

# *Broken Hill High School*



## *HSC Assessment Schedules 2021/2022*



Be Respectful  
Be Responsible  
Be Cooperative

# Welcome to Stage 6 from NSW Education Standards Authority (NESA) and Broken Hill High School

*Recent stronger HSC Standards* reforms provided an opportunity to review school-based assessment practices, and this booklet provides you with the resulting policy to be followed with all Stage 6 students at Broken Hill High School (BHHS). This booklet provides details of your assessment tasks, including weightings and due dates. You are responsible for discussing any problems with your class teacher and deputy principal if required well ahead of any due dates.

Assessment is a measure of your performance in the course based on the marks awarded for achievement of course outcomes over a set of assessment tasks specific to each course. These tasks measure achievement in wider range of syllabus objectives than examinations are able to do. School-based assessment tasks are not intended to mimic the structure and style of Higher School Certificate (HSC) examinations, though such tasks are included in many assessment schedules to help you better prepare for the HSC examination.

BHHS prepares and runs an assessment program for each course, in line with The New South Wales Education Standards Authority (NESA) requirements. NESA set which course components will be assessed, and how they are weighed, in the assessment and reporting documents for each syllabus, which are on their website for public viewing at <http://educationstandards.nsw.edu.au/wps/portal/nesa/home> (Year 11 - Year 12 tab). We are happy to copy these and other resources on assessment or syllabus requirements you require on presentation of a written request to your class teacher/s.

BHHS teachers set individual assessment tasks and decide due dates and weightings for each. These tasks measure knowledge, skills and understanding for a wide range of outcomes, and may include (but not limited to) tests, written assignments, practical activities, fieldwork and projects. You must complete assessment tasks in order to satisfy NESA that you have satisfactorily studied each course to qualify to proceed with HSC study in each course. More about that later.

BHHS teachers use your performance in assessment tasks to arrive at a final grade for each course, which is supplied to NESA in Semester 2 each year. If you study a course at another institution, they provide your grade. BHHS will retain samples of student work at a range of grade levels in a range of tasks for each class in case any external checking is required.

Class teachers will maintain accurate records of marks awarded to each student for each assessment task as well as a range of other matters mentioned later in this booklet.

## Some things seem to have changed...

If you have parents/carers or older siblings who studied at BHHS you may notice a few differences in the assessment rules and procedures. Here are some of the main ones.

### Why is there now a cap on the number of formal tasks?

It rebalances the emphasis on assessment to allow more time for teaching and learning. Most Preliminary courses will require 3 tasks and HSC courses will require 4 tasks, and the purpose of school-based assessment is to provide feedback to students to improve their learning.

### How can every content area/topic/module in a course be formally assessed in 3 or 4 tasks?

They would not. *Teachers will continue to assess a wide range of syllabus outcomes as evidence to determine how well students are achieving outcomes through both formal and informal means.* While informal assessments do not contribute to grades or marks, it is a valid tool to assist teacher judgement about student achievement and to improve student learning.

### Do assessment tasks need to increase in weight towards the end of a course?

There is no requirement for assessment schedules to include tasks with a greater weighting towards the end of the course.

### Will a formal assessment program include more than one written examination?

No, BHHS will continue to schedule formal written examinations to provide opportunities for students to prepare for and experience examination conditions, but only one can “count”. The assessment schedules later in this booklet will clearly state if any examination is included in your formal assessment schedule in each course. Tests of limited scope (for example those with a small number of content areas, topics or modules such as class or topic tests) are not considered formal written examinations.

### Can a formal task have parts and more than one due date?

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together with a *single due date*. However, a task that has parts, with multiple due dates spanning weeks/months, is not a single formal assessment task. Such tasks are separate individual formal assessment tasks, each with their own weighting, each task is to be represented separately in an assessment schedule.

### Can teachers provide feedback during the development of an assessment task?

While it is not a requirement for teachers to provide informal feedback during the development of student work for a formal task, it may be a valuable way for teachers to monitor student progress and authorship. Schools will make decisions regarding the provision of informal feedback ensuring equal opportunity for all students to receive feedback from teachers. Marks or grades are not to be attributed to informal feedback. This includes indicative marks.



## General procedures on formal assessment...

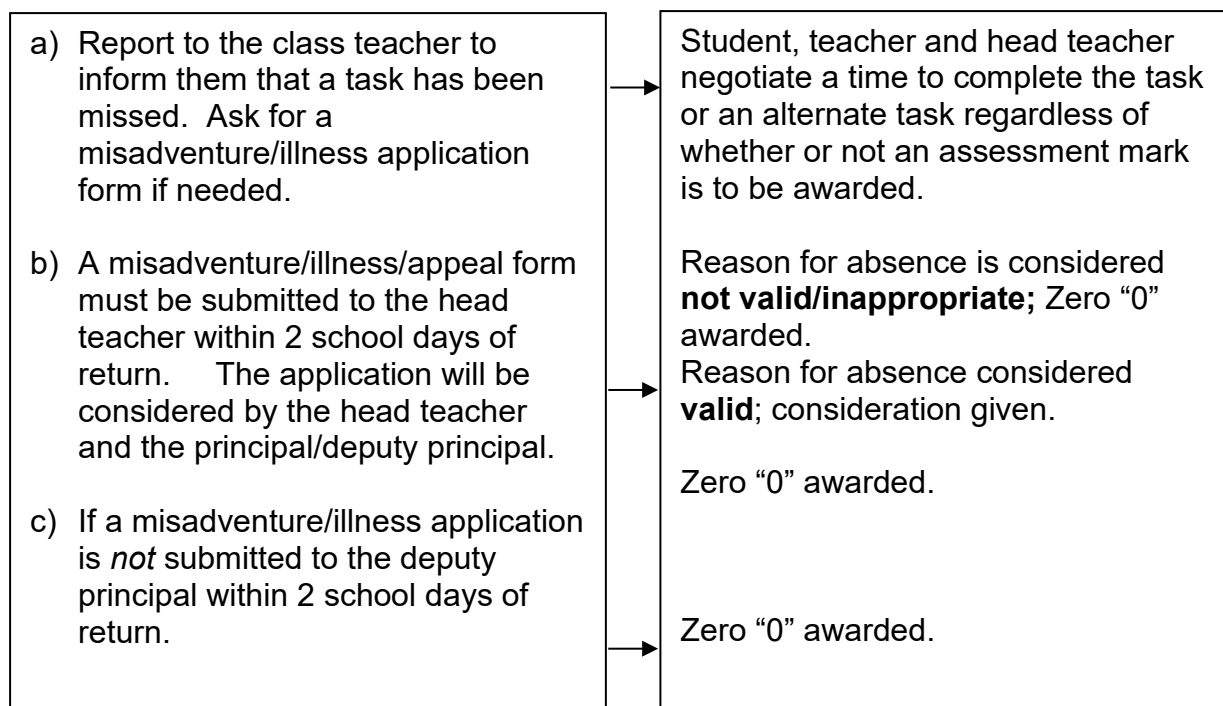
Students are expected to make a **genuine attempt at assessment tasks** which total up to more than 50% of available marks. Completion of tasks adding up to a total of exactly 50% is not sufficient. In the case of competency based courses. It is a matter for the principal to determine whether the attempts made by the student are genuine.

Start your assessment journey by carefully checking the formal assessment schedules for each of your subjects, adding dates to your diary and checking other major commitments for the year against the assessment schedule to solve any problems as early as possible.

In most courses, the minimum weighting for any assessment task will be 20%. The maximum weighting for any assessment task will be 40%. Students will be given a *minimum of two weeks written notice*, by the class teacher, of the nature, date and timing of each assessment task. From time to time plans made at the beginning of the year and published in this booklet can be interrupted by unforeseen events and opportunities which may necessitate negotiated alterations of a minor nature to task dates or content.

Class teachers will liaise with all students before finalising the date of any assessment task which will then be notified by e-mail to the head teacher responsible for adding tasks to the main Sentral calendar. Assessment tasks are deemed to have been notified to other staff and to students when they are recorded on the Sentral calendar. You will sign to indicate you have received notification of assessment and the date received.

## What happens if I fail to complete, submit or be present for an assessment task?



## Other points:

- In the case of illness, an application form must be accompanied by a medical certificate or other appropriate supporting documentation.
- Work submitted late will receive a **zero “0”**. ***No percentage reductions are permitted at all.***
- No consideration can be given when students **choose not** to complete, submit or be present for an assessment task/s by the due date/time.
- No consideration can be given when students fail to submit a misadventure/illness application within 2 days of return.
- Students who fail to complete 50% of the final assessment marks for the course will be considered for an ‘N’ Determination.

## What does misadventure mean?

Misadventure refers to any **valid** reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the **documentary evidence** that is handed in to support the misadventure claim.

No compensation will be made for factors such as misadventure or domestic problems affecting the preparation or performance of a student throughout the course. However, where the result of an assessment task was affected for a valid reason by absence or other misadventure preventing presentation of part of all of the task for assessment, the school may use a mark based on a substitute task or, in exceptional circumstances, an estimate based on other evidence. Invalid reasons for absence will result in a mark of zero for that task.

## But I have a legitimate excuse...

In the case of documented and proven illness or misadventure on the day a task is due or the previous day, the school should be notified by you or your parent/carer by 9.00am on the day of the assessment task (or earlier if known). When you return to school, an appropriate note is to be provided to the deputy principal.

For illness, a doctor's certificate is required, while for misadventure, an explanation from your parent/carer is required. If the absence is deemed acceptable, the task or substitute task will be authorised by the deputy principal who will inform your class teacher.

In the absence of an appropriate note or doctor's certificate the penalties for lateness will apply. In the event of a prolonged and justified absence, consolation will take place between you and your head teacher to determine an acceptable assessment strategy.

In some circumstances teachers, after consulting with the deputy principal, may consider granting an extension for other reasons. If applying for an extension, please see your teacher at least **one week** before the due date with a written explanation approved by your parent/carer outlining the extreme and special circumstances that necessitate consideration of an extension. The decision of the teacher and deputy principal in these circumstances shall be final, and that decision will be communicated in writing to students and parent/carer at least 4 days before the due date by the teacher.

## **Honesty is the key for all students and staff...**

You should read your course syllabus and related NESA policies, such as those on malpractice and completion of a course, on the NESA website, but below we include some of the key points to note. You must acknowledge any part of your work that was written, created or developed by someone else, in line with the NESA documents for each course. This includes any material, from other sources like books, journals, electronic resources and the internet. You do not need to formally acknowledge material that you learned from your teacher in class.

## **Malpractice (including cheating) of any kind is unacceptable...**

Behaving dishonestly to gain unfair advantage in assessments is malpractice, or cheating. Any form of malpractice, including plagiarism, is unacceptable, and NESA treats these allegations very seriously.

At **BHHS proven plagiarised work will receive zero (0) marks**. This includes work directly downloaded from internet sources. The task will be deemed not submitted. Serious and deliberate malpractice is corrupt conduct, and NESA could in extreme cases report it to the *Independent Commission against Corruption*. To avoid doubt, malpractice includes (but is not limited to):

- copying part or all of someone else's work and presenting it as your own;
- using material directly from books, journals, CD's or the internet without giving its source;
- building on someone else's ideas without giving the source and/or buying, stealing or borrowing someone else's work and presenting it as your own;
- submitting work that someone else, like a parent/carer, coach or subject expert, substantially contributed to;
- using someone else's words, ideas, designs or work in projects and performance tasks without giving the source;
- paying someone else to write or prepare material;
- breaching school examination rules or even cheating in an examination;
- using non-approved aids in an assessment task;
- giving false reasons for not handing in work by the due date;
- helping another student to engage in malpractice;
- including frivolous or objectionable material in your work; and
- disruption of another students engaged in assessment task.

If you are suspected of malpractice potentially involving plagiarism, you will need to show that all unacknowledged work is entirely your own. You might need to:

- Prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed.
- Answer questions about the assessment task, examination or submitted work being investigated to show your knowledge, understanding and skill.

If you cheat in any way when completing any assessment task, fail to make a genuine attempt in the task, cannot provide a valid reason for the non-completion of a task and/or are involved in any other form proven malpractice **you will have a mark of zero recorded for that task.**

You have the right of appeal to the review panel (see details later). The panel will make a final decision after considering all the factors involved. The panel will have the power to;

- decide that no action should be taken;
- impose a penalty from the deduction of a number of marks from the total given for the assessment (and any other assessments involved) to the award of a NIL mark for the assessment(s);
- report the malpractice to NESA, with or without the imposition of a penalty.

## What if I qualify for special provisions?

If you are recognised as having special needs for your HSC examinations you should have similar provisions available to you for in class assessment tasks and for school examinations.

## Common tasks...

Courses that include more than one class will be overseen by the subject specialist head teacher to ensure that common tasks are used to moderate student performance, common marking of the same tasks takes place and alternate marking of common tasks or some other equitable practice occurs.

**In addition to completing the formal assessment program, all students must meet the NESA course completion requirements ...**

Section 8.4 of the *NESA Assessment Certification and Examination (ACE) Manual (2005)* states that to meet the course completion requirements, principals must have sufficient evidence that a student has:

- ✓ followed the course developed or endorsed by NESA; and
- ✓ applied themselves with diligence and sustained effort to the set tasks and experiences provide in the course by the school; and
- ✓ Achieved some or all of the course outcomes.

N Determinations are made by the principal at the end of the academic year. Students failing to meet the standards set by NESA need to be documented throughout the course. Letters are numbered for the course, not the task.

While NESAs do not determine minimum attendance requirements, principals may determine that, as a result of frequent or prolonged absence, the above detailed course completion criteria have not been met. The warnings issued to the student must relate the absences to specific non-completion of course requirements.

A student on an attendance exemption is not exempt from the requirements of NESAs.

**Diligence and Sustained effort** is demonstrated by the following:

- **Diligence** – refers to the effort expended by the students to achieve.
- **Sustained effort** – effort that continues over a period of time – maybe throughout the course.

To meet these requirements, you **must**

1. Attend class regularly.
2. Complete and submit all or most of the set tasks on time.

Ideally you will also:

1. Be prepared and equipped for class.
2. Demonstrate appropriate levels of application, concentration and willingness to complete set tasks through making a genuine attempt.
3. Have active, positive, participation in learning activities.
4. Make appropriate use of technology, resources and equipment and or support personnel.
5. Prepare for tests and examinations through a revision program.
6. Have a level of attendance at school that ensures that all or most course requirements are met.
7. Submit all tasks on time.

## What if I am not meeting the NESAs course completion requirements?

If you are making unsatisfactory progress in any aspect of the course, and especially where any formal assessment task is missed, an official notification to your parent/carer will occur in writing. Where you are not working to an expected standard, teachers may send a *Letter of Concern*. This could be regarded as an early intervention to prevent the next stage, though it is not a formal requirement.

All students not meeting course requirements will receive N Determination warning letters. Failure to address the matters in these N Determination letters could result in you being issued an N Determination in a Preliminary Course. If you are N Determined in a Preliminary course you cannot proceed to the HSC course in the subject.

This may mean you need to select another Preliminary course to study in your HSC year to meet the requirements for 12 units of Preliminary courses to be completed. You may also have to “drop” that subject and continue with just 10 units in your HSC year. N Determinations in more than one Preliminary course may effectively mean you need to complete your Preliminary year again.



Principals always retain discretion to determine if a student who is N Determined in any course should be permitted to re-enrol in that course.

Please note if you are N Determined in one or more courses, you should still sit the Preliminary yearly examination(s) in the event your appeal, if submitted, is upheld.

In any formal examination, students who do not make a serious attempt may not receive an award in the course concerned. Non-serious attempts include responses that contain frivolous or objectionable material, and may lead to you being deemed unsatisfactory in any Preliminary course.

The N Determination process is detailed in graphic on the next page.

## Reviews and appeals...

You may request a review of **your course ranking** if you consider that your position in the school's order of merit is inconsistent with your expectations formed on the basis of your performance in assessment tasks. **You may also request a review of an N Determination.**

Appeals must be in writing to the Principal and must contain information which supports your ranking expectation, which is significantly different from the one awarded **or** reasons why you are contesting an N Determination as detailed on a *Student Appeal Form*.

The review committee does not have the power to order remarking of any piece of work, to review the results in individual tasks or to review reasons why any request for extensions or other special considerations have been refused. The only factors which will be taken into account for any appeal are that:

- The weightings specified by the school in its assessment program conform to NESA requirements.
- The procedures used by the school for determining the final assessment mark conform to its stated assessment program.
- The assessment mark contains no computational or clerical errors.

Should the review committee find an N Determination to be upheld, you may appeal to NESA. You will need to collect, complete and submit a *School Review – Principals Report Form* and also supply copies of the *Principals Report Form*, *Student Appeal Form*, copies of all warning letters issued and any other relevant evidence that may be requested such as teacher reports, records of interview etc.

## The Review panel...

The review panel will consist of the principal or delegate, a supervising head teacher and one teacher from another subject department.

Detailed feedback on the decision of the panel will be given to all students seeking an assessment review. You may appeal against the decision of the review panel only where you feel that the **conduct** of the school's panel did not comply with the requirements of NESA.

## **Security and accuracy of assessment marks...**

At the time of writing, all assessment marks will be recorded and archived in the markbook module of Sentral. Class teachers will advise the head teacher each year in March of the tasks they will collect, timing and weighting and that the head teacher will establish markbooks for every class reflecting that assessment schedule.

As soon as it is practical after each assessment task, the class teacher will record the assessment marks. The head teacher will then cross check that copies of the Preliminary assessment marks are correctly recorded, and at the end of each year that they are correctly archived. Assessment marks recorded by the class teacher should be checked with you for accuracy against the original task before your final assessment grade is awarded.

After the completion of each assessment task, you must be told your mark in the assessment task and your position in the course for that assessment task. At the completion of each reporting period, you will be given your examination mark and your cumulative rank in the course at that stage. This will be written on your school reports.

You may approach the class teacher immediately upon the return of a task to discuss the mark which has been awarded. The mark will not be reviewed at a later date. A subsequent request for a review may be made in writing to the deputy principal (within five school days) if you are not satisfied with the outcome of the discussion with the class teacher.

If you have recently transferred into this school, only the tasks available for completion after the transfer will be considered for assessment ranking. These procedures do not apply to VET courses.

## **About formal examinations...**

Most subjects include formal examinations as part of their formal assessment program. Please check your timetables carefully to ensure that there are no clashes with your subject examinations. Make sure you know exactly when your examinations are on. No special provisions will be made if you are late or have misread your timetable. You must be at the examination room 10 minutes before the indicated start time.

When you are in any room where an examination is taking place, there are some important requirements you must comply with:

- Under no circumstances is talking or interaction between students allowed. Follow all directions of the supervising staff.
- Mobile phones, smartwatches and electronic communication or storage devices (for example media players) are not permitted under any circumstances. When in the examination room you must also place any ordinary watch in clear view on your table.
- Only authorised equipment can be taken into any examination room. Any equipment will be subject to inspection and it is your responsibility to ensure it (for example calculator) is in good working order. Equipment failure is not grounds for an appeal. No borrowing is allowed between candidates in the examination room(s).

- This suggested list includes equipment required for particular subjects:
  - 2 black pens
  - protractor
  - 2 pencils
  - pencil sharpener
  - highlighter pen
  - NESA-approved calculator (not permitted in some subjects)
  - a pair of compass
  - set squares
  - a curve-drawing template
  - eraser
  - blank paper
  - language dictionaries (not English)
  - ruler, marked in millimetres and centimetres
  - stapler and staples
- You may take water in a clear container and some lollies into the examination room to help maintain your concentration and energy levels.
- Leave papers face down until instructed to begin. You will have 5 minutes reading time for every paper except the English papers which allow 10 minutes reading time. **No** writing or highlighting may be done during reading time. The supervisor will advise you when you may start writing.
- Read all instructions on each examination paper very carefully, and pace yourself so that every question can be attempted. Clearly label all sheets of paper which must be marked with your student number.
- Do not take any written material or books into the examination room(s)

## Useful websites for more details...

- All my own work - <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>
- Assessment Certification Examination (ACE) website - <http://ace.nesa.nsw.edu.au/>
- Broken Hill High School – <https://brokenhill-h.schools.nsw.gov.au/>

# HSC Assessment Schedule 2021/2022

## Subject: English Advanced

		Semester One		Semester Two	
Task		Task 1	Task 2	Task 3	Task 4
Course Component		Common Module – Texts and Human Experiences In Class Essay	Module A – Textual Conversations Multimodal Presentation	Module C Craft of Writing Portfolio	Trial HSC Examination Common Module (10%) Module A (5%) Module B (5%) Module C (5%)
Due Date		Term 4, Weeks 9/10	Term 1, Weeks 9/10	Term 3, Weeks 2/3	Term 3, Weeks 5/6
Outcomes Assessed		EA12-1 EA12-3 EA12-5	EA12-2 EA12-4 EA12-8	EA12-6 EA12-7 EA12-9	EA12-1 EA12-2 EA12-6
Components	Weighting				
Knowledge and understanding of course content.	50%	15%	10%	15%	10%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	10%	15%	10%	15%
Weighting %	100%	25%	25%	25%	25%

## **English Advanced Outcomes**

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



## HSC Assessment Schedule 2021/2022

### Subject: English Extension

		Semester One	Semester Two	
Task		Task 1	Task 2	Task 3
Course Component		Common Module – Literacy Worlds Creative Writing and Reflection	Module – Worlds of Upheaval Analytical Essay (with related text)	Trial HSC Examination
Due Date		Term 4, Week 10	Term 2, Week 6	Term 3, Week 5
Outcomes Assessed		EE12-2 EE12-5	EE12-3 EE12-4	EE12-1 EE12-2
Components	Weighting			
Knowledge and understanding of course content.	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	15%	15%	20%
Weighting %	100%	30%	30%	40%

## **English Extension Outcomes**

- EE12-1** Demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies.
- EE12-2** Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts.
- EE12-3** Independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts.
- EE12-4** Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.
- EE12-5** Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes.

## HSC Assessment Schedule 2021/2022

### Subject: English Standard

		Semester One		Semester Two	
Task		Task 1	Task 2	Task 3	Task 4
Course Component		Common Module – Texts and Human Experiences In Class Essay	Module B – Close Study of Literature Multimodal Presentation	Module C Portfolio	Trial HSC Examination Common Module (10%) Module A (5%) Module B (5%) Module C (5%)
Due Date		Term 4, Weeks 9/10	Term 1, Weeks 9/10	Term 3, Weeks 2/3	Term 3, Weeks 5/6
Outcomes Assessed		EN12-1 EN12-3 EN12-5	EN12-2 EN12-4 EN12-8	EN12-6 EN12-7 EN12-9	EN12-1 EN12-2 EN12-6
Assessment Component	Weighting				
Knowledge and understanding of course content.	50%	15%	10%	15%	10%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	10%	15%	10%	15%
Weighting %	100%	25%	25%	25%	25%

## **English Standard Outcomes**

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

# HSC Assessment Schedule 2021/2022

## Subject: English Studies

		Semester One		Semester Two	
Task		Task 1	Task 2	Task 3	Task 4
Course Component		Common Module – Texts and Human Experiences Essay	Module – We are Australian Multimodal Presentation	Collection of Classwork – All modules Human Experiences We Are Australian On the Road The Big Screen	Trial HSC Examination
Due Date		Term 4, Weeks 8/9	Term 1, Weeks 9/10	Term 3, Weeks 2/3	Term 3, Weeks 5/6
Outcomes Assessed		ES12-1 ES12-3 ES12-5 ES12-7	ES12-2 ES12-8 ES12-9	ES12-1 ES12-3 ES12-4 ES12-10	ES12-1 ES12-6
Assessment Component	Weighting				
Knowledge and understanding of course content.	50%	15%	10%	15%	10%
Skills in: <ul style="list-style-type: none"> <li>Comprehending texts.</li> <li>Communicating ideas.</li> <li>Using language accurately, appropriately and effectively.</li> </ul>	50%	10%	15%	10%	15%
Weighting %	100%	25%	25%	25%	25%



## **English Studies Outcomes**

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

## HSC Assessment Schedule 2021/2022

### Subject: Mathematics Advanced *(Year 12 from Term 4, 2021)*

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment and Verification Quiz	Class test	Class test	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 5/6	
	Outcome(s) assessed MA12-3 MA12-6 MA12-9 MA12-10	Outcome(s) assessed MA12-1 MA12-2 MA12-4 MA12-5 MA12-9 MA12-10	Outcome(s) assessed MA12-7 MA12-9 MA12-10	Outcome(s) assessed MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
Understanding, Fluency and Communicating.	8%	14%	13%	15%	50%
Problem Solving, Reasoning and Justification.	12%	11%	12%	15%	50%
<b>Weighting %</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

## **Mathematics Advanced Outcomes**

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

## HSC Assessment Schedule 2021/2022

### Subject: Mathematics Extension 1 *(Year 12 from Term 4, 2021)*

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Class test	Assignment/Investigation	Assessment Bank Assignment	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 5/6	
	Outcome(s) assessed ME12-2 ME12-7	Outcome(s) assessed ME 12-3 ME12-6 ME12-7	Outcome(s) assessed MA12-10 ME12-1 ME12-3 ME12-7	Outcome(s) assessed ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7	
Understanding, Fluency and Communicating.	13%	9%	13%	15%	50%
Problem Solving, Reasoning and Justification.	12%	11%	12%	15%	50%
<b>Weighting %</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

## **Mathematics Extension 1 Outcomes**

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

**Note:** See Advanced Course Schedule for the Advanced Course Outcomes



## HSC Assessment Schedule 2021/2022

### Subject: Mathematics Extension 2 *(Year 12 from Term 4, 2021)*

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Class test	Assignment and Verification Quiz	Assessment Bank Assignment	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 5/6	
	Outcome(s) assessed MEX12-1 MEX12-2 MEX12-3	Outcome(s) assessed MEX12-1 MEX12-4	Outcome(s) assessed MEX12-1 MEX12-5 MEX12-6	Outcome(s) assessed All	
Understanding, Fluency and Communicating.	13%	9%	13%	15%	50%
Problem Solving, Reasoning and Justification.	12%	11%	12%	15%	50%
Weighting %	25%	20%	25%	30%	100%

## **Mathematics Extension 2 Outcomes**

- MEX12-1** Understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts.
- MEX12-2** Chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings.
- MEX12-3** Uses vectors to model and solve problems in two and three dimensions.
- MEX12-4** Uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems.
- MEX12-5** Applies techniques of integration to structured and unstructured problems.
- MEX12-6** Uses mechanics to model and solve practical problems.

## HSC Assessment Schedule 2021/2022

### Subject: Mathematics Standard 1

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment and Verification Quiz	In class topic test	Portfolio Question Bank	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 5/6	
	<b>Outcomes assessed</b> MS1-12-8 MS1-12-9 MS1-12-10	<b>Outcomes assessed</b> MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	<b>Outcomes assessed</b> MS1-12-1 MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	<b>Outcomes assessed</b> MS2-12-1 to MS2-12-10	
Understanding, Fluency and Communicating.	7.5%	12.5%	15%	15%	50%
Problem Solving, Reasoning and Justification.	7.5%	12.5%	15%	15%	50%
<b>Weighting %</b>	<b>15%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

## **Mathematics Standard 1 Outcomes**

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

## HSC Assessment Schedule 2021/2022

### Subject: Mathematics Standard 2

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment and Confirmation Task	In-class supervised test	Portfolio Question Bank	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 5/6	
	<b>Outcomes assessed</b> MS2-12-8 MS2-12-9 MS2-12-10	<b>Outcomes assessed</b> MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-8 MS2-12-9 MS2-12-10	<b>Outcomes assessed</b> MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	<b>Outcomes assessed</b> MS2-12-1 to MS2-12-10	
Understanding, Fluency and Communicating.	7.5%	12.5%	15%	15%	50%
Problem Solving, Reasoning and Justification.	7.5%	12.5%	15%	15%	50%
<b>Weighting %</b>	<b>15%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>



## **Mathematics Standard 2 Outcomes**

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

## HSC Assessment Schedule 2021/2022

### Subject: Numeracy

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Assignment	Investigation Space and Design	In class task Probability, Statistics, Rates and Ratios	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 5/6	
	Outcomes Assessed N6-1.2 N6-2.4 N6-3.2	Outcomes Assessed N6-1.1 N6-2.2 N6-2.5 N6-3.1	Outcomes Assessed N6-1.3 N6-2.1 N6-2.3	Outcomes Assessed N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-2.4 N6-2.5 N6-3.1 N6-3.2	
Knowledge and Understanding.	10%	15%	10%	15%	50%
Skills.	10%	15%	10%	15%	50%
<b>Weighting %</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

## **Numeracy Outcomes**

- N6-1.1** Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts.
- N6-1.2** Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems.
- N6-1.3** Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions.
- N6-2.1** Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems.
- N6-2.2** Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature.
- N6-2.3** Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability.
- N6-2.4** Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance.
- N6-2.5** Chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design.
- N6-3.1** Chooses and uses appropriate terminology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts.
- N6-3.2** Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts.

## HSC Assessment Schedule 2021/2022

### Subject: Biology

Task		Task 1	Task 2	Task 3
Component		Applications of Biology: Depth Study	Practical Portfolio	Trial HSC Examination
Due Date		Term 4, Week 10	Term 3, Week 1	Term 3, Weeks 5/6
Outcomes Assessed		BIO 12-2, 12-3, 12-5, 12-6, 12-7, 12-12, 12-13	BIO 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7	BIO 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15
Assessment component	Weighting			
Knowledge and understanding of: <ul style="list-style-type: none"> <li>Heredity and genetic technologies.</li> <li>The effects of disease and disorders.</li> </ul>	40%	15%	5%	20%
Skills in: <ul style="list-style-type: none"> <li>Designing and evaluating investigations in order to obtain primary and secondary data and information.</li> <li>Conducting investigations to collect valid and reliable primary and secondary data and information.</li> <li>Selecting and processing appropriate qualitative and quantitative data and information using a range of appropriate media.</li> </ul>	30%	5%	20%	5%
Skills in: <ul style="list-style-type: none"> <li>Developing and evaluating questions and hypotheses for scientific investigation.</li> <li>Analysing and evaluating primary and secondary data and information.</li> <li>Solving scientific problems using primary and secondary data, critical thinking skills and scientific processes.</li> <li>Communicating scientific understanding using suitable language and terminology for a specific audience or purpose.</li> </ul>	30%	15%	10%	5%
<b>Weighting %</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

## **Biology Outcomes**

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

## HSC Assessment Schedule 2021/2022

### Subject: Aboriginal Studies

Task		Task 1 In class task	Task 2 Major Project	Task 3 Extended Response	Task 4 Trial HSC Examination
Course Component		Social Justice and Human Rights	Research and Inquiry Methods	Heritage and Identity	All topics
Due Date		Term 4, Week 10	Term 1, Week 11	Term 2, Week 10	Term 3, Weeks 5/6
Outcomes Assessed		H1.2 H1.3 H3.2 H4.3	H4.1 H4.2	H1.1 H2.1 H2.2	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3
Assessment Component	Weighting				
Knowledge and understanding of course content.	40%	10%	5%	10%	15%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives.	25%	5%	10%	5%	5%
Research and inquiry methods including aspects of the major project.	20%		15%		5%
Communication of information, ideas and issues in appropriate forms.	15%		10%	5%	
Weighting %	100%	15%	Log Book (15%) + Project (25%) = 40%	20%	25%

## **Aboriginal Studies Outcomes**

- H1.1** Evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples.
- H1.2** Analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples.
- H1.3** Assesses the representation of Aboriginal peoples and cultures for bias and stereotyping.
- H2.1** Examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity.
- H2.2** Analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life.
- H3.1** Assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination.
- H3.2** Evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities.
- H3.3** Evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples.
- H4.1** Plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives.
- H4.2** Undertakes community consultation and fieldwork and applies ethical research practices.
- H4.3** Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples.

## HSC Assessment Schedule 2021/2022

### Subject: Ancient History

Task		Task 1 Source Analysis	Task 2 Essay	Task 3 Evidence Folder	Task 4 Trial HSC Examination
Course Component		Core Topic- Cities of Vesuvius	Ancient Societies: Spartan society to the Battle of Leuctra 371 BC	All topics: Cities of Vesuvius Hatshepsut Spartan Society The Greek World	All topics: Cities of Vesuvius Hatshepsut Spartan Society The Greek World
Due Date		Term 4 (2021), Week 9	Term 1, Week 5	Term 3, Week 1	Term 3, Weeks 5/6
Outcomes Assessed		AH12-1, AH 12-6, AH12-9	AH12-3, AH12-8	AH12-4, AH12-6, AH12-7	AH12-2, AH12-5, AH12-9, AH12-10
Assessment component	Weight				
Knowledge and understanding.	40%	20%		10%	10%
Source skills.	20%			10%	10%
Historical and research skills.	20%		10%	10%	
Communication of understanding.	20%	5%	15%		
Total %	100%	25%	25%	30%	20%



## **Ancient History Outcomes**

- AH12-1** Accounts for the nature of continuity and change in the ancient world.
- AH12-2** Proposes arguments about the varying causes and effects of events and developments.
- AH12-3** Evaluates the role of historical features, individuals, groups and ideas in shaping the past.
- AH12-4** Analyses the different perspectives of individuals and groups in their historical context.
- AH12-5** Assesses the significance of historical features, people, places, events and developments of the ancient world.
- AH12-6** Analyses and interprets different types of sources for evidence to support an historical account or argument.
- AH12-7** Discusses and evaluates differing interpretations and representations of the past.
- AH12-8** Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
- AH12-9** Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10** Analyses issues relating to the ownership, custodianship and conservation of the ancient past.

## HSC Assessment Schedule 2021/2022

### Subject: Business Studies

Task		Task 1 Topic Test	Task 2 Extended Response	Task 3 Case Study	Task 4 Trial HSC Examination
Course Component		Operations	Marketing	Finance	
Due Date		Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 5/6
Outcomes Assessed		H1 H2 H5 H7	H3 H5 H6 H7 H8 H9	H4 H6 H7 H8 H9 H10	H2 H3 H4 H5 H6 H9 H10
Assessment Component	Weighting				
Knowledge and understanding of course content.	40%	5%	10%	10%	15%
Stimulus-based skills.	20%		5%	10%	5%
Inquiry and research.	20%	10%	10%		
Communication of business information, ideas and issues in appropriate forms.	20%		5%	5%	10%
<b>Weighting %</b>	<b>100%</b>	<b>15%</b>	<b>30%</b>	<b>25%</b>	<b>30%</b>

## **Business Studies Outcomes**

- H1** Critically analyses the role of business in Australia and globally.
- H2** Evaluates management strategies in response to changes in internal and external influences.
- H3** Discusses the social and ethical responsibilities of management.
- H4** Analyses business functions and processes in large and global businesses.
- H5** Explains management strategies and their impact on businesses.
- H6** Evaluates the effectiveness of management in the performance of businesses.
- H7** Plans and conducts investigations into contemporary business issues.
- H8** Organises and evaluates information for actual and hypothetical business situations.
- H9** Communicates business information, issues and concepts in appropriate.
- H10** Applies mathematical concepts appropriately in business situations.

# HSC Assessment Schedule 2021/2022

## Subject: Legal Studies

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Human Rights Topic Test	Crime Case Study	Family Research Task	Trial HSC Examination
Due Date		Term 4 (2021), Week 10	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 5/6
Outcomes Assessed		H1 H2 H3 H4 H7 H9	H1 H4 H6 H7 H8	H1 H3 H4 H5 H6 H8 H9	H1 H2 H3 H4 H5 H6 H7 H9 H10
Assessment Component	Weighting				
Knowledge and understanding of course content.	40%	20%			20%
Analysis and evaluation.	20%	5%	5%	5%	5%
Inquiry and research.	20%		10%	10%	
Communication of legal information, ideas and issues in appropriate forms.	20%	5%	5%	5%	5%
Weighting %	100%	30%	20%	20%	30%

## **Legal Studies Outcomes**

- H1** Identifies and applies legal concepts and terminology.
- H2** Describes and explains key features of and the relationship between Australian and international law.
- H3** Analyses the operation of domestic and international legal systems.
- H4** Evaluates the effectiveness of the legal system in addressing issues.
- H5** Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.
- H6** Assesses the nature of the interrelationship between the legal system and society
- H7** Evaluates the effectiveness of the law in achieving justice.
- H8** Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents.
- H9** Communicates legal information using well-structured and logical arguments.
- H10** Analyses differing perspectives and interpretations of legal information and issues.

## HSC Assessment Schedule 2021/2022

### Subject: Modern History

Task		Task 1 Core Study: Power and Authority in the Modern World 1919–1946	Task 2 National Studies – Japan	Task 3 Conflict Cold War	Task 4 Trial HSC Examination Cultural Revolution to Tiannamen
Course Component		Historical Analysis – Essay	Source Analysis Topic Test	Research Task - Multimedia	Examination
Due Date		Term 4, Week 10 (In Class)	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 5/6
Outcomes Assessed		MH12-5 MH12-7 MH12-8 MH12-9	MH12-3 MH12-5 MH12-6 MH12-9	MH12-2 MH12-4 MH12-8 MH12-9	MH12-1 MH12-3 MH12-6 MH12-9
Assessment Component	Weighting				
Knowledge and understanding of course content.	40%	10%	10%	5%	15%
Historical skills in the analysis and evaluation of sources and interpretations.	20%	5%	5%	5%	5%
Historical inquiry and research.	20%	5%		15%	
Communication of historical understanding in appropriate forms.	20%	5%	5%	5%	5%
<b>Weighting %</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>

**Note:** Due to new syllabus requirements and possible unforeseeable circumstances, assessment due dates, weightings, task types and outcomes may change. In the case of this happening students will receive official notification and a new assessment schedule will be issued.

## **Modern History Outcomes**

- MH12-1** Accounts for the nature of continuity and change in the modern world.
- MH12-2** Proposes arguments about the varying causes and effects of events and developments.
- MH12-3** Evaluates the role of historical features, individuals, groups and ideas in shaping the past.
- MH12-4** Analyses the different perspectives of individuals and groups in their historical context.
- MH12-5** Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world.
- MH12-6** Analyses and interprets different types of sources for evidence to support an historical account or argument.
- MH12-7** Discusses and evaluates differing interpretations and representations of the past.
- MH12-8** Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
- MH12-9** Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.

## HSC Assessment Schedule 2021/2022

### Subject: Society and Culture

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Primary Research Task Continuity and change	Research Task and Annotated Bibliography Popular Culture	Belief systems	Trial HSC Examination All topics
Due Date		13/12/2021	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 5/6
Outcomes assessed		H1 H5 H6 H7 H8 H9	H1 H3 H5 H6 H7 H8 H9 H10	H1 H2 H3 H4 H5 H9 H10	H1 H2 H3 H4 H5 H9 H10
Components	Weighting				
Knowledge and understanding of course content.	50%	10%	10%	10%	20%
Application and evaluation of social and cultural research methods.	30%	10%	10%	10%	
Communication of information, ideas and issues in appropriate forms.	20%		5%	5%	10%
Weighting %	100%	20%	25%	25%	30%



## **Society and Culture Outcomes**

- H1** Evaluates and effectively applies social and cultural concepts.
- H2** Explains the development of personal, social and cultural identity.
- H3** Analyses relationships and interactions within and between social and cultural groups.
- H4** Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy.
- H5** Analyses continuity and change and their influence on personal and social futures.
- H6** Evaluates social and cultural research methods for appropriateness to specific research tasks.
- H7** Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias.
- H8** Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex.
- H9** Applies complex course language and concepts appropriate for a range of audiences and contexts.
- H10** Communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

## HSC Assessment Schedule 2021/2022

### Subject: Music

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		<b>Presentation of Performance</b> Presentation of solo or ensemble performance.	<b>Composition Portfolio</b> Composition portfolio, including original composition with analysis of 2 selected works to demonstrate stylistic features and compositional techniques.	<b>Presentation and Submission: Elective Option for Topics 2 and 3</b> Presentation of performance and discussion on interpretation of performance and/or composition portfolio and discussion on compositional process and/or musicology outline and viva voce.	<b>Trial HSC Examination</b> Aural Skills Examination. Responses to aural excerpts.
<b>Due Date</b>		Term 2, Week 3	Term 2, Week 10	Term 3, Week 3	Term 3, Weeks 5/6
<b>Outcomes Assessed</b>		H1 H2	H2, H3 H4, H5 H6, H7	H1, H2 H3, H4 H5, H6 H7, H8	H4 H6 H8
Assessment Component	Weighting				
Performance.	10%	10%			
Composition.	10%		10%		
Musicology.	10%		10%		
Aural.	25%				25%
Electives.	45%		15%	30%	
<b>Weighting %</b>	<b>100%</b>	<b>10%</b>	<b>35%</b>	<b>30%</b>	<b>25%</b>

## **Music Outcomes**

### ***Performing***

- H1** Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.
- H7** Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
- H9** Performs as a means of self-expression and communication.
- H10** Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
- H11** Demonstrates a willingness to accept and use constructive criticism.

### ***Composing***

- H3** Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.
- H5** Critically evaluates and discusses performances and compositions.
- H7** Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
- H8** Identifies, recognises, experiments with, and discusses the use and effects of technology in music.
- H10** Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
- H11** Demonstrates a willingness to accept and use constructive criticism.

### ***Listening***

- H2** Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.
- H4** Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.
- H6** Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.
- H8** Identifies, recognises, experiments with, and discusses the use and effects of technology in music.
- H10** Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
- H11** Demonstrates a willingness to accept and use constructive criticism.

## HSC Assessment Schedule 2021/2022

### Subject: Visual Arts

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Visual diary and body of work development Written task	In Class Examination Essay format	Body of work group marking	Trial HSC Examination
Due Date		Term 1, Week 4	Term 2, Week 4	Term 3, Week 4	Term 3, Weeks 5/6
Outcomes Assessed		H1 H3 H4 H5 H7 H9	H8 H10	H1 H2 H3 H4 H5 H6	H7 H8 H9 H10
Assessment Component	Weighting				
Artmaking.	50%	10%		40%	
Critical and Historical Study.	50%	10%	15%		25%
Weighting %	100%	20%	15%	40%	25%

## **Visual Arts Outcomes**

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

## HSC Assessment Schedule 2021/2022

### Subject: Community and Family Studies

Task		Task 1 Independent Research Project-Analysis	Task 2 Research task	Task 3 Data Analysis and Syllabus Topic Test	Task 4 Trial HSC Examination
Course Component		Research Methodologies and Groups in Context	Parenting and Caring	Individuals and Work	Parenting and Caring Groups in Context Research Methodologies Individuals and Work
Due Date		Term 1, Week 10	Term 2, Week 9	Term 3, Week 3	Term 3, Weeks 5/6
Outcomes Assessed		H1.1, H2.2 H2.3, H3.1 H3.3, H4.1 H4.2, H5.1 H6.2, H7.1	H2.1, H2.2 H3.2, H5.1 H5.2, H7.1 H7.2	H2.2 H2.3 H3.3 H5.2	All Outcomes
Assessment Component	Weighting				
Knowledge and understanding of how the following impact wellbeing: <ul style="list-style-type: none"> <li>Resource Management.</li> <li>Positive Relationships.</li> <li>Range of Societal Factors.</li> </ul>	40%	10%	10%	10%	10%
Skills in: <ul style="list-style-type: none"> <li>Applying management processes to meet the needs of individuals, groups, families and communities.</li> <li>Planning to take responsible action to promote wellbeing.</li> </ul>	25%		10%	5%	10%
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysis and communicating.	35%	5%	10%	10%	10%
<b>Weighting %</b>	<b>100%</b>	<b>15%</b>	<b>30%</b>	<b>25%</b>	<b>30%</b>

## **Community and Family Studies Outcomes**

- H1.1** Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities.
- H2.1** Analyses different approaches to parenting and caring relationships.
- H2.2** Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities.
- H2.3** Critically examines how individual rights and responsibilities in various environments contribute to wellbeing.
- H3.1** Analyses the socio-cultural factors that lead to special needs to individuals in groups.
- H3.2** Evaluates networks available to individuals, groups and families within communities.
- H3.3** Critically analyses the role of policy and community structures in supporting diversity.
- H3.4** Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities.
- H4.1** Justifies and applies appropriate research methodologies.
- H4.2** Communicates ideas, debates issues and justifies opinions.
- H5.1** Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources.
- H5.2** Develops strategies for managing multiple roles and demands of family, work and other environments.
- H6.1** Analyses how the empowerment of women and men influences the way they function within society.
- H6.2** Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.
- H7.1** Appreciates differences among individuals, groups and families within communities and values their contributions to society.
- H7.2** Develops a sense of responsibility for the wellbeing of themselves and others.
- H7.3** The value of resource management in response to change.
- H7.4** Values the place of management in coping with a variety of role expectations.

## HSC Assessment Schedule 2021/2022

### Subject: Personal Development, Health and Physical Education (PD/H/PE)

Task		Task 1 Research Task	Task 2 Project Portfolio	Task 3 Design – Training program and list test	Task 4 Trial HSC Examination
Course Component		Option 3 – Sports Medicine	Option 2 – Improving Performance	Core 2 – Factors affecting performance	Core 1 Health Priorities in Australia Core 2 Factors Affecting Performance Options – Sports Medicine and Improving Performance
Due Date		Term 4, Week 9	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 5/6
Outcomes Assessed		H8 H13 H16 H17	H7 H8 H9 H10 H16 H17	H7 H8 H9 H10 H11 H16 H17	H1- H11 H13 H16 H17
Assessment Component	Weighting				
Knowledge and understanding of the factors that affect health and the way the body moves.	40%	10%	10%	10%	10%
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity.	30%	5%	5%	10%	10%
Skills in critical thinking, research and analysis.	30%	5%	5%	10%	10%
Weighting %	100%	20%	20%	30%	30%



## **(PD/H/PE) Outcomes**

- 1** Describes the nature and justifies the choice of Australia's health priorities.
- 2** Analyses and explains the health status of Australians in terms of current trends and groups most at risk.
- 3** Analyses the determinants of health and health inequities.
- 4** Argues the case for the new public health approach to health promotions.
- 5** Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities.
- 6** Demonstrates a range of personal health skills that enables them to promote and maintain health.
- 7** Explains the relationship between physiology and movement potential.
- 8** Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity.
- 9** Explains how movement skills is acquired and appraised.
- 10** Designs and implements training plans to improve performance.
- 11** Designs psychological strategies and nutritional plans in response to individual performance needs.
- 12** Analyses the influence of socio-cultural factors on the way people participate in and value physical activity and sport.
- 13** Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity.
- 14** Argues the benefits of health-promoting actions and choices that promote social justice.
- 15** Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all.
- 16** Devises methods of gathering, interpreting and communicating information about health and physical activity concepts.
- 17** Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

**Note:** Outcomes H6 and H12 are in options that are not studied.

## HSC Assessment Schedule 2021/2022

### Subject: Sport, Lifestyle and Recreation

Task		Task 1 Practical Scenarios and written response	Task 2 Research Task	Task 3 Research Task and Practical labs	Task 4 Trial HSC Examination
Course Component		Module: 4 First Aid	Module: 14 Sports Administration	Module: 2 Athletics	First Aid, Sports Administration, Athletics Resistance training
Due Date		Term 4, Week 8	Term 2, Week 4	Term 2, Week 10	Term 3, Weeks 5/6
Outcomes Assessed		1.3 2.5 3.6 4.2 4.4 4.5	1.1 1.3 1.6 3.2 4.2	1.1 1.3 1.6 2.1 2.2 4.4	1.1 1.2 1.3 1.6 2.1 2.2 2.5 3.2 3.3 3.6 4.2 4.5
Assessment Component	Weighting				
Knowledge and understanding/ Skills.	50%	10%	10%	10%	20%
Practical Skills.	50%	15%	15%	15%	5%
Weighting %	100%	25%	25%	25%	25%

## **Sport, Lifestyle and Recreation Outcomes**

- 1.1** Applies the rules and conventions that relate to participation in a range of physical activities.
- 1.2** Explains the relationship between physical activity, fitness and healthy lifestyle.
- 1.3** Demonstrates ways to enhance safety in physical activity.
- 1.6** Describes administrative procedures that support successful performance outcomes.
- 2.1** Explains the principles of skill development and training.
- 2.2** Analyses the fitness requirements of specific activities.
- 2.4** Describes how societal influences impact on the nature of sport in Australia.
- 2.5** Describes the relationship between anatomy, physiology and performance.
- 3.1** Selects appropriate strategies and tactics for success in a range of movement contexts.
- 3.2** Designs programs that respond to performance needs.
- 3.3** Measures and evaluates physical performance capacity.
- 3.4** Composes, performs and appraises movement.
- 3.6** Assesses and responds appropriately to emergency care situations.
- 4.1** Plans strategies to achieve performance goal.
- 4.2** Demonstrates leadership skills and a capacity to work cooperatively in movement context.
- 4.4** Demonstrates competence and confidence in movement contexts.
- 4.5** Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.
- 5.1** Accepts responsibility for personal and community health.
- 5.2** Willingly participates in regular physical activity.
- 5.3** Values the importance of an active lifestyle.
- 5.4** Values the features of a quality performance.
- 5.5** Strives to achieve quality in personal performance.

## HSC Assessment Schedule 2021/2022

### Subject: Food Technology

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Australian Food Industry Practical and Theory Task	Food Manufacture Research and Practical Task	FPD CNI Food Product Design and Evaluation	Trial HSC Examination
Due Date		Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 5/6
Outcomes Assessed		H1.2 H1.4 H3.1 H5.1	H1.1 H4.2 H5.1	H1.3 H2.1 H3.2 H4.1	H1.1 H1.3 H1.4 H2.1 H4.2
Assessment Component	Weighting				
Knowledge and understanding of course content.	40%	10%		10%	20%
Knowledge and skills in designing, researching, analysing and evaluating.	30%		10%	10%	10%
Skills in experimenting with and preparing food by applying theoretical concepts.	30%	10%	10%	10%	
Weighting %	100%	20%	20%	30%	30%

**Note:** The Year 12 formal school-based assessment program is to reflect the following requirements;

- A maximum of four assessment tasks.
- The minimum weighting for an individual task is 10%.
- The maximum weighting for an individual task is 40%.
- Only one task may be a formal written examination with a maximum weighting of 30%.

**Information about the formal written examination in Food Technology:** This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

## **Food Technology Outcomes**

- H1.1** Explains manufacturing processes and technologies used in the production of food products.
- H1.2** Examines the nature and extent of the Australian food industry.
- H1.3** Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations.
- H1.4** Evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment.
- H2.1** Evaluates the relationship between food, its production, consumption, promotion and health.
- H3.1** Investigates operations of one organisation within the Australian food industry.
- H3.2** Independently investigates contemporary nutrition issues.
- H4.1** Develops, prepares and presents food using product development processes.
- H4.2** Applies principles of food preservation to extend the life of food and maintain safety.
- H5.1** Develops, realises and evaluates solutions to a range of food situations.

## HSC Assessment Schedule 2021/2022

### Subject: Industrial Technology Timber Products and Furniture Technologies

Task		Task 1	Task 2	Task 3
Course Component		Design and Planning	Project Development and Management	Trial HSC Examination
Due Date		Term 1, Week 2	Term 2, Week 8	Term 3, Weeks 5/6
Outcomes Assessed		H1.2 H3.2 H4.2 H5.1 H5.2 H6.1	H3.3 H4.1 H4.2 H4.3 H5.1 H5.2 H6.2	H1.1 H1.2 H1.3 H2.1 H3.1 H4.1 H7.1 H7.2
Assessment Component	Weighting			
Knowledge and understanding of course content.	40%	10%		30%
Knowledge and skills in the design, management and communication of a major project.	60%	20%	40%	
Weighting %	100%	30%	40%	30%

## **Industrial Technology Timber Products and Furniture Technologies Outcomes**

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

## Training and Assessment Strategy

### CPC20211 Certificate II in Construction Pathways (Release 4)

Approved by	RTO management
Date of approval	11/11/2020
Delivery Site	Broken Hill High School
Name/s of VET Trainers:	Aaron Madritsch
Course duration	<input type="checkbox"/> 1 year <input checked="" type="checkbox"/> 2 years
Date of course commencement	28/01/2021
Date of course conclusion	24/10/2022
NESA Course Name	Construction
NESA course number and delivery pattern	NESA course code: 26201 - 2 unit x 2 year
Training Package Code and Title (Release)	CPC08 - Construction, Plumbing and Services Training Package (Release 9.7)
Status	<input checked="" type="checkbox"/> Current <input type="checkbox"/> Transition/Teachout
Qualification Packaging Rules:	<p>Qualification Packaging Rules: <a href="https://training.gov.au/Training/Details/cpc08">https://training.gov.au/Training/Details/cpc08</a></p> <p>To achieve this qualification, a student must demonstrate competency in 12 units of competency: 6 core units plus 6 elective units. The elective units are to be chosen as follows:</p> <ul style="list-style-type: none"> <li>• no less than 4 units and up to 6 units from Groups A to G, with no less than 2 units from any individual group</li> <li>• maximum of 2 units from Group H</li> </ul> <p>1 unit may be chosen from Certificate I or II qualifications in CPC08 or another current Training Package or accredited course provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.</p> <p>NESA requirement: Two additional units must be studied as part of this 240-hour NESA course.= total of 14 units of competency.</p>
Students successfully completing this program will be eligible to receive a CPC20211 Certificate II in Construction Pathways	



## Course outline

Core or elective	Code	Unit of Competency	Prerequisite	Indicative Hours	HSC unit
Core	<a href="#">CPCCCM1012A</a>	Work effectively and sustainably in the Construction Industry	Nil	25	Yes
Core	<a href="#">CPCCCM1013A</a>	Plan and organise work	Nil	10	Yes
Core	<a href="#">CPCCCM1014A</a>	Conduct workplace communication	Nil	10	Yes
Core	<a href="#">CPCCCM1015A</a>	Carry out measurements and calculations	Nil	20	Yes
Core	<a href="#">CPCCCM2001A</a>	Read and interpret plans and specifications	Nil	20	Yes
Core	<a href="#">CPCCOHS2001A</a>	Apply OHS requirements, policies and procedures in the construction industry	Nil	15	Yes
Elective	<a href="#">CPCCCA2002B</a>	Use carpentry tools and equipment (Group B – Carpentry)	CPCCOHS2001A	10	<a href="#">CPCCCM2005B</a> Use construction tools and equipment - syllabus content to be delivered
Elective	<a href="#">CPCCWHS1001</a>	Prepare to work safely in the construction industry (White Card - imported)	Nil	10	Yes
Elective	<a href="#">CPCCCA2011A</a>	Handle carpentry materials (Group B – Carpentry)	Nil	20	
Elective	<a href="#">CPCCCM2004A</a>	Handle construction materials (Group H – General Elective Units)	CPCCOHS2001A	20	
Elective	<a href="#">CPCCCM2006B</a>	Apply basic levelling procedures (Group H – General Elective Units)	CPCCOHS2001A	15	
Elective	<a href="#">CPCCCA2003A</a>	Erect and dismantle formwork for footings and slabs on ground (Group B – Carpentry)	CPCCOHS2001A	25	
Option 2					
Elective	<a href="#">CPCCBL2001A</a>	Handle and prepare bricklaying and blocklaying materials (Group A-Brick & Blocklaying)	CPCCOHS2001A	20	
Elective	<a href="#">CPCCBL2002A</a>	Use bricklaying and blocklaying tools and equipment (Group A – Brick & Blocklaying)	CPCCOHS2001A	10	

## Target Audience

Participants in this program are NSW public school students and are enrolled in NSW Higher School Certificate (HSC) and/or Record of School Achievement (ROSA) which contribute to the volume of learning and the amount of training for this qualification. All HSC students must study English, which develops writing, comprehension, presentation and communication skills. HSC students refine and further develop their skills across a broad range of Stage 6 courses, such as higher order analytical skills, problem solving, using technology and working in teams. The outcomes from these skills enhance the foundation skills required for the completion of a VET qualification. This time has been apportioned to reduce the amount of training by up to 5%.

During Years 9 and 10 students have studied 200 hours of English, mathematics, science and 100 hours of human society and its environment. Mandatory participation in maths and English from Years 7-10 allows them to learn, develop and apply literacy and numeracy skills to enable them to start CPC20211 Certificate II in Construction Pathways with a strong foundation in literacy, problem solving, numeracy and scientific skills. Students also participate in team activities and work with others, use technology, plan and organise activities, apply problem solving skills, collect, analyse and organise information, communicate ideas and information across all curriculum areas. In the school environment there is a very strong emphasis on Work Health and Safety of self and others within and outside the classroom. This time has been apportioned to reduce the amount of training by up to 5%.

Students have the opportunity to study year 9 and 10 courses related to their qualification outcome for up to 200 hours. Students study Technology Mandatory in years 7 and 8 for 200 hours. This time has been apportioned to reduce the amount of training by up to 5%. This time has been apportioned to reduce the amount of training by up to 5%.

Industrial Technology Years 7–10 develops in students' knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

All students' complete a work readiness program and may also engage with the Go2workplacement on-line program <https://www.workplacement.nsw.edu.au/go2workplacement/>. Other learning activities include excursions to local businesses. This time has been apportioned to reduce the amount of training by up to 5%.

Students in Year 10 complete work experience of an entrepreneurial nature and pursue extra curricula activities.

Participation is inclusive and may include

- students enrolled in a Public Schools NSW school
- the target audience includes students in the 15 – 19 year age group.
- students completing year 10 or 11 & 12 HSC units
- students who have completed an LLN test
- School Based Trainees
- students who require literacy and numeracy support, adjustments are discussed prior to enrolment
- isolated and rural students and
- students from non-English speaking background
- refugees
- students wishing to gain a qualification leading to further study or employment in this industry
- students wishing to gain skills transferrable across industry areas and will enhance general employment opportunities
- students with identified learning needs
- students whose physical abilities may impede the ability to complete particular elements of unit of competencies – reasonable adjustments are discussed prior to enrolment
- learners with a known LLN level prior to enrolment – reasonable adjustments are discussed prior to enrolment.

## Learning, literacy and numeracy testing

The RTO's VET enrolment process is supported by the use of a language, literacy and numeracy tool; the LLN Robot. **LLN** Robot is an on-line diagnostic tool combining Australian Core Skills Framework testing and support. This tool may be used to identify the level of achievement of the five core skills learning, reading, writing, oral communication and numeracy, this has been set at ACSF level 3. Where a student's ACSF level falls below the qualification requirement, support is provided by the trainer to enable the student to complete the training product. The outcome of the online assessment is the first step for the trainer when considering support needs of the learner (student). <https://support.lln.training/article/5-overview-lln-quiz>

## Admission requirements

Students selecting CPC20211 Certificate II in Construction Pathways should be interested in working in the specific industry. They should be able to apply skills and knowledge to be competent in use of woodworking tools and machines to produce simple projects, have the ability to work as part of a team and have good communication skills. Prior to enrolment students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students.

## Mandatory course requirements to attain an HSC credential in this course

Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.

## Why literacy and numeracy?

Literacy and numeracy form the basis of learning and the skills underpin workforce participation, productivity and the broader economy, and also impact on social and health outcomes. There is a focus on quality teaching of literacy and numeracy in all NSW schools using the best available evidence. An overview of the importance of literacy and numeracy skills and evidence-based practices for improving student outcomes in literacy and numeracy is available on the [CESE website](#).

More information is available: <https://education.nsw.gov.au/literacy-and-numeracy-strategy>

## Students with identified learning needs requiring reasonable adjustment beyond differentiation for learning and assessment

- Students with identified learning needs may require adjustments to learning and assessment strategies as well as additional time or support to demonstrate the required level of competence both off the job and in the workplace, and should be based upon the individual student's identified needs and abilities. Reasonable adjustments to delivery and assessment are appropriate provided they conform to industry competency standards as expressed in the Training Package.

<http://www.humanrights.gov.au/our-work/disability-rights/disability-standards-and-guidelines>

Are there students with special needs in the class? (☒)

☐ NO ☐ YES

NB: Trainer to ensure they have access to all relevant information

## Students requiring differentiation for learning

- Effective differentiation takes place when trainers adjust aspects of content, process, product and learning environment in direct response to a student's readiness, interests and learning profile. 'What' and 'how' trainers differentiate depends on the needs of students in the class.
- Trainers are required under DoE policy to ensure all students' needs are met and differentiation of learning occurs in their classrooms. Differentiation occurs for students without a formal diagnosis of identified learning needs
- A range of differentiation strategies to support learning can be found at <https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning/strategies-for-differentiation>

Are there students who require differentiation in the class? (☒)

☐ NO ☐ YES

NB: Trainer to ensure they have access to all relevant information

## Learning Support

Students with education support needs may require adjustments to learning and assessment strategies as well as additional time to develop the required level of competence. Reasonable adjustments are changes made to training and assessment conditions to ensure a disability, illness or learning need does not affect performance. To achieve an AQF qualification, students must be able to safely demonstrate knowledge and skills at the level required for each unit of competency as defined in the relevant training package.

<https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning>

The NSW Education Standards Authority (NESA) [VET courses and students with a disability](#) provides advice and examples for adjustment of learning programs.

Trainers have access to a student's evidence of adjustments to teaching and learning. For example, Learning and Support Plan (LSP), personalised learning plan (ILP or PLP) or other evidence of additional support for the student. This may include:

- accessible class rooms
- extended time for training
- additional support, both off the job and in the workplace.
- note-taking support
- course material in alternate formats—electronic, large print, braille
- use of assistive technology
- extra time or extensions for homework and formal assessments
- modified assessment tasks for accessibility
- an Auslan interpreter, or
- other adjustments as required

## SBAT work requirements (If Applicable)

- Students in a Certificate II in Construction Pathways SBAT engage in a minimum of **8** hours of related workplace learning in relation to the areas of study and employment. They will therefore be immersed in a variety of knowledge and skills relevant to the course.
- They may have chosen the course to gain:
  - qualifications leading to further study or employment in this industry
  - skills that will enhance general employment opportunities
- The course comprises face-to-face delivery and **800 hours** of paid employment within an industry relevant to their SBAT so it can provide experiences related to those included in the course structure. Students apply their learning in a real workplace and industry context providing opportunities to develop skills applicable to all workplace contexts.

Is there a School Based Trainee in this cohort

☐ NO ☐ YES

Enter Student Names:

NB: A copy of the training plan must be stored with this TAS for example on QMS and in the HSC monitoring folder.

## Consultation contributing to the development of this Training and Assessment Strategy

The consultation process for the development of each VET syllabus occurs when a training package changes. In this case consultation was undertaken with industry who provided quality information on the implications of the training package within business, in particular construction. It consists of representatives from the Service Skills Organisation and experienced and qualified trainers from across NSW school sectors who have knowledge of the skills and abilities of potential student cohorts. This group advises on suitable electives and industry trends for entry level qualifications. The RTO has representation on the TADG, along with experienced trainers who meet to develop the TAS. This Training and Assessment Strategy (TAS) has been developed through this process.

Information is gathered from a variety of sources to report on strategies, practices and industry skills of trainers. This occurs:

- in the development of the syllabus from the training package. NSW Education Standards Authority (NESA) have considerable consultation with industry bodies and trainers
- when trainers consult before, during and/or at the completion of work placement. This provides additional advice on the quality of delivery and assessment strategies
- when employers provide feedback to students during work placement via work placement reports/journals
- as part of the validation process when industry representatives provide advice on the quality of delivery and assessment strategies
- when feedback is obtained from employer surveys

An Industry Consultation and Engagement Register is maintained by each Training and Assessment Development Group TADG / RTO to record activities and outcomes of industry consultation processes.

## Staff Training and Assessment

The RTO complies with the Standards for Registered Training Organisation 2015 (Schedule 1)

Public Schools NSW, Wagga Wagga RTO 90333 has verified the relevant qualifications of each VET trainer who will be delivering AQF qualifications. All delivering trainers must hold the most recent AQF qualification. To assess the student the trainer is required to hold TAE40116 Certificate IV in Training and Assessment. The Authority to Deliver ((ATD) for each site developed by the RTO and signed by the site manager (principal) ensures trainers are suitably qualified, experienced and authorised to deliver the units from this training product.

The RTO facilitates a range of opportunities for VET trainers to support maintenance of relevant experience and currency. The Quality Management System (QMS) contains data for each VET trainer including records of qualifications, experience and currency for both course content and training and assessment competence relevant to the units within the qualifications being delivered.

All newly trained VET trainers in the RTO attend an orientation program. If a trainer is not fully accredited, the RTO will implement a Supervised Delivery Plan (SDP) detailing aspects of training and assessment arrangements and identify a mentor who is an accredited trainer and assessor to provide support as an interim measure.

All VET trainers are required to complete a Vocational and Industry Currency Log for each calendar year.

## Training and Assessment Arrangements

Volume of learning incorporates a minimum of 70 hours work placement in an industry providing experiences related to units of competency included in the course. Students apply their learning in a real workplace and industry context and may have part-time jobs in related industries providing opportunities to develop skills applicable to all workplace contexts.

This qualification can be completed as described in this strategy or options are available for Recognition of Prior Learning (RPL). Students may apply to the RTO for recognised prior learning (RPL) or apply for the credit transfer (CT) of units of competency awarded from another RTO on enrolment. Evidence must be submitted and stored, ie RPL applications are to be forwarded to the RTO prior to enrolment, CT evidence to be reviewed by the RTO for verification ie CT evidence may include the Statement of Attainment or transcript from the other RTO, and/or a PDF URL created through the Verifiable Online USI Transcript process.

The course comprises face-to-face training and assessment and integrates additional on-line activities, self-paced learning, research activities and individual study. Training and assessment arrangements in the classroom and workplace are set out in the assessment plan and scope and sequence.

Assessment evidence gathering techniques include the observation of performance, completion of practical tasks, oral questioning, written activities and may include collection of supplementary evidence from work placement or paid work in industry. The assessor may conduct assessment at the delivery site, in simulated work environments, in industry, or through a combination of these modes. Evidence collected must meet the rules of evidence.

## Delivery and Assessment Provision

The delivery and assessment arrangements for this qualification are set out in the Assessment Plan and Scope and Sequence sections of this document. The duration of the program is in a face-to-face mode over two years. Dependent on timetabling, some sites offer the program over one year in a compressed mode. RTO decisions about duration of delivery have considered students' likelihood of successfully achieving the learning outcomes and ensure integrity of the qualification outcomes is maintained. It is appropriate to include other delivery options such as online and field visits to provide opportunity for students to achieve intended outcomes.

## Delivery and Amount of training

The RTO complies with Australian Quality Standards Authority (ASQA) [General Direction: Amount of training](#).

The amount of training for this course is determined by the mode of delivery and inherent knowledge of the cohort of students. Based on specific requirements of the training package, the RTO has scheduled its delivery and sequence and determined the mode of delivery for the qualification to ensure students gain the skills and knowledge to support successful achievement of qualification outcomes. This amount of training includes structured and unstructured learning undertaken by the student and has been determined by the RTO as appropriate for cohorts of students undertaking the entry level qualification whilst still at school.

The amount of training has been based on an analysis of the typical cohorts who have traditionally entered this program and qualification over a number of years. It takes into account:

- general capabilities embedded into all NESA syllabuses contributing to the students' existing skills, knowledge and experience
- entry level requirements as set out in the training package
- mode of delivery
- impact of the clustered delivery mode

## Structured Learning

The amount of training has been determined as appropriate for this cohort giving regard to the knowledge and skills students bring to the course, complementing and underpinning the skills required in the Construction industry. The RTO will provide up to 240 hours face-to-face timetabled classroom hours and RTO structured activities completed in the student's own time. The amount of face-to-face delivery is the time the RTO expects the student to formally engage with training resources to meet requirements of a unit of competency.

Students are informed of all requirements and mode of delivery through RTO course material, course outlines and training and assessment strategy. They include:

- classroom delivery and forums – allows for teachers to build rapport with students and provide differentiated learning
- field trips and incursions – to provide current industry exposure and workplace practices
- structured school based activities – builds student confidence, skills and knowledge
- supplementary evidence – gathering of evidence for development of a portfolio
- mandated cluster assessment tasks – determines competence and provides a holistic and authentic approach to learning
- simulated workplace learning opportunities – to reinforce skill development and knowledge
- structured work placement over **two** years; preparation and de-brief – allows students to practise and extend learning in the industry
- homework for projects and assignments - emphasises theory work /knowledge evidence
- structured prescribed reading and follow-up activities – emphasises theory component

Clustered units offer the opportunity for a holistic and more effective integration of knowledge and skills particularly where contextual commonalities occur. Clustering units of competency together according to their common work function, shared knowledge and skills means students can be trained and assessed more efficiently without unnecessary repetition. As a result, 14 units of competency are being delivered in 9 assessment clusters. This mode of delivery has led to a reduced amount of training hours.

Weekly timetabling ensures that students who study Construction have regular training on an ongoing basis. This enables skills and knowledge to be built and consolidated both in and out of timetabled class time as resources are available on site and on-line and feedback from the trainer is available and accessible at all times during the school year.

Typically, the same teacher is timetabled onto the class for the duration of the course. Trainers and students have many opportunities to build a strong rapport allowing identification of specific gaps and opening further opportunities for students to acquire knowledge and develop and consolidate skills over time. The benefits of spreading the training and assessment throughout the course allows for extended exposure to independent learning, deeper reflection and opportunities for skills practice and knowledge acquisition in a variety of contexts.

## Unstructured Learning

As part of school requirements, students undertake homework, research and revision for assignments, assessments and examinations and self-directed activities. Learning for mandated HSC content supports and is complementary to the students' acquisition, strengthening, and transferability of VET course knowledge requirements. Students will spend a minimum of 2 - 4 hours per week in unstructured learning activities.

## Evidence gathering

Assessment evidence gathering techniques include direct observation, product-based method, portfolio and questioning. Assessment is typically conducted at the delivery site and in simulated work environments. The specific evidence gathering techniques used for the units of competency in this Training and Assessment Strategy are listed in the assessment plan. This qualification can be completed through a pathway as described in this strategy.

## Training and Assessment Strategy Review

When there is a change to the Training Package the Training and Assessment Development Group will review the TAS. Organisational resources and industry and student needs are considered in this review. These changes could include risk factors including:

- a significant issue notified by the relevant department/agency or by ASQA
- significant changes in identified cohort and or client needs
- delivery mode/s
- assessment methods
- electives
- resources/availability
- or as a result of planned reviews, such as internal reviews/audits, validation outcomes
- and/or feedback received from stakeholders precipitating review action.

A record of relevant data, feedback or changes contributing to the review and its approval will be maintained. The RTO complies with Australian Quality Standards Authority (ASQA) [General Direction: Learner Transition](#).

## Pathways

Information is provided via the RTO Course Descriptors prior to the commencement of training. All students who complete these qualifications are provided with advice on employment and training options. Work placement provides real work experiences allowing students to determine possible future pathways. Students may pursue higher qualifications through other training providers or obtain apprenticeships or traineeships through employment.

Construction - CPC20211 Certificate II in Construction Pathways is flexible to meet a wide range of career pathways. It allows for credit transfer between qualifications. A student can undertake further skill development or training and be assessed against additional competencies until they have achieved all of the competencies required for the full qualification. On successful completion of all requirements, students will be issued a certificate and transcript on behalf of the RTO by NESA. Students can exit at any point and receive a statement of attainment for the competencies achieved. Qualification pathway information can be found on the Australian Apprenticeships Training Information Service site <https://www.aapathways.com.au/complex-search>



## Infrastructure, Resources and Equipment

Trainers and/or students have access to a range of approved resources:

- the <https://training.gov.au/Training/Details/CPC20211> site provides qualification packaging rules and individual unit of competency detail for CPC20211 Certificate II in Construction Pathways
- SafeWork NSW <http://www.safework.nsw.gov.au/>
- Australian Government Industry reports
- the RTO provides training and assessment materials and tools, version controlled documentation and links to relevant websites on the RTO Learning Management System- Public Schools NSW, Wagga Wagga RTO MOODLE.
- resources and equipment used for delivery and assessment are outlined in the Course Information Guide (CIG). All CIGs are located on the training and assessment page of the Public Schools NSW, Wagga Wagga RTO MOODLE.
- The Authority to Deliver (ATD) for each site developed by the RTO and signed by the Site Manager (principal) ensures provision of necessary resources

## Assessment Validation Process

A systematic approach towards validation of assessment occurs according to the established Assessment Validation Procedure and Validation Schedule. The RTO has developed a support document and checklist to document the process. These documents are stored on the RTOs Management System. Stakeholders in the assessment validation process include RTO management staff, supervisors, trainers and where possible, industry representatives.

Validation strategies include:

- validation team workshops with a range of stakeholders
- assessment writing by an assessment writing team to ensure assessments meet the principles of assessment and rules of evidence
- feedback from trainers provided on the Moodle under each assessment package
- partnerships with other trainers, mentors and/or industry experts for delivery
- analysing and comparing work samples/supplementary evidence to support consistent trainer judgement as part of post assessment validation

## Evidence Collection Techniques

Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	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, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 - Working safely in the construction industry	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry (Core)	X			X
Cluster 2 - Carpentry Basics	CPCCCA2011A CPCCCA2002B	Handle carpentry materials (B) Use carpentry tools and equipment (B)	X	X		X
Cluster 3 - White Card	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X		X
Cluster 4 - Levelling	CPCCCM2006B	Apply basic levelling procedures (H)	X	X		X
Cluster 5 - Reading plans	CPCCCM2001A	Read and interpret plans and specifications (Core)		X		X
Cluster 6 - Prepare for concreting	CPCCCA2003A CPCCCM1015A	Erect and dismantle formwork for footings and slabs on ground (B) Carry out measurements & calculations (Core)	X	X	X	
Cluster 7 - Group Project	CPCCCM1013A CPCCCM2004A	Plan and organise work (Core) Handle construction materials (H)	X	X	X	X
Cluster 8 - Skills into action	CPCCCM1012A CPCCCM1014A	Work effectively and sustainably in the construction Industry (Core) Conduct workplace communication (Core)			X	X
Choose Option 1 OR Option 2 in Cluster 9 to gain the qualification and be eligible for the HSC						
Cluster 9 – Option 1 - Joinery	CPCCJN2001A CPCCJN2002B	Assemble components (F) Prepare for off-site manufacturing process (F)	X	X	X	X
Cluster 9 – Option 2 - Brick and blocklaying	CPCCBL2001A CPCCBL2002A	Handle and prepare bricklaying and blocklaying materials (A) Use bricklaying and blocklaying tools and equipment (A)	X	X	X	X

# SCOPE AND SEQUENCE – Course name: Construction

2unit x 2year

Broken Hill High School									
Qualification: CPC20211 Certificate II in Construction Pathways									
<b>Preliminary Course: 2021</b>									
Unit Code	Unit Title	NESA Hrs	Term 1		Term 2		Term 3		
			1-5	6-10	1-5	6-10	1-5	6-10	
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	15	C1						Clusters NOT to be assessed during this time due to yearly exams
CPCCCA2011A	Handle carpentry materials	20		C2					
CPCCCA2002B	Use carpentry tools and equipment	10							
CPCCWHS1001	Prepare to work safely in the construction industry	10			C3				
CPCCCM2006B	Apply basic levelling procedures	15					C4		
CPCCCM2001A	Read and interpret plans and specifications	20						C5	

# SCOPE AND SEQUENCE – Course name: Construction

2 units x 2 years

Broken Hill High School Qualification: CPC20211 Certificate II in Construction Pathways <b>HSC Course: 2022</b>										
Unit Code	Unit Title	NESA hrs	Term 4		Term 1		Term 2		Term3	
			1-5	6-10	1-5	6-10	1-5	6-10	1-5	6-10
CPCCCA2003A CPCCCM1015A	Erect and dismantle formwork for footings and slabs on ground Carry out measurements & calculations	25 20	C6							
CPCCCM1013A CPCCCM2004A	Plan and organise work Handle construction materials	10 20			C7					
CPCCCM1012A CPCCCM1014A	Work effectively and sustainably in the construction Industry Conduct workplace communication	25 10					C8			
CPCCB2001A CPCCB2002A	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	20 10						C9 - 2		

## NSW Education Standards Authority (NESA) Schools Online entries for the course: Construction

### **NESA Course Number: 26201 - 2 unit x 2 year**

To ensure students achieve both NESA and Training Package requirements, enter competencies into Schools Online in each year of course, as per this guide.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Only students who have a verified USI uploaded to Schools Online will be issued with a credential.

Students must have completed all my own work.

Refer to NESA key dates <https://bosho.boardofstudies.nsw.edu.au/links/schoolsonline.html>

<b><u>Preliminary year of study</u></b>	
<b>enter only the units of competency listed below</b>	
Code of UoC	Title of UoC
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCCA2011A	Handle carpentry materials
CPCCCA2002B	Use carpentry tools and equipment
CPCCWHS1001	Prepare to work safely in the construction industry
CPCCCM2006B	Apply basic levelling procedures
CPCCCM2001A	Read and interpret plans and specifications

<b><u>HSC year of study</u></b> <b>enter the HSC units of competency below AND ensure that Preliminary units not recorded with an exit outcome are also entered on Schools Online</b>	
Code of UoC	Title of UoC
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground
CPCCCM1015A	Carry out measurements & calculations
CPCCCM1013A	Plan and organise work
CPCCCM2004A	Handle construction materials
CPCCCM1012A	Work effectively and sustainably in the construction Industry
CPCCCM1014A	Conduct workplace communication
CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials
CPCCBL2002A	Use bricklaying and blocklaying tools and equipment

Public Schools NSW Wagga Wagga RTO 90333 manages the requirements of *Standards for RTOs 2015* [Clause 3.3](#) by ensuring students receive their AQF certification documentation upon completion of their training program.

Public Schools NSW Wagga Wagga RTO 90333 have engaged NESA to issue the credentials within 30 days of course completion for the student cohort. Students will need to download an electronic testamur via Students Online before the Students Online account expires in June of the following year: <https://studentsonline.nesa.nsw.edu.au/go/login/>

For Stage 6 ICF Courses only: An estimate HSC examination mark must be determined and entered for all students

## Training and Assessment Strategy

### SIT20416 Certificate II in Kitchen Operations (Release 1)

Approved by	RTO management
Date of approval	11/11/2021
Delivery Site	Broken Hill High School
Name/s of VET Trainers:	C Kiely
Course duration	<input type="checkbox"/> 1 year <input checked="" type="checkbox"/> 2 years
Date of course commencement	27/01/2021
Date of course conclusion	01/10/2022
NESA Course Name ie Industry Curriculum Framework.	Hospitality Industry Curriculum Framework
NESA course number and delivery pattern	NESA course code 2x2yr- 26511
Training Package Code and Title (Release)	SIT - Tourism, Travel and Hospitality Training Package (Release 1.2)
Status	<input checked="" type="checkbox"/> Current <input type="checkbox"/> Transition/Teachout
Qualification Packaging Rules:	<a href="https://training.gov.au/Training/Details/SIT20416">https://training.gov.au/Training/Details/SIT20416</a> 13 units must be completed: <ul style="list-style-type: none"> <li>- 8 core units</li> <li>- 5 elective units, consisting of:                3 elective units                2 units which can be selected from elsewhere in the SIT Training Package, or from any other current Training Package or accredited course.</li> </ul>
Students successfully completing this program will be eligible to receive a SIT20416 Certificate II in Kitchen Operations	

## Course outline

Code	Unit of Competency	Pre requisite	Qualification group	NESA Indicative Hours	Focus areas for the HSC
<a href="#">BSBWOR203</a>	<a href="#">Work effectively with others</a>	Nil	Core	15	Mandatory
<a href="#">SITXFSA001</a>	<a href="#">Use hygienic practices for food safety</a>	Nil	Core	10	Mandatory
<a href="#">SITXWHS001</a>	<a href="#">Participate in safe work practices</a>	Nil	Core	15	Mandatory
<a href="#">SITXINV002</a>	<a href="#">Maintain the quality of perishable items</a>	SITXFSA001	Core	5	
<a href="#">SITHCCC001</a>	<a href="#">Use food preparation equipment</a>	SITXFSA001	Core	20	Stream
<a href="#">SITHCCC005</a>	<a href="#">Prepare dishes using basic methods of cookery</a>	SITXFSA001	Core	40	Stream
<a href="#">SITHCCC011</a>	<a href="#">Use cookery skills effectively</a>	SITXFSA001	Core	20	
<a href="#">SITHKOP001</a>	<a href="#">Clean kitchen premises and equipment</a>	SITXFSA001	Core	10	Stream
<a href="#">SITXFSA002</a>	<a href="#">Participate in safe food handling practices</a>	Nil	Elective	15	Stream
<a href="#">SITHIND002</a>	<a href="#">Source and use information on the hospitality industry</a>	Nil	Elective	20	Mandatory
<a href="#">SITHCCC003</a>	<a href="#">Prepare and present sandwiches</a>	SITXFSA001	Elective	10	
<a href="#">SITHCCC002</a>	<a href="#">Prepare and present simple dishes</a>	SITXFSA001	Elective	20	
<a href="#">BSBSUS201</a>	<a href="#">Participate in environmentally sustainable work practices</a>	Nil	Elective	15	
Extra unit for NESA/HSC requirements					
<a href="#">SITHCCC006</a>	<a href="#">Prepare appetisers and salads</a>	SITXFSA001	Elective	25	



## Pathways

Information is provided via the RTO Course Descriptors prior to the commencement of training.

All students who complete these qualifications are provided with advice on employment and training options through the course trainer or career specialists.

Mandatory work placement provides real work experiences for the student to determine possible future pathways. Students may pursue higher qualifications through other training providers or obtain apprenticeships or traineeships through employment.

The **SIT Tourism, Travel and Hospitality** qualifications are flexible to meet a range of jobs and to support a wide range of career pathways. They allow for various entry options, including direct entry at all qualification levels, and credit transfer between qualifications.

If a qualification is only partly achieved, a Statement of Attainment is issued for successful achievement of single or multiple units of competency. At a later date, a person can undertake further skill development or training and be assessed against additional competencies until they have achieved all of the competencies required for the full qualification.

Certificates and transcripts are issued on behalf of the RTO by NESA.

Students can exit at any point and receive a Statement of Attainment for the competencies achieved.

Qualification pathway information can be found on the Australian Apprenticeships Training Information Service site <http://www.aapathways.com.au/Search/Industry>)

Assessment for Senior Pathways [Vocational Education and Training] is divided into 2 components. The 1<sup>st</sup> is competency based assessment of skills and knowledge.

The 2<sup>nd</sup> is H.S.C. assessment for those students wishing to include Hospitality as part of their H.S.C. for a U.A.I. score.

		<b>HSC Assessment</b>
		<b>Weighting</b>
	Mandatory Work Placement	70 hours (Competency Based)
	Year 12 Trial HSC Exam	100%
	<b>TOTAL</b>	<b>100%</b>

## SCOPE AND SEQUENCE – Course name: Manufacturing and Engineering - Introduction

2unit x 2year

Broken Hill High School								
Qualification: MEM10119 Certificate I in Engineering & Statement of Attainment toward MEM20413 Certificate II in Engineering Pathways								
Preliminary Commencement: 2021								
Unit Code	Unit Title	NESA Hrs	Term 1		Term 2		Term 3	
			1-5	6-10	1-5	6-10	1-5	6-10
MEM13015	Work safely and effectively in manufacturing and engineering	40						
MEM16006	Organise and communicate information	15						
MEM11011	Undertake manual handling	5						
MEM18001	Use hand tools	20						
MEM18002	Use power tools/hand held operations	20						
MEM12024	Perform computations	20						
MEM16008	Interact with computer technology	10						
MEM07032	Use workshop machines for basic operations	20						

**SCOPE AND SEQUENCE** – Course name: Manufacturing and Engineering - Introduction

2unit x 2year

Broken Hill High School										
Qualification: MEM10119 Certificate I in Engineering & Statement of Attainment toward MEM20413 Certificate II in Engineering Pathways										
HSC Commencement: 2022										
Unit Code	Unit Title	NESA Hrs	Term 4				Term 1			
			1-5	6-10	1-5	6-10	1-5	6-10	1-5	6-10
MEMPE006A	Undertake a basic engineering project	30								
MEMPE001A	Use engineering workshop machines	20								
MEMPE005A	Develop a career plan for the engineering and manufacturing industry	5								
MEMPE002A	Use electric welding machines	20								
MEMPE004A	Use fabrication equipment	20								