

### Scope and sequence – English Advanced

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Common Module: Texts & human experiences [nonfiction: <i>The Boy Behind the Curtain</i> ] This module introduces students to a broad range of texts aimed at introducing them to the concept of human experiences through analysing and creating a range of written, spoken and creative texts.							Module C: Craft of writing [various]		
								Task 1 - 20%		
	EA12-1, EA12-3, EA12-6, EA12-7							EA12-4, EA12-5, EA12-9		
<b>Term 1</b>	Module C: Craft of writing [various] This module builds on the skills developed in Reading to Write in Year 11 to develop students' abilities to write in and for a variety of purposes.					Module A: Textual conversations [drama: <i>The Tempest</i> & prose fiction: <i>Hag-Seed</i> ] This module compares and contrasts a pair of texts to consider how context, purpose and audience can influence reception.				
						Task 2 - 25%				
	EA12-4, EA12-5, EA12-9					EA12-2, EA12-3, EA12-6, EA12-8				
<b>Term 2</b>	Module A: Textual conversations		Module B: Critical study of literature [poetry: TS Eliot] The module examines the work of one composer with considerations both within and beyond the text to consider how it has been received in different times and contexts.							
			Task 3 - 25%							
	EA12-2, EA12-3, EA12-6, EA12-8			EA12-5, EA12-7, EA12-8						
<b>Term 3</b>	Revision and HSC exam preparation									
					Task 4 - 30%					

## English Standard

## Assessment schedule – English Standard

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Components</b>	Multimodal presentation: Common Module	Imaginative response & reflection: Module C	Extended response: Module A	Trial Exams: Common Module, Modules A & B	<b>Component Weighting</b>
	Speaking, listening, representing	Reading, writing, viewing	Reading, writing, viewing	Reading, writing	
	Term 4, Week 8	Term 1, Week 6	Term 2, Week 4	Term 3, Weeks 4 or 5	
	<b>Outcomes assessed</b> EN12-1, EN12-3, EN12-7	<b>Outcomes assessed</b> EN12-2, EN12-4, EN12-5, EN12-9	<b>Outcomes assessed</b> EN12-3, EN12-7, EN12-8	<b>Outcomes assessed</b> EN12-1, EN12-5, EN12-6, EN12-7, EN12-8	
	Knowledge and understanding of course content	10	15	10	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
<b>Task Weighting</b>	20	25	25	30	100

### Scope and sequence – English Standard

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Common Module: Texts & human experiences [poetry: Slessor] This module introduces students to a broad range of texts aimed at introducing them to the concept of human experiences through analysing and creating a range of written, spoken and creative texts.							Module C: Craft of writing [various]		
								Task 1 - 20%		
	EA12-1, EA12-3, EA12-6, EA12-7							EA12-4, EA12-5, EA12-9		
<b>Term 1</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module C: Craft of writing [various] This module builds on the skills developed in Reading to Write in Year 11 to develop students' abilities to write in and for a variety of purposes.					Module A: Language, identity & culture [film: <i>One night the moon</i> ] This module considers the impact texts have on shaping a sense of identity for individuals and/or communities.				
						Task 2 - 25%				
EA12-4, EA12-5, EA12-9					EA12-2, EA12-3, EA12-6, EA12-8					
<b>Term 2</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module A: Language, identity & culture		Module C: Close study of literature [prose fiction: <i>The curious incident of the dog in the Night-time</i> ] This module guides students through a considered, personal responses to the text in its entirety, exploring and analysing the particular ideas and characteristics of the text to understand the ways in which these characteristics establish its distinctive qualities.							
				Task 3 - 25%						
EA12-2, EA12-3, EA12-6, EA12-8				EA12-5, EA12-7, EA12-8						
<b>Term 3</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Revision and HSC exam preparation									
					Task 4 - 30%					

## English Studies

## Assessment schedule – English Studies

Components	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Multimodal presentation: Common Module	Personal response: Module A	Multimodal response: Modules B&C	Portfolio*: Common Module, Modules A, B & C	
	Speaking, listening, representing	Reading, writing	Reading, writing, listening, viewing, speaking, representing	Reading, writing, listening, viewing, representing	
	Term 4, Week 8	Term 1, Week 8	Term 3, Week 1	Term 3, Week 6	
	Outcomes assessed ES12-3, ES12-5, ES12-7, ES12-8	Outcomes assessed ES12-3, ES12-4, ES12-6, ES12-9	Outcomes assessed ES12-1, ES12-2, ES12-5, ES12-6	Outcomes assessed ES12-1, ES12-3, ES12-4, ES12-6, ES12-7, ES12-10	
Knowledge and understanding of course content	10	15	10	15	50
Skills in: •comprehending texts •communicating ideas •using language accurately, appropriately and effectively	10	10	15	15	50
<b>Task Weighting</b>	20	25	25	30	100

\*This task includes the REQUIREMENT to sit the in-school, Trial exam in week 4/5, 2023

### Scope and sequence – English Studies

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Common Module: Texts & human experiences [poetry: Slessor] This module introduces students to a broad range of texts aimed at introducing them to the concept of human experiences through analysing and creating a range of written, spoken and creative texts.							Module A: The Big Screen		
								Task 1 - 20%		
	ES12-3, ES12-5, ES12-7, ES12-8							ES12-3, ES12-4, ES12-6, ES12-9		
<b>Term 1</b>	Module A: The Big Screen Students will develop a deeper understanding of and a proficiency in the use of language and techniques related to films, exploring the ways in which language is used in the production, promotion, reception and criticism of films.					Module B: To be advised Students and teacher will select this module – an updated Scope and sequence will be issued once these decisions have been made.				
								Task 2 - 25%		
	ES12-3, ES12-4, ES12-6, ES12-9					ES12-1, ES12-2, ES12-5, ES12-6				
<b>Term 2</b>	Module B: To be advised			Module C: To be advised Students and teacher will select this module – an updated Scope and sequence will be issued once these decisions have been made.						
	ES12-1, ES12-2, ES12-5, ES12-6			ES12-1, ES12-2, ES12-5, ES12-6						
<b>Term 3</b>	Module C: TBA	Revision and completion of portfolio								
	Task 3 - 25%		Trial exams			Task 4 - 35%				
	ES12-1, ES12-2, ES12-5, ES12-6						ES12-1, ES12-3, ES12-4, ES12-6, ES12-7, ES12-10			

## English Extension 1

## Assessment schedule – English Extension 1

Components	Task 1	Task 2	Task 3	Component Weighting
	Imaginative response and reflection	Multimodal Task	Trial Exam	
	Term 1, Week 6	Term 2, Week 9	Term 3, Weeks 4 or 5	
	Outcomes assessed EE12-2, EE12-4, EE12-5	Outcomes assessed EE12-1, EE12-2, EE12-3, EE12-4	Outcomes assessed EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
<b>Task Weighting</b>	30	40	30	100

### Scope and sequence – English Extension 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4	<b>Common Module: Literary Worlds</b>										
	This module takes a complex approach to evaluating the impact of personal, social, historical and cultural contexts on ideas and values in and about a range of texts.										
	<b>Elective: to be advised</b>										
	The elective and subsequent course description will be decided upon by the teacher and students to best meet the academic expertise and interest of the cohort.										
EE12-1, EE12-2, EE12-3, EE12-4, EE12-5											
Term 1	<b>Common Module: Literary Worlds</b>										
	<b>Elective: to be advised</b>										
						Task 1 - 30%					
	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5										
Term 2	<b>Common Module: Literary Worlds</b>										
	<b>Elective: to be advised</b>										
									Task 2 - 40%		
	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5										
Term 3	<b>Common Module: Literary Worlds</b>										
	<b>Elective: to be advised</b>										
				Task 3 - 30%							
	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5										

## English Extension 2

## Assessment schedule – English Extension 2

Components	Task 1	Task 2	Task 3	Components Weighting
	Viva Voce (Including written proposal)	Literature review	Critique of the creative process	
	Term 1, Week 2	Term 2, Week 5	Term 3, Week 3	
	<b>Outcomes assessed</b> EEX12-1, EEX12-4, EEX12-5	<b>Outcomes assessed</b> EEX12-1, EEX12-2, EEX12-3, EEX12-4	<b>Outcomes assessed</b> EEX12-2, EEX12-3, EEX12-5	
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
<b>Task Weighting</b>	30	40	30	100

### Scope and sequence – English Extension 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Major Work Composition									
	Undertake the composition of a Major Work over the course of a year. Complete extensive independent investigation, involving a range of complex texts, and draw upon the skills and knowledge learned from the Stage 6 English Course, to inform the composition of an extended body of work.									
	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5									
Term 1	Major Work Composition									
	Task 1 - 30%									
	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5									
Term 2	Major Work Composition									
	Task 2 - 40%									
	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5									
Term 3	Major Work Composition									
	Task 3 - 30%									
	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5									

## Exploring Early Childhood

## Assessment Schedule – Exploring Early Childhood

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Module 1: Learning Experiences for Young Children	Module 2: Play and the Developing Child	Module 3: Food and Nutrition	Module 4: Children's Literature	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Week 7	
	Outcomes assessed 1.3, 1.4, 1.5, 2.1, 2.4, 4.2	Outcomes assessed 1.3, 1.4, 2.1,2.2, 2.3, 2.4, 4.2	Outcomes assessed 1.3, 1.4, 1.5, 6.1, 6.2	Outcomes assessed 1.2, 1.3, 1.4, 4.1	
Knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children	10	5	5	10	30
Knowledge and understanding about the environmental factors that have an impact upon young children's growth and development	10	10	5	5	30
Skills in communication and interaction	5	10		10	25
Skills in decision making, evaluation and reflective thinking			15		
<b>Task Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Scope and sequence – Exploring Early Childhood

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Module 1: Learning Experiences for Young Children (25% course time – 30 hours)									
	1.3, 1.4, 1.5, 2.1, 2.4, 4.2									
									<b>Task 1: 25%</b>	
Term 1	Module 2: Play and the Developing Child (25% course time – 30 hours)									
	1.3, 1.4, 2.1,2.2, 2.3, 2.4, 4.2									
									<b>Task 2: 25%</b>	
Term 2	Module 3: Food and Nutrition (25% course time – 30 hours)									
	1.3, 1.4, 1.5, 6.1, 6.2									
							<b>Task 3: 25%</b>			
Term 3	Module 4: Children's Literature (25% course time – 30 hours)									
	1.2, 1.3, 1.4, 4.1									
							<b>Task 4: 25%</b>			

## History Extension

## Assessment schedule – History Extension

Component	Task 1	Task 2	Task 3	Weighting
	Historical Process (proposal, process log, annotated sources) History Project	Essay History Project	Trial HSC Exam	
	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 4 or 5	
	Outcomes assessed HE12-2, HE12-3, HE12-4	Outcomes assessed HE12-1, HE12-2, HE12-3, HE12-4	Outcomes assessed HE12-1, HE12-3, HE12-4	
Knowledge and understanding of significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
<b>Task Weighting</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Scope and sequence – History Extension

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Constructing History – Key Questions				History Project			Constructing History – Key Questions		
	HE12-1 HE12-3 HE12-4				HE12-1 HE12-2 HE12-3 HE12-4			HE12-1 HE12-3 HE12-4		
<b>Term 1</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	History Project	Constructing History – Key Questions						History Project	Constructing History – Key Questions	
									<b>Task 1- 30%</b>	
	HE12-1; HE12-2; HE12-3; HE12-4	HE12-1 HE12-3 HE12-4					HE12-1; HE12-2; HE12-3; HE12-4		HE12-1 HE12-3 HE12-4	
<b>Term 2</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Constructing History – Case Studies				History Project				Constructing History- Case Studies	
									<b>Task 2- 40%</b>	
	HE12-1 HE12-3 HE12-4				HE12-1 HE12-2 HE12-3 HE12-4				HE12-1 HE12-3 HE12-4	
<b>Term 3</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Constructing History – Case Studies									
				<b>Task 3- 30%</b>						
	HE12-1 HE12-3 HE12-4									

## Investigating Science

## Assessment schedule – Investigating Science

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Practical Investigation Scientific Investigations Module 5	Research task Depth Study Fact Fallary Modules 7	Critical review Scientific Technologies Modules 6 and 8	Trial HSC examination Modules 5–8	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 4 or 5	
	Outcomes assessed INS11/12-1    INS11/12-2 INS11/12-3    INS11/12-4 INS11/12-5    INS11/12-7 INS12-12	Outcomes assessed INS11/12-1    INS11/12-2 INS11/12-3    INS11/12-4 INS11/12-7    INS12-13	Outcomes assessed INS11/12-1    INS11/12-5 INS11/12-6    INS11/12-7 INS12-14      INS12-15	Outcomes assessed 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 INS12-15	
Skills in Working Scientifically	15	15	20	10	60
Knowledge and Understanding	5	5	10	20	40
<b>Task Weighting</b>	20	20	30	30	100

### Scope and sequence – Investigating Science

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 4</b>	<b>Module 5: Scientific Investigations</b>			<b>Introduction to Depth Study 1 (15 hours)</b>	<b>Module 5: Scientific Investigations</b>					<b>Depth Study 1 (4 hours)</b>	
	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-7, INS12-12										
										<b>Task 1 20%</b>	
<b>Term 1</b>	<b>Module 7: Fact or Fallacy?</b>				<b>Module 7: Fact or Fallacy?</b>						
	INS11/12-1, INS11/12-3, INS11/12-5, INS11/12-6, INS11/12-7, INS12-15										
	<b>Depth Study 2 (8 hours) integrated within Module 7</b>										
										<b>Task 2 20%</b>	
<b>Term 2</b>	<b>Module 6: Technologies</b>					<b>Module 6: Technologies</b>					
	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-7, INS12-13										
							<b>Task 3 30%</b>				
<b>Term 3</b>	<b>Module 8: Science and Society</b>					<b>Module 8: Science and Society</b>					
	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, INS12-15										
					<b>Task 4 30%</b>						

## Legal Studies

## Assessment schedule – Legal Studies

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Crime - research essay	Human Rights – in-class test	Family – essay task	Trial HSC examination	
	Term 4, Week 7	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 4 or 5	
	H1, H2, H4, H6	H1, H2, H4, H6, H7, H8	H1, H4, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H9, H10	
Knowledge and understanding of course content	10	10	10	10	40
Analysis and evaluation	10			10	20
Inquiry and research		10	10		20
Communication of legal information, ideas and issues in appropriate forms		5	5	10	20
<b>Task Weighting</b>	20	25	25	30	100

### Scope and sequence – Legal Studies

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Core Part I: Crime - 30% course time (12 weeks)									
	1. The nature of crime		2. The criminal investigation process		3. Criminal trial process		4. Sentencing and punishment		5. Young offenders	
							<b>Task 1 20%</b>			
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10									
<b>Term 1</b>	Core Part II: Human rights – 20% course time (8 weeks)									
	6. International crime		1. The nature and development of human rights		2. Promoting and enforcing human rights		3. Investigate a contemporary issue which illustrates the promotion and/or enforcement of human rights.			
							<b>Task 2 25%</b>			
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10									
<b>Term 2</b>	OPTION 1: FAMILY – 25% course time (10 weeks)									
	1. The nature of family law			2. Responses to problems in family relationships			3. Contemporary issues concerning family law			
							<b>Task 3 25%</b>			
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10									
<b>Term 3</b>	OPTION 2: WORLD ORDER – 25% course time (10 weeks)									
	1. The nature of world order			2. Responses to world order			3. Contemporary issues concerning world order			
				<b>Task 4 30%</b>						
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10									

## Marine Studies

### Assessment schedule – Marine Studies

	Task 1	Task 2	Task 3
	<b>Local Area Field Report</b>	<b>Maritime Archaeology Research Task</b>	<b>Personal Interest Project Presentation</b>
	Term 1, Week 7	Term 2, Week 7	Term 3, Week 7
	<b>Outcomes assessed</b> 2.1, 2.2, 2.3 3.2, 3.3, 3.4, 5.4	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 3.2, 3.3,3.4, 4.2, 5.1, 5.2	<b>Outcomes assessed</b> All
<b>Task Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

### Scope and sequence – Marine Studies

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	<b>Optional Module 13: The Marine Aquarium (15 hours)</b>					<b>Optional Module 11: Aquaculture (15 hours)</b>				
	<b>No Assessment Items</b>									
<b>Term 1</b>	<b>Optional Module: Local Area Study (15 hours)</b>					<b>Optional Module 14: Anatomy and Physiology of Marine Creatures (15 hours)</b>				
	<b>*Assessment 1: Local Area Field Report (30%) - Outcomes Assessed: 2.1, 2.2, 2.3 3.2, 3.3, 3.4, 5.4</b>									
							<b>Task 1 30%</b>			
<b>Term 2</b>	<b>Optional Module 18: Marine Archaeology (30 hours)</b>									
	<b>*Assessment 2: Research Task (30%) - Outcomes Assessed: 1.1, 1.2, 1.3, 3.2, 3.3,3.4, 4.2, 5.1, 5.2</b>									
							<b>Task 2 30%</b>			
<b>Term 3</b>	<b>Module 24: Personal Interest Project (30 hours)</b>									
	<b>*Assessment 3: Personal Interest Project and Presentation (40%) – Outcomes assessed: All (refer to syllabus for element outlines)</b>									
							<b>Task3 40%</b>			

**Mathematics Advanced**
**Assessment schedule – Mathematics Advanced**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Component Weighting</b>
	<b>Work samples and revision test</b>	<b>Work samples and revision test</b>	<b>Assignment</b>	<b>Trial HSC examination</b>	
	Term 4, Week 6	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 4 or 5	
	<b>Outcomes assessed</b> MA12-2 MA12-4 MA12-9 MA12-10	<b>Outcomes assessed</b> MA12-1 MA12-2 MA12-4 MA12-5 MA12-9 MA12-10	<b>Outcomes assessed</b> MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	<b>Outcomes assessed</b> MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
Understanding, Fluency and Communicating	8	14	13	15	<b>50</b>
Problem Solving, Reasoning and Justification	12	11	12	15	<b>50</b>
<b>Task Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Scope and sequence – Mathematics Advanced

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10										
Term 4	Functions		Trigonometric Functions			Calculus														
	Graphing techniques F2		Trigonometric functions and graphs T3			Differentiation of trigonometry, exponential and logarithmic functions C2.1			Rules of differentiation C2.2											
							<b>Task 1: 20%</b>													
Term 1	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8		Week 9		Week 10	
	Calculus																			
	The first and second derivatives C3.1				The anti-derivative C4.1				Areas and the definite integral C4.2				Applications of the derivative C3.2							
	MA12-3, MA12-6, MA12-9, MA12-10				MA12-3, MA12-7, MA12-9,				MA12-8, MA12-9, MA12-10				MA12-3, MA12-6, MA12-9, MA12-10							
										<b>Task 2: 25%</b>										
Term 2	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8		Week 9		Week 10	
	Statistical Analysis										Financial Mathematics									
	Data (grouped and ungrouped) and summary statistics S2.1				Bivariate data analysis S2.2				Continuous random variables S3.1				The normal distribution S3.2				Modelling investments and loans M1.1			
	MA12-8, MA12-9, MA12-10										MA12-2, MA12-4, MA12-9,									
												<b>Task 3: 25%</b>								
Term 3	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8		Week 9		Week 10	
	Financial Mathematics																			
	Arithmetic sequences & series M1.2					Geometric sequences and series M1.3					Financial applications of sequences and series M1.4									
	MA12-2, MA12-4, MA12-9, MA12-10																			
												<b>Task 4: 30%</b>								

## Mathematics Standard 1

### Assessment schedule – Mathematics Standard 1

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Component Weighting</b>
	<b>Work Sample and Class Test</b>	<b>Work Sample and Class Test</b>	<b>Assignment</b>	<b>Trial HSC exam</b>	
	Term 4, Week 6	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 4 or 5	
	<b>Outcomes assessed</b> MS1-12-1 MS1-12-6 MS1-12-9 MS1-12-10 MS1-12-5	<b>Outcomes assessed</b> MS1-12-8 MS1-12-9 MS1-12-10 MS1-12-5	<b>Outcomes assessed</b> MS1-12-1 MS1-12-6 MS1-12-9 MS1-12-10 MS1-12-2 MS1-12-7	<b>Outcomes assessed</b> 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	
Concept, skills and techniques	10	15	10	15	<b>50</b>
Reasoning and Communication	10	10	15	15	<b>50</b>
<b>Task Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Scope and sequence – Mathematics Standard 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
<b>Term 4</b>	MSA-3 Types of Relationships (A3.1): Simultaneous equations			MS-F2 Investment			MS-N1 Networks and Paths (N1.1): Networks					
	MS1-12-1	MS1-12-6	MS1-12-9	MS1-12-10	MS1-12-5	MS1-12-9	MS1-12-10	MS1-12-8	MS1-12-9	MS1-12-10		
						Task 1 20%						
<b>Term 1</b>	MS-F3 Depreciation and Loans				MSA-3 Types of Relationships (A3.2): Graphs of practical situations			MS-S3 Further Statistical Analysis (S3.1): The statistical investigation process for a survey				
	MS1-12-5	MS1-12-9	MS1-12-10		MS1-12-1	MS1-12-6	MS1-12-9	MS1-12-10	MS1-12-2	MS1-12-7	MS1-12-9	MS1-12-10
							Task 2 25%					
<b>Term 2</b>	MS-N1 Networks and Paths (N1.2): Shortest paths			MS-M4 Rates			MS-M5 Scale Drawings					
	MS1-12-8	MS1-12-9	MS1-12-10	MS1-12-3	MS1-12-9	MS1-12-10	MS1-12-3	MS1-12-4	MS1-12-9	MS1-12-10		
							Task 3 25%					
<b>Term 3</b>	MS-S3 Further Statistical Analysis (S3.2): Exploring and describing data arising from two quantitative variables			Trial Exams			MS-M3 Right-angled triangles			Revision of course		
	MS1-12-2	MS1-12-7	MS1-12-9	MS1-12-10			MS1-12-3	MS1-12-4	MS1-12-9	MS1-12-10	All outcomes	
					Task 4 30%							

## Mathematics Standard 2

### Assessment schedule – Mathematics Standard 2

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Component Weighting</b>
	<b>Work samples and revision test</b>	<b>Work samples and revision test</b>	<b>Assignment</b>	<b>Trial HSC examination</b>	
	Term 4, Week 6	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 4 or 5	
	<b>Outcomes assessed</b> MS2-12-1    MS2-12-6 MS2-12-9    MS2-12-10 MS2-12-5	<b>Outcomes assessed</b> MS2-12-8    MS2-12-9 MS2-12-10   MS2-12-5 MS2-12-1    MS2-12-6	<b>Outcomes assessed</b> MS2-12-5    MS2-12-9 MS2-12-10   MS2-12-8 MS2-12-3    MS2-12-4	<b>Outcomes assessed</b> 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	
Concept, skills and techniques	10	15	10	15	<b>50</b>
Reasoning and Communication	10	10	15	15	<b>50</b>
<b>Task Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Scope and sequence – Mathematics Standard 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	MS-A4 Types of Relationships (A4.1): Simultaneous linear equations			MS-F4 Investments and Loans (F4.1): Investments			MS-N2 Network Concepts (N2.1): Networks			
	MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10			MS2-12-5, MS2-12-9, MS2-12-10			MS2-12-8, MS2-12-9, MS2-12-10			
						Task 1 20%				
<b>Term 1</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	MS-F4 Investments and Loans (F4.2): Depreciation and loans				MS-A4 Types of Relationships (A4.2): Non-linear relationships			MS-F5 Annuities		
	MS2-12-5, MS2-12-9, MS2-12-10				MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10			MS2-12-5, MS2-12-9, MS2-12-10		
							Task 2 25%			
<b>Term 2</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	MS-N2 Network Concepts (N2.2): Shortest paths			MS-M7 Rates and Ratios				MS-N3 Critical Path Analysis		
	MS2-12-8, MS2-12-9, MS2-12-10			MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10				MS2-12-8, MS2-12-9, MS2-12-10		
								Task 3 25%		
<b>Term 3</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	MS-S5 The Normal Distribution			Trials		MS-S4 Bivariate Data Analysis		MS-M6 Non-right-angled trigonometry		
	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10					MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10		MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10		
				Task 4 30%						

## Mathematics Extension 1

### Assessment schedule – Mathematics Extension 1

	Task 1	Task 2	Task 3	
	Work samples and revision test	Assignment	Trial HSC examination	
	Term 1, Week 2	Term 2, Week 4	Term 3, Weeks 4 or 5	
Component	Outcomes assessed ME12-1, ME12-6, ME12-7	Outcomes assessed ME12-5, ME12-6, ME12-7	Outcomes assessed ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	Component Weighting
Understanding, Fluency and Communicating	10	20	20	50
Problem Solving, Reasoning and Justification	20	10	20	50
<b>Task Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Scope and sequence – Mathematics Extension 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	<b>Proof</b>				<b>Vectors</b>					
	Trigonometric equations T3				Introduction to vectors V1.1		Further operations with vectors V1.2			
	ME12-3, ME12-6, ME12-7				ME12-2, ME12-6, ME12-7					
<b>Term 1</b>	<b>Trigonometric Functions</b>				<b>Calculus</b>					
	Trigonometric equations T3				Further calculus skills C2			Further area and volumes of solids of revolution C3.1		
	ME12-3, ME12-6, ME12-7				ME12-1, ME12-4, ME12-6, ME12-7					
		Task 1 30%								
<b>Term 2</b>	<b>Calculus</b>						<b>Statistics</b>			
	Further area & volumes of solids of revolution C3.1		Differential equations C3.2				Bernoulli and binomial distributions S1.1			
	ME12-1, ME12-4, ME12-6, ME12-7						ME12-5, ME12-6, ME12-7			
				Task 2 30%						
<b>Term 3</b>	<b>Statistics</b>							<b>Vectors</b>		
	Normal approximation for the sample proportion S1.2			Trials		Projectile motion V1.3				
	ME12-5, ME12-6, ME12-7						ME12-2, ME12-6, ME12-7			
				Task 3 40%						

## Mathematics Extension 2

### Assessment schedule – Mathematics Extension 2

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Component Weighting</b>
	<b>Class test</b>	<b>Assignment/ Investigation</b>	<b>Class test</b>	<b>Trial HSC examination</b>	
	Term 4, Week 8	Term 1, Week 10	Term 2, Week 6	Term 3, Weeks 4 or 5	
	<b>Outcomes assessed</b> MEX12-1, MEX12-4, MEX12-7, MEX12-8	<b>Outcomes assessed</b> MEX12-1, MEX12-4, MEX12-7, MEX12-8	<b>Outcomes assessed</b> MEX12-1, MEX12-2, MEX12-3, MEX12-7, MEX12-8	<b>Outcomes assessed</b> MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	
Understanding, Fluency and Communicating	10	12	13	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	13	12	15	<b>50</b>
<b>Task Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Scope and sequence – Mathematics Extension 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	<b>Complex Numbers</b>								<b>Proof</b>	
	Arithmetic of complex numbers N1.1			Geometric representation of a complex number N1.2			Other representations of complex numbers N1.3		The nature of proof P1	
	MEX12-1, MEX12-4, MEX12-7, MEX12-8								MEX12-1, MEX12-2, MEX12-7, MEX12-8	
									Task 1 20%	
<b>Term 1</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Proof</b>					<b>Complex Numbers</b>				
	The nature of proof P1		Further proof by mathematical induction P2			Solving equations with complex numbers N2.1		Geometrical implications of complex numbers N2.2		
	MEX12-1, MEX12-2, MEX12-7, MEX12-8					MEX12-1, MEX12-4, MEX12-7, MEX12-8				
								Task 2 25%		
<b>Term 2</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Vectors</b>						<b>Mechanics</b>			
	Introduction to three-dimensional vectors V1.1		Further operations with three-dimensional vectors V1.2		Vectors and vector equations of lines V1.3		Simple harmonic motion M1.1		Modelling motion without resistance M1.2	
	MEX12-3, MEX12-7, MEX12-8						MEX12-6, MEX12-7, MEX12-8			
						Task 3 25%				
<b>Term 3</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Calculus</b>			<b>Trial HSC Exams</b>			<b>Mechanics</b>			
	Further integration C1						Resisted motion M1.3		Projectiles and resisted motion M1.4	
	MEX12-1, MEX12-5, MEX12-7, MEX12-8						MEX12-6, MEX12-7, MEX12-8			
			Task 4 40%							

## Modern History

### Assessment schedule – Modern History

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Component Weighting</b>
	<b>National Study Essay</b>	<b>Power and Authority in the Modern World-Historical Analysis</b>	<b>Peace and Conflict-Research</b>	<b>All Topics Trial HSC examination</b>	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 4 or 5	
	<b>Outcomes assessed</b> MH12-1, MH12-8, MH12-2, MH12-9	<b>Outcomes assessed</b> MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	<b>Outcomes assessed</b> MH12-3, MH12-4, MH12-5, MH12 -8, MH12-9	<b>Outcomes assessed</b> MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
Knowledge and understanding of course content	5	5	10	20	40
Historical skills	5	10	5		20
Historical inquiry and research	5	5	5	5	20
Communication	5	5	5	5	20
<b>Task Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Scope and sequence – Modern History

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 4</b>	<b>National Study- Russia and the Soviet Union 1917–1941</b>										
	Historical concepts and skills										
									<b>Task 1-20%</b>		
	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9										
<b>Term 1</b>	<b>Core Study: Power and Authority in the Modern World 1919–1946</b>										
	Historical concepts and skills										
									<b>Task 2- 25%</b>		
	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9										
<b>Term 2</b>	<b>Peace and Conflict Study- Conflict in Europe 1935–1945</b>										
	Historical concepts and skills										
							<b>Task 3- 25%</b>				
	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9										
<b>Term 3</b>	<b>Change in the Modern World- Apartheid in South Africa 1960–1994</b>										
	Historical concepts and skills										
				<b>Task 4- 30%</b>							
	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9										

## Music 1

### Assessment schedule – Music 1

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Presentation of Performance	Composition Portfolio	Presentation and Submission: Elective Option for Topics 2 and 3	Trial HSC Examination	
	Term 4, Week 7	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 4 or 5	
	Outcomes assessed H1, H2	Outcomes assessed H2, H3, H4, H5, H6, H7	Outcomes assessed H1–8*	Outcomes assessed H4, H6, H8	
Performance	10				10
Composition		10			10
Musicology		10			10
Aural				25	25
Electives		15	30		45
<b>Task Weighting</b>	10	35	30	25	100

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

**Scope and sequence – Music 1**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
<b>Term 4</b>	Topic: An Instrument & It's Repertoire										
	Composition: Instrument Composition Techniques. Performance: Music representative of individual instruments. Aural/Musicology: The 6 concepts of music.										
							Task 1: 10%				
<b>Term 1</b>	Topic: Individual Topic Choice										
	Composition: composition techniques related to student topic choice. Music representative of individual instruments. Aura/Musicology: The 6 concepts of music.										
								Task 3: 35%			
<b>Term 2</b>	Topic: Individual Topic Choice										
	Composition: composition techniques related to student topic choice. Music representative of individual instruments. Aura/Musicology: The 6 concepts of music.										
										Task 3: 30%	
<b>Term 3</b>	Topic: Individual Topic Choice										
	HSC Preparation & Trial HSC Exam										
				Trials 25%							

## Numeracy CEC

### Assessment schedule – Numeracy CEC

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Component Weighting</b>
	<b>Module 3 – investigation 1</b>	<b>Module 3 – investigation 2</b>	<b>Module 4 - investigation</b>	<b>Module 4 – exploring with NRMT</b>	
	Term 4, Week 6	Term 1, Week 7	Term 2, Week 8	Term 3, Week 6	
	<b>Outcomes assessed</b> N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-3.1, N6-3.2	<b>Outcomes assessed</b> N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-3.1, N6-3.2	<b>Outcomes assessed</b> N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2	<b>Outcomes assessed</b> N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2	
Knowledge and understanding	10	10	15	15	<b>50</b>
Skills	10	10	15	15	<b>50</b>
<b>Task Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Scope and sequence – Numeracy CEC

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	<b>Module 3 – Percentages; Operations with numbers; Finance; Location, Time and Temperature; Space and design</b>									
	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-3.1, N6-3.2									
						Task 1 – 20%				
<b>Term 1</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Module 3 continued</b>							<b>Module 4</b>		
	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-3.1, N6-3.2									
						Task 2 – 20%				
<b>Term 2</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Module 4 – Rates and Ratios; Statistics and Probability; Exploring with NRMT</b>									
	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2									
								Task 3 – 30%		
<b>Term 3</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Module 4 continued</b>		<b>Applying numeracy to life beyond school</b>							
						Task 4 – 30%				

## Personal Development, Health and Physical Education

### Assessment schedule – PDHPE

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Component Weighting</b>
	<b>Health Priorities in Australia</b>	<b>Training &amp; Performance Analysis</b>	<b>Sports Medicine Research Task</b>	<b>Trial HSC Examination</b>	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 4 or 5	
	<b>Outcomes assessed</b> H1, H2, H3, H4, H5, H14, H15, H16	<b>Outcomes assessed</b> H7–H17	<b>Outcomes assessed</b> H8, H13, H16, H17	<b>Outcomes assessed</b> H1–H5, H7–H11, H14–H17	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	15	10	20	60
<b>Task Weighting</b>	25	25	20	30	100

**Scope and sequence – PDHPE**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	<b>Option 1: Sports Medicine (20% course time – 24 hours)</b>									
	H7, H8, H9, H10, H16, H17									
									<b>Task 1: 25%</b>	
Term 1	<b>Core 1: Health priorities in Australia (30% course time – 36 hours)</b>									
	H1, H2, H3, H4, H5, H14, H15, H16									
Term 2	<b>Core 2: Factors affecting performance (30% course time – 36 hours)</b>									
	H7, H8, H9, H10, H11, H16, H17									
									<b>Task 3: 20%</b>	
Term 3	<b>Option 2: Improving Performance (20% course time – 24 hours)</b>									
	H7, H8, H9, H10, H16, H17									
					<b>Task 4: 30%</b>					

## Physics

## Assessment schedule – Physics

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Depth Study Advanced Mechanics	Practical Task Electromagnetism	Research & Analysis Task	Trial HSC Examination	
	Term 4, Week 7	Term 2, Week 1	Term 2, Week 8	Term 3, Weeks 4 or 5	
	Outcomes assessed PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-13	Outcomes assessed PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-6, PH12-12	Outcomes assessed PH11/12-1, PH11/12-5, PH11/12-6, PH11/12-7, PH12-14	Outcomes assessed PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH12-12, PH12-13, PH12-14, PH12-15	
Knowledge and understanding of course content	10	5	10	10	35
Skills in working scientifically	25	15	10	15	65
<b>Task Weighting</b>	<b>35</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>100</b>

**Scope and sequence – Physics**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	<b>Module 5: Advanced Mechanics</b>									
	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12									
							<b>Task 1: 35%</b>			
<b>Term 1</b>	<b>Module 6: Electromagnetism</b>									
	<b>Depth Study (12 Hours)</b>									
	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH12-13									
	<b>Task 2: 20%</b>									
<b>Term 2</b>	<b>Module 7: The Nature of Light</b>									
	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-14, PH12-15									
								<b>Task 3: 20%</b>		
<b>Term 3</b>	<b>Module 8: From the Universe to the Atom</b>									
	PH11/12-5, PH11/12-6, PH11/12-7, PH12-15									
				<b>Task 4: 25%</b>						

## Science Extension

### Assessment schedule – Science Extension

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Component Weighting</b>
	<b>Poster and Oral Research Task</b>	<b>Data Analysis Task</b>	<b>Scientific Research Report</b>	
	Term 4, Week 9	Term 2, Week 3	Term 3, Week 6	
	<b>Outcomes assessed</b> SE-1, SE-2, SE-3, SE-5, SE-7	<b>Outcomes assessed</b> SE-1, SE-4, SE-5, SE-6, SE-7	<b>Outcomes assessed</b> SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7	
Communicating scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	5	10	10	25
Application of scientific research skills	10	15	20	45
<b>Task Weighting</b>	30	30	40	100

### Scope and sequence – Science Extension

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	How have modern philosophical arguments influenced the development of modern scientific research?			What are the processes needed for developing a scientific research question and initial hypothesis						
	SE-1, SE-2, SE-5			SE-1, SE-3, SE-4, SE-5, SE-6, SE7						
									<b>Task 1: 30%</b>	
<b>Term 1</b>	What currently influences scientific thinking?			How are the inferences, generalisations and conclusions derived from valid and reliable data reported?		What tools are used to describe patterns and trends in data?				
	SE-1, SE-2, SE-5			SE-1, SE-5, SE-6, SE-7		SE-1, SE-4, SE-5, SE-6, SE-7				
<b>Term 2</b>	What tools are used to describe patterns and trends in data?		How does statistical analysis assist in finding meaning in the trends or patterns in data sets? How are the inferences, generalisations and conclusions derived from valid and reliable data reported?							
			SE-1, SE-4, SE-5, SE-6, SE-7							
			<b>Task 2:30%</b>							
<b>Term 3</b>	How is evidence used to make decisions in the scientific research process? How are the inferences, generalisations and conclusions derived from valid and reliable data reported?			Trial exams		How are the inferences, generalisations and conclusions derived from valid and reliable data reported?			Revision of course	
							<b>Task 3: 40%</b>			

**Sport, Lifestyle and Recreation**
**Assessment schedule – SLR**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Component Weighting</b>
	<b>Games and Sports Applications Practical</b>	<b>Coaching Session</b>	<b>First Aid</b>	<b>Resistance Training Program</b>	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 10	Term 3, Week 7	
	<b>Outcomes assessed</b> 1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	<b>Outcomes assessed</b> 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	<b>Outcomes assessed</b> 1.2,1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.4	<b>Outcomes assessed</b> 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4.	
Skills in: Participation and performance in physical activity	10	5	10	15	40
Knowledge and understanding of Course Content	10	10	10	10	40
Skills in: Critical thinking, research and analysis	5	10	5		20
<b>Task Weighting</b>	25	25	25	25	100

### Scope and sequence – SLR

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Module 1: Games & Sports Applications (25% course time – 30 hours)									
	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4									
									<b>Task 1: 25%</b>	
<b>Term 1</b>	Module 2: Sports Coaching & Training (25% course time – 30 hours)									
	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5									
								<b>Task 2: 25%</b>		
<b>Term 2</b>	Module 3: First Aid and Sports Injuries (25% course time – 30 hours)									
	1.3. 2.5., 3.6, 4.2, 4.4, 4.5									
										<b>Task 3: 25%</b>
<b>Term 3</b>	Module 4: Resistance Training (25% course time – 30 hours)									
	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4									
							<b>Task 4: 25%</b>			

## Visual Arts

## Assessment schedule – Visual Art

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Body of Work Progress VAPD Section 1 extended responses in class task	Body of Work progress VAPD Section 2 essay in class task	Final Body of Work VAPD Interview	Trial HSC examination	
	Term 4, Week 9	Term 1, Week 9	Term 3, Week 3	Term 3, Weeks 4 or 5	
	Outcomes assessed H1, H2, H3, H4, H5, H7, H8	Outcomes assessed H1, H2, H3, H4, H5, H9, H10	Outcomes assessed H1, H2, H3, H4, H5, H6	Outcomes assessed H7, H8, H9, H10	
Making	10	10		30	50
Art Criticism/ Art History	10	10	30		50
<b>Task Weighting</b>	20	20	30	30	100

### Scope and sequence – Visual Art

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Topic: Finding a 'spark'									
	BOW: Developing ideas, research, brainstorming, study of frames and timelines. Case study #1 H1, H2, H3, H4, H5, H7, H8									
										Task 1 20%
<b>Term 1</b>	Topic: Developing ideas H1, H2, H3, H4, H5, H9, H10									
	BOW: Continue with ideas, developing them and concepts. Research and experiments are still going but are being finalised. Case study #2									
										Task 2 20%
<b>Term 2</b>	Topic: Finalising ideas									
	BOW: Further development of BOW and begin refining and finalising most/all parts of the work. Case study #3 H7, H8, H9, H10									
<b>Term 3</b>	Topic: Resolution of work H1, H2, H3, H4, H5, H6									
	BOW: Final resolution and finishing of BOW as a whole. Case study #4 + #5. Exam preparation.									
			Task 3 BOW 30%	Task 3 – Trial 30%						

## VET - Business Services



**Education**

**PUBLIC SCHOOLS NSW ULTIMO RTO 90072**  
**BUSINESS SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE**

**Preliminary Year 2022 - HSC 2023**

QUALIFICATION: BSB20115 Certificate II in Business

Training Package: BSB Business Services (version 6.1)

**NESA Course Code:**

2 U X 2 YR - 26101

**2023 HSC Exam: 26199**

**LMBR UI Code:**

(11 OR 12)

BSB20115226101B

TERM	UOC CODE	Unit of Competency	AQF Core/ Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>7 PRELIMINARY UOCs</b>							<b>240 Indicative Hours over 2 yrs</b>  <b>35 hrs Work placement</b>  <b>20% Preliminary Exam</b>
Term 1	BSBWHS201 BSBWOR204	Contribute to health and safety of self and others Use business technology	C E	M E	15 15	<b>Cluster A: At the Office</b> Written task, scenario, observation of practical work, risk assessment	
Term 2	BSBCUS201 BSBCMM201	Deliver a service to customers Communicate in the workplace	E E	M E	15 15	<b>Cluster B: Service with a Smile</b> Scenario, written task, presentation, role play	
Term 3	BSBSUS201 BSBINM202 BSBWOR202	Participate in environmentally sustainable work practices Handle mail Organise and complete daily work activities	E E E	M E E	15 10 15	<b>Cluster C: It's in the Post</b> Scenario, written task, case studies, self-assessment	
<b>7 HSC UOCs</b>							
Term 3-4	BSBITU307 BSBITU211	Develop keyboarding speed and accuracy Produce digital text documents	E E	E E	25 20	<b>Cluster D: Fast and On Task</b> Written task, teacher observation, portfolio of evidence, product assessment	
Term 5-6	BSBITU212 BSBINM201 TLIP2029	Create and use spread sheets Process and maintain workplace information Prepare and process financial documents	E E E	E M M	15 20 20	<b>Cluster E: Minding Your Own Business</b> Written task, scenario, observation of practical work, portfolio of evidence	
Term 7	BSBINN201 BSBIND201	Contribute to workplace innovation Work effectively in a business environment	E E	M M	15 25	<b>Cluster F: Back to the Future</b> Written task, case study, scenario	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 240			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

## VET - Construction


**Education**
**PUBLIC SCHOOLS NSW ULTIMO RTO 90072**
**CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE**
**Preliminary Year 2022 - HSC 2023**

 QUALIFICATION: CPC20211 Certificate II in Construction Pathways  
 Training Package: CPC08 Construction, Plumbing and Services (version 9.7)

**NESA course code**  
 2 U X 2 YR - 26201  
**2023 HSC Exam: 26299**  
**LMBR UI Code:**  
 (11 OR 12)  
**CPC20211526201B**

TERM	Unit Code	Units Of Competency	AGF CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
10	<b>7 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	<b>Cluster A – SafeWork NSW WHS Induction</b> Written Test	
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	<b>Cluster B - Small project, Oil Stone Case or Concrete Float Practical</b> , Teacher observations and written test.	20% Preliminary Exam 35 hrs. Work placement
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	<b>Cluster C - Tool box, Saw Horse or BBQ table</b> Practical, Teacher observations and written test.	
Term 2/3 Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	<b>Cluster D – Skills in Action</b> Observations, portfolio and written test	
	<b>7 HSC UOCs</b>						35 hrs. Work placement
Terms 4/5	CPCCCA2003A CPCCCM2006B CPCCCM1015A CPCCCO2013A CPCCCM2001A	Erect and dismantle formwork for footings and slabs on ground Apply basic levelling procedures Carry out measurements and calculations Carry out concreting to simple forms Read and interpret plans and specifications	E E C E C	E E M E M	25 15 20 20 20	<b>Cluster E - School Project – Concreting</b> Practical, Teacher observations and written test. * Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	80% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure.
Terms 6/7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	<b>Cluster F – Wall and Floor Tiling</b> Practical, Teacher observations and written test	This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours 235 -245		Units of competency from the HSC focus areas will be included in the optional HSC examination.	

## VET - Entertainment Industry

## PUBLIC SCHOOLS NSW ULTIMO RTO 90072

## ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

## Preliminary Year 2022 - HSC 2023

QUALIFICATION: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services

Training Package: CUA Creative Arts and Culture (version 4.1)



Education

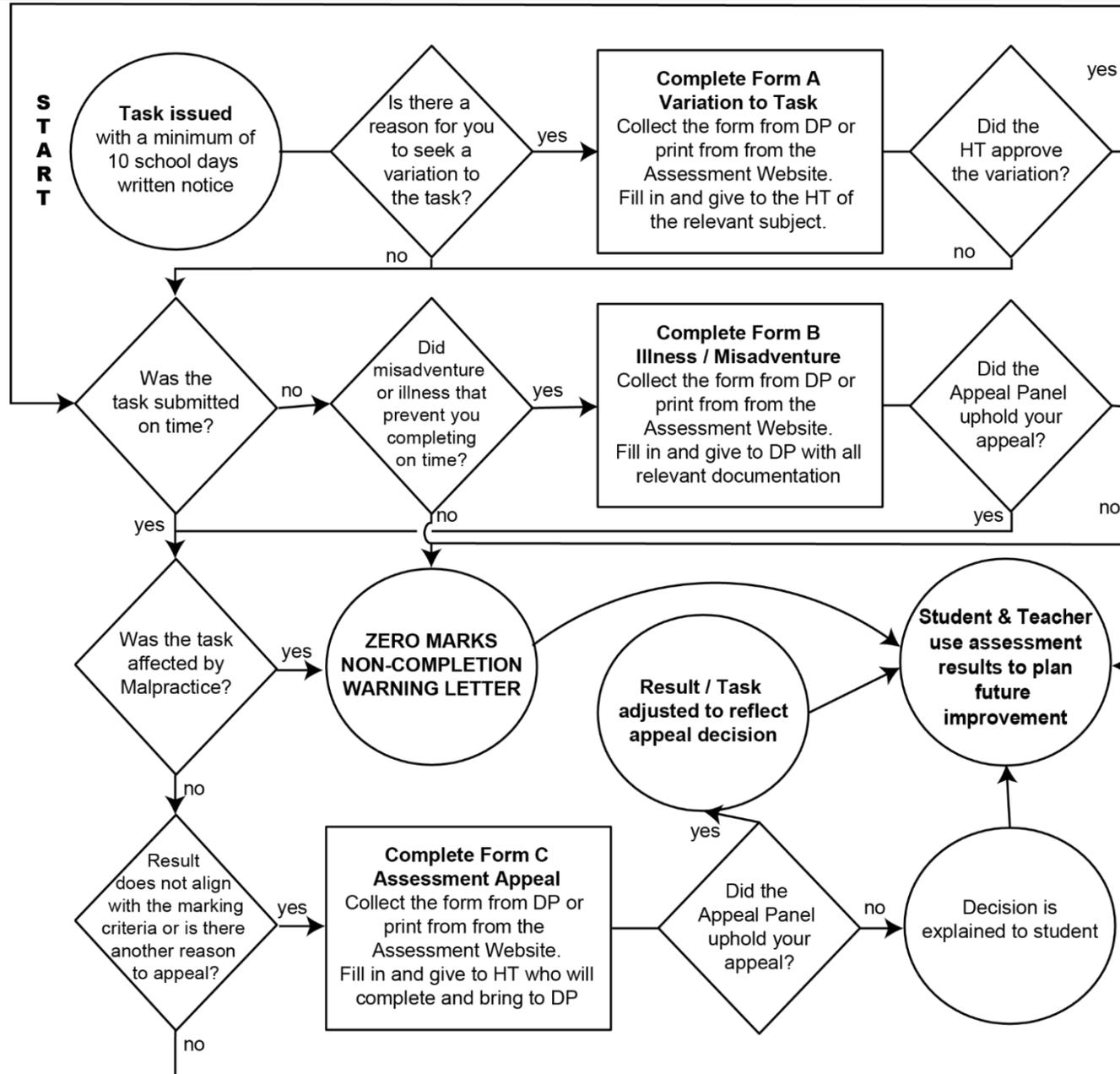
**NESA code**  
2 U X 2 YR - 26401  
2023 HSC Exam: 26499  
**LMBR UI Code:**  
(11 OR 12) CUA30415326401B

TERM	Unit Code	Units Of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>6 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 years
	CPCCOHS1001A	Work safely in the construction industry	C	M	10	<b>Cluster A – Work Safely</b> Written Test, Structured Activity Site Inspection and Oral Report	35 hrs Work placement
Term 1/2	CUAWHS302 CUASOU301	Apply work health and safety practices Undertake live audio operations	C E	M M	15 25	<b>Cluster B – Safe and Sound</b> Audio Practical and Portfolio and Written Task	20% Preliminary Exam
Term 3	SITXCCS303 CUAVSS302 CUAIND301	Provide services to customers Operate vision systems Work effectively in the creative arts industry	C E C	M M M	20 25 20	<b>Cluster C – Let's See It!</b> Written Questioning, Direct Observation of Practical Work and Evaluation, Portfolio of Evidence and Research Task	
Term 4/5	<b>6 HSC UOCs</b>						
	CUASOU306 CUASTA301 CUALGT301	Operate sound reinforcement systems Assist with production operations for live performances Operate basic lighting	E E E	E M M	20 25 25	<b>Cluster D – Setting the Scene</b> Written Questioning, Direct Observation of Practical Work, Portfolio of Evidence	35 hrs Work placement  80% 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.
Term 6/7	CUASTA202 CUASMT301 BSBCMM201	Assist with bump in and bump out of shows Work effectively backstage during performances Communicate in the workplace	E E E	E E E	20 25 15	<b>Cluster E – Behind the Scenes</b> Written Questioning, Portfolio of Evidence, Direct Observation of Practical Work	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

## VET - Hospitality

NSW GOVERNMENT Education		PUBLIC SCHOOLS NSW ULTIMO RTO 90072 HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2022 - HSC 2023 QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2) Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)					NESA Course Code 2 U X 2 YR – 26511 2022 HSC Exam: 26589 LMBR UI Code (11 OR 12) SIT20316126511B	
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%	
<b>9 PRELIMINARY UOCs</b>						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>		240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b> Scenario, written task, case study, observation of practical work	35 hrs Work placement  20% Prelim Yearly Exam	
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, written task, case study, observation of practical work		
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	<b>Cluster C: Working Relationships</b> Scenario, written task, case study, role play, observation of practical work <b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b>		
<b>6 HSC UOCs</b>								35 hrs Work placement 80% HSC Trial Exam
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	<b>Cluster D: Café Culture</b> Role play, written questioning, observation of practical work, student reflection, portfolio of evidence <b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b> *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	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.	
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written questioning, student reflection		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245		Units of competency from the HSC focus areas will be included in the optional HSC examination.			

**Assessment Process Flowchart**





**FORM A Request for Variation to Assessment Task**

Name ..... Date request form issued .....

Course ..... Class .....

Task number ..... Original date for task \_\_\_\_\_

Teacher.....

If you know you will not be at school when a task is to be completed:

- complete a Variation to Task form
- the form should be given to your teacher as soon as possible so alternate arrangements can be negotiated
- the form must be submitted BEFORE the date of the task
- valid reasons for known absence include representing the school or attendance at TAFE

Any application for Approved Leave should include Assessment Tasks that you will be absent for and the alternate arrangements you have made for the tasks.

Reason for variation to the task:

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Alternate arrangements for the task (negotiated with your Teacher and Head Teacher):

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Head Teacher ..... Class Teacher .....

Parent ..... Student .....

Contact details of Parent .....

Forms must be returned to the Head Teacher before the date of the alternate arrangements; the form was returned to the Head Teacher on .....

Students are reminded that all tasks must be completed in line with 'all my own work' guidelines.

- Student  Student file  Monitoring folder  Class teacher  Exam coordinator for formal exams  DP copy



**FORM B Illness / Misadventure Appeal Form**

Name ..... Date request form issued .....

Course ..... Class .....

Task number ..... Original date for task \_\_\_\_\_

Teacher.....

If illness or misadventure stops you from attending school for an assessment task, or from completing a task by the due date you must complete and submit **Illness/Misadventure Form**.  
If illness or misadventure affects your performance during an assessment task you should tell your teacher and then complete and submit **Illness/Misadventure Form**.

Details of the circumstances that led to a failure to complete or to submit the task by the due date:

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.....  
.....

**ATTACH ADDITIONAL INFORMATION, MEDICAL CERTIFICATE OR OTHER SUPPORTING DOCUMENTS TO YOUR APPEAL**

Student signature..... Date .....

Parent signature ..... Date .....

Head Teacher signature ..... Date .....

Forms must be returned to the Head Teacher as soon as possible.

Head Teacher recommendation:

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Appeal Result (completed by Assessment Co-ordinator):

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.....  
.....  
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- Student
- Student file
- Monitoring folder
- Class teacher
- Exam coordinator for formal exams
- DP copy



**FORM C Stage 6 Assessment Task Appeal Form**

Name ..... Date request form issued .....

Course ..... Class .....

Task number ..... Original date for task \_\_\_\_\_

Teacher.....

Reason for appeal (please tick reason)

- The marks awarded, with reference to the published marking criteria or rubric.
- The administration of the task. Such as, inequitable processes being applied in the management of the task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorized time extension.
- Task conformation to the school's assessment policy as described in the assessment handbook (such as failing to notify that a task is assessable or not being provided notification, in writing of the details of the task 10 days prior to the due date).

Explain your reasons for the appeal (attach additional sheets if necessary)

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Student signature..... Date .....

Parent signature ..... Date .....

Head Teacher signature ..... Date .....

Forms must be returned to the Head Teacher as soon as possible.

Head Teacher recommendation:

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Appeal Result (completed by Assessment Co-ordinator):

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.....

.....

- Student     Student file    Monitoring folder     Class teacher     Exam coordinator for formal exams     DP copy



## FORM D Application for Recognition of Prior Learning (RPL) and/or Credit Transfer within Stage 5 or Stage 6 VET courses

This application has been developed to help schools, colleges and Registered Training Organisations (RTOs) to manage the determination of recognition of prior learning (RPL) and credit transfer within Stage 5 (Year 9 or 10) or Stage 6 (HSC) Vocational Education and Training (VET) courses.

The RTO involved in determining RPL/credit transfer must have the intended AQF VET qualification nominated in this application on their scope of registration.

Principals are delegated the authority to assess and approve applications for RPL or credit transfer for HSC VET course outcomes and content as defined by the indicative hour requirements for the HSC VET course and the mandatory work placement requirements.

Once processed, this application should be retained on record by the school or college and the RTO.

SECTION 1 Student, school/college and RTO details	
Student name:	
NESA student number:	
School year/grade:	
School/college:	
RTO responsible for VET course delivery and assessment: (see <a href="http://training.gov.au">http://training.gov.au</a> for RTO name and code)	

SECTION 2 VET course and AQF VET qualification details	
NESA course name:	
NESA course number:	
Pattern of study:	<input type="checkbox"/> Stage 5 100-hour elective <input type="checkbox"/> Stage 6 _____ HSC indicative hours _____ unit(s) x _____ year(s)
Intended AQF VET qualification (code and title):	

SECTION 3 VET HSC exam (Industry Curriculum Framework 240/360-hour course only)	
Indicate whether the student intends to sit the HSC exam (optional) for the VET course:	
<input type="checkbox"/> no <input type="checkbox"/> yes	
NESA exam number:	
Calendar year the student will sit the exam:	
Note: To be eligible to sit the HSC exam, students must meet the requirements of the respective HSC VET course from the syllabus that applies to the year that the HSC exam will be undertaken.	

#### SECTION 4 Evidence for recognition of prior learning (RPL) and/or credit transfer

It is the student's responsibility to provide evidence to the school or college and to the RTO for processing their request for RPL/credit transfer. Evidence must be submitted with this application (see below).

Examples of evidence for RPL include:

- course outlines, reports and result transcripts
- references from industry/employers
- outline of experiences including times/dates, places and contacts
- outline of skills and knowledge
- other

Forms of evidence for credit transfer are:

- AQF VET Certificate and Transcript of Competencies achieved
- AQF VET Statement of Attainment showing competencies achieved

#### SECTION 5 VET course requirements

To gain credit towards the RoSA/HSC from the Stage 5/Stage 6 VET course, the student must meet ALL course requirements including:

- a) mandatory (Frameworks)/core (VET BECs) and elective units of competency to meet indicative hour requirements of the Stage 5/Stage 6 VET course
- b) HSC Content (Framework 240/360-hour course only)
- c) work placement requirements (where mandated).

These requirements may be met through RPL, credit transfer or further study as a part of the HSC program.

The RTO delivering the Stage 5/Stage 6 VET course is responsible for determining RPL or credit transfer for unit(s) of competency outcomes. This is to be done in accordance with the RTO's policies which comply with the VET Quality Framework, including standards for RTOs.

Refer to the HSC VET [Framework](#) syllabus or course description for the [Stage 5](#) / [Stage 6](#) VET BEC.

#### Section 5 (a) Units of competency to meet VET course indicative hour requirements

This worksheet should be used to record details of how the course requirements for the Stage 5/ Stage 6 VET course will be addressed (either by RPL, credit transfer or through further study as a part of the RoSA/HSC program).

NESA course name:

Total indicative hours:

Stage 5 / Stage 6 course requirements – unit(s) of competency			Course requirements will be met through: <i>(insert the indicative hours in the relevant column)</i>		
Unit code	Unit title	Indicative hours	RPL	credit transfer	further study
<b>Mandatory / core</b>					
<i>List the mandatory/core units of competency to be included in the VET course – refer to the HSC VET <a href="#">Framework</a> syllabus or course description for the <a href="#">Stage 5</a> / <a href="#">Stage 6</a> VET BEC.</i>					
<b>Indicative hours sub-total</b>					

Stage 5 / Stage 6 course requirements – unit(s) of competency			Course requirements will be met through: <i>(insert the indicative hours in the relevant column)</i>		
Unit code	Unit title	Indicative hours	RPL	credit transfer	further study
<b>Elective</b>					
<i>List the elective units of competency to be included in the VET course to meet indicative hour requirements – refer to the HSC VET <a href="#">Framework</a> syllabus or course description for the <a href="#">Stage 5</a> / <a href="#">Stage 6</a> VET BEC.</i>					
<b>Total indicative hours</b>					

<b>Section 5 (b) HSC Content (Industry Curriculum Framework 240/360-hour course only)</b>
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Where an associated unit of competency has been awarded through RPL or credit transfer, the RTO delivering the HSC course is responsible for determining any gaps in learning for the HSC Content (HSC focus areas) and for providing a program that enables the student to address the identified gaps. (Refer to Section 3 in the [HSC VET Framework](#) syllabus.)

The scope of learning for all mandatory focus areas and stream focus area (where applicable) has been covered:

yes                       no (if no, provide details of gap program below)

**HSC Content gap program**

Outline the learning opportunities/program that will be provided to the student to enable them to address identified gaps:

<b>Section 5 (c) Work placement (where required)</b>	
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Mandatory work placement requirements for the VET course:	<input style="width: 40px;" type="text"/> hours
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Quantity of credit awarded by RPL:	<input style="width: 40px;" type="text"/> hours
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Gap to meet HSC course work placement requirements: (minimum work placement hours minus hours awarded by RPL)	<input style="width: 40px;" type="text"/> hours
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**Work placement gap planning**

Outline the planning to ensure that the student will be able to complete the remaining work placement requirements in accordance with the [Timetable of Actions for Secondary Schools](#):

**SECTION 6 HSC exam preparation and estimated exam mark (where relevant)**

It is the responsibility of the school or college/RTO delivering the HSC course to manage HSC exam preparation and determine an appropriate estimated exam mark for students who intend to undertake the VET course HSC exam and who have addressed the HSC focus areas (HSC Content) and been awarded RPL/credit transfer for the associated units of competency.

- A program to support the student's HSC exam preparation is available.  
Outline the learning opportunities/program that will be provided to the student to support their HSC exam preparation:

- An appropriate procedure to determine an estimated exam mark for the student has been identified.

**SECTION 7 Student, school/college and RTO sign off**

The outcome of the application for RPL/credit transfer within the Stage 5/Stage 6 VET course as detailed above, and any programs identified to address gaps in the course requirements and/or HSC exam preparation (where relevant) have been agreed to by all parties involved.

Student's name:

Student's signature:

Date:

Principal's name:

Principal's signature:

Date:

RTO representative's name:

RTO representative's signature:

Date:

**School or College/RTO use only**

Action	Initial	Date
RPL/credit transfer determinations have been documented in Section 5(a) of this document.		
RPL/credit transfer outcomes have been reported through <i>Schools Online</i> or the RTO's processes for TAFE NSW.		
This application, along with the evidence for RPL/credit transfer as noted in Section 4, has been filed at the school/college or RTO.		

**Student record for current employment**

Education

# Student record for current employment

This form is for students who want to use their current employment to satisfy mandatory HSC VET work placement requirements.

The school or the EVET provider must retain this original form and any attachments (where relevant) and a copy provided to the student and parent/carer.

## Section A: Student and employment details

Student's name \_\_\_\_\_ Year (eg. 11) \_\_\_\_\_ Date of birth \_\_\_\_\_

Student's school \_\_\_\_\_

My current employment will satisfy \_\_\_\_\_ hours of the mandatory work placement component of my VET course \_\_\_\_\_

The period is from \_\_\_\_\_ to \_\_\_\_\_

I undertake to keep an accurate record of my employment activities as evidence of practicing and/or learning VET course competencies. Evidence of workplace activities on page 3 should be completed as evidence.

I will inform my teacher as soon as possible, but no later than within 7 days, of any change to the agreed employment arrangements, conditions or activities as that change may affect the recognition of my employment for mandatory work placement.

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

## Section B: Parent/carer details

Name \_\_\_\_\_ Contact number \_\_\_\_\_

I consent to the student's current employment being recognised for mandatory work placement as a part of their VET course.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## Section C: Details of school/EVET provider

School/EVET provider \_\_\_\_\_ Contact teacher \_\_\_\_\_

Address of school/EVET provider \_\_\_\_\_

Telephone \_\_\_\_\_ Email \_\_\_\_\_

The school or EVET provider is satisfied that the nature of the business or enterprise accurately reflects the character and purpose of the industry.

The VET teacher/EVET provider will contact and verify the details of the evidence of workplace activities with the student's employer/supervisor.

VET teacher printed name \_\_\_\_\_

## Section D: Employer details

Name of organisation or trading name \_\_\_\_\_

Address \_\_\_\_\_

Contact number \_\_\_\_\_ email \_\_\_\_\_

Contact person \_\_\_\_\_ position \_\_\_\_\_

The student commenced employment with my business on \_\_\_\_\_ and currently works an average of \_\_\_\_ hours per week.

The student will complete the evidence of workplace activities on page 3. This will be provided to the teacher as evidence of the skills and learning taking place in the workplace.

I acknowledge the student is my employee and my insurance coverage and arrangements will continue to apply to the student for the full period of their employment.

Print name \_\_\_\_\_

Signature of employer/supervisor \_\_\_\_\_ Date \_\_\_\_\_

Privacy notice – for all parties

The information provided by students, parents/carers and employers is obtained for the purpose of providing evidence of workplace activities. The NSW Department of Education will use the information to meet the needs of the student, the school/EVET provider, and the parent/carer.

The information you provide will be stored securely and kept for a minimum of two years where there is no further action relating to this document. The information will only be disclosed for purposes directly related to the purpose for which it is collected. You may correct any personal information by contacting the teacher in charge of the student's workplace learning program at the student's school/EVET provider.

## Section E: Evidence of workplace activities

Please use additional copies of this page where more activities are completed.

Name of student \_\_\_\_\_ Business \_\_\_\_\_

Employer \_\_\_\_\_ Telephone \_\_\_\_\_

The table below is to be completed by the student, verified by the employer or supervisor and returned to the VET teacher.

Student's position/s	Date/s
Description of job role eg. Retail Assistant, Barista or Construction Labourer	
Tasks and skills performed on the job	
Industry attitudes developed eg. teamwork, communication and following instructions.	
Workplace supervisor comments	

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Workplace supervisor signature \_\_\_\_\_ Date \_\_\_\_\_

VET teacher signature \_\_\_\_\_ Date \_\_\_\_\_

<b>My Assessment Tasks</b>				
	<b>Term 4</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Week 1</b>				
<b>Week 2</b>				
<b>Week 3</b>				
<b>Week 4</b>				
<b>Week 5</b>				
<b>Week 6</b>				
<b>Week 7</b>				
<b>Week 8</b>				
<b>Week 9</b>				
<b>Week 10</b>				
<b>Week 11</b>				

