



*Lithgow*  
HIGH SCHOOL

In pursuit of excellence for all

HSC 2024  
ASSESSMENT  
BOOKLET

**NOTE: Students are required to sign the Lithgow High School Register to acknowledge that they have received a copy of this booklet.**

## Contents

Contents .....	2
Introduction .....	5
List of Contacts .....	5
<b>Part 1: HSC Requirements.....</b>	<b>6</b>
New South Wales Education Standards Authority (NESA) .....	6
Eligibility Requirements for the 2024 HSC.....	6
NESA Course Requirements .....	6
Examinations and Submitted works .....	7
Assessment Marks .....	7
HSC Result.....	7
Vocational Education and Training (VET) Courses .....	8
Mandatory Work Placement.....	8
Trial and HSC Examinations for VET Courses.....	8
All My Own Work.....	9
Honesty in HSC Assessment - The Standard .....	9
Disability Provisions .....	10
HSC Examination Illness/Misadventure Appeals.....	10
<b>Part 2: Lithgow High School Assessment Policies and Procedures.....</b>	<b>11</b>
Lithgow High School Examinations.....	11
Student Organisation .....	11
Vocational Education and Training (VET) Courses .....	12
Competency-Based Assessment .....	12
Assessment Marks .....	12
Assessment Schedules .....	12
How to Submit Assessment Tasks.....	13
In class assessment tasks .....	13
On-line submission.....	13
Major Projects.....	13
Assessment Feedback.....	13
Applications for Extension of Time and Illness/Misadventure.....	13
Non-Submission or Late submission of Assessment Tasks .....	14
N Determination .....	14

Zero Marks Awarded .....	14
Malpractice .....	15
Suspected Breach of Examination Rules Malpractice Warning.....	15
Appeals.....	16
School Reports.....	16
Course Contacts .....	17
Line Structures .....	18
<b>Part 3: Assessment Schedules for Internal Assessment and VET HSC Assessment Advice.....</b>	<b>19</b>
Agriculture 2 Unit.....	20
Ancient History 2 Unit.....	21
Biology 2 Unit .....	22
Business Studies 2 Unit.....	23
Chemistry 2 Unit.....	24
Community and Family Studies 2 Unit.....	25
Dance 2 Unit.....	26
Drama 2 Unit.....	27
Earth and Environmental Science 2 Unit .....	28
Engineering Studies 2 Unit .....	29
English Advanced 2 Unit .....	30
English Standard 2 Unit.....	31
English Studies 2 Unit.....	32
Exploring Early Childhood 2 Unit.....	33
Industrial Technology (Automotive & Timber) 2 Unit .....	34
Legal Studies 2 Unit .....	35
Mathematics Advanced 2 Unit.....	36
Mathematics Extension 1 1 Unit.....	37
Mathematics Extension 2 1 Unit.....	38
Mathematics Standard 1 2 Unit .....	39
Mathematics Standard 2 2 Unit .....	40
Modern History 2 Unit .....	41
Music 1 2 Unit .....	42
Personal Development, Health & Physical Education (PHDPE) 2 Unit.....	43
Photography, Video and Digital Imaging 2 Unit.....	44
Physics 2 Unit .....	45
Society and Culture 2 Unit.....	46
Sport Lifestyle and Recreation 2 Unit .....	47

Visual Arts 2 Unit.....	48
Work Studies 2 Unit .....	49
HSC Assessment Advice for VET Courses.....	50
VET Construction 2 Unit .....	52
VET Hospitality 2 Unit.....	53
VET Manufacturing and Engineering 2 Unit (non-ATAR) .....	54
VET Retail 2 Unit.....	55
<b>Part 4 Appendices.....</b>	<b>56</b>
Student Assessment Planner Higher School Certificate 2023-2024 .....	57
Examination / Assessment Task Rules .....	58
Student Personal Assessment Results Record.....	59
Application for Extension and Application for Illness / Misadventure Consideration Form .....	60
Assessment Task Notification Template .....	61
Assessment Mark/Grade Appeal Form .....	62
ALARM KEY TERMS .....	63
ALARM Matrix Connotative Example.....	64
ALARM Matrix Logical Example .....	65
Glossary of Key Words.....	66

## Introduction

This booklet details the assessment requirements for Higher School Certificate students at Lithgow High School. All students, parents and carers should read the booklet carefully and ensure that they fully understand the practices and procedures to be followed at Lithgow High School.

## List of Contacts

Questions relating to this Assessment Information Booklet should be directed to personnel listed below:

### Lithgow High School

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Foty Loupos	Principal
Brett Jeffers	Deputy Principal
Rebecca Hamment	Deputy Principal
Spiridoula Dervenis	Head Teacher Teaching, Learning and Wellbeing
Kristy Kimber	Year 12 Advisor

# Part 1: HSC Requirements

## New South Wales Education Standards Authority (NESA)

This assessment policy is based on New South Wales Education Standards Authority (NESA) requirements.

Detailed information and assistance are available on the NESA website

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

where you will find informative links including:

- HSC Exam Papers
- HSC Assessment
- HSC Syllabuses
- How your HSC works
- Vocational Education
- HSC Exam Timetable
- Honesty in HSC Assessment
- HSC All My Own Work

## Eligibility Requirements for the 2024 HSC

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

- Completed 12 units of Preliminary Courses, including 2 units of English.
- Studied at least 10 units of HSC courses of which six units must be from Board Developed Courses, including English.

Students receive their Higher School Certificate from NESA following successful completion of the HSC. This is received in the mail and students can access their results via text message or email.

For further details see the NESA website.

## NESA Course Requirements

To be eligible for the award of the HSC, the student must have satisfactorily completed each course. Students will be considered to have satisfactorily completed a course leading up to the HSC examination if there is sufficient evidence that the student has:

- Followed the course developed or endorsed by NESA;
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school; and
- Achieved some or all of the course outcomes.

## Examinations and Submitted works

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

The examination mark in a course will be based upon performance in the external Higher School Certificate examination. The examination may involve more than one component, such as a written examination, a submitted work or a practical examination.

In the following courses, students are required to complete a practical or project component as part of the HSC examination:

Dance, Design and Technology, Drama, English Extension 2, History Extension, Industrial Technology, all modern language, Music, Society and Culture, Textiles and Design, and Visual Arts.

No projects developed for any of these courses may be submitted for assessment or examination in any other HSC course. Students will be notified of dates for completion of projects and practical tasks when these are finalised by NESA.

Students, who repeat a course where a submitted work or project is required, may not resubmit a work or project entered and marked in a previous year, without the special permission of NESA.

## Assessment Marks

Schools submit an assessment mark for each student in each course. The assessment mark is adjusted (moderated) by NESA to produce the assessment mark that appears on the HSC Record of Achievement.

The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school groups' assessment marks are adjusted based on the performance of the group in the HSC examination. The rank order of students as submitted by the school is not changed. The moderation process has no effect on examination marks.

## HSC Result

School-based assessment throughout the HSC course contributes 50% of a student's HSC mark. The school-based assessment mark is reported on the HSC.

## Vocational Education and Training (VET) Courses

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

Vocational Education and Training (VET) courses are offered as part of the HSC. VET courses for secondary students are developed by NESA and are based on national training packages.

VET courses allow students to gain both HSC and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers.

### Mandatory Work Placement

Work placement is a mandatory HSC requirement of each VET course. A minimum number of hours are required in the workplace to enable students to progress toward the achievement of industry competencies and to practice skills acquired in the classroom or workshop.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery). The number of work placement hours for each course is provided in the VET HSC Assessment Advice in Part 3 of this policy.

The school has set aside certain weeks in the school calendar to meet mandatory work placement requirements.

Failure to complete the mandatory work placement will mean that the student will not satisfy the requirements for the successful completion of the VET course and may jeopardise their eligibility for completion of the HSC.

### Trial and HSC Examinations for VET Courses

All students enrolled in VET courses must complete the Trial HSC Examination.

Board Developed VET courses contribute to the minimum six required for the HSC, and can also be included in the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination.

Students may withdraw from the optional written HSC examination following the Trial HSC examinations. Students wishing to include a VET course in their ATAR calculation must sit the HSC examination.

Board Endorsed VET HSC courses do not have a HSC examination and therefore cannot contribute to the calculation of an ATAR.



## All My Own Work

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

Students who have completed the NESA program *All My Own Work* in Year 10 and are reminded of the following guidelines.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to a mark of zero and a non - award in the Higher School Certificate.

Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source.
- buying, stealing or borrowing another person's work and presenting it as your own.
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or paying someone to write or prepare material.
- breaching school examination rules or using non - approved aides during an assessment task.
- contriving false explanations to explain work not handed in by the due date; or
- assisting another student to engage in malpractice.

## Honesty in HSC Assessment - The Standard

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rulesprocedures-guide-students>

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the Board's subject specific documentation. Use or inclusion of material from other sources such as books, journals, and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, students will be placed on the NESA malpractice register.

## Disability Provisions

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Disability provisions are available for a range of medical and learning conditions. For example, students with diabetes or students with conditions that prevent them from reading the examination questions and/or communicating responses. Disability provisions are applied for by the school.

## HSC Examination Illness/Misadventure Appeals

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/illnessmisadventure>

If a student believes that his/her performance in the HSC examination was diminished because of circumstances beyond their control, an Illness/Misadventure Appeal may be lodged. Note that misreading the HSC examination timetable is NOT a valid reason for a misadventure appeal.

An appeal may be made for a variation to HSC results if the student was prevented from attending an examination, or performance was affected by illness or misadventure immediately before or during the examination.

Appeal forms are available from the Deputy Principal or Principal. Students or parents must make contact with the Deputy Principal or Principal on the day of the exam.

Further details of appeal procedures are on the appeal form and on the Illness/Misadventure Information Consideration Form in the Appendices section of this booklet. It is your right and responsibility to lodge an appeal. See the NESA website for further details.

## Part 2: Lithgow High School Assessment Policies and Procedures

The Assessment Program has been prepared in accordance with each NESA Syllabus which specifies the components of the course to be assessed and their weightings. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. They include tests, written assignments, practical activities, fieldwork and projects.

Students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

Students can best meet these course requirements if they:

- Attend all timetabled lessons and minimise absences from class for any reason. Absences quickly accumulate, for example if a student misses a double period of a subject, they will have missed one half of the timetabled lessons for that subject in one week.
- Complete all activities set during class time.
- Complete homework set by the teacher.
- Regularly revise all work and implement a regular study timetable.
- Complete past Higher School Certificate papers; and
- Complete all Assessment Tasks to maximise the Higher School Certificate result.

### Lithgow High School Examinations

For most courses, a Trial HSC Examination will occur in Term 3. Students will be given an updated copy of the Examination / Assessment Task Rules and procedures with the timetable for the examinations. A copy is attached in the Appendix.

## Student Organisation

It is a student's responsibility to organise study and preparation time to ensure that assessments tasks are submitted by the due date.

Lithgow High School provides all HSC students with this HSC Assessment Booklet. In addition, it is strongly recommended that all HSC students use a diary to assist students in planning homework and study requirements, as well as recording the due dates of all assessment tasks and other obligations and events in the year.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step. Students should back up all work prepared on computer as the failure of technology is not generally an acceptable excuse for the late submission of work. Students are advised to keep a copy of all written work they submit.

Library Tutoring – Lithgow High School employs senior tutors that work in the school library study room with any Year 11 and Year 12 student during their study periods. The school library is open extended hours in the afternoon to enable students to consolidate their learning after school. All senior students have access to this valuable resource. The school tutoring is available for all senior students Monday - Thursday until 5pm and Friday until 3.20pm.

## Vocational Education and Training (VET) Courses

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

### Competency-Based Assessment

Lithgow High School is a part of the Wagga Wagga Registered Training Organisation (RTO) and uses standard assessment compiled for all schools across the region.

Assessment in VET courses is competency based. Assessment and reporting in VET courses are based on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace.

Students will be given multiple opportunities to demonstrate competencies and receive a record of completed competencies for their relevant training package at the conclusion of the HSC.

## Assessment Marks

At the end of the Higher School Certificate Course, the school will submit a school-based assessment mark to NESA for each student for each course. The mark will be based on the student's performance in the set tasks in the assessment program, including the school examinations.

For VET Courses, the school will submit an estimate mark for all students entered for the optional HSC examination. This will be an estimate of likely performance in the HSC examination and will be used only in the case of Illness/Misadventure appeal.

### Assessment Schedules

Assessment Schedules are contained in Part 3 of this Assessment Booklet. Students who are enrolled in VET courses also receive an HSC Assessment Advice for their relevant training package.

- Students will be given written notification of each assessment task.
- Students will be given a minimum of two weeks' notice of the due date of an assessment task.
- Students may have more than one assessment task due at the same time and should schedule adequate time to complete each task.
- Students will have no more than 4 assessments tasks due in one week, except for VET or examination periods. No other assessments will occur during examination period.
- If an assessment schedule needs to be altered, students will be advised in writing by the Head Teacher.

## How to Submit Assessment Tasks

### In class assessment tasks

These tasks are supervised by the class teacher and collected by the teacher at the end of the lesson.

### On-line submission

These tasks are to be emailed directly to the teacher's email address or submitted to the appropriate online learning platform.

### Major Projects

These items are submitted directly to the teacher. Projects are stored in an appropriate faculty location to minimise the risk of damage. **Performances / Practical tasks** - are marked in class on the scheduled assessment day.

## Assessment Feedback

Assessment feedback is provided in a variety of form including written annotations, examples of good responses, oral discussion of general comment, peer and self-evaluation and individual student feedback. Feedback provides information about what a student is able to do and what they need to do in order to improve their level of performance. It is provided in a timely manner.

## Applications for Extension of Time and Illness/Misadventure

If a student is absent on the day of a school task, the student will be required to complete an application for illness/misadventure consideration. Depending on the circumstances the student will either re-sit the task at a negotiated time, or an estimate will be given, or an alternate task issued, if the application is accepted.

Students may apply for an extension of time for illness or unavoidable misadventure (see Appendices of this booklet for the form). **Independent documentation (e.g. doctor's certificate) must be provided; a parent note is not acceptable for HSC assessment tasks.**

If students know they will be absent from school on the date of an assessment task is due (eg representing the school in sport, performing arts, school excursion, work placement, etc.), they must submit the task before the due date unless there are exceptional circumstances requiring the **submission of an extension application form.**

## Non-Submission or Late submission of Assessment Tasks

Assessment work not submitted or submitted after the due date without written application (See Appendices for form) and approval will be recorded as a zero mark and not count towards the assessment mark.

Students will be issued with an N-warning letter for non-submission and will be required to attend Senior Study Homework Centre on Mondays from 2.30pm – 3.20pm until the task has been submitted and the N-Warning has been resolved.

### Senior Study Attendance for N-Warning Mitigation Support

Attendance is compulsory and required until the task has been submitted by the student, and the N-Warning resolved by the teacher. Parents/carers and students will be notified of this the week prior attendance is required.

All tasks must still be submitted to ensure that the student meets course requirements.

## N Determination

An N Determination Warning Letter is issued to students who fail to complete assessment tasks or who fail to show diligence and sustained effort which may be a result of poor attendance. Parents will be contacted by phone regarding N Determination Warning Letters by the course teacher. Students are given a set time to complete the work or demonstrate competencies. Once the work has been completed or the competencies demonstrated the warning is cleared. A zero mark is kept as the official record for the task.

If the student does not subsequently meet course requirements as detailed in the N Determination Warning Letter(s), then an N Award may be given for the course by the Principal. This means that the student will receive no results in that course. For students to be deemed unsatisfactory, they will be given **a minimum of two official N Determination Warning Letters per course**.

Until a student receives results in 12 Year 11 Units and 10 HSC Units, the student will not be eligible for the award of a Higher School Certificate.

## Zero Marks Awarded

A student may be given a zero mark if the student:

- has not made a serious attempt to do the task, including work that is trivial, frivolous, or offensive. Students must have attempted a range of questions/components throughout the task.
- is absent from a task without a valid reason (see above).
- has been involved in malpractice or submits plagiarised work (see *All My Own Work* above)

## Malpractice

Lithgow High School is required to maintain a register of all instances where a student is found to have engaged in malpractice in a school-based assessment task the subject concerned, the nature of the offence and the penalty applied. This information is registered with NESA. School based penalties will apply for any case of malpractice and could lead to a non-award for the Higher School Certificate.

## Suspected Breach of Examination Rules Malpractice Warning

At the commencement of every examination session, the presiding officer or supervisor is required to say:

“Before I read the malpractice warning, please check your pockets for mobile phones, notes or paper.

If you are found to have a mobile phone in your possession once the examination has commenced, I must report you to NESA, and you may be penalised, which could result in being given zero for the examination, or not qualifying for your HSC. Raise your hand if you have a mobile phone or any other unauthorised material.

*(Supervisors must speak to each student who raises their hand. Students must be directed to put all unauthorised material in a designated place).*

**I will now read the malpractice warning:**

‘The NSW Education Standards Authority’ rules state that any student found with notes, paper unauthorised material or any communication device such as programmable watch, smartwatch or a mobile telephone in the examination room may have a penalty imposed, such as zero for this examination, or no result for the course.

If you have accidentally brought into the examination anything with notes on it, paper or unauthorised material or equipment, please place them in the designated area this examination starts. There will be no penalty if they are handed in NOW. They will be returned to you when the session has finished.

You must complete the student completion record, and ensure it has been checked and signed by the supervisor, before you leave the examination room. If you leave before this happens, your presentation for the examination may be treated as a breach of examination rules”.

Notes:

- It is vital this announcement is read in full at every examination. The presiding officer is required to make a daily note in their diary that the announcement has been read out at each examination.
- Before each examination session, the presiding officer must always give a copy of the announcement to any supervisors in charge of other rooms and all disability provisions supervisors, and inform them they must read it to the student(s) in their care.

## Appeals

Students have the right to appeal if they feel that the process used does not comply with the set rules (see Appendices of this booklet for form). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process. Appeals should be lodged with the Deputy Principal.

## School Reports

School reports will be issued twice during the HSC course.



## Course Contacts

FACULTY	COURSE	HEAD TEACHER
English	English Advanced English Standard English Studies	Ms. K. Brooke
Maths	Mathematics Advanced Mathematics Extension 1 Mathematics Extension 2 Mathematics Standard 1 Mathematics Standard 2	Mr R. Stoneley
Science	Agriculture Biology Chemistry Earth and Environmental Science Physics	Ms. J. Shaw
Human Society & Its Environment (HSIE)	Ancient History Aboriginal Studies Business Studies Legal Studies Modern History Society & Culture Work Studies	Mr T Galloway
Personal Development/Health/Physical Education (PDHPE)	Community & Family Studies (CAFS) Exploring Early Childhood PDHPE Sport, Lifestyle & Recreation Studies	Mr. S. Conroy
Technology & Applied Studies (TAS)  Vocational Educational & Training (VET)	Engineering Studies Industrial Technology - Automotive Industrial Technology - Timber VET – Construction VET - Hospitality VET – Information Technology VET – Manufacturing and Engineering VET – Retail	Mr. P. Brownlow
Creative/Performing Arts	Dance Drama Music Visual Arts Photography, Video & Digital Imaging	Ms L Aldrick
TAFE / TVET Courses	Animal Care TAFE Human Services TAFE Childcare TAFE Hair and Makeup TAFE	Mr. C. Papas
Distance Education Courses	Various	Head Teacher Teaching, Learning & Wellbeing

## Line Structures

YEAR 12	
LINE	SUBJECT
1	Ancient History Modern History PDHPE VET Hospitality VET Manufacturing and Engineering VET Retail Work Studies
2	Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2
3	Business Studies Community and Family Studies Chemistry Dance Photography, Video & Digital Imaging VET Construction Work Studies
4	Biology Industrial Technology Automotive Music 1 Physics Society & Culture Sport, Lifestyle and Recreation Studies Visual Arts Work Studies
5	English Advanced English Standard English Studies
6	Agriculture Drama Earth & Environmental Science Exploring Early Childhood Engineering Studies Industrial Technology Timber Legal Studies Work Studies
7a	Mathematics Extension 1 Mathematics Extension 2

# Part 3: Assessment Schedules for Internal Assessment and VET HSC Assessment Advice

## Course Description

The HSC Course examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximize productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Product Study Report	21 <sup>st</sup> Century Farming Research Task	Plant Trial Report and Presentation	HSC Trial Examination
Week Distributed	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	
Week Due	Term 4 Week 10	Term 1 Week 11	Term 2 Week 10	Term 3 Week 4 - 5
Outcomes Assessed	H3.1, H3.2, H3.3, H3.4	H3.4, H4.1, H5.1	H1.1, H2.1, H4.1	All

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and understanding of course content	10	5	10	15	40
Knowledge, understanding and skills required to manage agricultural production systems	10	10	10	10	40
Skills in effective research, experimentation and communication	-	10	10	-	20
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Course Description

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	<b>CORE: Pompeii and Herculaneum</b> Research & Extended Response Cities of Vesuvius: Pompeii and Herculaneum	<b>The Minoans</b> Source Analysis	<b>Hatshepsut</b> Extended Response (In-Class)	<b>HSC Trial Examination</b>
<b>Week Distributed</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 2
<b>Week Due</b>	Term 4 Week 10	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4 - 5
<b>Outcomes Assessed</b>	AH12.5, AH12.8, AH12.10	AH12.5, AH12.6, AH12.7, AH12.8, AH12.9	AH12.2, AH12.3, AH12.4, AH12.6, AH12.9	All

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and Understanding of Course Content	5	5	5	25	40
Historical Skills in the analysis and evaluation of Sources & Interpretations	5	-	5	10	20
Historical Inquiry and Research	5	10	5	-	20
Communication of historical understanding in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

**Course Description**

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world. Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

**Assessment Schedule**

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Practical Skills Assessment	Knowledge and Skills Assessment	Depth Study and Skills Assessment	HSC Trial Examination
Week Distributed	Term 4 Week 7	Term 1 Week 7	Term 2 Week 6	-
Week Due	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4 - 5
Outcomes Assessed	BIO12-4, 12-5, 12-6, 12-12	BIO12-5, 12-6, 12-7, 12-13	BIO12-1, 12-2, 12-3, 12-4, 12-7, 12-14	All

**Component Weightings**

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and understanding of course content	5	10	5	20	40
Skills in working scientifically	15	10	25	10	60
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

**Course Description**

Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in a large business.

**Assessment Schedule**

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Operations Management Research task with oral presentation	Marketing Extended response	Financial Management Financial report based on stimulus material	HSC Trial Examination
Week Distributed	Term 4 Week 7	Term 1 Week 6	Term 2 Week 7	
Week Due	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4 - 5
Outcomes Assessed	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3 H4, H5, H6, H7, H8, H9, H10	H2, H3 H4, H5, H6, H7, H8, H9, H10	All

**Component Weightings**

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills	-	-	10	10	20
Inquiry and research	20	-	-	-	20
Communication of business information, ideas and issues in appropriate forms	5	10	-	-	5
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Course Description

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Skills Assessment	Skills and Content Assessment	Depth Study Assessment	HSC Trial Examination
Week Distributed	Term 4 Week 5	Term Week 6	Term , Week 7	
Week Due	Term 4 Week 7	Term 1 Week 8	Term 2 Week 10	Term 3 Week 4 - 5
Outcomes Assessed	CH12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12	CH12-1, 12-2, 12-5, 12-13	CH12-1, 12-2, 12-3, 12-5, 12-7; 12-14, 12-15	All

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and understanding of course content	10	10	5	20	40
Skills in working scientifically	10	10	25	10	60
Total %	20	20	30	30	100

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).



## Course Description

The HSC course focuses on The HSC course consists of three mandatory modules representing 75 per cent of course time. An options component representing 25 per cent of course time includes three modules of which students are to study only one. Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Independent Research Project	Groups in Context In class essay	Parenting and Caring - In class task	HSC Trial Examination
Week Distributed	Term 4 Week 3	Term 1 Week 7	Term 2 Week 5	-
Week Due	Term 4 Week 10	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4 - 5
Outcomes Assessed	H4.1, H4.2	H3.1, H5.1	H2.1, H5.2	H1.1 – 7.4

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and understanding of course content	10	-	10	20	40
Skills in critical thinking, research, analysing and communicating	10	25	15	10	60
Total %	20	25	25	30	100

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

**Course Description**

Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

**Assessment Schedule**

Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	<b>Core Appreciation</b> Research and analyse HSC set works	<b>Core Performance Composition &amp; Appreciation</b> Performances and Process Journals  Core Appreciation Written Exam	<b>Major Study</b>  Perform Major Study  Submit Analysis	<b>Core Performance Composition and Major Study</b>  Trial performances and Process journals
<b>Week Distributed</b>	Term 4 Week 5	Term 1 Week 7	Term 2 Week 5	Term 2 Week 10
<b>Week Due</b>	Term 4 Week 7	Term 1 Week 10	Term 2 Week 7	Term 3 Week 1
<b>Outcomes Assessed</b>	H4.2, H4.4	H2.2, H3.1, H3.2, H4.2, H4.4	H3.2, H2.1	H1.1, H2.2, H3.1, H3.2

**Component Weightings**

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Performance	-	10	-	10	20
Composition	-	10	-	10	20
Appreciation	10	10	-	-	20
Major Study	-	-	20	20	40
<b>Total %</b>	<b>10</b>	<b>30</b>	<b>20</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes**

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

**Course Description**

This syllabus is designed for students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through making, performing and critically studying drama and theatre.

**Assessment Schedule**

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Contemporary Australian Theatre Practice Performance Extended Response	Part A: Black Comedy Performance and Director's Interpretation Written Response	HSC Trial Showcase Individual Performance and Group Performance	HSC Trial Examination
Week Distributed	Term 4 Week 6	Term 1 Week 6	Term 2 Week 6	-
Week Due	Term 1 Week 4	Term 2 Week 4	Term 3 Week 3	Term 3 Week 4-5
Outcomes Assessed	H1.2, H1.6, H2.4, H3.2	H1.3, H1.5, H2.3, H3.1	H1.1, H1.4, H1.7, H2.1, H2.2	All

**Component Weightings**

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Making	10	10	20	-	40
Performing	5	5	20	-	30
Critically Studying	5	5	-	20	30
Total %	20	20	40	20	100

**Syllabus Outcomes**

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Course Description

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Skills Assessment	Skills and Content Assessment	Depth Study and Skills Assessment	HSC Trial Examination
Week Distributed	Term 4 Week 8	Term 1 Week 5	Term 2 Week 5	-
Week Due	Term 4 Week 10	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4 - 5
Outcomes Assessed	EES12-1. 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-15	EES12-1. 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12	EES12-1. 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-13, 12-14	All

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and understanding of course content	10	10	5	15	40
Skills in working scientifically	10	10	25	15	60
Total %	20	20	30	30	100

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Course Description

This course provides students with the opportunity to study engineering by investigating a range of applications and fields of engineering. Students learn about historical and societal influences, the scope of the profession and develop skills in technical communication. Students apply knowledge of engineering mechanics, hydraulics, electricity, electronics and engineering materials to solve engineering problems.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Civil Engineering Report	Transport Engineering Problem-Solving	Materials Research	HSC Trial Examination
Week Distributed	Term 4 Week 5	Term 1 Week 5	Term 2 Week 8	-
Week Due	Term 1 Week 4	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4 - 5
Outcomes Assessed	H1.1, H2.2, H3.2, H3.3, H5.1, H5.2	H3.1, H3.3, H4.2, H4.3, H6.1, H6.2	H1.2, H2.1, H3.2, H4.1	H1.2, H2.1, H3.1, H3.3, H4.2, H6.1

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and understanding of course content	10	20	10	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	10	10	10	10	40
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

### Course Description

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational, and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex text.

### Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	<b>Texts and Human Experiences</b> Multimodal text using prescribed text and related material	<b>Textual Conversations</b> Comparative Essay	<b>Craft of Writing</b> Imaginative Task	<b>HSC Trial Examination</b> Module A and B
Week Distributed	Term 4 Week 4	Term 1 Week 4	Term 1 Week 9	-
Week Due	Term 4 Week 8	Term 1 Week 6	Term 2 Week 3	Term 3 Week 4 - 5
Outcomes Assessed	EA12-1, EA12-2, A12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	All

### Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
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
Total %	20	25	25	30	100

### Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

### Course Description

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. It provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators in a diverse global world.

### Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	<b>Texts and Human Experiences</b> Analytical response using prescribed text and related material	<b>Module A: Language, Identity and Culture</b> Multimodal Presentation	<b>Module C: Craft of Writing</b> Imaginative Writing	<b>HSC Trial Examination</b> Common Module Module A Module B Module C
Week Distributed	Term 4 Week 4	Term 1 Week 4	Term 1 Week 9	-
Week Due	Term 4 Week 8	Term 1 Week 6	Term 2 Week 3	Term 3 Week 4 - 5
Outcomes Assessed	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8, EN12-9	EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	All

### Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	10	50
Total %	25	25	25	25	100

### Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

### Course Description

This course provides students with the opportunity to consolidate their language, literacy, and literature skills through responding to and composing a wide variety of oral, written, and multimodal texts, including literary, digital and media texts. The course supports students to refine their skills and knowledge in English and empowers them to comprehend, interpret and evaluate the ideas, values, language forms, features, and structures of texts from various contexts.

### Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	<b>Mandatory Module: Texts and Human Experiences</b>  Opinion piece incorporating related material	<b>Elective Module: We are Australian</b>  Multimodal presentation	<b>Elective Module: MiTunes</b>  Reading and writing in class using unseen material	<b>Elective Module: Digital Worlds</b>  Collection of classwork
Week Distributed	Term 4 Week 6	Term 1 Week 4	Term 2 Week 1	Term 2 Week 9
Week Due	Term 4 Week 8	Term 1 Week 6	Term 2 Week 3	Term 3 Week 2
Outcomes Assessed	ES12-, ES12-4, ES12-7, ES12-8	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-3 ES12-4, ES12-5, ES12-8	All

### Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task4	
Knowledge and understanding of course content	15	10	10	15	50
Skills in comprehending texts communicating ideas using language accurately, appropriately and effectively	10	15	10	15	50
Total %	25	25	20	30	100

### Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).



## Course Description

Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Module Play and the developing	Core C: Promoting positive behaviour	Module Starting School	Module: Young children with special needs
Week Distributed	Term 4 Week 3	Term 1 Week 7	Term 2 Week 7	Term 3 Week 7
Week Due	Term 4 Week 5	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9
Outcomes Assessed	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.2, 6.2	1.3, 2.5, 3.6, 4.2, 4.5	1.3, 2.2, 2.3, 3.3, 4.4	1.5, 2.3, 3.5, 4.3

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and Understanding of course content	15	10	15	10	50
Skills in critical thinking, research, analysing and communicating	10	15	10	15	50
Total %	25	20	25	30	100

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Industrial Technology (Automotive & Timber)

2 Unit

### Course Description

Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgments about issues, decisions and problems arising from these interactions. Students achieve this by applying practical experiences to the study of the technology, management, and organisation of industry.

### Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Industrial Study and Industrial Processes Report	Presentation of Major Project Ideas and Development	Presentation of Major Project and Portfolio	HSC Trial Examination
Week Distributed	Term 4 Week 7	Term 4 Week 10	Term 2 Week 6	-
Week Due	Term 4 Week 10	Term 1 Week 3	Term 2 Week 10	Term 3 Week 4 - 5
Outcomes Assessed	H1.1, H1.2	H3.1, H3.2, H3.3, H5.1	H2.1, H4.1, H4.2, H4.3, H5.2, H6.1, H6.2	All

### Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and understanding of course content	25	-	5	10	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	10	20	60
Total %	40	15	15	30	100

### Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Course Description

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	In-class Topic Examination Crime	ICT Research Task Human Rights	In-class Extended Response Family	HSC Trial Examination
Week Distributed	Term 4 Week 8	Term 1 Week 2	Term 2 Week 4	-
Week Due	Term 4 Week 10	Term 1 Week 4	Term 2 Week 6	Term 3 Week 4 - 5
Outcomes Assessed	H1, H4, H6 H7, H9	H2, H4, H7 H8, H9	H4, H5, H6, H7, H8, H9, H10	H1, H2, H4, H5, H6, H7, H9, H10

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and understanding of course content	10	5	10	15	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	-	10	10	-	20
Communication of legal information ideas and issues in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Course Description

The Mathematics Advanced Course is focused on enabling students to appreciate that Mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. The Mathematics Advanced Course provides a basis for further studies in disciplines in which Mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve Mathematics and its applications in a range of disciplines at a tertiary level.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Summary Task	Assignment	Prepared Answers	HSC Trial Examination
Week Distributed	Term 4 Week 5	Term 4 Week 7	Term 2 Week 1	-
Week Due	Term 4 Week 7	Term 1 Week 4	Term 2 Week 8	Term 3 Week 4 - 5
Outcomes Assessed	MA11-7, MA11-8, MA11-9, MA12-8	MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Concepts, Skills and Techniques	10	10	15	15	50
Reasoning and Communication	10	15	10	15	50
Total %	20	25	25	30	100

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Course Description

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Summary Task	Prepared Answers	Assignment	HSC Trial Examination
Week Distributed	Term 4 Week 10	Term 1 Week 1	Term 2 Week 9	-
Week Due	Term 1 Week 2	Term 2 Week 1	Term 3 Week 1	Term 3 Week 4 - 5
Outcomes Assessed	ME11-5, ME12-1, ME12-7	ME12-2, ME12-5, ME12-6, ME12-7	ME12-5, ME12-6, ME12-7	MA12-1 to MA12-7

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Concepts, Skills and Techniques	10	15	10	15	50
Reasoning and Communication	10	10	15	15	50
Total %	20	25	25	30	100

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Course Description

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of Algebra and Calculus, as well as an appreciation of Mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of Mathematics not previously seen. Mathematics Extension 2 provides a basis for a wide range of useful applications of Mathematics as well as a strong foundation for further studies of the subject.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Summary Task	Assignment	Prepared Answers	HSC Trial Examination
Week Distributed	Term 4 Week 5	Term 4 Week 8	Term 2 Week 1	Term 3 Week 2
Week Due	Term 4 Week 7	Term 1 Week 4	Term 2 Week 10	Term 3 Week 4 - 5
Outcomes Assessed	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-4 MEX12-7, MEX12-8	MEX12-1 to MEX12-8

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Concepts, Skills Techniques	10	15	10	15	50
Reasoning and Communication	10	10	15	15	50
Total %	20	25	25	30	100

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Course Description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Assignment	Assignment	Assignment	Assignment
Week Distributed	Term 4 Week 5	Term 1 Week 1	Term 2 Week 1	Term 2 Week 8
Week Due	Term 4 Week 9	Term 1 Week 5	Term 2 Week 5	Term 3 Week 2
Outcomes Assessed	MA11-2, MS11-5, MS11-6, MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1 to MS1- 12-10

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Understanding fluency and communicating	15	10	15	10	50
Problem solving, reasoning and justification	10	15	10	15	50
Total %	20	25	25	30	100

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Course Description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Summary Skills Task	Assignment Investigation	Prepared Answers Task	HSC Trial Examination
Week Distributed	Term 4 Week 5	Term 4 Week 7	Term 2 Week 1	-
Week Due	Term 4 Week 7	Term 1 Week 4	Term 2 Week 8	Term 3 Week 4 - 5
Outcomes Assessed	MS2-12-3 MS2-12-4, MS2-12-9 MS2-12-10	MS2-12-3, MS2-12-4 MS2-12-5, MS2-12-8 MS2-12-9, MS12-10	MS2-12-1, MS2-12-2 MS2-12-5, MS2-12-6 MS2-12-7, MS2-12-9 MS2-12-10	MS2-12-1 to MS2-12-10

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Concepts, Skills Techniques	10	10	15	15	50
Reasoning and Communication	10	15	10	15	50
Total %	20	25	25	30	100

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).



## Course Description

The HSC course provides the opportunity for students to investigate in depth a study of Power and Authority in the Modern World. Students investigate the rise of fascist, totalitarian and militarist movements after World War I; what drew people to these movements; the regimes that emerged and ongoing international efforts to achieve collective security. Students will also study key features and issues in the history of ONE country during the 20th Century and ONE study of peace and conflict. They will also study the key features of the history of ONE political and social change, and the role of individuals and groups in this change.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	<b>Source Analysis</b> Power and Authority in the Modern World 1919–1946	<b>Historical Analysis (In-Class)</b> National Studies	<b>Extended Response (In-Class)</b> Peace and Conflict	<b>HSC Trial Examination</b>
Week Distributed	Term 4 Week 8	Term 1 Week 6	Term 2 Week 4	-
Week Due	Term 4 Week 10	Term 1 Week 8	Term 2 Week 6	Term 3 Week 4 - 5
Outcomes Assessed	MH12-3, MH12-4, MH12-6, MH12-7, MH12-9	MH12-2, MH12-3, MH12-4, MH12-5, MH12-8, MH12-9	MH12-1, MH12-2, MH12-5, MH12-7, MH12-8	MH12-1 MH12-3, MH12-4, MH12-5, MH12-7, MH12-9

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and understanding of course content	10	10	10	10	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	10	25
Historical inquiry and research		5	5		10
Communication of historical understanding in appropriate forms	5	5	5	10	25
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

**Course Description**

In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

**Assessment Schedule**

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Topic 1 Composition Portfolio And Viva Voce	Topic 1 & 2 Presentation of Electives 1 & 2	Core Performance and Aural Analysis	HSC Trial Examination & Presentation of Elective 3
Week Distributed	Term 4 Week 6	Term 1 Week 5	Term 2 Week 4	
Week Due	Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4 - 5
Outcomes Assessed	H2, H3, H4	H2, H3**, H4**, H7, H9, H10	H1, H5, H6, H9	H1, H5, H6, H8, H9, H11

\*\* Teacher will select 1 appropriate outcome based on Elective options selected by each student

**Component Weightings**

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Performance	10	-	--	-	10
Composition	10	-	-	-	10
Musicology	10	-	-	-	10
Aural	-	-	10	15	25
Electives	-	30	-	15	45
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Course Description

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. Students undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. Students focus on improved performance and safe participation in physical activity by learning about advanced approaches to training and sports medicine concepts. The course also provides an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	<b>Presentation</b> Health Priorities in Australia – Groups experiencing health inequities	<b>Case Study</b> Factors Affecting Performance / Improving Performance	<b>Extended Response</b> Sports Medicine / Improving Performance	<b>HSC Trial Examination</b>
Week Distributed	Term 4 Week 6	Term 1 Week 8	Term 2 Week 6	-
Week Due	Term 4 Week 8	Term 1 Week 10	Term 2 Week 10	Term 3 Week 4 - 5
Outcomes Assessed	H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H10, H11, H16, H17	H7, H8, H13, H16, H17	All

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
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>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Photography, Video and Digital Imaging

2 Unit

### Course Description

Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. A minimum of five Case Studies (4-10 hours each is required).

### Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	<b>Making Task 1</b> Practical Component	<b>Research Task</b> Written Component	<b>Making Task 2</b> Practical Component	<b>Making Task 3</b> Practical Component
Week Distributed	Term 4 Week 4	Term 2 Week 1	Term 1 Week 2	Term 3 Week 1
Week Due	Term 4 Week 10	Term 2 Week 6	Term 2 Week 9	Term 3 Week 6
Outcomes Assessed	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6

### Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Making	15	-	35	20	70
Critical and Historical Studies	-	30	-	-	30
Total %	15	30	35	20	100

### Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

### Course Description

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future. The problem-solving nature of physics further develops student' Working Scientifically skills by focusing on exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

### Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Skills Assessment	Modules Review	Depth Study	HSC Trial Examination
Week Distributed	Term 4 Week 7	Term 1 Week 5	Term 2 Week 6	-
Week Due	Term 4 Week 9	Term 1 Week 7	Term 2 Week 8	Term 3 Week 4 - 5
Outcomes Assessed	PH12-2, 12-3, 12-6, 12-12	PH12-4, 12-5, 12-6, 12-12, 12-13	PH12-4, 12-5, 12-6, 12-7, 12-14	All

### Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and Understanding of Course Content	5	10	5	20	40
Skills in working scientifically	15	15	20	10	60
Total %	20	25	25	30	100

### Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Course Description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Oral Assessment Social and Cultural Continuity and Change	Popular Culture Essay	Research Methodologies	HSC Trial Examination
Week Distributed	Term 4 Week 4	Term 1 Week 7	Term 2 Week 10	-
Week Due	Term 4 Week 6	Term 2 Week 9	Term 3 Week 2	Term 3 Week 4 - 5
Outcomes Assessed	H1, H2 H3 H4, H5, H6, H7 H9, H10	H1, H2, H3, H5, H7, H9, H10	H1, H4, H5, H6, H7, H8, H9, H10	All

\*\*Please note that the Personal Interest Project is typically due Monday Week 3, Term 3 and is externally assessed.

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and understanding of course content	20	5	5	20	50
Application and evaluation of social and cultural research methodologies	-	15	15	-	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	25	25	25	100

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Sport Lifestyle and Recreation

2 Unit

### Course Description

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport, physical activity and recreational pursuits. SLR makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active.

### Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Track & Field Performance Athletics	First Aid and Sports Injuries Sports Coaching and Training	Technique Assessment Resistance Training	Lifestyle Review Healthy Lifestyle
Week Distributed	Term 4 Week 6	Term 1 Week 6	Term 2 Week 4	Term 3 Week 1
Week Due	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3
Outcomes Assessed	1.1, 1.3, 2.3, 3.1, 4.4	1.3, 2.5, 3.6, 4.2, 4.5	1.3, 2.2, 2.3, 3.3, 4.4	1.5, 2.3, 3.5, 4.3

### Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and understanding of course content	10	15	10	15	50
Skills in critical thinking, research, analysing and communicating	15	10	15	10	50
Total %	25	25	25	25	100

### Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## Course Description

Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. A minimum of five Case Studies (4-10 hours each is required).

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Part A Frames & Conceptual Framework - Written Task  Part B Proposal of Body of Work	In-class Written Task	Body of Work Practical Progress Mark  Body of Work Planning in VAPD Submission	HSC Trial Examination
Week Distributed	Term 4 Week 5	Term 1 Week 1	Term 2 Week 5	-
Week Due	Term 4 Week 9	Term 1 Week 8	Term 3 Week 2 (3pm Monday)	Term 3 Week 4 - 5
Outcomes Assessed	H1, H2, H43, H4, H8, H9	H8, H9	H3, H5, H6	H7, H9, H10

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Art Making	10	-	40	-	50
Art Criticism and Art History	10	20	-	20	50
Total %	20	20	40	20	100

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).



## Course Description

The aim of the Work Studies syllabus is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

## Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	<b>Personal Finance</b> Preparing & Using a Budget	<b>Workplace Communication</b> Portfolio	<b>Workplace Issues</b> Current Affairs in the Workplace	<b>Experiencing Work</b> Workplace WHS Report
Week Distributed	Term 4 Week 5	Term 1 Week 4	Term 2 Week 6	Term 3 Week 1
Week Due	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3
Outcomes Assessed	3,4, 7, 8	5, 6, 7	1, 8, 9	2, 7

## Component Weightings

Component	Component Weighting				Total Weighting %
	Task 1	Task 2	Task 3	Task 4	
Knowledge and understanding of course content	5	10	5	10	30
Skills	15	20	15	20	70
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

HSC Syllabus Outcome descriptions can be found on the [NESA Website](#).

## HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

**The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

**Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

**N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

**Work placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

### Work placement advice from NESAs in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

HSC Examination is only available in some VET courses. (Refer to the NESAs course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.



Construction RTO - Department of Education - 90333, 90222, 90072, 90162  
 Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3)  
 Cohort 2023 - 2024 26211 2 Units x 2 Years  
 Training Package CPC Construction, Plumbing and Services Training Package (version 8.0)

School Name: Lithgow High School

Assessment Schedule Yr: 12 - 2024



Assessment Events (Remove Task 5 Options not being delivered – refer to TAS)		Task 5	Task 6	Task 7	½ yearly Exam**	Trial Exam**
		Week	Week	Week	Week	Week 4-5
		Term 4	Term 2	Term 3	Term	Term 3
		Date:	Date:	Date:	Date:	Date:
Code	Unit of Competency					
CPCCBL2001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	X				
CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	X				
CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	X				
CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X			
CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry			X		

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

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

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

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

Assessment Plan			Evidence gathering techniques				
Assessment Task	Competency codes	Units of competency	Direct observation – real time/simulated environment	Product based method – structured activities e.g. role plays, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	Work placement	Trial HSC Examination Term 3 Weeks 3 - 4
Task 1	SITXWHS005	Participate in safe work practices	X	X	X		X
	SITXFSA005	Use hygienic practices for food safety	X		X		X
	SITXFSA006	Participate in safe food handling practices	X		X		X
	SITXCCS011	Interact with customers	X		X		X
	SITXCOM007	Show social and cultural sensitivity	X		X		
	SITHCCC025	Prepare and present sandwiches	X		X		
Task 2	SITHKOP009	Clean kitchen premises and equipment	X		X		X
	SITXINV006	Receive, store and maintain stock	X	X	X		
Task 3	SITHCCC026	Package prepared foodstuffs	X		X		
Task 4	SITHCCC023	Use food preparation equipment	X		X		X
	SITHCCC024	Prepare and present simple dishes	X		X		
Task 5	SITHCCC027	Prepare dishes using basic methods of cookery	X		X		X
	SITHCCC034	Work effectively in a commercial kitchen	X		X	X	X

Manufacturing and Engineering Introduction

RTO - Department of Education - 90333, 90222, 90072, 90162



Qualification: MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways

Cohort 2023 – 2024

59732 2 Units x 2 Years

Training Package MEM05 Metal and Engineering (version 11.1) & MEM - Manufacturing and Engineering (Release 2.1)

School Name: Lithgow High School

Assessment Schedule Yr: 12 - 2024

Assessment events		Task 4	Task 5	Task 6
		Week 5 Term 3	Week 5 Term 3	Week 10 Term 1
Code	Unit of competency			
MEMPE006A	Undertake a basic engineering project	X		
MEMPE001A	Use engineering workshop machines			
MEMPE002A	Use electric welding machines			
MEMPE004A	Use fabrication equipment		X	
MEMPE005A	Develop a career plan for the engineering and manufacturing industry			X

\* Students must complete 35 hours of work placement during the course 2023.

Depending on the achievement of units of competency, the possible qualification outcome is a MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

\*\*Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy. *Public Schools NSW, Tamworth* (RTO 90162) have engaged NESA to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESA directly for additional copies of their transcript.

Assessment Summary for SIR30216 Certificate III in Retail

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	To be completed as per arranged dates
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Weeks 3 - 4

Assessment Plan			Evidence Collection				HSC
Cluster	Unit of Competency (Code and Title )		Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples.	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Teamwork in a service environment	SIRXIND001 SIRXCOM001	Work effectively in a customer service environment Work effectively in a team	Y Y	Y Y		Y Y	Y Y
Cluster 2 – Safely maintain the store environment	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain the store environment	Y Y	Y Y		Y Y	Y
Cluster 3 - Handling retail stock	SIRRINV001 SIRRINV002	Receive and handle retail stock Control stock	Y Y	Y Y		Y Y	
Cluster 4 - Serving the customer	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	Y Y Y	Y Y Y		Y Y Y	Y
Cluster 5 - Point of sale procedures and security	SIRXSLS002 SIRXRSK001	Follow point-of-sale procedures Identify and respond to security risks	Y Y	Y Y		Y Y	Y Y
Cluster 6 - Selling and advising the retail customer	SIRXSLS001 SIRXPDK001	Sell to the retail customer Advise on products and services	Y Y	Y Y		Y Y	Y Y
Cluster 7 - Merchandise displays	SIRRMER001	Produce visual merchandise displays	Y	Y		Y	Y

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIR30216 Certificate III in Retail.

The Statement of Attainment towards SIR30216 Certificate III in Retail will only be the possible AQF outcome if at least one UoC has been achieved.

# Part 4 Appendices



## Student Assessment Planner Higher School Certificate 2023-2024

Term	Week	Dates		
Term 4 Term begins 9 October 2023	1	9/10 - 13/10		
	2	16/10 - 20/10		
	3	23/10 - 27/10		
	4	30/10 - 3/11		
	5	6/11 - 10/11	EEC	
	6	13/11 - 17/11	SC	
	7	20/11 - 24/11	CHE / DAN / MAA / MAS2 / MEX2	
	8	27/11 - 1/12	ENA / ENS / ENC / PDHPE / SLR	
	9	4/12 - 8/12	BIO / BUS / MAS1 / MUS / PHY / VA / WS	
	10	11/12 - 15/12	AG / AH / CAFS / EES / ITA / ITT / LS / MH / PHO	
	11	18/12 - 20/12	Staff Development Days 19/12 & 20/12	
Term 1 Term begins 29 January 2024	1	29/1 - 2/2	Staff Development Day 30/1; Years 7,11,12 return Wed 31/1 - Years 8, 9, 10 return Thu 1/2	
	2	5/2 - 9/2	MEX1	
	3	12/2 - 16/2	ITT / ITA	
	4	19/2 - 23/2	DRA / ENG / LS / MAA / MAS2 / MEX2	
	5	26/2 - 1/3	MAS1	
	6	4/3 - 8/3	ENA / ENS / ENC	
	7	11/3 - 15/3	EES / MUS / PHY	
	8	18/3 - 22/3	BUS / CHE / MH / SLR / VA	
	9	25/3 - 29/3	BIO / CAFS / EEC	Good Friday 29/3
	10	1/4 - 5/4	AH / DAN / ENG / PDHPE / WS	Easter Monday 1/4
	11	8/4 - 12/4	AG	
Term 2 Term begins 29 April 2024	1	29/4 - 3/4	MEX1	Staff Development Day 29/4 Students return 30/4
	2	6/5 - 10/5		
	3	13/5 - 17/5	ENA / ENS / ENC	
	4	20/5 - 24/5	DRA	
	5	27/5 - 31/5	MAS1	
	6	3/6 - 7/6	LS / MH / MUS / PHO	
	7	10/6 - 14/6	CAFS / DAN / EES / SLR	
	8	17/6 - 21/6	BIO / MAA / MAS2 / PHY	
	9	24/6 - 28/6	AH / BUS / EEC / ENG / PHO / SC / WS	School Musical
	10	1/7 - 5/7	AG / CHE / ITA / ITT / MEX2 / PDHPE	
Term 3 Term begins 22 July 2024	1	22/7 - 26/7	DAN / MEX1	Staff Development Day 22/7; Students return 23/7
	2	29/7 - 2/8	ENC / MAS1 / SC / VA	
	3	5/8 - 9/8	DRA / SLR / WS	
	4	12/8 - 16/8	<b>Trial HSC Exams</b>	
	5	19/8 - 23/8	<b>Trial HSC Exams</b>	
	6	26/8 - 30/8	PHO	
	7	2/9 - 6/9		
	8	9/9 - 13/9		
	9	16/9 - 20/9	EEC	
	10	23/9 - 27/9		

## Examination / Assessment Task Rules

1. During examinations, Year 12 will be marked as leave. **Normal classes will not run.** You may use the library or study to prepare and seek assistance from teachers for examinations.
  2. **School Uniform** must be worn to all examinations. Hats or beanies must be placed on the floor under the desk before the commencement of the exam.
  3. Ensure you arrive at least **10 minutes before the scheduled start times** for all examinations.
  4. Desks will be labelled and rolls marked. Please sit at the desk that holds your name tag.
  5. **Mobile phones may not be brought into examinations under any circumstances.** Possession of a mobile phone is a serious breach of examination rules and will result in a zero for the exam. In the HSC it could result in a non-award of the HSC
  6. **Bags are to be placed in Z21** so ensure you have everything you need from your bag. The room will be locked by the Deputy Principal for the entirety of the exam.
  7. **No paper** may be taken into examinations.\*
  8. Students must use a **black** pen for all examinations.
  9. It is the student's responsibility to bring the correct equipment for each exam. Pens, pencils, ruler, and a **calculator for Mathematics and Science, and geometric instruments for Mathematics.** If a calculator is being used in an exam, the memory must be empty. This will be checked by a supervisor.
  10. **Unacceptable behaviour by any student will result in the paper being cancelled and parents notified.**
    - a) All instructions must be followed
    - b) Students must sit in their allocated seat
    - c) Absolute silence must be maintained at all times
    - d) Communication with any student by any means is serious malpractice and will result in the cancellation of the paper..
  11. **Pencil cases, opaque water bottles, coloured transparent water bottles, water bottles with labels, correction fluid or tape and programmable watches or devices, including smart watches are all prohibited in the examination room. Analogue or digital watches are permitted but must be placed on the desk.**
  12. **You may not leave any examination early.**
  13. **School uniform** must be worn to all examinations / assessment tasks. Hats or beanies must be placed on the floor under the desk before the commencement of the task.
  14. **You must attempt all exams, and a range of questions in each paper.** If you are seriously unwell you must contact the examination coordinator or Deputy Principal and seek an illness misadventure, providing a medical certificate or other independent documentation. A note from a parent is not sufficient.
- \* Writing paper will be provided for all examinations. The cost of this is \$4.00 per student which is invoiced with your school fees. Please ensure that you have paid this amount before the end of the examination period.

# Student Personal Assessment Results Record

Student's Name: \_\_\_\_\_

This page is included so that the student can keep a **record of assessment marks** in all Assessment Tasks and Examinations **throughout the year**.

Students must note that raw marks are adjusted to take into account the weighting of the task as per the course assessment schedule.

Students must also note that school-based assessment marks are moderated by NESA against Higher School Certificate Examination marks for the group and will therefore be different on the Record of Achievement.

	Courses Studied						
	Use one column for each subject including any additional extension courses						
	Course:	Course:	Course:	Course:	Course:	Course:	Course:
Task 1							
Task 2							
Task 3							
Task 4							
Task 5							
Total							



## Assessment Task Notification Template

<b>Subject:</b>				
<b>School Year:</b>				
<b>Task Number:</b>	<b>Date Issued:</b>	<b>Date Due:</b>	<b>Marks/Grade:</b>	<b>Weighting:</b>
<b>Outcomes Assessed: (Codes from Syllabus)</b>				
<b>Task Description:</b>				
<b>Marking Criteria and Guidelines: (full outcome and specific dot points from syllabus)</b>				
<b>Feedback: (form of feedback to be provided)</b>				
<input type="checkbox"/> <b>Written</b> <input type="checkbox"/> <b>Verbal</b> <input type="checkbox"/> <b>Other:</b>				
<b>Student Confirmation:</b>				
By signing the student assessment signoff sheet that I have received this notification, I am acknowledging that the task submitted will be all my own work.				
<b>Head Teacher Signature:</b>			<b>Teacher Signature:</b>	
<b>Head Teacher:</b>			<b>Course Teacher:</b>	
<b>Date:</b>			<b>Date:</b>	

# Assessment Mark/Grade Appeal Form

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Appeal forms must be lodged with the Deputy Principal within one calendar week of the return of the task. You may seek advice from the Deputy Principal before you complete this form.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed; • Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition.
- Long term illness;
- The same grounds for which disability provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Course: \_\_\_\_\_

Task Number: \_\_\_\_\_ Task Description: \_\_\_\_\_

Details of your appeal:

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Supporting documentation (list the documents that you are attaching to this appeal):

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### *Outcome of Appeal*

Student Name: \_\_\_\_\_

Declined / Upheld Reasons: \_\_\_\_\_

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Approved by: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## ALARM KEY TERMS

Key Word	Key Terms Scaffold
	<p><b>Topic Concept</b></p> <ul style="list-style-type: none"> <li>Essential idea of topic or summation</li> <li>Judgment on the development process and/or its change of procedures in the process over time.</li> <li>How are the various features/impacts/effects interrelated?</li> </ul>
Clarify Define Identify List Recall Recount Summarise	<p><b>Name and Define</b></p> <ul style="list-style-type: none"> <li>Components/elements/ steps/stages of the topic process.</li> <li>Give a name and definition of EACH of these areas.</li> <li>Identify.</li> </ul>
Describe Demonstrate Distinguish Extract Outline Classify	<p><b>Describe</b></p> <ul style="list-style-type: none"> <li>What are the features/characteristics/properties?</li> <li>Use examples.</li> </ul>
Apply Explain Account What/Why	<p><b>Explain the Significance</b></p> <ul style="list-style-type: none"> <li>What is the ... purpose/function? ... Cause and effect?</li> <li>Use examples</li> </ul>
Analyse Examine Interpret Synthesise Predict How/Why	<p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>Explain how and/or why the intentions are carried out, impact • How did it achieve its purpose or intent and / or impact/effect?</li> <li>What is the relationship between the various components?</li> </ul>
Critically Analyse Compare Contrast Discuss Recommend	<p><b>Critically Analyse</b></p> <ul style="list-style-type: none"> <li>Explains the how and the why of the positives/advantages and negatives/disadvantages of this effect.</li> <li>How and why is it beneficial and /or harmful?</li> </ul>
Construct Deduce Evaluate Extrapolate Investigate Propose	<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To what extent is each component part successful, useful, and achieve its purpose?</li> <li>To what extent is the impact/effect effective or valuable? • To what extent has it carried out its function or purpose?</li> <li>Is it successful, in relation to set criteria?</li> </ul>
Critically Evaluate Assess Justify	<p><b>Critically Evaluate</b></p> <ul style="list-style-type: none"> <li>Come to a final judgement on each component &amp; overall extent</li> <li>After establishing the extent of the success/effectiveness of each individual feature/purpose, compare and contrast all the areas covered.</li> <li>To what extent is one more effective than another.</li> <li>Were all the features/effects/impacts, the whole process, successful or effective?</li> </ul>
	<p><b>Appreciate</b></p> <ul style="list-style-type: none"> <li>Why is this understanding of the topic important for life?</li> </ul>

## ALARM Matrix Connotative Example

<b>Text name, type and composer</b>						
<b>Definition and Explanation</b>	<b>What is the text about (1-2 sentences)?</b>					
<b>Criteria for Evaluation: What are some of the value judgement type words that can be used to demonstrate that the impact or effect of the aspects or an application of the topics or process is positive and or negative, beneficial, or harmful, advantageous disadvantageous valid invalid?</b>						
<b>Name and Identify</b> What are the significant moments in the text?	<b>Define/Describe</b> What language features are used in these moments?	<b>Significance</b> What is the effect of the language features as used in the text? What tone/atmosphere does it create?	<b>Analyse</b> How or why is this effect created using the language features?	<b>Thematic/Moral</b> What thematic or moral implications are raised in this moment, using the effect on the responder?	<b>Critically Analyse</b> How does this effect support the purpose of the significant moment, or the text as a whole? What are positive and negative aspects of this effect?	<b>Evaluate, Justify, Assess</b> Make a judgment on each moment. Has each feature served its purpose? Are they successful? + vs – which outweighs which.
					+          -	
					+          -	
					+          -	
<b>Evaluate Overall/Critically Evaluate - After all individual moments have been evaluated or justified compare and contrast all areas. To what extent is one more effective than another? Come to a final judgment. Were all features/processes successful or effective? Was the purpose of the text served? To what extent?</b>						
<b>Conceptualise Topic. Essential Idea of the text or change in the text summed up or judged, over time. Includes Interrelationships amongst the areas or features</b>						
<b>Appreciate Topic Concept. Why is this topic process important for life, where is it relevant? Why should it be learned, why is it important to evaluate the overall situation?</b>						



## ALARM Matrix Logical Example

<b>Text name, type and composer</b>					
<b>Definition and Explanation</b>	What is the text about (1-2 sentences)?				
Criteria for Evaluation: What are some of the value judgement type words that can be used to demonstrate that the impact or effect of the aspects or an application of the topics or process is positive and or negative, beneficial, or harmful, advantageous disadvantageous valid invalid?					
<b>Name and Identify</b> What are the significant moments in the text?	<b>Define/Describe</b> What language features are used in these moments?	<b>Significance</b> What is the effect of the language features as used in the text? What tone/atmosphere does it create?	<b>Analyse</b> How or why is this effect created using the language features?	<b>Critically Analyse</b> How does this effect support the purpose of the significant moment, or the text as a whole? What are the positive and negative aspects of this effect?	<b>Evaluate, Justify, Assess</b> Make a judgment on each moment. Has each feature served its purpose? Are they successful? + vs – which outweighs which.
				+                  -	
				+                  -	
				+                  -	
Evaluate Overall/Critically Evaluate - After all individual moments have been evaluated or justified compare and contrast all areas. To what extent is one more effective than another? Come to a final judgment. Were all features/processes successful or effective? Was the purpose of the text served? To what extent?					
Conceptualise Topic. Essential Idea of the text or change in the text summed up or judged, over time. Includes Interrelationships amongst the areas or features.					
Appreciate Topic Concept. Why is this topic process important for life, where is it relevant, Why should it be learned, why is it important to evaluate the overall situation?					

## Glossary of Key Words

The syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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