

Year 11

Assessment Schedule

2021

YASS HIGH SCHOOL

Year 11 Course Assessment Policy 2021

Policy 2021



Studying for the HSC begins with Year 11.

**1. INTRODUCTION**

The HSC is an internationally recognised credential, giving you a strong foundation for your next step in life, whether it's going to university, starting vocational training or your first job. The HSC will involve completing school-based assessment tasks throughout the HSC Year and also sitting the HSC exams with the rest of the state. The results of your school-based assessments and HSC exams will contribute equally to your final HSC mark. While marks gained during Year 11 do not directly count towards the HSC, the Year 11 courses must be completed satisfactorily before a student is eligible to begin the HSC Year itself in Term 4 of Year 11. In all other respects the Year 11 matches the HSC Year in course requirements and is an **essential preparation in skills and knowledge development for the HSC.**

**2. RATIONALE**

The provision of a separate Assessment Mark from the Examination Mark in the HSC and for the Preliminary Year has a two‐fold purpose. It is intended to provide a measure of a student's attainment which is based on:

* a wider range of syllabus objectives than is measured by the external examination;
* measures and observations obtained throughout the course rather than at a single examination.

Assessment is used to measure satisfactory completion of the Year 11 course outcomes and requirements, and the eligibility to proceed to the HSC course in that subject.

**Advantages of “school‐based” Assessment include:**

* it enables assessment of specific skills which are best demonstrated over time (eg practical skills)
* it caters for elements such as fieldwork where assessment can be completed in the field
* it provides good feedback on student progress and reinforces learning and development
* it may increase the accuracy of the final assessment of student achievement by using multiple measures over time
* students who achieve consistently but do not perform as well under examination pressure are not disadvantaged
* it is good practice for tertiary institutions which increasingly utilise a variety of assessment procedures and always expect deadlines to be met
* additional information is provided to students, employers, and other educational institutions in the community.

**3. DEFINITION OF AN ASSESSMENT TASK**

An assessment task is a piece of work undertaken by a student to measure how well that student has achieved specific course outcomes. It may be an in‐class task undertaken at a particular time, or an independent piece of research to be submitted on a due date. Alternately it may be a long-term project where final marks are awarded following expected completion of work.

All tasks (including written Componentss of pre‐prepared in‐class tasks) must be handed in by **9:00am** **on the due date** to teaching staff in the designated area.

**Quality Assessment Tasks**

* Are integral to the teaching and learning process
* Focus upon syllabus outcomes
* Are appropriate for the outcome being assessed
* Are valid, reliable, equitable and measurable
* Allow each student to demonstrate his or her level of achievement
* Are worded to clearly explain to students what they are required to do
* Communicate to students the assessment criteria/marking scheme

**4. COMMUNICATION**

Each teacher will provide students with written notification of each specific assessment task, at least two weeks before due date. This will include:

* the outcomes to be assessed
* due date and assessment weighting
* the nature and content of the task
* assessment criteria/marking guidelines to be used
* all students having equal access to classwork and assistance
* the nature of feedback that will be provided

All students must sign and date the “Assessment Receipt Summary” to acknowledge they have been given the assessment task. Teachers must ensure all students have signed and dated this form, with a copy to be kept in the Year 11 monitoring folder.

Students will receive meaningful feedback within two weeks of the date the task was submitted.

**5. NSW Educational Standards Authority (NESA)**

To comply with HSC entry requirements, course restrictions and rules set by the Authority relating to Year 11, students need to

* study courses approved by NESA
* complete at least 12 units as full-time students, according to the NESA rules
* undertake all set Year 11 Assessment tasks and make a genuine attempt to complete them
* sit and make a genuine attempt in any examination set as part of the course
* complete all course work diligently and participate actively in all set experiences offered in each course
* complete more than half of the value of Year 11 Assessment Tasks in each course to be eligible to proceed to the HSC in that course
* the ‘N’ determination process will be applied to students who do not meet course requirements and/or submit assessment tasks.
* in the case of Extension courses, students who fail to meet the assessment requirements for the common (or 2 units) part of the course will not receive a result in the course.
* a minimum of 2 course specific warnings will be issued prior to a final “N” (non-completion of course) determination being made for a course. See **Appendix E** determination flow chart.

**6. ILLNESS AND MISADVENTURE**

Where a student’s performance in an Assessment Task is affected by a valid illness/misadventure preventing presentation of part or the entire task, the student should complete an **Assessment Task Appeal** (Appendix A). In general, a valid misadventure is a situation that is unpredictable and out of the control of the student.

An appeal for consideration of misadventure should be submitted to the Head Teacher within two days of returning to school. If the appeal is upheld, the student may be awarded a mark based on the original task, a substitute task or in exceptional circumstances an estimate based on other evidence.

Students should note that loss of work through computer or electronic malfunction does not constitute a valid misadventure. Students who submit work electronically are required to submit a hard copy as well. Students should use standard back‐up procedures.

**7. REQUEST FOR AN EXTENSION**

Requests for an extension of time to submit or complete an Assessment Task should be made in writing on an Assessment Task Extension Application **(Appendix B)** and supported by a medical certificate (if applicable)**.** Requests for an extension for reasons other than medical should be made in writing on the same form **(Appendix B)** and signed by parents/guardians, where applicable. Such requests will be considered by the Head Teacher, usually in consultation with the class teacher.

***Requests for extension of time must be made prior to the task.***

The Assessment Panel, comprising a class teacher, a head teacher and the Principal or nominee, will adjudicate when extensions, or appeal decisions are challenged and other unforeseen situations as they arise.

**8. DISHONESTY, MALPRACTICE AND BREACH OF EXAMINATION AND ASSESSMENT RULES**

It is expected that all work submitted by a student as part of an assessment will be a result of their own honest effort and will not be as a result of malpractice or breach of the school’s and NESA Examination and Assessment Rules, (see HSC: All My Own Work program which helps you understand your rights and responsibilities in the HSC and ethical scholarship issues such as plagiarism and copyright).

Where it is alleged that a student has been dishonest and has breached the rules a report will be written by the supervising teacher for review by the Head Teacher. The student will also be invited to submit a written report (voluntary) and may be called to meet with teachers to discuss the allegation of malpractice.

In cases where a student has been proven to have been dishonest, a penalty will be imposed by the Assessment Panel ranging from a percentage reduction in marks to zero mark and a recording of non‐completion of that assessment task. This breach must also be formally communicated to NESA and the penalty noted.

**9. STUDENT RESPONSIBILITIES**

* + maintain a satisfactory record of attendance, behavior and progress at school
  + complete the requirements of each course including draft or practice tasks, homework, oral tasks, practical or project work and work placement (as relevant)
  + let teachers know if you will be absent and find out what work or tasks are set for the period of absence
  + check with teachers on return from any absence about missed work or task information
  + present your own work and make a genuine and honest effort – dishonesty or failure to follow teachers’ instructions or examination rules may lead to a zero mark or non-attempt
  + present tasks on the due date or follow the procedures for Application for Extension (**Appendix B**) prior to the due date
  + notify the school in the morning if you are absent the day a task is due
  + follow up with an appeal (**Appendix A**) and evidence eg. a medical certificate
  + attend your classes – don’t miss one subject to work on a task for another subject
  + remember your teachers are there to help and you may also request assistance from the learning and support teacher (LAST)
  + submit tasks to the teaching staff in the designated room before 9.00am on the due date or as specified on the Assessment Task Notification (**Appendix D**) or apply for an extension
  + keep your Assessment Task Submission receipt or email as evidence of compliance

**10. SCHOOL AND TEACHER RESPONSIBILITIES**

The welfare and equitable achievement of students has been the prime concern in establishing an Assessment policy for Yass High School.

The school and its staff will undertake to ensure that:

* Staff, students and parents are briefed annually on this policy (at the commencement of Preliminary courses).
* Students are given adequate written notice of Assessment Tasks (typically two weeks) including task number, task weighting, timing, outcomes accessed, description of task and the marking criteria. A teacher may apply for a change to an Assessment Task by completing an Application to Modify Task. The Assessment Committee will consult and recommend fair changes.
* Assessment Tasks will not consume excessive time. A page limit or word limit will be given for all written tasks;
* Assessment Tasks are coordinated through a grid to avoid excessive demands on students;
* Assessment Tasks are planned so that they do not interfere with student preparation for formal examinations;
* Teacher’s and Head Teachers will use a range of strategies to support students in the preparation and submission of assessment tasks based on the individual needs of students, and keep a central record of adjustments and support given;
* Teachers will accept ONE draft at least one week prior to the due date and provide feedback;
* The Assessment Coordinator will coordinate assessment task schedules, records and procedures;
* Provide an Assessment Task Submission Receipt to students upon submission of tasks, and keep a register of notification, submission and feedback dates;
* Documentation of appeals are maintained on file at the school
* Record and mail an ‘N’ Determination Warning letter (**Appendix C**) with an illness/misadventure appeal form if tasks are NOT submitted by 9:00am on the due date, or in the timetabled class for in-class tasks.
* Teachers provide written feedback to students in a timely manner.

**RECOMMENDATIONS**

* Visit Students Online NSW **(studentsonline.bos.nsw.edu.au)** for a step-by-step guide to how the HSC works – from getting started, completing assessments, sitting exams and understanding your HSC results. You will also find handy study tips and tools and answers to frequently asked questions about the HSC.
* Keep your teacher informed of your progress with tasks and **ask for help** if needed.
* **Do not give up** on tasks because of their difficulty or because of other personal, school or work-related factors or pressures.
* Submit whatever work you have completed by the due date even if not entirely happy with it, so at least some marks are allocated for the task.

**Year 11, ROSA and Year 12 Disability Provisions**

Students may apply for disability provisions for a range of difficulties that impact on their being able to demonstrate their knowledge and understanding of course content equitably with their peers.

**Some of the provisions include**:

* Use of a reader and/or writer
* Extra time
* Rest breaks

Students must have a diagnosed physical or mental health medical condition or have a learning difficulty the school is aware of eg severe reading difficulties, diagnosed dyslexia etc.

If students do not have a diagnosed medical condition (physical, mental health diagnosis eg anxiety disorder etc) and are only concerned that they feel anxious during exams then please be aware that the following information has been sent to schools from NESA Student Support:

* There is a difference between heightened anxiety in an examination situation and a diagnosed anxiety disorder.
* Students experiencing an anxiety disorder should seek appropriate treatment or therapy prior to applying for provisions, to ensure they have adequate strategies to cope in an examination situation. Evidence-based treatment often removes the need for disability provisions. Applications are likely to be declined unless the student has first undertaken treatment or therapy. If treatment has not adequately addressed the issues, only then should provisions be sought to assist the student in an examination situation.
* There is no substantial evidence that rest breaks alone help a student to reduce anxiety. They may in fact just prolong their anxiety, unless the student has been trained to undertake appropriate remediation.
* Extra time is not usually appropriate to address anxiety.

Just to clarify, the additional time for anxiety disorder is allocated in terms of rest breaks, where the exam paper is turned face down. The student may not read or write during this period, however, they may use relaxation techniques to assist in managing a diagnosed anxiety disorder. This is why NESA states that extra time may just prolong an anxious situation for students who have not sought prior treatment or therapy for a disorder.

The school may provide disability provisions to students for assessment tasks and exams, however, there is no guarantee that NESA will provide the same provisions for the HSC exams. Documentation supporting all applications are sent by the school on behalf of the student and are reviewed by a panel at NESA before a decision to approve disability provisions for HSC exams is made.

If a student wishes to apply for disability provisions or if there are any issues that parents/ caregivers wish to discuss with regards to disability provisions, please contact the Learning and Support Co-ordinator at the school, as soon as possible.

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

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

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

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

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

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

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

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

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

**Work placement advice from NESA in response to COVID**

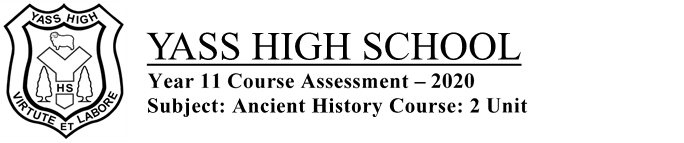
<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

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

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

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

HSC Assessment Advice Public Schools NSW Wagga Wagga RTO 90333 November 2020



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 9 | Term 2  Week 8 | Term 3  Weeks 9/10 |
| Source analysis  Investigating Ancient History | Research and essay  Historical Investigation | Yearly Examination |
| AH11-6, AH11-7, AH11-9, AH11-10 | AH11-3, AH11-4,  AH11-5, AH11-6,  AH11-8, AH11-9 | AH11-1, AH11-2, AH11-6, AH11-7, AH11-9 |
| Knowledge and understanding of course content | 20 |  | 20 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | 5 | 10 | 20 |
| Historical inquiry and research | 10 | 10 |  | 20 |
| Communication of historical understanding in appropriate forms | 5 | 5 | 10 | 20 |
| Mark | 40 | 20 | 40 | 100 |

**Year 11 Course Outcomes - Ancient History**

A student:

AH11-1: A student describes the nature of continuity and change in the ancient world.

AH11-2: A student proposes ideas about the varying causes and effects of events and developments.

AH11-3: A student analyses the role of historical features, individuals and groups in shaping the past.

AH11-4: A student account for the different perspectives of individuals and groups.

AH11-5: A student examines the significance of historical features, people, places, events and developments of the ancient world.

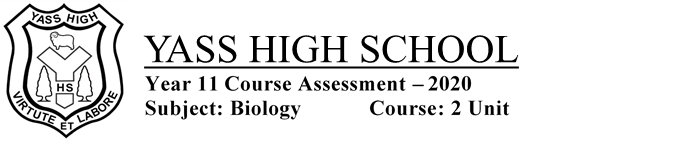
AH11-6: A student analyses and interprets different types of sources for evidence to support an historical account or argument.

AH11-7: A student discusses and evaluates different interpretations and representations of the past.

AH11-8: A student plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.

AH11-9: A student communicates historical understanding using historical knowledge, concepts and terms, in appropriate and well-structured forms.

AH11-10: A student discusses contemporary methods and issues involved in the investigation of ancient history.



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 8 | Term 2 Week 10 | Term 3 Weeks 9/10 |
| Practical | Depth Study | Yearly Examination |
| BIO 11/12-2  BIO11/12-3  BIO 11/12-5  BIO 11-8 | BIO 11/12-1  BIO 11/12-2  BIO 11/12-3  BIO 11/12-4  BIO 11/12-5  BIO 11/12-7  BIO 11-10 | BIO 11/12-6  BIO11-8  BIO11-9  BIO 11-10  BIO 11-11 |
| Skills in applying the processes of working scientifically | 20 | 20 | 10 | 50 |
| Knowledge and understanding of the structure and function of organisms | 10 | 10 | 30 | 50 |
| Mark | 30 | 30 | 40 | 100 |

**Year 11 Course Outcomes – Biology**

A Student:

BIO11/12-1 develops and evaluated questions and hypothesis 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.

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells’ ultrastructure and biochemical processes.

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms.

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species.

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: Business Studies Course: 2 Unit**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 10 | Term 3  Week 4 | Term 3  Weeks 9/10 |
| Environmental Scan | Shark Tank Project | Yearly Examination |
| P1 & P2 | P3, P4, P7, P8, P9 | P2 – P6, P10 |  |
| Knowledge and understanding | 15 | 10 | 15 | 40 |
| Inquiry and research | 10 | 10 |  | 20 |
| Communicate business ideas  and concepts |  | 20 |  | 20 |
| Stimulus-based skills |  |  | 20 | 20 |
| Mark | 25 | 40 | 35 | 100 |

**Course Outcomes - Business Studies**

A student:

P1 discusses the nature of business, its role in society and types of business structure

P2 explains the internal and external influences on businesses

P3 describes the factors contributing to the success or failure of small to medium enterprises

P4 assesses the processes and interdependence of key business functions

P5 examines the application of management theories and strategies

P6 analyses the responsibilities of business to internal and external stakeholders

P7 plans and conducts investigations into contemporary business issues

P8 evaluates information for actual and hypothetical business situations

P9 communicates business information and issues in appropriate forms

P10 applies mathematical concepts appropriately in business situations

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: Chemistry Course: 2 Unit**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 7 | Term 2  Week 9 | Term 3  Weeks 9/10 |
| Practical Test  Module 1  Properties and Structure of Matter | Depth Study Report  Module 2 Quantitative Chemistry  Module 3 Reactive chemistry | Yearly Examination |
| CH11/12-1  CH11/12-2  CH11/12-4  CH11/12-7  CH11-8 | CH11/12-1  CH11/12-4  CH11/12-5  CH11/12-6  CH11/12-7  CH11-9 | CH11/12-1 to CH11/12-7  And  CH11-8 to  CH 11-11 |
| Skills in working scientifically | 20 | 30 | 10 | 60 |
| Knowledge and understanding | 10 | 10 | 20 | 40 |
| Mark | 30 | 40 | 30 | 100 |

**Year 11 Course Outcomes - Chemistry**

A student

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

CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter

CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11-11 analyses the energy considerations in the driving force for chemical reactions

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: Community and Family Studies Course: 2 Unit**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 9 | Term 2  Week 7 | Term 3  Weeks 9/10 |
| Resource Management –  Groups In Context Interview | Leadership Report | Yearly Examination |
| P1.2, P4.1, P4.2, P6.1 | P1.2,P2.1, P2.3, P3.2, P6.2,P4.1, P4.2 | P1.1 – P6.1 |
| Knowledge and understanding of how resource management, positive relationships, societal factors and nature of groups, families and communities impact on wellbeing | 5 | 10 | 15 | 30 |
| Skills in applying management strategies to meet the needs of individuals, groups, families and communities in planning to take responsible actions to promote wellbeing | 5 | 15 | 15 | 35 |
| Knowledge and understanding about research, methodology and skills in researching, critical thinking and analysing and communicating | 10 | 15 | 10 | 35 |
| Mark | 20 | 40 | 40 | 100 |

Year 11 Course Outcomes – Community and Family Studies

A student:

P1.1 describes the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals

P1.2 proposes effective solutions to resource problems

P2.1 accounts for the roles and relationships that individuals adopt within groups

P2.2 describes the role of the family and other groups in the socialisation of individuals

P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning

P3.2 analyses the significance of gender in defining roles and relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P6.1 distinguishes those actions that enhance wellbeing

P6.2 uses critical thinking skills to enhance decision making

### 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 Weeks 2-5, & Term 4 Weeks 4-6 2021 |
| Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam. | Term 3, Weeks 3 & 4, 2022 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Cluster name, unit of competency code and title. | Observation of practical work | Product assessment | Oral questioning | Written assignment, test | Role-play. Oral presentation | Self-Assessment | HSC examinable |

**Cluster 1 Working Safely in the Construction Industry**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CPCOHS2001A Apply OHS requirements, policies and procedures in the construction industry | Y |  |  | Y |  | Y | Y |

**Cluster 2 Carpentry Basics**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CPCCCA2011A Handle carpentry materials | Y | Y |  | Y |  | Y |  |
| CPCCA2002B Use carpentry tools and equipment | Y | Y |  | Y |  |  | \*\* |

**Cluster 3 White Card**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CPCCWHS1001 Prepare to work safely in the construction industry | Y |  | Y | Y | Y |  | Y |

**Cluster 4 Levelling**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CPCCCM2006B Apply basic levelling procedures | Y |  |  | Y |  |  |  |

**Cluster 5 Reading Plans**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CPCCCM2001A Read and interpret plans and specifications | Y |  |  | Y |  |  | Y |

**Cluster 6 Prepare for Concreting**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground | Y | Y |  | Y |  | Y |  |
| CPCCCM1015A Carry out measurements and calculations | Y | Y |  | Y |  | Y | Y |

**Cluster 7 Group Project**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CPCCCM1013A Plan and organise work | Y | Y | Y | Y |  | Y | Y |
| CPCCM2004A Handle construction materials | Y |  | Y | Y |  |  |  |

**Cluster 8 Skills Into Action**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CPCCCM1012A Work effectively and sustainably in the construction industry |  |  |  | Y |  | Y | Y |
| CPCCCM1014A Conduct workplace communication |  |  |  | Y | Y |  | Y |

**Cluster 9 Option 1: Joinery**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CPCCJN2001A Assemble Componentss | Y | Y |  | Y |  | Y |  |
| CPCCJN2002B Prepare for off-site manufacturing process | Y | Y |  | Y |  | Y |  |

\*\* [CPCCCM2005B](https://training.gov.au/Training/Details/CPCCCM2005B) Use construction tools and equipment – syllabus content to be delivered

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the CPC20211 Certificate II in Construction Pathways. The Statement of Attainment towards CPC20211 Certificate II in Construction Pathways will be the possible AQF outcome if at least one UoC has been achieved.

Assessment Advice CPC20211 Certificate II in Construction Pathways Public Schools NSW Wagga Wagga RTO 90333November 2020 Version 4.8

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: English Course: Advanced**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 9 | Term 2  Week 9 | Term 3  Weeks 9/10 |
| Writing Task | Multimedia Presentation | Yearly Examination |
| EA11-1, EA11-5 EA11-9 | EA11-2, EA11-6, EA11-7, EA11-8 | EA11-3, EA11-4 |
| Reading to Write | 30 |  | 10 | 40 |
| Module A: Narratives that Shape our World |  | 30 | 10 | 40 |
| Module B: Critical Study |  |  | 20 | 20 |
| Mark | 30 | 30 | 40 | 100 |

**Year 11 Course Outcomes - English Advanced**

A student:

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in differenmodes,

media and technologies

EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes,

audiences and contexts and evaluates their effects on meaning

EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11-6 investigates and evaluates the relationships between texts

EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an

independent learner

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: English Course: Extension**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 2  Week 3 | Term 3  Week 7 | Term 3  Weeks 9/10 |
| Tutorial presentation | Independent Research Project | Yearly Examination |
| EE 11-4, 11-5 | EE 11-2, 11-6 | EE 11-1, 11-3 |
| Module: Texts, Culture and Value | 5 | 10 | 10 | 25 |
| Related research project | 5 | 10 | 10 | 25 |
| Mark | 10 | 20 | 20 | 50 |

**Year 11 Course Outcomes – English Extension**

A student:

EE 11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies.

EE 11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts.

EE 11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretative and critical ways to respond to, compose and explore the relationships between sophisticated texts.

EE 11-4 develops skills in research methodology to undertake effective independent investigation.

EE 11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts.

EE 11-6 reflects on and assesses the development of independent learning gained through the process of research, writing and creativity.

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: English Course: Standard**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 9 | Term 2  Week 9 | Term 3  Weeks 9/10 |
| Writing Task | Multimedia Presentation | Yearly Examination |
| EN11-1, EN11-5, EN11-9 | EN11-2  EN11-6, EN11-7 | EN11-3, EN11-4 |
| Reading to Write | 30 |  | 10 | 40 |
| Module A: Contemporary Possibilities |  | 30 | 10 | 40 |
| Module B: Close Study of Text |  |  | 20 | 20 |
| Mark | 30 | 30 | 40 | 100 |

**Year 11 Course Outcomes - English Standard**

A student:

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and

context and explains effects on meaning

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and

detailed information, ideas and arguments

EN11-6 investigates and explains the relationships between texts

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning

EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: English Course: English Studies**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 9 | Term 2  Week 9 | Term 3  Week 7 |
| Application letter  and Resume | Multimedia  Presentation | Portfolio |
| ES11-1  ES11-3  ES11-4 | ES11-6  ES11-2 | ES11-5  ES11-7  ES11-10 |
| Mandatory module – Achieving through English – English in education, work and community | 30 |  | 5 | 35 |
| We are Australia/cultural identity |  |  | 30 | 30 |
| English in Travel |  | 30 | 5 | 35 |
| Mark | 30 | 30 | 40 | 100 |

**Year 11 Course Outcomes – English Studies**

A Student:

ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic,

community, workplace and social contexts for a variety of purposes

ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-4 composes a range of texts with increasing accuracy and clarity in different forms

ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and

feature that convey meaning in texts

ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES11-7 represents own ideas in critical, interpretive and imaginative texts

ES11-8 identifies and describes relationships between texts

ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

### Assessment Summary for CUA30415 Certificate III in Live Production and Services

|  |  |
| --- | --- |
| Requirements for HSC purposes | Dates |
| Work Placement (compulsory for the HSC) 70 hours in total | Term 2 Weeks 2-5, & Term 4 Weeks 4-6 2021 |
| Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam. | Term 3, Weeks 3 & 4, 2022 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Plan** | | | **Evidence Collection** | | | | HSC |
| **Cluster** | **Competency codes** |  | **Direct observation** – real time, simulated environment | **Product based method** – structured activities e.g. role plays, work samples, presentation, reports | **Portfolio** – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks | **Questioning** – written or oral related to knowledge e.g. quizzes, interviews | NESA Status  Mandatory/Stream |
| Cluster 1 –  Working in the Entertainment Industry | CPCCOHS1001A  CUAIND301 | Work safely in the construction industry  Work effectively in the creative arts industry |  |  | X | X | Mandatory  Mandatory |
| Cluster 2 – Lighting | CUALGT301 | Operate basic lighting | X | X | X | X | Mandatory |
| Cluster 3 – Audio | CUASOU301 | Undertake live audio operations | X | X | X | X | Mandatory |
| Cluster 4 –  Vision Systems | CUAVSS302  BSBWOR301 | Operate vision systems  Organise personal work priorities and development | X | X | X | X | Mandatory  - |
| Cluster 5 - Staging | CUAWHS302  CUASTA202 | Apply work health and safety practices  Assist with bump in bump out of shows | X | X | X | X | Mandatory  - |
| Cluster 6 –  Live Performance | CUASTA301  CUASMT301 | Assist with production operations for live performances  Work effectively backstage during performances | X | X | X | X | Mandatory  - |
| Cluster 7 – Collaboration | CUAPPR304  SITXCCS303 | Participate in collaborative creative projects  Provide services to customers | X | X | X | X | -  Mandatory |

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the CUA30415 Certificate III in Live Production and Services. The Statement of Attainment towards CUA30415 Certificate III in Live Production and Services will only be the possible AQF outcome if at least one UoC has been achieved.

Assessment Advice CUA30415 Certificate III in Live Productions and Services Public Schools NSW Wagga Wagga RTO 90333V3.5 December 2020

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: Food Technology**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 2  Week 2 | Term 3  Week 2 | Term 3  Weeks 9/10 |
| Food Availability Report and Practical | Nutrition and Food Quality Research | Yearly Examination |
| P1.2 P4.1 P4.2 P5.1 | P2.1 P2.2 P3.2 P4.4 | P1.1 P3.1 P4.3 |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Knowledge and skills in designing, researching, analysing and evaluating | 10 | 10 | 10 | 30 |
| Skills in experimenting with and preparing food by applying theoretical concepts | 10 | 20 | 0 | 30 |
| Mark | 30 | 40 | 30 | 100 |

**Year 11 Course Outcomes – Food Technology**

A student:

P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods

P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors

P 2.1 explains the role of food nutrients in human nutrition

P 2.2 identifies and explains the sensory characteristics and functional properties of food

P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups

P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate.

P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food

P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection

P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups

P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products

P 5.1 generates ideas and develops solutions to a range of food situations

### Assessment Summary for SIT20316 Certificate II in Hospitality

|  |  |
| --- | --- |
| Requirements for HSC purposes | Dates |
| Work Placement (compulsory for the HSC) 70 hours in total | Term 2 Weeks 2-5, & Term 4 Weeks 4-6 2021 |
| Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam. | Term 3, Weeks 3 & 4, 2022 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Observation of practical work | Product Assessment | Oral questioning | Written assignment, test, quiz | Role play, oral presentation | Supplementary Evidence | Other, HSC examinable |

**Cluster 1** Working Together new cluster

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| BSBWOR203 Work effectively with others |  |  |  | Y | Y |  | Y |
| BSBCMM201 Communicate in the Workplace |  |  |  | Y | Y |  |  |

**Cluster 2** Safe and hygienic food preparation-new cluster

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Part A Hygienic Food Preparation | | | | | | | |
| SITXFSA001 Use hygienic practices for food safety | Y |  |  | Y |  |  | Y |
| Part B Safe Food Preparation | | | | | | | |
| SITHCCC001 Use food preparation equipment | Y | Y |  | Y |  |  |  |
| SITXFSA002 Participate in safe food handling practices | Y | Y |  | Y |  |  |  |

**Cluster 3** Café Skills

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| SITHFAB005 Part A Prepare and serve espresso coffee | Y | Y |  | Y |  | Y | Y |
| SITHFAB004 Part B Prepare and serve non-alcoholic beverages | Y | Y |  | Y |  | Y | Y |

**Cluster 4** Safe and Sustainable work practices

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| SITXWHS001 Participate in safe work practices | Y |  |  | Y | Y |  | Y |
| BSBSUS201 Participate in environmentally sustainable work practices |  |  |  | Y |  |  |  |

**Cluster 5** Interacting with diverse customers

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| SITXCCS003 Interact with customers | Y |  |  | Y | Y |  | Y |
| SITXCOM002 Show social and cultural sensitivity | Y |  |  | Y | Y |  |  |

**Cluster 6** Serving food and beverages

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| SITHFAB007 Serve food and beverage | Y |  |  | Y |  | Y | Y |

**Cluster 7** Keeping up to date with industry

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| SITHIND002 Source and use information on the hospitality industry |  |  |  | Y |  |  | Y |

**Cluster 8** Use hospitality skills effectively

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| SITHIND003 Use hospitality skills effectively | Y |  |  | Y |  | Y |  |

**\*\*Units highlighted in yellow need to be assessed by an assessor that holds three years industry experience. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved

Assessment Advice SIT20416 Certificate II in Hospitality Public Schools NSW Wagga Wagga RTO 90333 V 2.3 November 2020

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: Industrial Technology - Focus Technology: Timber**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 10 | Term 3  Week 2 | Term 3  Weeks 9/10 |
| Industry Case Study | Preliminary Project | Yearly Examination |
| P1.1, P1.2 P5.1 P6.2 | P2.1, P3.1, P3.2 P4.1 P4.2, P4.3 P5.2 | P1.1, P1.2, P2.1 P6.1, P7.1 P7.2 |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Knowledge and skills in the management, communication and production of projects | 10 | 30 | 20 | 60 |
| Mark | 20 | 40 | 40 | 100 |

**Year 11 Course Outcomes – Industrial Technology - Timber**

A student:

P1.1 describes the organisation and management of an individual business within the focus area industry

P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies

P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques

P2.2 works effectively in team situations

P3.1 sketches, produces and interprets drawings in the production of projects

P3.2 applies research and problem-solving skills

P3.3 demonstrates appropriate design principles in the production of projects

P4.1 demonstrates a range of practical skills in the production of projects

P4.2 demonstrates competency in using relevant equipment, machinery and processes

P4.3 identifies and explains the properties and characteristics of materials/Componentss through the production of projects

P5.1 uses communication and information processing skills

P5.2 uses appropriate documentation techniques related to the management of projects

P6.1 identifies the characteristics of quality manufactured products

P6.2 identifies and explains the principles of quality and quality control

P7.1 identifies the impact of one related industry on the social and physical environment

P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: Legal Studies Course: 2 Unit**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 9 | Term 2  Week 9 | Term 3  Weeks 9/10 |
| The Legal System  Media file + Short Answer | Individual and the law essay | Yearly Examination |
| P1,P2,P3,P4 | P6,P7,P8,P9 | P1,P2,P3,P4,P5,P6  P7,P9,P10 |
| Knowledge and Understanding | 5 | 15 | 40 | 60 |
| Research | 10 | 10 |  | 20 |
| Communication | 10 | 10 |  | 20 |
| Mark | 25 | 35 | 40 | 100 |

**Year 11 Course Outcomes - Legal Studies**

A student:

P1 identifies and applies legal concepts and terminology

P2 describes the key features of Australian and international law

P3 describes the operation of domestic and international legal systems

P4 discusses the effectiveness of the legal system in addressing issues

P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

P6 explains the nature of the interrelationship between the legal system and society

P7 evaluates the effectiveness of the law in achieving justice

P8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents

P9 communicates legal information using well-structured responses

P10 accounts for differing perspectives and interpretations of legal information and issues

Assessment Summary for Manufacturing and Engineering Introduction:

MEM10119 Certificate I in Engineering and

Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.

|  |  |
| --- | --- |
| Requirements for HSC purposes | Dates |
| Work Placement (compulsory for the HSC) 35 hours in total | Term 4 Weeks 4-6 2021 |
| There is NO HSC Examination available in this Board Endorsed Course.  This VET course cannot be used in the calculation of an ATAR | NA |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cluster name, unit of competency code and title. | Observation of practical work | Product assessment | Written assignment, Test, Quiz | Portfolio | HSC examinable |

**Cluster 1 – Welcome to the industry**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MEM13015 Work safely and effectively in manufacturing and engineering |  | Y | Y |  |  |
| MEM16006 Organise and communicate information |  | Y | Y |  |  |
| MEM11011 Undertake manual handling | Y | Y | Y |  |  |

**Cluster 2 – Right tool, right job**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MEM18001 Use hand tools | Y | Y | Y |  |  |
| MEM18002 Use power tools/hand held operations | Y | Y | Y |  |  |

**Cluster 3 – Engineering in practice**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MEM12024 Perform computations | Y | Y | Y |  |  |
| MEM16008 Interact with Computer technology | Y | Y |  |  |  |
| MEM7032 Use workshop machines for basic operations | Y |  |  |  |  |

**Cluster 4 – Can we build it**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MEMPE006A Undertake a basic engineering project | Y | Y | Y | Y |  |
| MEMPE001A Use engineering workshop machines | Y |  |  | Y |  |
| MEMPE005A Develop a career plan for the engineering and manufacturing industry |  |  | Y |  |  |

**Cluster 5 – Sparks and noise**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MEMPE002A Use electric welding machines | Y |  | Y |  |  |
| MEMPE004A Use fabrication equipment | Y | Y | Y |  |  |

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the MEM10119 Certificate I in Engineering. The Statement of Attainment towards MEM10119 Certificate I in Engineering will only be the possible AQF outcome if at least one UoC has been achieved. The Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will only be the possible AQF outcome if at least one UoC has been achieved.

HSC Assessment Advice MEM10119 Certificate I Engineering/ SOA MEM20413 Cert II Engineering Pathways Public Schools NSW Wagga Wagga RTO 90333 version 1.2 Nov 2020

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: Mathematics Course: Mathematics Advanced**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 8 | Term 2  Week 10 | Term 3  Weeks 9/10 |
| Investigation  F1 | Topic Test  C1 | Yearly Examination  F1, T1, T2, C1, E1, S1 |
| MA11-1, MA11-2, MA11-6, MA11-8, MA11-9 | MA11-1, MA11-5, MA11-8, MA11-9 | MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9 |
| Concepts, skills and techniques | 20 | 10 | 20 | 50 |
| Reasoning, and Communication | 15 | 15 | 20 | 50 |
| Mark | 35 | 25 | 40 | 100 |

**Year 11 Course Outcomes – Mathematics Advanced**

A student:

MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems

MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

MA11-9 provides reasoning to support conclusions which are appropriate to the context

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: Mathematics Course: Extension 1**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 10 | Term 2  Week 8 | Term 3  Weeks 9/10 |
| Investigation  ME – F1 | Class Task  ME – F2, ME – A1 | Yearly Examination |
| ME11-1  ME11-2, ME11-6  ME11-7 | ME11-1, ME11-2  ME11-5, ME11-6 ME11-7 | ME11-1, ME11-2  ME11-3, ME11-4 ME11-5, ME11-6  ME11-7 |
| Concepts, skills and techniques | 15 | 15 | 20 | 50 |
| Reasoning, and Communication | 15 | 15 | 20 | 50 |
| Mark | 30 | 30 | 40 | 100 |

**Year 11 Course Outcomes – Mathematics Extension 1**

A student:

ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

ME11-2 manipulates algebraic expressions and graphical functions to solve problems

ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering

ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts

ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: Mathematics Course: Standard**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 2  Week 2 | Term 3  Week 3 | Term 3  Weeks 9/10 |
| Class Task | Class Task 2 | Yearly Examination |
| MS11-1, MS11-2 MS11-3, MS11-10 | MS11-2, MS11-5 MS11-6, MS11-7 MS11-9 | MS11-1  to  MS11-10 |
| Knowledge & Understanding | 15 | 15 | 20 | 50 |
| Skills | 15 | 20 | 15 | 50 |
| Mark | 30 | 35 | 35 | 100 |

**Year 11 Course Outcomes – Mathematics Standard**

A student:

MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems

MS11-2 represents information in symbolic, graphical and tabular form

MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical models

MS11-7 develops and carries out simple statistical processes to answer questions posed

MS11-8 solves probability problems involving multistage events

MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts

MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: Modern History Course: 2 Unit**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 10 | Term 2  Week 8 | Term 3  Weeks 9/10 |
| Essay | Historical investigation | Yearly Examination |
| MH11-1, MH11-2 MH11-3, MH11-4 | MH11-6, MH11-8 MH11-9, MH11-2 MH11-5 | MH11-4, MH11-5 MH11-6, MH11-7 MH11-10 |
| Knowledge and understanding of course content | 10 |  | 30 | 40 |
| Historical skills in source analysis, evaluation and interpretation |  | 10 | 10 | 20 |
| Historical inquiry and research |  | 20 |  | 20 |
| Communication of historical understanding in appropriate forms | 10 | 10 |  | 20 |
| Mark | 20 | 40 | 40 | 100 |

**Year 11 Course Outcomes - Modern History**

A student:

MH11-1 describes the nature of continuity and change in the modern world

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 discusses and evaluates differing interpretations and representations of the past

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: PD/Health/PE Course: 2 Unit**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 10 | Term 2  Week 8 | Term 3  Weeks 9/10 |
| Health Report | Extended Responses | Yearly Examination |
| P2, P5, P6, P15,P16 | P7 – P9, P16, P17 | P1 – P16 |
| Better Health for Individuals   * Skills in critical thinking, research, analysis and communicating * Knowledge and understanding of course content | 30 |  | 15 | 45 |
| The Body in Motion   * Skills in critical thinking, research, analysis and communicating * Knowledge and understanding of course content |  | 30 | 15 | 45 |
| Option 1 or 2   * Knowledge and understanding of course content |  |  | 10 | 10 |
| Mark | 30 | 30 | 40 | 100 |

**Year 11 Course Outcomes – PD/Health/PE**

A student:

P1 identifies and examines why individuals give different meanings to health

P2 explains how a range of health behaviours affect an individual’s health

P3 describes how an individual’s health is determined by a range of factors

P4 evaluates aspects of health over which individuals can exert some control

P5 describes factors that contribute to effective health promotion

P6 proposes actions that can improve and maintain an individual’s health

P7 explains how body systems influence the way the body moves

P8 describes the Componentss of physical fitness and explains how they are monitored

P9 describes biomechanical factors that influence the efficiency of the body in motion

P10 plans for participation in physical activity to satisfy a range of individual needs

P11 assesses and monitors physical fitness levels and physical activity patterns

P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)

P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)

P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)

P15 forms opinions about health-promoting actions based on a critical examination of relevant information

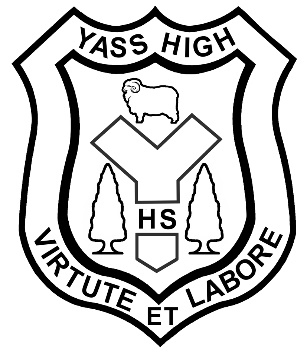
P16 uses a range of sources to draw conclusions about health and physical activity concepts

P17 analyses factors influencing movement and patterns of participation

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: Photography, Digital and Video Imaging Course: 2 Unit**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 10 | Term 2  Week 8 | Term 3  Week 7 |
| Art Practice and Journal | Art Practice and Journal | Art Practice /Critical and Historical Practice |
| M1, M2, M6, CH1, CH5 | M3, M4, M5 | M1, M5, CH2, CH3, CH4 |
| Making | 20 | 30 | 20 | 70 |
| Critical and Historical studies | 10 |  | 20 | 30 |
| Mark | 30 | 30 | 40 | 100 |

**Year 11 Assessment Outcomes - Photography, Digital and Video Imaging**

A Student:

M1- generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2- explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3- investigates different points of view in the making of photographs and/or videos and/or digital images

M4- generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5- develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6- takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

CH1- generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2- investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3- distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4- explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5- recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: Physics Course: 2 Unit**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 8 | Term 3  Week 2 | Term 3  Weeks 9/10 |
| Practical Investigation  Module 1  Kinematics | Depth Study Research and Presentation  Waves and Thermodynamics | Yearly Examination |
| PH11/12-1  PH11/12-2  PH11/12-3  PH11/12-4  PH11/12-7  PH11-8 | PH11/12-1  PH11/12-3  PH11/12-4  PH11/12-5  PH11/12-7  PH11-10 | PH11/12-1 to  PH11/12-7  and  PH11-8 to  PH11-11 |
| Skills in working Scientifically | 15 | 25 | 20 | 60 |
| Knowledge and understanding | 10 | 10 | 20 | 40 |
| Mark | 25 | 35 | 40 | 100 |

**Year 11 Course Outcomes - Physics**

A student:

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

PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration

PH11-9 describes and explains events in terms of Newton’s Laws of Motion, the law of conservation of momentum and the law of conservation of energy

PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

Assessment Summary AHC20116 Certificate II in Agriculture

|  |  |
| --- | --- |
| Requirements for HSC purposes | Dates |
| Work Placement (compulsory for the HSC) 70 hours in total | Term 2 Weeks 2-5, & Term 4 Weeks 4-6 2021 |
| Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam. | Term 3, Weeks 3 & 4, 2022 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessment Plan** | | | **Evidence Collection** | | | HSC |
| **Cluster** | **Competency codes** |  | **Direct observation** – real time, simulated environment | **Product based method** – structured activities e.g. role plays, work samples, presentation, reports | **Questioning** – written or oral related to knowledge e.g. quizzes, interviews | NESA Status  Mandatory/Stream |
| Cluster 1 | [AHCWHS201](https://training.gov.au/Training/Details/AHCWHS201) | Participate in WHS processes | X | X | X | Mandatory |
| Cluster 2 | [AHCWRK204](https://training.gov.au/Training/Details/AHCWRK204) | Work effectively in the industry | X |  | X | Mandatory |
| Cluster 2 | [AHCWRK209](https://training.gov.au/Training/Details/AHCWRK209) | Participate in environmentally sustainable work practices | X | X | X | Mandatory |
| Cluster 2 | [AHCWRK205](https://training.gov.au/Training/Details/AHCWRK205) | Participate in workplace communications | X | X | X |  |
| Cluster 3 | [AHCWRK201](https://training.gov.au/Training/Details/AHCWRK201) | Observe and report on weather | X | X | X | Mandatory |
| Cluster 4 | [AHCPMG201](https://training.gov.au/Training/Details/AHCPMG201) | Treat weeds | X | X | X |  |
| Cluster 4 | [AHCCHM201](https://training.gov.au/Training/Details/AHCCHM201) | Apply chemicals under supervision | X | X | X | Mandatory |

* **Trainers must deliver and assess Cluster 1, 2, 3, 4, then select either Cluster 5 (Livestock stream) or Cluster 6 (Plant stream) and select optional clusters to total of at least 18 units.**
* Clusters DO NOT NEED TO BE ASSESSED IN ORDER.

Cluster 5 (includes Livestock stream)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessment Plan** | | | **Evidence Collection** | | | HSC |
| **Cluster** | **Competency codes** | **Title of competency** | **Direct observation** – real time, simulated environment | **Product based method** – structured activities e.g. role plays, work samples, presentation, reports | **Questioning** – written or oral related to knowledge e.g. quizzes, interviews | NESA Status  Mandatory/Stream |
| Cluster 5 | [AHCLSK202](https://training.gov.au/Training/Details/AHCLSK202) | Care for health and welfare of livestock | X | X | X | Stream focus area |
| Cluster 5 | [AHCLSK205](https://training.gov.au/Training/Details/AHCLSK205) | Handle livestock using basic techniques | X | X | X |  |
| Cluster 5 | [AHCLSK206](https://training.gov.au/Training/Details/AHCLSK206) | Identify and mark livestock | X |  | X |  |
| Cluster 5 | [AHCLSK204](https://training.gov.au/Training/Details/AHCLSK204) | Carry out regular livestock observations | X |  | X |  |

Assessment Advice AHC20116 Certificate II in Agriculture Public Schools NSW Wagga Wagga RTO 90333V 2.3 December 2020

Cluster 7 Tractors and machinery

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Plan** | | | **Evidence Collection** | | |
| Cluster | Competency codes | Title of competency | Direct observation – real time, simulated environment | Product based method – structured activities e.g. role plays, work samples, presentation, reports | Questioning – written or oral related to knowledge e.g. quizzes, interviews |
| Cluster 7 | [AHCMOM202](https://training.gov.au/Training/Details/AHCMOM202) | Operate tractors | X | X | X |
| Cluster 7 | [AHCMOM304](https://training.gov.au/Training/Details/AHCMOM304) | Operate machinery and equipment | X | X | X |

Cluster 8 Feed and Water Livestock

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cluster 8 | [AHCLSK211](https://training.gov.au/TrainingComponentFiles/AHC/AHCLSK211_R2.pdf) | Provide feed for livestock | X | X | X |
| Cluster 8 | [AHCLSK209](https://training.gov.au/TrainingComponentFiles/AHC/AHCLSK209_R2.pdf) | Monitor water supplies | X | X | X |

Cluster 9 Fencing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cluster 9 | [AHCINF202](https://training.gov.au/Training/Details/AHCINF202) | Install, maintain, and repair farm fencing | X | X | X |
| Cluster 9 | [AHCINF201](https://training.gov.au/TrainingComponentFiles/AHC/AHCINF201_R1.pdf) | Carry out basic electric fencing operations | X | X | X |

Cluster 12 Clean machinery

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cluster 12 | [AHCBIO201](https://training.gov.au/Training/Details/AHCBIO201) | Inspect and clean machinery for plant, animal and soil material | X | X | X |

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC20116 Certificate II in Agriculture. The Statement of Attainment towards AHC20116 Certificate II in Agriculture will only be the possible AQF outcome if at least one UoC has been achieved.

Assessment Advice AHC20116 Certificate II in Agriculture Public Schools NSW Wagga Wagga RTO 90333V 2.3 December 2020



YASS HIGH SCHOOL

**Year 11 Course Assessment– 2021**

**Subject: Society and Culture Course: 2 Unit**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 7 | Term 2  Week 10 | Term 3  Weeks 9/10 |
| Social and Cultural World Research Task | Mini PIP Cross Generational Study | Yearly Examination |
| P1, P3, P7, P10 | P2, P5, P8, P9 | P1, P3, P9 |
| Knowledge and understanding | 10 | 10 | 30 | 50 |
| Research | 5 | 25 |  | 30 |
| Communication | 5 | 5 | 10 | 20 |
| Mark | 20 | 40 | 40 | 100 |

**Year 11 Assessment Outcomes – Society and Culture**

A student:

P1 identifies and applies social and cultural concepts

P2 describes personal, social and cultural identity

P3 identifies and describes relationships and interactions within and between social and cultural groups

P4 identifies the features of social and cultural literacy and how it develops

P5 explains continuity and change and their implications for societies and cultures

P6 differentiates between social and cultural research methods

P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias

P8 plans and conducts ethical social and cultural research

P9 uses appropriate course language and concepts suitable for different audiences and contexts

P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

YASS HIGH SCHOOL

**Year 11 Course Assessment –2021**

**Subject: Sport, Lifestyle and Recreation Course: 2 Unit**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 10 | Term 2  Week 8 | Term 3  Week 7 |
| Aquatics | Fitness | Social Perspectives of Games & Sport |
| P1.1, P1.3, P2.2 P3.1 P3.6,P4.4,P4.5 | P2.2, P2.3, P2.5 P3.5 P4.3 | P1.4, P2.4, P3.7 P4.5 |
| Knowledge and understanding | 20 | 10 | 20 | 50 |
| Skills | 20 | 20 | 10 | 50 |
| Mark | 40 | 30 | 30 | 100 |

**Year 11 Course Outcomes – Sport Lifestyle and Recreation**

A student:

P1.1 applies the rules and conventions that relate to participation in a range of physical activities

P1.2 explains the relationship between physical activity, fitness and healthy lifestyle

P1.3 demonstrates ways to enhance safety in physical activity

P1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia

P1.5 critically analyses the factors affecting lifestyle balance and their impact on health status

P1.6 describes administrative procedures that support successful performance outcomes

P2.1 explains the principles of skill development and training

P2.2 analyses the fitness requirements of specific activities

P2.3 selects and participates in physical activities that meet individual needs, interests and abilities

P2.4 describes how societal influences impact on the nature of sport in Australia

P2.5 describes the relationship between anatomy, physiology and performance

P3.1 selects appropriate strategies and tactics for success in a range of movement contexts

P3.2 designs programs that respond to performance needs

P3.3 measures and evaluates the physical performance capacity

P3.4 composes, performs and appraises movement

P3.5 analyses personal health practices

P3.6 assesses and responds appropriately to emergency care situations

P3.7 analyses the impact of professionalism in sport

P4.1 plans strategies to achieve performance goal

P4.2 demonstrates leadership skills and capacity to work cooperatively in movement context

P4.3 makes strategic plans to overcome the barriers to personal and community health

P4.4 demonstrates competence and confidence in movement contexts

P4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

YASS HIGH SCHOOL

**Year 11 Course Assessment – 2021**

**Subject: Visual Arts Course: 2 Unit**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 10 | Term 2  Week 10 | Term 3  Weeks 9/10 |
| BOW/VAPD  Historical Study Critical | BOW  Research Task | Yearly Examination  Section 1 & 2 VAPD/BOW |
| P1, P3, P4, P5, P9  P10 | P2, P4, P5, P6  P7, P8 | P1, P2, P6, P7, P8, P9, P10 |
| Art Practice | 20 | 20 | 10 | 50 |
| Art Criticism  Art History | 10 | 20 | 20 | 50 |
| Mark | 30 | 40 | 30 | 100 |

**Year 11 Assessment Outcomes - Visual Arts**

A Student:

P1- explores the conventions of practice in art making

P2- explores the roles and relationships between the concepts of artist, artwork, worlds and audience

P3- identifies the frames as the basis of understanding expressive representation through the making of art

P4- investigates subject matter and forms as representations in art making

P5- investigates ways of developing coherence and layers of meaning in the making of art

P6- explores a range of material techniques in ways that support artistic intentions

P7- explores the conventions of practice in art criticism and art history

P8- explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

P9- identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

P10- explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

**YEAR 11 ASSESSMENT PLANNING 2021** please put the line in brackets after your course title

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term 1** | Week 1/2 | Week 3 | Week 4 | Week 5 | Week 6 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|  | Chemistry (5) | Biology (3,4)  Mathematics Standard (2) | Community and Family Studies(5)  Ancient History (5) | Sport Lifestyle and Recreation (4)  Modern History (4)  Photography and Digital Media (4) | SCHOOL HOLIDAYS |
|  | Society and Culture (2) | Physics (6) | English (Studies, Standard & Advanced) (1) | PDHPE (6)  Business Studies (6)  Visual Arts (6) |  |
|  |  |  | Legal Studies (3) | Industrial Technology – Timber (5)  Mathematics Ext 1 |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Term 2** | Week 1 | Week 2 | Week 3  VET Work placement | Week 4  VET Work placement | Week 5  VET Work placement |
|  |  | Food Technology (4)  Mathematics Standard (2) | English Extension 1 |  |  |
|  | Week 6  VET Work placement | Week 7 | Week 8 | Week 9 | Week 10 |
|  |  | Community and Family Studies (5) | Sport Lifestyle and Recreation (4)  Photography & Digital Media (4) | Chemistry (5) | Visual Arts (6) |
|  |  |  | PDHPE (6) | English (Studies, Standard & Advanced) (1) | Biology (3, 4) |
|  |  |  | Ancient History (5) | Legal Studies (3) | Society &Culture (2) |
|  |  |  | Mathematics Extension 2 |  | Mathematics Advanced (2) |
| **Term 3** | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
|  | Modern History (4) | Food Technology (4) | Mathematics Standard (2) | Business Studies (6) |  |
|  |  | Physics (6) |  |  |  |
|  |  | Industrial Technology – Timber (5) |  |  |  |
|  | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|  |  | Sport Lifestyle and Recreation (4)  Photography and Digital Media (4) | Assessment free week | End of course exams  Visual Arts  End of | |
|  |  | English Extension  English Studies (1) |
|  |  |  |