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Junee High School

# HSC Assessment

2019-2020

Update due to the impact of Covid-19



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Education

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## INFORMATION FOR SENIOR STUDENTS AND PARENTS/CAREGIVERS

The following material is provided for the information of senior students at June High School and their parents/caregivers regarding HSC Assessment. It is not definitive and reference should be made to school policy documents for further details.

NSW syllabuses promote an integrated approach to teaching, learning and assessment. Schools use syllabuses, assessment and reporting materials and Assessment Certification and Examination (ACE) requirements to develop school-based assessment programs.

The information is provided in a question/answer format to highlight the areas and issues about which students and their parents/caregivers should be aware.

1. ***What is meant by assessment?***

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

2. ***What is meant by Standards-Referenced assessment***

Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

- links the achievement of students to specified standards, through evidence collected from a number and variety of activities and from observations over time
- involves teachers gathering evidence of student achievement formally and informally, to make judgements and to facilitate and monitor students' progress using syllabus outcomes.

Standards describe

- what students are expected to know, understand and do, described in syllabus outcomes, content and standards materials
- how well students have achieved.

3. ***What must I do to have satisfactorily complete a course?***

NSW Education Standards Authority (NESA) expects students to have:

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school<sup>1</sup>;
- achieved some or all of the course outcomes; and/or
- completed all assessment tasks. However, if you fail to seriously attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded a zero for that course.

Where a candidate has failed to satisfactorily complete a course, the Principal will:

- apply a 'N' (Non-completion) determination and advise NESA accordingly. Courses which were not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- advise the candidate of the decision and their right of appeal.

4. ***What happens if I feel I cannot submit an assessment task on time and have a valid reason?***

If you feel you have a valid reason for the late submission of an assessment task, then you must approach your teacher, where possible at least two (2) full school days prior to the due date, giving your reasons in writing on the Student Appeal/ Request form. Your parent or caregiver must sign this form. A time extension may be granted in legitimate cases.

5. ***What happens if I fail to attempt or submit a task on time without a valid reason?***

<sup>1</sup> This clause will apply to any students who **continually hand in class work late, truant or who are absent without justification**, as determined by the NSW Department of Education.

You will be awarded a zero for that task.

6. ***What happens if I fail to attempt or submit a task?***

If you have a valid reason for a non-attempt, then you will be given the same or a substitute task at a later date. Where this is not feasible, an estimate may be given after discussion with the Principal or Head Teacher. If the explanation is not accepted you will be awarded zero for that task.

7. ***What are valid reasons?***

It is up to students to demonstrate that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will initially be determined by the Head Teacher in consultation with the class teacher on the basis of fairness to all students in the group.

8. ***What if I am absent when an assessment task is notified?***

It is your responsibility to ask your teacher about any assessment tasks which may have been notified in your absence. This needs to be done during the first day of your return to school after an absence. It is your responsibility to refer to the schedule provided.

9. ***What happens if I know I am going to be absent for an assessment task?***

You should notify your teachers at your earliest convenience in writing, where possible. Giving your reasons in writing must be done at least two (2) full school days prior to the due date. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases.

10. ***What happens if I am suspended when an assessment task is notified or when it is due?***

It remains the student's responsibility to continue with school work when suspended from school. By checking this booklet, students will know times when assessments are due and will need to check their email and google classroom for tasks and school work.

If the student is not present when an assessment task is issued, the relevant Head Teacher will ensure an attempt to notify the student of the assessment task.

If the student is not present when an assessment task is due to be submitted, the student is to either

- submit a hard copy of the task at the front office, where it will be given to the teacher and the student given an acknowledgement that the task has been submitted OR
- submit the task electronically (email, google classroom).

If the nature of the assessment task requires the attendance at school, the Principal and Head Teacher may negotiate to allow the student to complete the task at school, usually in a separate room. Where appropriate, the student may be asked to complete the task upon returning from suspension.

11. ***What happens if I am unable to sit for an examination?***

If you are going to be absent from an examination (Midcourse, yearly or Trial HSC Examinations) you must notify your class teacher, to make arrangements to sit for the examination(s) at a later date. You may be able to sit for the examinations before the due date.

If you are ill, it is necessary to contact the school immediately. A Medical Certificate may be required to cover an absence from an examination. You must complete the 'Student Appeal Request Form' as soon as you return to school after your absence.

If you are ill prior to or during the HSC examination period you must obtain a Medical Certificate and contact the school to obtain a NESA 'Illness and Misadventure' Appeal Form.

12. ***Will my parents or caregiver be informed of any non-attempt?***

Yes. Any such communication, including official warnings given to you, will be stored in your student file and recorded on the school Sentral system.

13. ***Will my general behaviour throughout the year be taken into account for assessment purposes?***

Yes, if it affects your studies or the studies of other students. Your behaviour would affect your ability to meet NESA's requirement that "students apply themselves with diligence and sustained effort."

14. ***Are there specific behaviours which will affect my assessment?***

Students should refer to the HSC Rules & Procedures guide concerning malpractice. All HSC candidates, their teachers and others who guide them must comply with the Honesty in Assessment Standard to maintain the



integrity of the HSC. All students will have completed "All My Own Work" prior to completing Year 11 to acknowledge they understand malpractice and the importance of honesty on assessment.

You must be entirely honest when completing all your assessment tasks, exams and submitted works. You will be marked only on the quality and originality of the work you have produced.

Any of the following actions will incur a zero mark for any assessment task:

Malpractice includes:

- a) copying part or all of someone else's work and presenting it as your own
- b) using material directly from books, journals, CDs or the internet without giving its source
- c) building on someone else's ideas without giving their source
- d) buying, stealing or borrowing someone else's work and presenting it as your own
- e) submitting work that someone else, like a parent, tutor or subject expert, substantially contributed to
- f) using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- g) paying someone to write or prepare material
- h) breaching school exam rules
- i) cheating in an HSC exam
- j) using non-approved aids in an assessment task
- k) giving false reasons for not handing in work by the due date
- l) helping another student to engage in malpractice (allowing other students to copy your work)
- m) disrupting<sup>2</sup> an assessment task; and/or
- n) truancy or absence from an assessment task without providing a satisfactory explanation.

15. ***What if I don't make a serious attempt at an assessment task?***

A non-serious attempt will lead to a student being awarded a zero for that task. Non-serious attempts may result from the attempt being as poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language, insufficient evidence of the student's own work, etc. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious.

16. ***Can I leave an examination or set assessment task prior to the time set for its completion?***

No, except with the supervisor's permission in legitimate emergencies.

17. ***Am I entitled to a review of a decision based on a Student Appeal/ Request?***

Yes, if you have a concern that your request for illness, misadventure or time was denied. Application is by writing to the principal who will form a panel to consider the appeal. The principal will inform the student and parent within 7 days.

18. ***Am I entitled to a review of my final assessment rank?***

Yes, the school has review procedures to examine legitimate cases. You should first approach the relevant Head Teacher. If that is not satisfactory then you should see the Principal, who will discuss this with the teacher and the relevant Head Teacher. If the matter is still not resolved then a panel comprising the Principal, Deputy Principal, the relevant Head Teacher and the Year Adviser will examine the matter and come to a final decision. This procedure applies to all courses.

19. ***When may I lodge an appeal against a final HSC assessment?***

You have three (3) days from the time you are notified of your final assessment rank in which to lodge a formal, written appeal, using the 'Student Appeal/ Request Form'. No appeals will be considered after this date.

20. ***Am I entitled to a re-assessment of an individual assessment task?***

Yes, if the mark and rank is not what the student expected, then the student may approach his/her teacher for a review of assessment within two [2] full school days after results have been received.

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<sup>2</sup> Dependent on the nature of the disruption, only one warning may be given.

If illness has affected your performance during the task, you must inform your class teacher (and, in the case of examinations, the supervising teacher) immediately. A medical certificate may be required.

If the teacher, in consultation with the Head Teacher, feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students.

If you need to appeal a Head Teacher's decision refer to the answer to Question 17.

21. ***Will I be warned if my certificate is at risk?***

Yes, you will be warned in writing. Your parents or caregiver will be advised and you will be required to provide a written acknowledgement of the warning.

22. ***How much warning will I get for each assessment task?***

Adequate notice should be provided prior to any assessment task being given, usually this is two (2) weeks' notification. Students who are absent from school, need to speak to their teachers for missed work. Assessment notifications and the assessment tasks are also found in the subject's google classrooms, student Sentral portal and may have been emailed to students. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks. The published dates in this book should not be altered by a teacher without your being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall Assessment Schedule Summary (p. 47), the School Calendar and consultation with the relevant Head Teacher.

23. ***What happens if a teacher/faculty wishes to vary the assessment requirements given to you?***

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be negotiated with the students in that course before it is changed. A notice of the change of date will be kept in the subject Monitoring Folder and provided to the students.

24. ***What feedback will I be given on my performance?***

For each task you will be told your assessment and your ranking in that task. You will be informed of your progressive ranking through the school reports.

25. ***How do I submit assessment tasks?***

It is the responsibility of students to submit work for assessment during normal class time directly to the teacher or at the time specified by the class teacher. Students and teachers should ensure that receipt of task is noted.

26. ***Where can I check the schedule of assessment tasks and/or seek advice?***

This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the school's policy for Higher School Certificate Assessment. You should retain it and refer to it if any questions or problems arise. Teachers, Head Teachers, Year advisor the Deputy Principal and the Principal should all be able to provide additional advice. A copy of this document is able to be accessed on the school's web page and sentral student and parent portal.

27. ***How does my assessment result affect my final course mark?***

The assessment mark is moderated against the student's performance in the HSC examination. The moderated assessment mark and examination mark are given equal weight in the determination of the student's HSC course mark, which is then used to calculate the ATAR.

Assessment tasks in VET courses are used to determine your achievement of competencies. There is no correlation between the achievement of competencies in VET courses and the ATAR. The HSC VET examination marks are recorded on your HSC and may be used to calculate your ATAR.

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# Student Appeal/ Request Form

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

Subject: \_\_\_\_\_ Class Teacher Name: \_\_\_\_\_

Task: \_\_\_\_\_ Due Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Category:

- ☐ Appeal due to illness, absence or misadventure
- ☐ Appeal in relation to the final assessment and/or course rank
- ☐ Request for extension of time

## Reason for Appeal/ Request:

- ☐ Illness/ injury
- ☐ Bereavement
- ☐ Misadventure
- ☐ Work placement
- ☐ School representation
- ☐ Excursion
- ☐ Approved leave
- ☐ Other (specify)

State details to support your case or attach statement

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Medical Certificate is attached: Yes ☐ No ☐

Additional information attached: Yes ☐ No ☐

I declare that the information I have provided is true and accurate

If I am completing an assessment task before the scheduled date I will not discuss or divulge any information relating to the assessment task prior to the scheduled time and date

If I am completing the assessment task after the scheduled date, I will not seek to gain information from other students.

\_\_\_\_\_  
Signature of student

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/ Caregiver

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

## Head Teacher Recommendation:

- ☐ Complete a substitute task
- ☐ Estimate to be given
- ☐ No marks to be awarded
- ☐ Sit or submit the task without penalty
- ☐ Task to be submitted with penalty
- ☐ Extension granted

## Reason for decision:

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New Due Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
Signature of Head Teacher

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

- ☐ Parent contact
- ☐ Copies to student file and parent
- ☐ Recorded on Sentral and NESA Schools Online

## Agriculture Scope & Sequence

HSC	Topic/Unit of work
<b>TERM 4 2019</b>	<p><b>9.2 Farm Product Study</b></p> <p>Outcomes H1.1, H3.1, H3.2, H3.3, H3.4</p> <p>Farms are a part of a broader sector in which products are marketed and processed. Students examine marketing and processing of a product in terms of its quality and quantity and undertake a specific farm product study.</p>
<b>TERM 1 2020</b>	<p><b>9.1 Plant/Animal production</b></p> <p>Outcomes: H1.1, H2.1, H2.2, H4.1</p> <p>Animal production is dependent on plants, which in turn are dependent on the soil and water. Farmers aim to manage the physical and biological processes in soils, plants and animals to produce agricultural products in a sustainable manner. Students examine the ways in which farmers manage and manipulate these processes and systems to maximise outputs.</p>
<b>TERM 2 2020</b>	<p><b>9.1 Plant/Animal production</b></p> <p>Outcomes: H1.1, H2.1, H2.2, H4.1</p> <p>Animal production is dependent on plants, which in turn are dependent on the soil and water. Farmers aim to manage the physical and biological processes in soils, plants and animals to produce agricultural products in a sustainable manner. Students examine the ways in which farmers manage and manipulate these processes and systems to maximise outputs.</p>
<b>TERM 3 2020</b>	<p><b>Elective 3 – Farming for the 21st Century</b></p> <p>Outcomes H3.4, H4.1, H5.1</p> <p>While Australian agriculture is composed of many traditional agricultural industries, new or alternative production methods are emerging as a result of technological research and development. The continued success of Australian agriculture in the global economy will rely on continued innovation at all levels within the industry. The aim of this elective is to introduce students to the range of developing technologies and for students to appreciate their impact on agriculture. It is also an opportunity for students to gain a further understanding of a new technology.</p>

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes*

## Agriculture Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Farm Product Study	Biometry Report	Elective Research Task	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 9	Term 3 Week 1	Term 3 weeks 5-6	
Outcomes assessed	H1.1, H3.1, H3.2, H3.3, H3.4	H4.1, H2.2	H5.1, H4.1	H1.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	
Components					Weighting %
Knowledge & understanding	10	5	10	15	40
Knowledge, understanding and skills required to manage agricultural production systems	10	10	10	10	40
Skills in effective research, experimentation and communication		10	5	5	20
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Outcomes

- H1.1 explains the influence of the physical, biological, social, historical and economic factors on sustainable agricultural production
- H2.2 describes the inputs, processes and interactions of animal production systems
- H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
- H3.2 critically assesses the marketing of a plant OR animal product
- H3.4 evaluates the management of the processes in agricultural systems.
- H3.4 evaluates the management of the processes in agricultural systems
- H4.1 justifies and applies appropriate experimental techniques, technologies, research by methods and data presentation and analysis in relation to agricultural problems and situations
- H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems.

## Biology Scope & Sequence

HSC	Topic/Unit of work
<b>TERM 4 2019</b>	<p><b>Module 5: Heredity</b> Outcomes: BIO12-6,7, 12</p> <p>Life continues through the processes of reproduction and heredity. Students expand their knowledge of evolution by understanding the cellular processes involved in increasing genetic diversity. They investigate reproduction and inheritance patterns in both plants and animals as well as the role of DNA in polypeptide synthesis and the uses of technologies in the study of inheritance patterns.</p> <p>Students also learn about contemporary research and the work of geneticists across a variety of industries, including medical applications and agriculture. They explore the effects on society and the environment through the application of genetic research.</p>
<b>TERM 1 2020</b>	<p><b>Module 6: Genetic Change</b> Outcomes: BIO12-6,7,13</p> <p>Students learn about natural and human-induced causes and effects of genetic change, including mutations, environmental pressure and uses of biotechnology. Students investigate how the processes of inheritance and evolution are applied.</p> <p>The work of scientists in various fields of work, including agriculture, industry and medicine, can be explored within the context of biotechnology. The impact of biotechnology on biological diversity is also explored in this module.</p>
<b>TERM 2 2020</b>	<p><b>Module 7: Infectious Disease</b> Outcomes: BIO12-2,3,4,14</p> <p>This module examines the treatment, prevention and control of infectious disease both locally and globally. It includes study of the human immune system and its response to an infectious disease.</p> <p>The value of studying infectious disease and its causes and effects is highlighted by the cost to humans in terms of losses in productivity and production and the impact on overall health. The module also considers medical and agricultural applications that draw on the work of a variety of scientists.</p>
<b>TERM 3 2020</b>	<p><b>Module 8: Non-infectious Disease</b> Outcomes: BIO12-5,6,7,15</p> <p>Students engage with the study of non-infectious disease and disorders, including their causes and effects on human health. They explore technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious disease in populations. This module examines the practical applications of STEIt looks at the importance of understanding the multidisciplinary nature of science applications. It also examines physiology and engineered solutions to problems related to the management of human disorders.</p>

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Biology Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Building a Scientific Model	Depth Study	Design and Conduct a Practical investigation	Trial HSC Examination	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 5-6	
Outcomes assessed	BIO11/12-3,4,6,7,12	BIO11/12-1,4,6,7,13	BIO11/12 1,2,3,14	ALL	
Components					Weighting %
Knowledge & understanding	10	5	5	20	40
Skills in working scientifically	10	25	15	10	60
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Outcomes

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO11-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO11-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO11-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO11-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

## Chemistry Scope & Sequence

HSC	Topic/Unit of Work
<b>Term 4 2019</b>	<p><b>Module 5: Equilibrium and Acid Reactions</b></p> <p>Outcomes CH12- 4,5,6,7,12</p> <p>Students study the effects of changes in temperature, concentration of chemicals and pressure on equilibrium systems, and consider that these can be predicted by applying Le Chatelier's principle. Students also analyse the quantitative relationship between products and reactants in equilibrium reactions to determine an equilibrium constant. From this calculation, they predict the equilibrium position, either favouring the formation of products or reactants in a chemical reaction. This module also allows students to understand that scientific knowledge enables scientists to offer valid explanations and make reliable predictions. Students make reliable predictions by comparing equilibrium calculations and equilibrium constants to determine whether a combination of two solutions will result in the formation of a precipitate.</p>
<b>Term 1 2020</b>	<p><b>Module 6: Acid/Base Reactions</b></p> <p>Outcomes: CH12-1,2,3,5,13</p> <p>Students analyse how and why the definitions of both an acid and a base have changed over time, and how the current definitions characterise the many chemical reactions of acids. Acids react in particular ways to a variety of substances. These reactions follow a pattern that students identify and explore in detail. Acids and bases, and their reactions, are used extensively in everyday life and in the human body. The chemistry of acids and bases contributes to industrial contexts and the environment. Therefore, it is essential that the degree of acidity in these situations is continually monitored. By investigating the qualitative and quantitative properties of acids and bases, students learn to appreciate the importance of factors such as pH and indicators.</p>
<b>Term 2 2020</b>	<p><b>Module 7: Organic Chemistry</b></p> <p>Outcomes: CH12-5,6,7,14</p> <p>Students focus on the principles and applications of chemical synthesis in the field of organic chemistry. Current and future applications of chemistry include techniques to synthesise new substances – including pharmaceuticals, fuels and polymers – to meet the needs of society. In this module, students investigate the many classes of organic compounds and their characteristic chemical reactions. By considering the primary, secondary and tertiary structures of organic materials, students are provided with opportunities to gain an understanding of the properties of materials – including strength, density and biodegradability – and relate these to proteins, carbohydrates and synthetic polymers.</p>
<b>Term 3 2020</b>	<p><b>Module 8: Applying Chemical Ideas</b></p> <p>Outcomes: CH12-1,2,3,4,7,15</p> <p>Students investigate a range of methods used to identify and measure quantities of chemicals. They investigate and process data involving the identification and quantification of ions present in aqueous solutions. This is particularly important because of the impact of adverse water quality on the environment. Students deduce or confirm the structure and identity of organic compounds by interpreting data from qualitative tests of chemical reactivity and determining structural information using proton and carbon 13 nuclear magnetic resonance (NMR) spectroscopy.</p>

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*



## Chemistry Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Second-hand Investigation	Planning and Performing a Practical Task	Depth Study	Trial Examination	
Timing	Term 4 Week 7	Term 1 Week 8	Term 2 Week 8	Term 3 Week 5	
Outcomes assessed	CH11/12-4,5,7,12	CH11/12-2,3,5,6,13	CH11/12-1,2,3,4,7,14	ALL	
Components					Weighting %
Knowledge & understanding	5	5	10	20	40
Working Scientifically	15	15	20	10	60
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Outcomes

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation  
 CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information  
 CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information  
 CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media  
 CH11/12-5 analyses and evaluates primary and secondary data and information  
 CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  
 CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose  
 CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems  
 CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models  
 CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds  
 CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

## Community and Family Studies Scope & Sequence

HSC	Topic/Unit of work
<b>TERM 4 2019</b>	<p><b>Parenting and Caring</b></p> <p>Outcomes: H1.1, 2.1, 2.2, 2.3, 3.2, 3.4, 5.1, 5.2, 6.1</p> <p>This module is concerned with the issues faced by mothers, fathers, siblings and other carers as they effectively manage resources and promote positive interpersonal relationships between family members or with the person for whom they care. Students are required to critically analyse the role of parents and carers in optimising individual and family wellbeing by considering the factors that influence relationships and how parents and carers are supported in their roles.</p>
<b>TERM 1 2020</b>	<p><b>Research Methodology</b></p> <p>Outcomes: H4.1, 4.2</p> <p>This module builds upon introductory research opportunities integrated throughout the Preliminary course. It focuses on the processes of inquiry and research, allowing students to pursue an area of interest in an Independent Research Project.</p>
<b>TERM 2 2020</b>	<p><b>Groups in Context</b></p> <p>Outcomes: H1.1, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2, 5.1, 6.2</p> <p>This module builds upon students' knowledge and understanding acquired in the Preliminary course modules Resource Management and Individuals and Groups. Students explore FOUR specific groups within the community who may be experiencing inequities by examining the nature of the group, their specific needs and level of access to services. Students undertake a detailed investigation of TWO groups to examine the role that positive social environments can have on enhancing the wellbeing of the group and individuals within the group.</p>
<b>TERM 3 2020</b>	<p><b>Social Impact of Technology</b></p> <p>Outcomes: H2.3, 3.4, 4.1, 4.2, 6.1</p> <p>Technology plays an important role in redefining society generally and specifically families, communities and the workplace. While technology is welcomed and accessed by some groups, many inequities exist. In this module, students examine perceptions of technology and investigate historical and international influences on the evolution of technology. Using this fundamental knowledge, students consider the potential benefit of technological developments while investigating the inequities of access experienced by some groups.</p> <p><b>Revision</b></p>

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

# Community and Family Studies Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task: Parenting & Caring	Independent Research Project: Research methodology	Report: Groups in context	Trial HSC Examination	
Timing	Term 4 Week 8	Term 2 Week 2	Term 3 Week 10	Term 3 Weeks 5-6	
Outcomes assessed	H1.1, H2.1, H2.2, H2.3, H4.1, H4.2	H4.1, H4.2	H2.2, H4.2, H5.1	All	
Components					Weighting %
Knowledge & understanding	5	5	5	25	40
Skills in critical thinking, research methodology, analysing and communicating	20	15	20	5	60
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## 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 sociocultural factors that lead to special needs of individuals in groups

H3.2 evaluates networks available to individuals, groups and families within communities

H3.3 critically analyses the role of policy and community structures in supporting diversity

H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources

H5.2 develops strategies for managing multiple roles and demands of family, work and other environments

H6.1 analyses how the empowerment of women and men influences the way they function within society

H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

## Design & Technology Scope & Sequence

HSC	Topic/Unit of Work
<b>Term 4 2019</b>	<p>Each of the content areas is addressed through the major design project, case study and through other teaching and learning activities.</p> <p><b>Designing and Producing</b> Outcomes: H2.1, H4.1, H4.2</p> <p>Project proposal and project management</p> <ul style="list-style-type: none"> <li>- identification and exploration of the need</li> <li>- areas of investigation</li> <li>- criteria to evaluate success</li> <li>- action, time and finance plans</li> </ul>
<b>Term 1 2020</b>	<p><b>Innovation and Emerging Technologies</b> Outcomes: H2.2, H3.1, H3.2 H6.2</p> <ul style="list-style-type: none"> <li>· designs and design practice</li> <li>· factors which may impact on successful innovation</li> <li>· entrepreneurial activity</li> <li>· the impact of emerging technologies</li> <li>· the impact on Australian society</li> <li>· historical and cultural influences</li> <li>· ethical and environmental issues</li> <li>· Creativity.</li> </ul> <p>As part of this study, students will complete a case study of an innovation which includes reference to the above factors.</p>
<b>Term 2 2020</b>	<p><b>Project development and realisation</b> Outcomes: H4.3, H5.1, H5.2 H6.1</p> <ul style="list-style-type: none"> <li>- design theory and practice</li> <li>- creativity</li> <li>- research</li> <li>- development and evaluation of ideas</li> <li>- study of practices in industrial and commercial settings</li> <li>- production techniques</li> <li>- communication</li> <li>- safe working practices</li> <li>- selection and use of resources</li> </ul>
<b>Term 3 2020</b>	<p><b>Project evaluation</b> Outcomes: H1.1, H1.2, H2.1, H2.2, H3.1, H6.2</p> <ul style="list-style-type: none"> <li>- criteria for evaluation</li> <li>- analysis of evaluation</li> <li>- impact of the major design project on the individual, society and the environment.</li> </ul> <p>As part of this study, students will complete a major design project.</p>

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Design & Technology Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Project Proposal and Presentation	Innovation and Emerging Technology Case Study	Project Development and Management Report	Trial HSC Examination	
Timing	Term 4 Week 8	Term 1 Week 6	Term 2 Week 4	Term 3 Week 5-6	
Outcomes assessed	H2.1, H4.1, 4.2	H2.2, H3.1, H3.2 H6.2	H4.3, H5.1, H5.2 H.6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Components					Weighting %
Knowledge & understanding		20		20	40
Knowledge and skills in designing, managing, producing and evaluating design project	20		30	10	60
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Outcomes:

- H1.1 critically analyses the factors affecting design and the development and success of design projects
- H1.2 relates the practices and processes of designers and producers to the major design project
- H2.1 explains the influence of trends in society on design and production
- H2.2 evaluates the impact of design and innovation on society and the environment
- H3.1 analyses the factors that influence innovation and the success of innovation
- H3.2 uses creative and innovative approaches in designing and producing
- H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 evaluates the processes undertaken and the impacts of the major design project
- H5.1 manages the development of a quality major design project
- H5.2 selects and uses appropriate research methods and communication techniques
- H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
- H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

## English: Standard Scope & Sequence

HSC	Topic/Unit of work
<b>TERM 4 2019</b>	<p><b>Common Module: Texts and Human Experiences</b></p> <p>Outcomes: EN12-1, EN12-2 EN12-3, EN12-6 EN12-7</p> <p>Students deepen their understanding of how texts represents individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences.</p> <p>Text: "1984" – George Orwell</p> <p><b>Module C: The Craft of Writing</b></p> <p>In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.</p> <p>Text: – Ray Bradbury</p>
<b>TERM 1 2020</b>	<p><b>Module A: Language, Identity and Culture</b></p> <p>Outcomes: EN12-3, EN12-4 EN12-5, EN12-6 EN12-7, EN12-8</p> <p>Language has the power to both reflect and shape individual and collective identity. In this module, students consider how their responses to written, spoken, audio, and visual texts can shape their self-perception.</p> <p>Text: "The Castle" – Rob Sitch</p> <p><b>Module C: The Craft of Writing – Linda Burney</b></p>
<b>TERM 2 2020</b>	<p><b>Module B: Close Study of Literature</b></p> <p>Outcomes: EN12-1, EN12-3 EN12-5, EN 12-6 EN12-9</p> <p>In this module, students develop an informed understanding, knowledge and appreciation of substantial literary text. Through their development of considered personal responses to the text in its entirety, students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities.</p> <p>– Prescribed Text: Poetry – Oodgeroo Noonuccal</p>
<b>TERM 3 2020</b>	<p><b>Trial HSC</b></p> <p>Outcomes: EN12-1, EN12-3 EN12-5, EN12-6 EN12-7, EN12-8</p> <p>Revision – all modules</p>

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes*



# English: Standard Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Multimodal Presentation Common Module: Texts and Human Experiences Prescribed Text '1984' and related material	Creative Piece and Analysis Module A: Language, Culture and Identity Craft of Writing	Essay Plan and Extended Response Craft of Writing - Gwen Harwood 'Father and Child' - Politics and the English Language	Trial HSC Examination Paper 1: Texts and Human Experiences Paper 2: Modules	
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 3-4	
Outcomes assessed	EN12-1, EN12-2 EN12-3, EN12-6 EN12-7	EN12-3, EN12-4 EN12-5, EN12-6 EN12-7, EN12-8	EN12-1, EN12-3 EN12-5, EN12-6 EN12-9	EN12-1, EN12-3 EN12-5, EN12-6 EN12-7, EN12-8	
Components					Weighting %
Knowledge & understanding	10	20	10	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	20	10	10	50
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>100</b>

## 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

## English Advanced Scope & Sequence

HSC	Topic/Unit of work
<b>TERM 4 2019</b>	<p><b>Common Module: Texts and Human Experiences</b></p> <p>Outcomes: EA12-1, EA12-3, EA12-5, EA12-6, EA12-7</p> <p>Students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences.</p> <p>Text: "1984" – George Orwell</p> <p><b>Module C: The Craft of Writing</b></p> <p>Students strengthen and extend knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.</p> <p>Text: - Gwen Harwood</p>
<b>TERM 1 2020</b>	<p><b>Module A: Textual Conversations</b></p> <p>Outcomes: EA12-1, EA12-3, EA 12-5, EA12-6, EA 12-8</p> <p>Students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text.</p> <p>Text: Plath, Sylvia, Ariel, and Hughes, Ted, birthday letters.'</p> <p><b>Module C: The Craft of Writing</b> – George Orwell</p>
<b>TERM 2 2020</b>	<p><b>Module C: The Craft of Writing</b> continued - Weeks 1-3</p> <p>Outcomes: EA12-2, EA12-3, EA 12-4, EA12-5, EA 12-7, EA12-9</p> <p><b>Module B: Critical Study of Literature</b></p> <p>Students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. Through increasingly informed and personal responses to the text in its entirety, students understand distinctive qualities of the text, notions of textual integrity and significance.</p> <p>Text: Henry IV, Part 1 – William Shakespeare</p>
<b>TERM 3 2020</b>	<p><b>Module B: Critical Study of Literature</b> continued</p> <p>Outcomes: EA12-3, EA12-4, EA 12-5, EA12-6, EA 12-8,</p> <p>Text: Henry IV, Part 1 – William Shakespeare</p> <p><b>Trial HSC Examination - Revision – all units</b></p>

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## English: Advanced Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<b>Multimodal Presentation</b> Common Module: Texts & Human Experiences. Text: "1984" and related material.	<b>Comparative Essay</b> Module A: Textual Conversations Sylvia, Plath & Ted Hughes.	<b>Imaginative Task &amp; Reflection Statement</b> Craft of Writing -Gwen Harwood 'Father & Child' -Politics & the English Language.	<b>Trial HSC Examination</b> Paper 1: Texts & Human Experiences  Paper 2: Modules.	
Timing	Term 4 Week 8	Term 1 Week 6	Term 2 Week 4	Term 3 Week 3-4	
Outcomes assessed	EA12-1, EA12- 3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3 EA 12-5, EA12-6 EA 12-8	EA12-2, EA12-3 EA 12-4, EA12-5 EA 12-7, EA12-9	EA12-3, EA12-4 EA 12-5, EA12-6, EA 12-8,	
Components					Weighting %
Knowledge & understanding	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### 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

## Industrial Technology Timber Scope & Sequence

HSC	Topic/Unit of work
TERM 4 2019	<b>Major Project</b> Outcomes: H1.1, H1.2, H1.3, H7.1, H7.2 <ul style="list-style-type: none"> <li>• Statement of Intent</li> <li>• Initial Ideas</li> <li>• Research</li> <li>• Development of Ideas</li> <li>• Workshop Drawing</li> <li>• Calculations</li> </ul>
TERM 1 2020	<b>Major Project</b> Outcomes: H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2 <ul style="list-style-type: none"> <li>• Selection and Justification of Components Processes and Other Resources</li> <li>• Time Plan</li> <li>• Finance Plan</li> </ul>
TERM 2 2020	<b>Major Project</b> Outcomes: H1.2, H7.2 <ul style="list-style-type: none"> <li>• Production</li> <li>• Ongoing Evaluation</li> </ul>
TERM 3 2020	<b>Major Project</b> Outcome: All <ul style="list-style-type: none"> <li>• <b>HSC Trial Examination</b></li> </ul> Project and Folio due for Marking by BOS examiners

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

# Industrial Technology Timber Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Designing & planning presentation.	Product analysis.	Project development & production.	Trial HSC Examination	
Timing	Term 4 Week 8	Term 1 Week 6	Term 2 Week 4	Term 3 Week 5	
Outcomes assessed	H1.1, H1.2, H1.3, H7.1, H7.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.2, H7.2	All	
Components					Weighting %
Knowledge & understanding	10	10	10	15	45
Knowledge and skills in designing, managing, producing and evaluating design project	15	15	15	10	55
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## 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 through the production of a Major Project

H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project

H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills

H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components

H5.1 selects and uses communication and information processing skills

H5.2 examines and applies appropriate documentation techniques to project management

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

H7.1 explains the impact of the focus area industry on the social and physical environment

H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

## Investigating Science Scope & Sequence

HSC	Topic/Unit of Work
Term 4 2019	<b>Module 5: Scientific Investigations</b>  Outcomes: INS 12-1,2,3,12  Students explore the importance of accuracy, validity and reliability in relation to the investigative work of a scientist. They examine the differences between a scientific investigation and a scientific report, recognising that although the report format follows a sequential order, the investigation need not.
Term 1 2020	<b>Module 6: Technologies</b>  Outcomes: INS 12-1,2,4,13  The rapid development of new technologies has enhanced industrial and agriculture. Students consider experimental risks as they engage with the skills of Working Scientifically. They investigate the appropriateness of using a range of technologies in conducting practical investigations, including those that provide accurate measurement.  <b>Depth Study:</b> How have technologies led to advances in scientific theories and laws (20 hours)
Term 2 2020	<b>Module 7: Fact or Fallacy?</b>  Outcomes: INS 12-4,5,6,7,14  Students investigate claims through conducting practical and secondary-sourced investigations and evaluate these based on scientific evidence. They explore examples of scientific claims made in the media and investigate the benefits of peer review.  <b>Depth Study:</b> Reading between the Lines (5 hours)
Term 3 2020	<b>Module 8: Science and Society</b>  Outcomes: INS 12-5,6,7,15  Students explore the impacts of ethical, social, economic and political influences on science and its research.  <b>Depth Study:</b> How do science-related events affect society's view of science? (5 hours)

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*



## Investigating Science Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Practical Investigation Evaluation	Depth Study	Critical Review	Trial Examination	
Timing	Term 4 Week 5	Term 1 Week 10	Term 2 Week 8	Term 3 Week 5-6	
Outcomes assessed	INS 11/12-2,5,6,12	INS 11/12-1,4,5,7,13	INS 11/12-6,7,14	ALL	
Components					Weighting %
Knowledge & understanding	10	5	5	20	40
Working Scientifically	10	25	15	10	60
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Outcomes

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

## Legal Studies: Standard Scope & Sequence

HSC	Topic/Unit of work
<b>TERM 4 2019</b>	<p><b>Core Topic 1 – Crime</b></p> <p>Outcomes: H1, H2, H4, H5, H7, H8, H9, H10</p> <p>Through the use of a range of contemporary examples, students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.</p> <p><b>Core Topic 2 – Human Rights</b></p> <p>Through the use of a range of contemporary examples, students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice</p>
<b>TERM 1 2020</b>	<p><b>Core Topic 2 – Human Rights continued</b></p> <p><b>Option Topic 1 – Family Law</b></p> <p>Outcomes: H1, H2, H6, H8, H9</p> <p>Through the use of contemporary examples, students investigate the legal nature of family relationships and the effectiveness of the law in achieving justice.</p>
<b>TERM 2 2020</b>	<p><b>Option Topic 1 – Family Law continued</b></p> <p><b>Option Topic 2 – World Order</b></p> <p>Outcomes: H1, H3, H4, H6, H7, H8, H9</p> <p>Through the use of contemporary examples, students investigate the effectiveness of legal and non-legal measures in promoting peace and resolving conflict between nation states.</p>
<b>TERM 3 2020</b>	<p><b>Option Topic 2 – World Order continued</b></p> <p><b>Trial HSC</b></p> <p>Outcomes: H1, H2, H3, H4, H5 H6, H7, H8, H9, H10</p> <p>Revision</p>

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Legal Studies: Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Core Unit 1: Crime  Essay with Annotated Bibliography	Core Unit 2: Human Rights  Presentation Task	Option 1: Family Law  Essay	Trial HSC Examination  Core Topics & Option Topics	
Timing	Term 4 Week 7	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 3-4	
Outcomes assessed	H1, H2, H4, H5 H7, H8, H9, H10	H1, H2, H6, H8, H9	H1, H3, H4, H6, H7, H8, H9	H1, H2, H3, H4, H5 H6, H7, H8, H9, H10	
Components					Weighting %
Knowledge & understanding	10	5	10	15	40
Analysis and Evaluation	5	5	5	5	20
Inquiry & research	5	5	5	5	20
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

### 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 identifies and applies legal concepts and terminology

# Mathematics: Mathematics Standard 1 Scope & Sequence

HSC	Topic/Unit of Work
<b>Term 4 2019</b>	<p><b>Topic: Algebra</b> Subtopic: Types of Relationships (MS-A3) Outcomes: MS12-1,6,9,10</p> <p>The principal focus of this subtopic is the graphing and interpretation of relationships, and the use of simultaneous linear equations in solving practical problems. Students develop their ability to communicate concisely, use equations to describe and solve practical problems, and use algebraic or graphical representations of relationships to predict future outcomes.</p> <p><b>Topic: Measurement</b> Subtopic: Right-angled Triangles (MS-M3) Outcomes: MS1-12-3,4,9,10</p> <p>The principal focus of this subtopic is to solve problems involving right-angled triangles in a range of practical contexts using Pythagoras' theorem and basic trigonometric ratios. Students develop their ability to justify mathematical thinking and to communicate solutions. (cont'd Term 1, 2020)</p>
<b>Term 1 2020</b>	<p><b>Topic: Measurement – cont'd</b> Subtopic: Rates (MS-M4) Outcomes: MS1-12-3,8,10</p> <p>The principal focus of this subtopic is the use of rates to solve problems in practical contexts. Students develop awareness of the use of rates and solve problems in everyday situations such as health sciences, travel and finance.</p> <p><b>Topic: Measurement</b> Subtopic: Scale Drawings (MS-M5) Outcomes: MS1-12-3,4,9,10</p> <p>The principal focus of this subtopic is to interpret and use scale drawings and use similarity in solutions to practical problems involving measurement. Students develop their ability to interpret and use house plans, designs and maps in the calculation of a range of measurements and solve related problems. (Cont'd Term 3, 2020)</p>
<b>Term 2 2020</b>	<p><b>Topic: Financial Mathematics</b> Subtopic: Investment (MS-F2) Outcomes: MS1-12-5,9,10</p> <p>The principal focus of this subtopic is to calculate and compare the value of different types of investments, including shares, over a period of time. Students develop awareness of mechanisms to optimise their financial position, both now and into the future, justifying their thinking and reasoning mathematically.</p> <p><b>Topic: Financial Mathematics</b> Subtopic: Depreciation and Loans (MS-F3) Outcomes: MS1-12-5,9,10</p> <p>The principal focus of this subtopic is to gain an understanding of credit cards and reducing balance loans and that an asset may depreciate in value over time rather than appreciate. Students develop their understanding of credit and loans in order to make informed financial decisions.</p>
<b>Term 3 2020</b>	<p><b>Topic: Statistical Analysis</b> Subtopic: Further Statistical Analysis (MS-S3) Outcomes: MS1-12-2,7,9,10</p> <p>The principal focus of this subtopic is the development of students' understanding of the purpose and process of statistical investigation, taking into account appropriate basic design principles. Students develop understanding of the complex nature of questionnaire design and potential misconceptions in statistical representations and reasoning.</p> <p><b>Topic: Networks</b> Subtopic: Networks and Paths (MS-N1)</p>

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

## Mathematics: Mathematics Standard 1 Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Summary Notes Topic Test	Mathematical Investigation	Mathematical Investigation	Take-Home Examination	
Timing	Term 4 Week 8	Term 1 Week 9	Term 3 Week 2	Term 3 Week 7	
Outcomes assessed	MS1-12-1,6,9,10	MS1-12- 5,7,9,10	MS1-12-3,4,9,10	MS1-12-All	
Components					Weighting %
Understanding, Fluency and Communicating	15	10	15	10	50
Problem Solving, Reasoning and Justification	5	20	15	10	50
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

### 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

# Mathematics: Mathematics Standard 2 Scope & Sequence

HSC	Topic/Unit of Work
<b>Term 4 2019</b>	<p><b>Topic: Algebra</b>  <b>Subtopic: Simultaneous Linear Equations (MS-A4.1)</b>  Outcomes: MS2-12-1,6,9,10</p> <p>The principal focus of this subtopic is the graphing and interpretation of relationships, and the use of simultaneous linear equations in solving practical problems.</p> <p><b>Topic: Measurement</b>  <b>Subtopic: Non-right-angled trigonometry (MS-M6)</b>  Outcomes: MS2-12-3,4,9,10</p> <p>The principal focus of this subtopic is to solve problems involving right-angled and non-right-angled triangles in a variety of contexts</p>
<b>Term 1 2020</b>	<p><b>Topic: Measurement</b>  <b>Subtopic: Rates and Ratios (MS-M7)</b>  Outcomes: MS2-12-3,4,9,10</p> <p>The principal focus of this subtopic is the use of rates and ratios to solve problems in practical contexts, including the interpretation of scale drawings</p> <p><b>Topic: Financial Mathematics</b>  <b>Subtopic: Investments and Loans (MS-F4)</b>  Outcomes: MS2-12-5,9,10</p> <p>The principal focus of this subtopic is to calculate and compare the value of different types of investments, including shares, over a period of time and to gain an understanding of reducing balance loans and that an asset may depreciate in value over time rather than appreciate</p> <p><b>Subtopic: Annuities (MS-F5)</b>  Outcomes: MS2-12-5,9,10</p> <p>The principal focus of this subtopic is the nature and mathematics of annuities, the processes by which they accrue, and ways of optimising their value as an investment</p> <p><b>Topic: Statistical Analysis</b>  <b>Subtopic: Bivariate Data Analysis (MS-S4)</b>  Outcomes: MS2-12-2,7,9,10</p> <p>The principal focus of this subtopic is to introduce students to a variety of methods for identifying, analysing and describing associations between pairs of numerical variables</p>
<b>Term 2 2020</b>	<p><b>Topic: Networks</b>  <b>Subtopic: Network Concepts (MS-N2)</b>  Outcomes: MS2-12-8,9,10</p> <p>The principal focus of this subtopic is to identify and use network terminology and to solve problems involving networks.</p> <p><b>Subtopic: Critical Path Analysis (MS-N3)</b>  Outcomes: MS2-12-8,9,10</p> <p>The principal focus of this subtopic is to use critical path analysis in the optimisation of real-life problems. Students develop awareness that critical path analysis is a useful tool in project planning, management and logistics.</p> <p><b>Topic: Statistical Analysis</b>  <b>Subtopic: The Normal Distribution (MS-S5)</b>  Outcomes: MS2-12-2,7,9,10</p> <p>The principal focus of this subtopic is to develop an understanding of the properties of the normal distribution and the value of relative measure in the analysis and comparison of datasets arising from random variables that are normally distributed.</p>
<b>Term 3 2020</b>	<p><b>Topic: Algebra</b>  <b>Subtopic: Non Linear Relationships (MS-A4.2)</b>  Outcomes: MS2-12-1,6,9,10</p> <p>The principal focus of this subtopic is the graphing and interpretation of relationships, and the use of simultaneous linear equations in solving practical problems. <b>Revision</b></p>

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*



## Mathematics: Mathematics Standard 2 Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Summary Notes Topic Test	Summary Notes Test	Networks Investigation	Trial Examination	
Timing	Term 4 Week 9	Term 1 Week 7	Term 2 Week 8	Term 3 Week 3	
Outcomes assessed	MS2- 12- 1,6,9,10	MS2-12- 2,3,4,5,9,10	MS2-12- 7,8,9,10	MS2-12- All	
Components					Weighting %
Understanding, Fluency and Communicating	10	10	10	20	50
Problem Solving, Reasoning and Justification	10	10	20	10	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

### 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

## Music 1 Scope & Sequence

The concepts of music are taught through a variety of performance, composition, aural and musicology experiences.

HSC	Topic/Unit of work
<b>TERM 4 2019</b>	<b>An instrument and its repertoire</b>  Outcomes: H1, H2, H4, H5, H6, H9, H10, H11 <ul style="list-style-type: none"> <li>• development of instruments</li> <li>• instruments and their roles</li> <li>• vocal/instrumental music with or without accompaniment</li> </ul>
<b>TERM 1 2020</b>	<b>Music of the 20th and 21st centuries</b>  Outcomes: H1, H2, H4, H5, H6, H7, H8, H9, H10, H11 <ul style="list-style-type: none"> <li>• popular music genres</li> <li>• the impact of technology</li> <li>• the role of improvisation</li> </ul>
<b>TERM 2 2020</b>	<b>Rock Music</b>  Outcomes: H3, H5, H7, H8, H10, H11 <ul style="list-style-type: none"> <li>• different sub genres</li> <li>• music of a composer, group or solo performer</li> </ul>
<b>TERM 3 2020</b>	<b>Formal HSC Examination – Performance and three Electives</b>  Outcomes: H1, H2, H4, H5, H6, H7, H8, H9, H10, H11

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

# Music 1 Scope & Sequence Assessment Schedule

TASK NUMBER	Task 1	Task 2	Task 3	Task 4	
Type of task	Viva Voce & Performance	Aural Exam (Non-assessable) & Elective 1	Composition & Elective 2	Aural Examination & Elective 3	
Timing of task	Term 4 Week 8	Term 1 Week 6	Term 2 Week 4	Term 3 Week 2	
Components					Weighting %
Performance	10				10
Composition			10		10
Musicology	10				10
Aural				25	25
Electives		15	15	15	45
<b>TOTAL</b>	<b>20</b>	<b>15</b>	<b>25</b>	<b>40</b>	<b>100</b>
Outcomes	H1, H2, H4, H5, H6, H9, H10, H11	H1, H2, H4, H5, H6, H7, H8, H9, H10, H11	H3, H5, H7, H8, H10, H11	H1, H2, H4, H5, H6, H7, H8, H9, H10, H11	

NB. The components for students' electives will be allocated once students have chosen between Performance, Composition and Musicology options.

## OUTCOMES

H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

H5 critically evaluates and discusses performances and compositions

H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

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

H9 performs as a means of self-expression and communication

H10 demonstrates a willingness to participate in performance, composition and musicology activities

H11 demonstrates a willingness to accept and use constructive criticism

## Personal Development, Health & Physical Education Scope & Sequence

HSC	Topic/Unit of work
<b>TERM 4 2019</b>	<p><b>Sports Medicine</b></p> <p>Outcomes: H8, 13, 16, 17</p> <p>This option module is concerned with the specific issues of prevention, assessment, management of and recovery from sports injury. In this module, students examine how the extent and intensity of sports participation relates to the incidence of sports injuries. They explore the range of technical and scientific approaches for maintaining the wellbeing of athletes. In this module, students research, analyse and debate the merits of current sports medicine approaches. They also explore issues regarding returning to play following injury. As a result of studying this module, students will be prepared to minimise their risk of injury in sports settings. It will also provide an introduction to the requirements for adopting productive support roles such as sports trainers.</p>
<b>TERM 1 2020</b>	<p><b>Health Priorities In Australia</b></p> <p>Outcomes: H1, 2, 3, 4, 5, 14, 15, 16</p> <p>This module examines the health status of Australians and investigates, in depth, the current health priority issues in Australia. Students identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians. In this module, students learn how health can be promoted by personal and community action and by policies and services at all levels of responsibility. This module further introduces concepts of health inequities in Australia.</p>
<b>TERM 2 2020</b>	<p><b>Factors Affecting Performance</b></p> <p>Outcomes: H7, 8, 9, 10, 11, 16, 17</p> <p>This compulsory module examines the factors that affect performance. In this module, students explore the physical and psychological bases of performance. They experience and critically analyse approaches to training and skill development and investigate the contributions of psychology, nutrition and recovery strategies to performance. This module enables students to take action to influence their own performance and enhance that of others through coaching applications. Opportunity is provided in the HSC option Improving Performance for more detailed consideration of factors affecting performance and the considerations of a coach in supporting the performance of athletes.</p>
<b>TERM 3 2020</b>	<p><b>Improving Performance</b></p> <p>Outcomes: H7, 8, 9, 10, 16, 17</p> <p>In this module, students investigate approaches to the physiological preparation and skill development of athletes. Students will experience and analyse a variety of training methods and look at the application of these methods to improving performance. The effects of planning on performance and ethical considerations relating to improving athletes' performance are also examined. This module provides students with knowledge and skills necessary to improve their performance as well as enabling them to apply the concepts to various coaching contexts.</p> <p><b>Revision</b></p>

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Personal Development, Health & Physical Education Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Sports medicine: Scenario Application	Health Priorities in Australia: Written Report	Factors Affecting Performance: Research Assignment	Trial HSC Examination	
Timing	Term 4 Week 7	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 5-6	
Outcomes assessed	H8, H13, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H10, H11, H16, H17	All	
Components					Weighting %
Knowledge & understanding	5	5	5	25	40
Skills in critical thinking, research, analysis and communicating	15	20	20	5	60
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Outcomes

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

## Sport Coaching Scope & Sequence

HSC	Topic/Unit of work
TERM 4 2019	<b>SISSRGL204A</b> Teach the skills of rugby league for modified games
TERM 1 2020	<b>SISSATH201A</b> Teach the fundamental skills of athletics <b>SISSSDE201</b> Communicate effectively with others in a sport environment <b>SISSSPT303A</b> Conduct basic warm up and cool down programs
TERM 2 2020	<b>SISSSCO202</b> Coach beginner or novice participants to develop fundamental motor skill <b>SISCAI101A</b> Provide equipment for activities <b>SISXCAI102A</b> Assist in preparing and conducting sport and recreation sessions
TERM 3 2020	<b>HLTAID003</b> Provide First Aid

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

# Sport Coaching Assessment Schedule

The Certificate II in Sport Coaching course is a Board Endorsed course. To achieve an Australian Quality Framework (AQF) Certificate or Statement a student must be assessed as competent.

This means that a student's performance is judged against a prescribed standard not against the performance of other participants. Assessment of competence involves the assessment of skills and knowledge combined. This is assessed throughout a unit or by an end of unit assessment task either in class or in the workplace.

There is no HSC Examination for this course. It therefore cannot contribute towards an ATAR.

Task	Date
Unit Competency tests and assessments	Ongoing
Work Placement (compulsory)	To be advised

CODE	UNIT OF COMPETENCY	CODE	UNIT OF COMPETENCY
COMPULSORY		ELECTIVES	
SSSSCO202	Coach beginner or novice participants to develop fundamental motor skill	SISSATH201A	Teach the fundamental skills of Athletics
SISSSDE201	Communicate effectively with others in a sport environment	SISXCAI101A	Provide equipment for activities
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	SISSSPT303A	Conduct basic warm-up and cool down programs
HLTAID003	Provide First Aid – <b>Credit Transfer Only</b>	SISSRGL204A (Rugby League)	Teach the skills of rugby league for modified games

## VET - Metals and Engineering Scope & Sequence

HSC	Topic/Unit of work
<b>TERM 4 2019</b>	<b>Cluster 4 – Calculating and cutting</b>  MEM12024A Perform computations MEM05005B Carry out mechanical cutting
<b>TERM 1 2020</b>	<b>Cluster 5 – Workshop Machines</b>  MEM05012C Perform routine manual metal arc welding MEM07032B Use workshop machines for basic operations
<b>TERM 2 2020</b>	<b>Cluster 6 – Skills into action</b>  MEM16007A Work with others in a manufacturing , engineering or related environment MEM15002A Apply quality systems MEM15024A Apply quality procedures
<b>TERM 3 2020</b>	<b>Custer 7 – Technical drawing</b> MEM09002B Interpret technical drawing  <b>Cluster 8c – Option</b> MEM05007C Interact with computing technology

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*



# VET - Metals and Engineering Assessment Schedule

Delivery Site: Junee High School		Name/s of VET Trainers: Brenton George		Course Duration: 1 years Date of commencement: Term 1 Wk12019 Date of conclusion: Term 3 W10 2020		
Qualification Code and Title:  MEM10105 Certificate I in Engineering		Metal and Engineering				
		Indicate which TAS is delivered (✓)		26701 2x2yr	X	26702 4x1yr
MEM05 Metal and Engineering Training Package (Release 11.1)		Qualification Packaging Rules: <a href="http://training.gov.au/Training/Details/MEM10105">http://training.gov.au/Training/Details/MEM10105</a> <ul style="list-style-type: none"><li>• 4 Core units (no industry points)</li><li>• Elective Units to the value of at Least 24 points</li><li>• HSC units are highlighted in grey</li></ul>				
Code		Unit of Competency		Pre/Co-requisite Units	Industry Points	Indicativ e Hours
Core All	MEM13014A	Apply principles of occupational health and safety in the work environment			0	15
	MEM14004A	Plan to undertake a routine task			0	10
	MEM15024A	Apply quality procedures			0	5
	MEM16007A	Work with others in a manufacturing, engineering or related environment			0	15
Electives All to be selected	MEM15002A	Apply quality systems			2	10
	MEM12023A	Perform engineering measurements			5	15
	MEM12024A	Perform computations			3	20
	MEM18001C	Use hand tools			2	20
	MEM18002B	Use power tools/hand held operations			2	20
	MEM05005B	Carry out mechanical cutting		MEM18001C & MEM12023A	2	5
	MEM05012C	Perform routine manual metal arc welding			2	20
	MEM07032B	Use workshop machines for basic operations		MEM18001C	2	25
	MEM11011B	Undertake manual handling			2	5
Option 8c	MEM05007C	Interact with computing technology			2	10
Additional Units of competency delivered to meet NESA requirements						
HSC only	N/A	Manufacturing, engineering and related services industries induction		Cannot be entered on EBOS		10
	MEM09002B	Interpret technical drawing		Cannot be entered on EBOS		30

## Visual Arts Scope & Sequence

HSC	Topic/Unit of Work
<b>Term 4 2019</b>	<p>Introduction into HSC components and understanding the purpose of the Visual Arts Process Diary (VAPD)</p> <p>Outcomes: H1, H3, H4, H9</p> <p>Critical and Historical studies</p> <p>Case Study 1</p> <p>Artmaking exercises, experimenting with a variety of materials</p> <p>Body of Work concept development and resolution</p>
<b>Term 1 2020</b>	<p>Case Studies 2 and 3</p> <p>Outcomes: H7, H8, H10</p> <p>Critical and Historical studies</p> <p>Body of Work development</p>
<b>Term 2 2020</b>	<p>Case Studies 4 and 5</p> <p>Outcomes: H1, H2, H4, H5, H6</p> <p>Critical and Historical studies</p> <p>Body of Work development</p>
<b>Term 3 2020</b>	<p>Critical and Historical studies – Case study 6 (revision of key concepts and consolidation of knowledge)</p> <p>Outcomes: H7, H8, H9</p> <p>Exam preparation</p> <p>HSC Body of Work: development and resolution</p>

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Visual Arts Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Development of the Body of Work: Submission of artwork(s) in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the frames	Written Research Task: Artist's Practice: Investigation of the relationship(s) between artists and artworld practices, including annotated research and initial writing drafts	Resolving the Body of Work: Submission of artworks under development, VAPD documenting experimentation, written reflections including explanation of intention and the links between material and conceptual practice	Trial HSC Examination: Art Criticism and Art History Written Examination	
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Week 5-6	
Outcomes assessed	H1, H3, H4, H9	H7, H8, H10	H1, H2, H4, H5, H6	H7, H8, H9	
Components					Weighting %
Artmaking	20		30		50
Art Criticism and Art History	10	15	10	15	50
<b>Total %</b>	<b>30</b>	<b>15</b>	<b>40</b>	<b>15</b>	<b>100</b>

### 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 art history
- H8: applies their understanding of the relationships among the artist, artwork, world and audience
- H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

## Work Studies Scope & Sequence

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

HSC	Topic/Unit of work
<b>TERM 4 2019</b>	<p><b>Personal finance</b></p> <p>Outcomes: 3, 5, 8</p> <p>This module focuses on assisting students to successfully manage their finances after obtaining a job.</p>
<b>TERM 1 2020</b>	<p><b>In the workplace</b></p> <p>Outcomes: 1, 5, 6 ,7</p> <p>This module focuses on employers, their expectations of employees and their Responsibilities towards them.</p>
<b>TERM 2 2020</b>	<p><b>Managing work and life</b></p> <p>Outcomes: 2, 3, 5, 6, 7 8, 9</p> <p>This module focuses on assisting students to analyse those factors that affect work–life balance and to make decisions that help them to get the balance right. They should develop a clear idea of the positive and negative influences on working lives.</p>
<b>TERM 3 2020</b>	<p><b>Preparing Job Applications</b></p> <p>Outcomes: 2, 5</p> <p>This module focuses on assisting students to incorporate work-related achievements into their job applications.</p>

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Work Studies Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Type of task	Budget Activity	Group Task – Case Study Problem Solving	Managing Work and Life Commitments	Job Application - Portfolio & Interview	
Timing of task	Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 Week 8	
Components					Weighting%
Knowledge & Understanding	5	5	10	10	30
Skills	15	15	20	20	70
<b>TOTAL</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

### OUTCOMES

#### Knowledge

- 1 Investigates a range of work environments
- 2 Examines different types of work and skills for employment
- 3 Analyses employment options and strategies for career management
- 4 Assesses pathways for further education, training and life planning

#### Skills

- 5 Communicates and uses technology
- 6 Applies self-management and teamwork skills
- 7 Utilises strategies to plan, organise and solve problems
- 8 Assesses influences on people's working lives
- 9 Evaluates personal and social influences on individuals and groups

## Notes

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# 2019/2020 HSC ASSESSMENT SCHEDULE SUMMARY

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM FOUR					Invest Sci		PDHPE Legal Study Chemistry	Biology CAFS D & T English Sta Eng Adv Ind Timber Math Sta 1 Music Work Study	Agriculture Maths Sta 2 Visual Arts		
				Primary industries Work placement							
TERM ONE						D & T Music 1 Eng Adv Ind Timber	PDHPE Biology Maths Sta 2	Chemistry English Sta Visual Art Work Study	Agriculture Maths Sta 1	Invest Sci Legal Study	
				Primary industries Work placement							
TERM TWO		CAFS		D & T Eng Adv Ind Timber Music 1		Work Study		Biology Chemistry Math Sta 2 Inv Sci	PDHPE Legal Study Visual Art	English Sta	
TERM THREE	Agriculture	Maths Sta 1 Music 1	English Sta English Adv Maths Sta 2 Legal Study		CAFS Chemistry D&T Ind Timber Inv Science PDHPE	Agriculture Biology Visual Art	Maths Sta 1	Work Study		CAFS	

Sports Coaching Work placement: To be advised

Please note: The Assessment Schedule summary may change during the year. Students and parents will be notified of changes



