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Junee High School

HSC Assessment 2020-2021



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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:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school¹;
- (c) achieved some or all of the course outcomes; and/or
- (d) completed all assessment tasks. However, if you fail to seriously attempt assessment tasks worth more than 50% 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:

- (a) 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.
- (b) advise the candidate of the decision and their right of appeal.
- (c) If satisfactory completion of a course is in jeopardy the school will issue at least two N Award Warning letters to parents after which the principal may make an 'N' determination in that course. An 'N' Determination may prevent a student qualifying for the award of an HSC in that cohort.

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

¹ 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.

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?***

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. This includes where your known absence is due to VET work placement. A documentation (ie: medical certificate and /or documented extenuating circumstances) will be required. 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 is made 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 at least 2(two) full school days before the examination, 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 or documentation re extenuating circumstances will 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) disrupting² 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?***

² Dependent on the nature of the disruption, only one warning may be given.

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?***

The teachers professional judgement of the worth of a task is not open to appeal. Any computerisation error must be raised with the teacher at the time the task is returned.

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 will 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 notice 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, where possible. 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

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:

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
Term 4 2020	<p>Module : Elective 1 - Agri-food, Fibre and Fuel Technologies Outcomes: H3.4, H4.1, H5.1</p> <p>This elective examines the role of biotechnology in the production of food, fibre and fuel in agricultural systems. It deals with the terminology and process of biotechnology at the gene level with an examination of the problems and benefits of genetic engineering and gene technology.</p>
Term 1 2021	<p>Module : Farm Product Study Outcomes: 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>
Term 2 2021	<p>Module : Plant/Animal production 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>
Term 3 2021	<p>Module : Plant/Animal production 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>

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 4-5	
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 and understanding of course content	10	5	10	15	40
Knowledge, understanding and skills required to manage agricultural production systems	10	10	10	10	40
Skills in effective research, experimentation and communication		10	5	5	20
Total %	20	25	25	30	100

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
Term 4 2020	<p>Module 5: Heredity 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>
Term 1 2021	<p>Module 6: Genetic Change 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>
Term 2 2021	<p>Module 7: Infectious Disease 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>
Term 3 2021	<p>Module 8: Non-infectious Disease 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 STEM. It looks at the importance of understanding the multidisciplinary nature of science applications. It also examines physiology and engineered solutions to problems related to the management of human disorders.</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 4-5	
Outcomes assessed	BIO11/12-3,4,6,7, BIO12-12	BIO11/12-1,4,6,7, BIO12-13	BIO11/12-1,2,3, BIO12-14	BIO11/12-1,4,5,6,7 At least one relevant knowledge component from BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Components					Weighting %
Knowledge and understanding of course content	10	5	5	20	40
Skills in working scientifically	10	25	15	10	60
Total %	20	30	20	30	100

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

Business Studies Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
Term 4 2020	1	Module 1: Operations Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9 The focus of this topic is the strategies for effective operations management in large businesses.	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		Case study analysis
	10		
	11		
Term 1 2021	1	Module 2: Marketing Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 The focus of this topic is the main elements involved in the development and implementation of successful marketing strategies.	
	2		
	3		
	4		
	5		
	6		Research / presentation
	7		
	8		
	9		
	10		
Term 2 2021	1	Module 3: Finance Outcomes: H2, H3, H4, H5, H6, H7, H8, H9, H10 The focus of this topic is the role of interpreting financial information in the planning and management of a business.	
	2		
	3		
	4		
	5		
	6		Financial calculation / evaluation
	7		
	8		
	9		
	10		
Term 3 2021	1	Module 4: Human Resources Outcomes: H2, H3, H4, H5, H6, H7, H8, H9 The focus of this topic is the contribution of human resource management to business performance.	
	2		
	3		
	4		Trial HSC Examination (tbc)
	5		
	6		
	7		
	8		
	9		
	10		

Business Studies Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Case study analysis	Research / presentation	Calculation / evaluation of financial information	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 4-5	
Outcomes assessed	H1, H2, H5, H6, H7, H8	H2, H3, H4, H7, H8	H4, H5, H6, H8, H10	H1, H2, H3, H5, H6, H9, H10	
Components					Weighting %
Knowledge and understanding of course content	5	10	5	20	40
Stimulus based skills	5	5	5	5	20
Inquiry and research	5	10	5	0	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	30	20	30	100

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

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 factual and hypothetical business situations

H9: communicates business information, issues and concepts in appropriate formats

H10: applies mathematical concepts appropriately in business situations

Community and Family Studies Scope & Sequence

HSC	Topic/Unit of work
Term 4 2020	<p>Parenting and Caring</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>
Term 1 2021	<p>Groups in Context</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>
Term 2 2021	<p>Research Methodology</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>
Term 3 2021	<p>Social Impact of Technology</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>

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	Portfolio: Parenting and Caring	Report: Groups in Context	Independent Research Project: Research Methodology	Trial HSC Examination	
Timing	Term 4, Week 8	Term 2, Week 8	Term 3, Week 8	Term 3, Week 4-5	
Outcomes assessed	H1.1, 2.1, 2.2, 3.2, 3.4	H1.1, 2.2, 3.1, 4.2, 5.1	H4.1, 4.2	H1.1 to H6.2	
Components					Weighting %
Knowledge and understanding of course content	5	5	5	25	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	15	5	60
Total %	25	25	20	30	100

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

English: Standard Scope & Sequence

HSC	Topic/Unit of work
Term 4 2020	<p>Common Module: Texts and Human Experiences</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>Module C: The Craft of Writing</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: The Pedestrian</p>
Term 1 2021	<p>Module A: Language, Identity and Culture</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>Module C: The Craft of Writing – Linda Burney</p>
Term 2 2021	<p>Module B: Close Study of Literature</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: Play Namatjira</p>
Term 3 2021	<p>Trial HSC</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 15%	Essay Plan and Extended Response Craft of Writing 10% - Namatjira	Trial HSC Examination Paper 1: Texts and Human Experiences Paper 2: Modules	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 4-5	
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 and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	10	50
Total %	20	25	30	25	100

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
Term 4 2020	<p>Common Module: Texts and Human Experiences</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>Module C: The Craft of Writing</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>
Term 1 2021	<p>Module A: Textual Conversations</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>Module C: The Craft of Writing – George Orwell</p>
Term 2 2021	<p>Module C: The Craft of Writing continued - Weeks 1-3</p> <p>Outcomes: EA12-2, EA12-3, EA 12-4, EA12-5, EA 12-7, EA12-9</p> <p>Module B: Critical Study of Literature</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>
Term 3 2021	<p>Module B: Critical Study of Literature 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>Trial HSC Examination - Revision – all units</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	Multimodal Presentation Common Module: Texts & Human Experiences. Text: "1984" and related material.	Analytical Essay & Imaginative Task Module A: Textual Conversations (20%) Module C: Craft of Writing (10%)	Speech & Reflection Module B: Critical Study of Literature (20%) Module C: Craft of Writing (10%)	Trial HSC Examination Paper 1: Texts & Human Experiences Paper 2: Modules.	
Timing	Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4-5	
Outcomes assessed	EA12-1, EA12- 2, EA12-4, EA12-6	EA12-1, EA12-3 EA 12-5, EA12-6 EA 12-8	EA12-1, EA12-3 EA 12-4, EA12-5 EA 12-8, EA12-9	EA12-1, EA12-3 EA 12-4, EA12-5, EA 12-6, EA 12-7, EA 12-8, EA 12-9	
Components					Weighting
Knowledge and understanding of course content	10	15	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	10	50
Total %	20	30	30	20	100

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 2020	Major Project Outcomes: H1.1, H1.2, H1.3, H7.1, H7.2 <ul style="list-style-type: none"> • Statement of Intent • Initial Ideas • Research • Development of Ideas • Workshop Drawing • Calculations
Term 1 2021	Major Project 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"> • Selection and Justification of Components Processes and Other Resources • Time Plan • Finance Plan
Term 2 2021	Major Project Outcomes: H1.2, H7.2 <ul style="list-style-type: none"> • Production • Ongoing Evaluation
Term 3 2021	Major Project Outcome: All <ul style="list-style-type: none"> • HSC Trial Examination 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 4-5	
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 and understanding of course content	10	10	10	10	40
Knowledge and skills in the design management, communication and production of a major project	15	15	15	15	60
Total %	25	25	25	25	100

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

Legal Studies: Scope & Sequence

HSC	Topic/Unit of work
Term 4 2020	<p>Core Topic 1 – Crime</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>Core Topic 2 – Human Rights</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>
Term 1 2021	<p>Core Topic 2 – Human Rights continued</p> <p>Option Topic 1 – Family Law</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>
Term 2 2021	<p>Option Topic 1 – Family Law continued</p> <p>Option Topic 2 – World Order</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>
Term 3 2021	<p>Option Topic 2 – World Order continued</p> <p>Trial HSC</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 4-5	
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 and understanding of course content	10	5	10	15	40
Analysis and Evaluation	5	5	5	5	20
Inquiry & research	5	5	5	5	20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	20	25	30	100

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
Term 4 2020	Measurement: Rates (MS-M4) Outcomes: MS1-12-3, 9, 10 Students develop awareness of the use of rates and solve problems in everyday situations such as health sciences, travel and finance.
	Networks: Network (MS-N1.1) Outcomes: MS1-12-8, 9, 10 Students develop their awareness of the applicability of networks throughout their lives, for example social media networks, and their ability to use associated techniques to optimise practical problems.
	Networks: Shortest Paths (MS-N1.2) Outcomes: MS1-12-8, MS1-12-9, MS1-12-10 Students further develop their awareness of the applicability of networks throughout their lives. EG social media networks, and their ability to use associated techniques to optimise practical problems.
	Financial Mathematics: Investment (MS-F2) Outcomes: MS1-12-5, MS1-12-9, MS1-12-10 Students develop awareness of mechanisms to optimise their financial position, both now and into the future, justifying their thinking and reasoning mathematically.
Term 1 2021	Measurement: Right-angled Triangles (MS-M3) Outcomes: MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10 Students develop their ability to justify mathematical thinking and to communicate solutions.
	Measurement: Scale Drawings (MS-M5) Outcomes: MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10 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.
	Algebra: Simultaneous linear equations (MS-A3.1) Outcomes: MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10 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.
Term 2 2021	Statistical Analysis: The statistical investigation process for a survey (MS-S3.1) Outcomes: MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10 Students develop understanding of the complex nature of questionnaire design and potential misconceptions in statistical representations and reasoning.
	Financial Mathematics: Depreciation and Loans (MS-F3) Outcomes: MS1-12-5, MS1-12-9, MS1-12-10 Students develop their understanding of credit and loans in order to make informed financial decisions.
	Algebra: Graphs of practical situations (MS-A3) Outcomes: MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10 Students further develop their ability to communicate concisely, use equations to describe & solve practical problems, & use algebraic/ graphical representations of relationships to predict future outcomes.
Term 3 2021	Statistical Analysis: Exploring and describing data arising from two quantitative variables (MS-S3.2) MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10 Students further develop understanding of the complex nature of questionnaire design and potential misconceptions in statistical representations and reasoning.
	Financial Mathematics: Investment (MS-F2) <i>extra time</i> MS2-12-5, MS2-12-9, MS2-12-10
	Networks: Shortest Paths (MS-N1.2) <i>extra time</i> MS1-12-8, MS1-12-9, MS1-12-10
	<i>Revision</i>

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	Assignment/ Investigation	In-class supervised test	Assignment/ Investigation	Trial HCS Examination	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4-5	
Outcomes assessed	MS1-12-3 MS1-12-4 MS1-12-8 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6	MS1-12-1 MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 to MS1-12-10	
Components					Weighting %
Understanding, Fluency and Communication	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	20	30	20	30	100

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
Term 4 2020	Measurement: Rates and Ratio (M7) Outcomes: MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10 Students develop awareness of the use of rates and ratios and solve problems in everyday situations, such as health sciences, energy and finance.
	Networks: Network Concepts (N2.1, N2.2) Outcomes: MS2-12-8, MS2-12-9, MS2-12-10 Students develop their awareness of the applicability of networks throughout their lives, for example social media networks, and their ability to use associated techniques to optimise practical problems.
	Financial Mathematics: Investments (F4.1) Outcomes: MS2-12-5, MS2-12-9, MS2-12-10 Students develop awareness of mechanisms to optimise their financial position, both now and into the future, justifying their thinking and reasoning mathematically.
Term 1 2021	Measurement: Non-right-angled Trigonometry (M6) Outcomes: MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10 Students develop their ability to justify mathematical thinking and communicate solutions in an ordered and concise fashion.
	Financial Mathematics: Depreciation and Loans (F4.2) Outcomes: MS2-12-5, MS2-12-9, MS2-12-10 Students further develop awareness of mechanisms to optimise their financial position, both now and into the future, justifying their thinking and reasoning mathematically.
	Algebra: Simultaneous Linear Equations (A4.1) Outcomes: MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10 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.
Term 2 2021	Statistical Analysis: Bivariate Data Analysis (S4) Outcomes: MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10 Students develop the ability to display, interpret and analyse statistical relationships related to bivariate numerical data analysis and use this ability to make informed decisions.
	Financial Mathematics: Annuities (F5) Outcomes: MS2-12-5, MS2-12-9, MS2-12-10 Students develop awareness of the use of annuities in their lives, for example superannuation and home loans.
	Algebra: Non-Linear Relationships (A4.2) Outcomes: MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10 Students further 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.
Term 3 2021	Statistical Analysis: The Normal Distribution (S5) Outcomes: MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10 Students develop techniques to analyse normally distributed data and make judgements in individual cases justifying the reasonableness of their solutions.
	Networks: Critical Path Analysis (N3) Outcomes: MS2-12-8, MS2-12-9, MS2-12-10 Students develop awareness that critical path analysis is a useful tool in project planning, management and logistics.
	Revision

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	Assignment/ Investigation	In-class Supervised Test	Assignment/ Investigation	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 5	
Outcomes assessed	MS2-12-3 MS2-12-4 MS2-12-8 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6	MS2-12-1 MS2-12-2 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-1 to MS2-12-10	
Components					Weighting %
Understanding, Fluency and Communication	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	20	30	20	30	100

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

Modern History Scope & Sequence

HSC	Topic/Unit of work
Term 4 2020	<p>Core Study: Power and Authority in the Modern World 1919–1946</p> <p>Outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9 Life Skills Outcomes: MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10, MHLS6-11</p> <p>Through a focus on the nature of power and authority 1919–1946, and a broader transnational perspective, students investigate the rise of fascist, totalitarian and militarist movements after World War I; what drew people to these movements; the regimes that emerged and ongoing international efforts to achieve collective security.</p>
Term 1 2021	<p>National Studies: Option B: China 1927–1949 (Non-European/Western topic)</p> <p>Outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9 Life Skills Outcomes: MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10, MHLS6-11</p> <p>Students investigate key features in the history of China 1927–1949. The Historical concepts and skills content is to be integrated as appropriate.</p>
Term 2 2021	<p>Peace & Conflict: Option C: Conflict in Europe 1935–1945</p> <p>Outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9 Life Skills Outcomes: MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10, MHLS6-11</p> <p>Students investigate key features in the history of the conflict in Europe 1935–1945. The Historical concepts and skills content is to be integrated as appropriate.</p>
Term 3 2021	<p>Change in the modern world Option E: The Nuclear Age 1945–2011</p> <p>Outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9 Life Skills Outcomes: MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10, MHLS6-11</p> <p>Students investigate key features in the history of the Nuclear Age 1945–2011. The Historical concepts and skills content is to be integrated as appropriate.</p>

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

Modern History Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Source analysis	Historical analysis	Oral presentation	Trial HSC Examination	
Timing	Term 4 Week 8	Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 4-5	
Outcomes assessed	MH12-2 MH12-5 MH12-6	MH12-3 MH12-5 MH12-6	MH12-2 MH12-5 MH12-7 MH12-8	MH12-1 MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
Components					Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Historical skills in the analysis and evaluation of sources and interpretations	5	10		5	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	25	25	25	25	100

Outcomes

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

LifeSkills outcomes

- MHLS6-1 A student engages with personal connections to history
- MHLS6-2 A student engages with the concepts of time and chronology
- MHLS6-3 A student explores continuity and change in the modern world
- MHLS6-4 A student explores events and developments of the modern world
- MHLS6-5 A student investigates features, people, ideas and movements in the modern world
- MHLS6-6 A student engages with perspectives of the past
- MHLS6-7 A student investigates a range of historical aspects in understanding the past
- MHLS6-8 A student engages with a variety of sources to investigate the past
- MHLS6-9 A student engages with differing interpretations and representations of the past
- MHLS6-10 A student investigates the past using a variety of strategies to locate, select and organise information
- MHLS6-11 A student communicates information about the past using historical terms and concepts
- MHLS6-12 A student engages with the investigation of Modern History

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
Term 4 2020	An instrument and its repertoire Outcomes: H1, H2, H4, H5, H6, H9, H10, H11 <ul style="list-style-type: none"> development of instruments instruments and their roles vocal/instrumental music with or without accompaniment
Term 1 2021	Music of the 20th and 21st centuries Outcomes: H1, H2, H4, H5, H6, H7, H8, H9, H10, H11 <ul style="list-style-type: none"> popular music genres the impact of technology the role of improvisation
Term 2 2021	Rock Music Outcomes: H3, H5, H7, H8, H10, H11 <ul style="list-style-type: none"> different sub genres music of a composer, group or solo performer
Term 3 2021	Formal HSC Examination – Performance and three Electives 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 Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Viva Voce & Performance	Aural Exam (Non-assessable) & Elective 1	Composition & Elective 2	Aural Examination & Elective 3	
Timing	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 4-5	
Outcomes assessed	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	
Components					Weighting %
Performance	10				10
Composition			10		10
Musicology	10				10
Aural				25	25
Electives		15	15	15	45
TOTAL %	20	15	25	40	100

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
Term 4 2020	<p>Sports Medicine</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>
Term 1 2021	<p>Health Priorities In Australia</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>
Term 2 2021	<p>Factors Affecting Performance</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>
Term 3 2021	<p>Improving Performance</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>Revision</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 4-5	
Outcomes assessed	H8, H13, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H10, H11, H16, H17	H1–H5, H7–H11, H14–H17	
Components					Weighting %
Knowledge and understanding of course content	5	5	5	25	40
Skills in critical thinking, research, analysis and communicating	15	20	20	5	60
Total %	20	25	25	30	100

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

Physics Scope & Sequence

HSC	Topic/Unit of Work
Term 4 2020	<p>Module 6: Electromagnetism Outcomes: PH12-1,2,3,4,5,13</p> <p>Understanding the similarities and differences in the interactions of single charges in electric and magnetic fields provides students with a conceptual foundation for this module. Phenomena that include the force produced on a current-carrying wire in a magnetic field, the force between current-carrying wires, Faraday's Law of Electromagnetic Induction, the principles of transformers and the workings of motors and generators can all be understood as instances of forces acting on moving charged particles in magnetic fields.</p>
Term 1 2021	<p>Module 7: The Nature of Light Outcomes: PH12-1,2,3,4,7,14</p> <p>Prior to the 20th century, physicists, including Newton and Maxwell, developed theories and models about mechanics, electricity and magnetism and the nature of matter. These theories and models had great explanatory power and produced useful predictions. However, the 20th century saw major developments in physics as existing theories and models were challenged by new observations that could not be explained. These observations led to the development of quantum theory and the theory of relativity. Technologies arising from these theories have shaped the modern world. Throughout this module, students explore the evidence supporting these physical theories, along with the power of scientific theories to make useful predictions.</p>
Term 2 2021	<p>Module 5: Advanced Mechanics Outcomes: PH12-4,5,6,7,12</p> <p>Motion in one dimension at constant velocity or constant acceleration can be explained and analysed relatively simply. However, motion is frequently more complicated because objects move in two or three dimensions, causing the net force to vary in size or direction.</p> <p>Students develop an understanding that all forms of complex motion can be understood by analysing the forces acting on a system, including the energy transformations taking place within and around the system. By applying new mathematical techniques, students model and predict the motion of objects within systems. They examine two-dimensional motion, including projectile motion and uniform circular motion, along with the orbital motion of planets and satellites, which are modelled as an approximation to uniform circular motion.</p>
Term 3 2021	<p>Module 8: From the Universe to the Atom Outcomes: PH12-5,6,7,15</p> <p>By studying the development of the atomic models through the work of Thomson and Rutherford, students further their understanding of the limitations of theories and models. The work of Bohr, de Broglie and, later, Schrödinger demonstrated that the quantum mechanical nature of matter was a better way to understand the structure of the atom. Experimental investigations of the nucleus have led to an understanding of radioactive decay, the ability to extract energy from nuclear fission and fusion, and a deeper understanding of the atomic model.</p> <p>Particle accelerators have revealed that protons themselves are not fundamental, and have continued to provide evidence in support of the Standard Model of matter. In studying this module, students can appreciate that the fundamental particle model is forever being updated and that our understanding of the nature of matter remains incomplete.</p>

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

Physics Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Depth Study	Summary Notes	First-hand Investigation	Trial HSC Examination	
Timing	Term 4 Week 7	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4-5	
Outcomes assessed	PH11/12-1,2,6,7, PH12-13	PH11/12-3,4,7, PH12-14	PH11/12-3,4,5, PH12-12	PH11/12-1,4,5,6,7 At least one relevant knowledge component from PH12-12 PH12-13 PH12-14 PH12-15	
Components					Weighting %
Knowledge and understanding of course content	10	5	5	20	40
Skills in working Scientifically	20	15	15	10	60
Total %	30	20	20	30	100

Outcomes

PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11/12-5 analyses and evaluates primary and secondary data and information

PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH11-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

PH11-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

PH11-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

PH11-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Society and Culture Scope & Sequence

Term	Week	Topic/Unit of Work
Term 4 2020	1	Core: Social and Cultural Continuity and Change Outcomes: H1, H2, H3, H4, H5, H6, H7, H9, H10 The focus of this topic is to understand the nature of social and cultural continuity and change in relation to a selected country.
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Term 1 2021	1	Depth study 1: Popular Culture Outcomes: H1, H2, H3, H5, H7, H9, H10 The focus of this topic is the interaction between popular culture, society and the individual.
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	11	
Term 2 2021	1	
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	10	
Term 3 2021	1	Depth Study 2: Social Inclusion and Exclusion Outcomes: H1, H2, H3, H5, H7, H9, H10 The focus of this topic is the nature of social inclusion and exclusion and the implications for individuals and groups in societies and cultures.
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The **Personal Interest Project (PIP)** is integrated across the whole HSC and draws together the interests, research skills and personal experiences of the student. It is undertaken consecutively with the above topics and externally assessed. (H1, H4, H5, H6, H7, H8, H9, H10)

Society and Culture Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Country study - multimodal presentation	Depth study - Content analysis	Depth study - Contemporary social issue investigation	Trial HSC Exam	
Timing	Term 4 Week 9	Term 2 Week 3	Term 2 Week 7	Term 3 Weeks 4-5	
Outcomes assessed	H1, H5, H7, H10	H2, H3, H5, H6, H10	H2, H3, H4, H6, H7, H8, H10	H1, H2, H6, H9, H10	
Components					Weighting %
Knowledge and understanding of course content	15	10	10	15	50
Application and evaluation of social and cultural research methods	5	10	10	5	30
Communication of information, ideas and issues in appropriate forms	5		5	10	20
Total %	25	20	25	30	100

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

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: analysis continuity and change and their influence of personal and social futures

H6: evaluates social and cultural methods for appropriateness to specific research

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 Advice for VET Courses

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

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

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

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. You will also receive a report from the school each semester indicating competency achievement.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

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

Credit Transfer will be given for units of competency previously achieved with another RTO.

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

Work placement - Advice from NESA in response to COVID-19

"Students undertaking VET courses in 2020 will remain eligible for the Preliminary or HSC credit units if unable to complete work placement. Students are no longer required to undertake NESA-mandated VET work placements." NESA update, 29 April 2020.

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

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

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

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

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

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

Sport Coaching Scope & Sequence

HSC	Topic/Unit of work
Term 4 2020	Cluster 4 Units of Competence: SISSSCO002, SISSSCO005 Throughout this cluster students will develop the skills and knowledge required to plan and facilitate coaching sessions, both in school and within the community. This may involve students delivering sessions to primary school students to demonstrate their competence in this area.
Term 1 2021	Cluster 3A Units of Competence: SISSSOF002 Throughout the course of this cluster students will be required to officiate a range of different sports and events. This may involve students officiating school sport, gala days and PE lessons in order to develop their knowledge and understanding of a range of sports, and how to officiate them fairly and effectively.
Term 2 2021	Cluster 5 Units of Competence: SISSSCO012 Throughout this cluster students will be required to deliver coaching sessions to Stage 4 and 5 students, which may require students delivering sessions during PE lessons or school sport to further develop their coaching skills and knowledge.
Term 3 2021	Cluster 6 Units of Competence: HLTAID003 This cluster will involve students participating in first aid training, where they will be acknowledged with a valid certificate of completion to demonstrate competence.

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

Assessment Summary for SIS20319 Certificate III in Sport Coaching

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	
There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR	

Cluster name and unit of competency code and title	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays,	Portfolio – purposeful collection of annotated and validated	Questioning – written or oral related to knowledge e.g. quizzes,
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Cluster 1 Tournament Time

HLTWHS001 Participate in workplace health and safety	X	X		X
SISXND008 Conduct sport, fitness and recreation events				

Cluster 2 Playing it Safe

SISSCO003 Meet participant coaching needs	X	X		X
BSBRSK401 Identify risk and apply risk management procedures				

Cluster 3 Options

Cluster 3a Officiating in Sport – SISSSOF002 Continuously improve officiating skills and knowledge	X	X	X	X
Cluster 3c – Strength and Conditioning SISXCAI009 Instruct strength and conditioning techniques	X	X	X	

Cluster 4 TBA

SISSCO002 Work in community coaching role				
SISSCO005 Continuously improve coaching skills and knowledge				

Cluster 5 TBA

SISSCO012 Coach sports participants up to an intermediate level				
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Cluster 6 First Aid

HLTAID003 Provide first aid	X	X		X
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Depending on the achievement of units of competency; the possible AQF qualification outcome is SIS20319 Certificate III in Sport Coaching or a Statement of Attainment towards SIS20319 Certificate III in Sport Coaching.

VET – Certificate II in Construction Scope & Sequence

HSC	Topic/Unit of work
Term 4 2020	Cluster 5 – Prepare for Concreting CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground CPCCCM1015A Carry out measurements & calculations
Term 1 2021	Cluster 6 – Group Project CPCCCM1013A Plan and organise work CPCCCM2004A Handle construction materials
Term 2 2021	Cluster 7 – Skills into action CPCCCM1012A Work effectively and sustainably in the construction Industry CPCCCM1014A Conduct workplace communication
Term 3 2021	Custer 8 – Brick and Blocklaying CPCCBL2001A Handle and prepare bricklaying and blocklaying materials CPCCBL2002A Use bricklaying and blocklaying tools and equipment

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

Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Week 4/5 Term 3

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role-play, Oral presentation	Third party report	Self-Assessment	HSC examinable
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Cluster 1 Working Safely in the Construction Industry

CPCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y	Y
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Cluster 2 White Card

CPCOWHS1001 – Prepare to work safely in the construction industry	Y		Y	Y	Y	Y		Y
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Cluster 3 Carpentry Basics

CPOCCA2011A – Handle carpentry materials	Y	Y		Y			Y	Y
CPOCCA2002B – Use carpentry tools and equipment	Y	Y	Y	Y		Y		**

Cluster 4 Reading Plans and Levelling

CPOCCM2001A – Read and interpret plans and specifications	Y		Y	Y				Y
CPOCCM2006B – Apply basic levelling procedures	Y		Y	Y				

Cluster 5 Prepare for Concreting

CPOCCA2003A – Erect and dismantle formwork for footings and slabs on ground	Y	Y		Y			Y	
CPOCCM1015A Carry out measurements & calculations	Y	Y		Y			Y	Y

Cluster 6 Group Project

CPOCCM1013A - Plan and organise work	Y	Y		Y		Y	Y	Y
CPOCCM2004A – Handle construction materials	Y			Y		Y		

Cluster 7 Skills [into](#) Action

CPOCCM1012A – Work effectively and sustainably in the construction industry				Y		Y	Y	Y
CPOCCM1014A - Conduct workplace communication				Y	Y	Y		Y

Cluster 8 Option 2 – Brick and Block Laying

CPOCBL2001A - Handle and prepare bricklaying and blocklaying materials	Y	Y		Y			Y	
CPOCBL2002A - Use bricklaying and blocklaying tools and equipment	Y	Y		Y			Y	

** [CPOCCM2005B](#) Use construction tools and equipment – syllabus content to be delivered

Depending on the achievement of units of competency; the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

2020/2021 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							Legal Studies PDHPE Physics	Biology CAFS English Adv IT Timber Modern History Music	Agriculture Business Studies English St Math St 1 Maths Sta 2 Society & Culture	Sports Coaching	
TERM ONE						IT Timber Modern History	Biology Business Studies PDHPE Sports Coaching	Physics CAFS	Agriculture English St English Adv Maths Sta 1 Maths St 2 Music	Legal Studies	
TERM TWO			Society & Culture	IT Timber			English Adv Modern History Society & Culture	Biology Business Studies CAFS Music 1 Physics	Legal Studies Maths St 1 Maths St 2 PDHPE	English St Sports Coaching	
TERM THREE	Agriculture							CAFS		Sports Coaching	

Trial HSC Examinations

Agriculture
 Business Studies
 English Adv
 IT Timber
 Maths St 1
 Maths St 2
 Modern History
 PDHPE
 Society & Culture
 Biology
 English St
 Legal Studies
 Maths St 1
 Maths St 2
 Music 1
 Physics

Sports Coaching & Construction Work placement: To be advised

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

