

# VINCENTIA HIGH SCHOOL



## HSC 2019

# ASSESSMENT HANDBOOK



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**ASSESSMENT POLICIES AND PROCEDURES**  
**Higher School Certificate Courses**  
**Student and Parent Information**

*As you receive your copy of this HSC Course Assessment Handbook, make sure you understand how everything works. Read this booklet carefully, and if you are confused about any aspect, make sure you speak to your class teacher, the appropriate Head Teacher, Year Advisor, the Careers Advisor or the Deputy Senior School. Make sure you are aware of your rights and responsibilities.*

## **1. GENERAL INFORMATION**

### **1.1 What is an HSC Course?**

HSC courses are subjects studied for the Higher School Certificate. They follow on from Preliminary courses which must be satisfactorily completed by students before they can commence study of HSC courses. *Preliminary course work is assumed knowledge for the HSC*, although it is not directly examined in the HSC.

### **1.2 What does 'Satisfactorily Completed' mean?**

Satisfactory study of a course involves not only the completion of assessment tasks but satisfactory participation and progress in ALL aspects of that course.

*To satisfactorily complete an HSC course you must:*

- a) have a satisfactory record of attendance (Department Guidelines 80% and above) **and**
- b) complete the requirements of the course as specified by the syllabus. This includes mandatory oral, practical and project work, **and**
- c) make a *serious attempt* at assessment tasks which contribute to *more* than 50% of available school assessment marks, **and**
- d) make a *serious attempt* at all examinations set as part of the assessment program **and**
- e) apply yourself with diligence and sustained effort to the set tasks and experiences provided by the school in each course **and**
- f) achieve the course outcomes by adhering to the above requirements.

### **1.3 What is a 'Satisfactory Record of Attendance'?**

***You must:***

- a) Have a pattern of attendance which shows that you are making a serious effort. You cannot regularly take time off and seriously expect to satisfactorily complete a HSC course.
- b) As a general rule a student who has missed in excess of 20% of the available school days is not likely to have achieved the course outcomes and therefore would not be deemed to have satisfactorily completed HSC course requirements.

### **1.4 Where to get advice:**

***Year Advisor, Deputy Principal Senior School, Careers Advisor, Head Teacher, Course Coordinator or Subject Teacher of the course concerned.***

### **1.5 Appeals – Reviews:**

- a) Students can only question the mark or rank for an individual assessment task immediately after the return of that task. This concern must be discussed first with the class teacher and if still dissatisfied the student may then approach the Head Teacher for a final decision. Where students can demonstrate that there is a clerical error in allocation of marks they have the right to have their marks and rank amended at any time.
- b) Students who want to make an appeal against their final HSC course determination should seek advice from the Deputy Principal Senior School who will organise support for the student to present a written appeal application. An appeal can only be about procedure (example: notice not given in writing and so on) or computation or clerical error, not over the teacher's professional judgement of the work of the individual performance in the assessment task (i.e. marks).

***Appeals must be made on the official Vincentia High School application form available from the Deputy Principal Senior School.***

- c) The Vincentia High School Senior Board of Review will consist of the Principal and Deputy Principal Senior School. The Senior Board of Review must be convened within five (5) school days of the receipt of the written appeal application.
- d) In all matters relating to the satisfactory completion of assessed and non-assessed tasks, the decision of the Principal is final.

## **1.6 Courses undertaken beyond the school:**

Students undertaking a VET course at TAFE/College or a course via Distance Education will be given details of the assessment program in that course by their TAFE/College or Distance Education teacher. ALL tasks must be completed to ensure satisfactory status.

## **1.7 Non-Assessed Task:**

In addition to assessment tasks, you will be given other tasks which are an integral part of the learning process. If you fail to complete these tasks, you run the serious risk of being deemed to have not satisfactorily completed the course.

## **1.8 Student Warnings:**

Your Class Teacher and Head Teacher will closely monitor your progress and attendance in each course.

### ***Students who:***

- Do not attend regularly
- MISS classes
- MISS assessment tasks
- Make non-serious attempts at assessable tasks, non-assessable tasks or general schoolwork cannot be making a serious effort, and will not be deemed to have satisfactorily completed the course/s.

### ***Such students will:***

- a) be interviewed by class and/or Head Teacher of the course/s concerned and a course of action determined
- b) receive a formal written warning after parental contact is made and if improvement is not evident, or requirements not met.

**NB a minimum of three formal warnings is required for a student to be considered to have not satisfied course requirements.**

Records of interview, where formal warnings take place, or letters sent home advising of missed work or poor attendance are kept as school records as required by NESA. Students deemed to be approaching an 'N' award for a course/s will be interviewed by Deputy Principal Stage 6 to discuss concerns and a resolution to the situation.

## **1.9 Loss of this Booklet:**

The loss of this booklet is no excuse for non-completion of assessment tasks. This booklet is of vital importance. Should you lose it, see the Deputy Principal Senior School about getting another copy.

## **2. HSC COURSE ASSESSMENT**

Your HSC course assessment will be based on your performance in what are called Assessment Tasks. Schools are required by NESAs to set tasks which will be used to measure your performance in all components of a course, not just those which can be measured in an examination. This means that you will be assessed on field work, research skills, lab work, extended essays, oral work, class contribution, and so on.

The individual components of a course have a weighting specified by NESAs. These weightings form the basis of the assessment schemes formulated by Vincentia High School.

### **2.1 When Does Assessment Occur?**

- a) Assessment in HSC courses begins in Term 4 of your Year 11 year and for most courses, continues until the end of Term 3 in your Year 12 year. Specific details for individual courses, follows the general notes.
- b) Assessments will take place as indicated in the following pages. During this time research tasks will be handed in (you will have received the task well before the due date), in-class tasks will occur (such as practical work, tests, oral presentations) or assessment exams will be scheduled. Where an unforeseen event (such as a regional sporting event) cuts across a set task date, changes will be negotiated with you.
- c) The times specified in this manual are a guide only. Vincentia High School reserves the right to make changes as are deemed necessary. You will be notified of any changes. Planning and adjustment of dates are done to ensure that no advantage or disadvantage to a student takes place.
- d) You should know the exact date and nature of an assessment task at least two (2) weeks before the task (although this can differ). You will be provided with as much information as necessary for you to approach the task with reasonable confidence at the beginning of each term.
- e) If you have been absent from school, upon your return, always check with your teacher to find out if details of a task have been handed out. You have a responsibility to ensure you are always up to date in a course. It is no excuse to plead ignorance of assessment responsibility because of your absence.
- f) Teachers of each course will inform you of the exact dates for each task or task components. Use the personal planner (in this booklet) to enter YOUR assessment tasks, in conjunction with your SCHOOL DIARY. Do not assume an extension because you were absent on the day a task information was handed out.

## **2.2 Take Home Assessment Tasks**

These may form part of an assignment, project, research essay, and so on.

**All tasks are to be submitted according to the instructions on your assessment notification.** This is YOUR responsibility. If for some reason you are unable to attend school on the day a task is due, you must make arrangements to have the task arrive at school on the due date.

An extension of time will not automatically be granted to a student. **Extension will only be granted if written application is made to the Deputy Principal Senior School prior to the due date, giving a valid reason for the request which can be substantiated and verified.** Use the appropriate form available from the Deputy Principal. In the case of exceptional circumstances or unexpected illness, application may be made after the due date but must include evidence such as a medical certificate.

Where a task is not presented on the due date and no extension has been granted, the task will be awarded a zero (0) mark. However, to meet the '*satisfactorily completed*' requirement as stipulated by NESAs you must still hand the task in to your teacher.

The work submitted must be YOUR OWN! For this reason you may be asked to discuss the task on a regular basis with your teacher.

If you submit a task on time but still score zero (0) your attempt may be deemed by your teacher to be a non-serious attempt. If this happens, it could well affect the '*satisfactorily completed*' requirement.

## **2.3 At School Assessment Tasks:**

- a) These may take the form of a written task, class essay, practical work, field work, oral presentation, skills test, topic test, exams, pop quizzes, and so on.
- b) The following rules and procedures adapted from the NESAs rules for the HSC examination apply to similar assessment tasks conducted at Vincentia High School:

### ***Students must:***

- follow the supervisors instructions at all times
- behave in a polite and courteous manner towards supervisors and other candidates
- be at the exam room at least 15 minutes before the start of the exam
- provide all necessary equipment in a clear container
- leave bags at the rear/front of the room or as directed by the supervisors



**Students must not:**

- smoke, eat or drink (water accepted) in exam room
- speak to any person other than the supervisor during the exam
- behave in any way likely to disturb the work of candidates or upset the conduct of the exam
- attend the exam under the influence of alcohol or illegal drugs
- take into the exam room any books, notes or equipment other than those specified before the exam
- Cheat, or in any other way behave dishonestly during the exam
- Bring ANY form of electronic devices into the exam room

**2.4 Consequences:**

If you do not comply with these rules, your paper will be cancelled and your marks lost. In addition, a school punishment will be applied as such behaviour is not acceptable at Vincentia High School.

**2.5 Appeals:**

- a) Students wishing to appeal decisions concerning cancellation of papers or other consequences are to approach the Deputy Principal Senior School for the matter to be dealt with by the Senior Board of Review.
- b) If you are unable to sit for an assessment task you must make prior written application for leave, giving a valid reason for the request which can be substantiated and verified, to the Deputy Principal Senior School.
- c) In case of unexpected illness or exceptional circumstances, application for leave may be made to the Deputy Principal Senior School, giving a valid reason for the request which can be substantiated and verified (such as a medical certificate). If approved, it is your responsibility to arrange with your class teacher to do the assessment task as soon as possible after your return to school.
- d) If leave is granted, you will be given either a substitute task, or, if the missed task is difficult to duplicate, the Principal (in consultation with the Senior Board of Review) will authorise the use of an estimate based on other appropriate evidence.

***NB: Students must not be absent from school the day before or the lessons leading up to the time of an assessment task and thus gain extra preparation time, therefore, you will be required to present documented evidence (such as medical certificate) to your teacher.***

## **2.6 Non-Discriminating Tasks**

If an assessment task does not sufficiently discriminate between students, a supplementary task may be set. Should this occur, a suitable date will be negotiated.

## **2.7 Receipt and Submission of Tasks**

- a) You will be required to sign for the task when you receive it. All task advice should be in writing to you. When you submit this task for marking you will also need to sign it in. Your teacher will have the necessary paperwork.
- b) If someone else is to collect a copy of your task because of exceptional circumstances, they must carry written authorisation from you, and will be required to sign in your place. It is your responsibility to ensure you get the task from them.
- c) If someone else delivers your task, they will be required to sign it in on the due date. Their not handing in your task will be subject to the same conditions as non-submission of tasks outlined in (b).

## **2.8 Reporting**

You will receive regular feed-back on your progress through the teacher's evaluation of the assessment task. Advice on ranking will be provided after each task and on the half and yearly report. Your final order of Merit advice can be collected from the school when you complete your final school leaver procedure at the end of the HSC examination.

## **Requirements of the 'Education Act 1990' In relation to the NSW Higher School Certificate**

### **Higher School Certificate – section 95**

- (1) Higher School Certificates are to be granted by NESA (previously the Board of Studies) to students who:
  - (a) have been granted a Record of School Achievement or who have attained such other qualifications as NESA considers satisfactory, and
  - (b) have attended a government school, or a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or a school outside New South Wales recognised by NESA or a TAFE establishment, and
  - (c) have participated, to NESA's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
  - (d) have been accepted by NESA as having satisfactorily completed those courses of study, and
  - (e) have, to NESA's satisfaction, undertaken the requisite examinations or other forms of assessment, and
  - (f) have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or NESA.
- (2) The requisite examination or other assessment must include a public examination conducted on a state-wide basis.
- (3) NESA may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of NESA, be justified.

### **Curriculum for Higher School Certificate candidates – section 12**

The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description determined by the Minister on the recommendation of NESA are to be provided for each student in each year
- (b) those courses of study are to include a course of study in English
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of NESA
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by NESA and approved by the Minister.

**These requirements are articulated in Attachment 2.**

## Pattern of study requirements checklist for the 2019 HSC

Check	Do students who will complete the Higher School Certificate in 2018 meet the following pattern of study requirements?
<input type="checkbox"/>	At least 12 units of Preliminary courses and 10 units of HSC courses. [Ref: <a href="#">Assessment Certification Examination (ACE), ACE 8005</a> ]
<input type="checkbox"/>	At least 2 units of a Board Developed Course in English (or 2 units of the Content Endorsed Course English Studies) at both Preliminary and HSC level.
<input type="checkbox"/>	At least 4 subjects – at both Preliminary and HSC level.
<input type="checkbox"/>	At least 6 units of Board Developed Courses – at both Preliminary and HSC level.
<input type="checkbox"/>	At least 3 courses of 2 unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level.
<input type="checkbox"/>	Met eligibility requirements and completed the <a href="#">NESA eligibility</a> form for Continuers courses in those languages which also offer [Language] in Context and [Language] and Literature courses. Met eligibility requirements and completed the NESA eligibility form for Beginners courses and [Language] in Context courses. Relevant documentation has been completed and retained at the school. [Ref: <a href="#">ACE 8002</a> ]
<input type="checkbox"/>	All students undertaking Preliminary or HSC courses in 2018 are required to complete the ‘HSC: All My Own Work’ program (or equivalent) prior to the school’s submission of students’ 2017 Preliminary and HSC course entries. This includes students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses.  Exception: Completion of the ‘HSC: All My Own Work’ program (or equivalent) is optional for students undertaking only Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the ‘HSC: All My Own Work’ program for students with disability, as necessary.
<input type="checkbox"/>	Board Endorsed Courses have current endorsement
<input type="checkbox"/>	Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see ACE <a href="#">7001</a> , <a href="#">8010</a> , <a href="#">8011</a> , <a href="#">8012</a> <a href="#">8018</a> PLUS also check your school BEC decision letters or check for BEC decisions via ‘Schools Online’.] VET course exclusions are available on the NESA website under <a href="#">Vocational Education</a> .
Check	Reminders
<input type="checkbox"/>	Students seeking an Australian Tertiary Admission Rank (ATAR) must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by NESA, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses (only two units of Category B Courses can contribute to an ATAR). Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. The list of Category A courses is published on the UAC website.  NB: Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, the Content Endorsed Course, English Studies, and the new non-examinable Mathematics General 1 course do not satisfy requirements for the ATAR.
<input type="checkbox"/>	Schools should note that additional departmental curriculum requirements (e.g. sport, religious education, 25 hours of PDHPE etc.) or conditions of enrolment at individual schools are not requirements for NESA HSC Certificate credentialing.
<input type="checkbox"/>	Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the <a href="#">ACE website: Satisfactory completion, Pathways</a> and <a href="#">Credit transfer and Recognition of Prior Learning</a> for details].
<input type="checkbox"/>	Consideration must be given to the need for reasonable adjustments for students with disability to enable equitable participation in the full range of education activities. The collaborative planning process allows for the personalised learning and support needs of students with disability to be identified. This includes course options, provision of adjustments and HSC disability provisions. Actively identifying and responding to the learning and support needs of students is an ongoing school process and should not be reliant on parents or students requesting support. Information about HSC <a href="#">disability provisions</a> including the application process is available on the NESA website
<input type="checkbox"/>	Students with disability can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student’s transition from school to adult life [please refer to the <a href="#">ACE website: Studying HSC Life Skills courses</a> ].
<input type="checkbox"/>	Schools are responsible for overseeing the delivery of VET courses by external providers.

### **3. STUDENT RESPONSIBILITIES:**

#### **1 Do All Tasks**

It is expected that you will complete all tasks, making a genuine attempt with no sign of malpractice (cheating).

#### **2 Do Tasks When Due**

It is your responsibility to be present for, or hand in, an Assessment Task on the day it is due.

#### **3 Attend Day Before, Lesson Before**

It is your responsibility to be present at school the calendar day before and all lessons, on the day, up until the task is due. A school excursion is considered to be attendance.

#### **4 Clashes**

It is your responsibility to let your teacher know if there is a clash, such as more than two tasks due on the same day or a compulsory excursion on the same day as an Assessment Task. If you feel the situation is unfair you should see the Deputy Principal Senior School immediately.

#### **5 Absence from Tasks**

It is your responsibility to arrange for the handing in of a task or providing necessary documentation if you are unable to do so. If not, a zero (0) will be awarded.

#### **6 NESA Requirements**

Familiarise yourself with the NESA requirements for the satisfactory completion of courses and for satisfactory attendance (and stick to them).

#### **7 Assessment Schedule**

Ensure you have a copy of the assessment schedule for EACH course you are studying and that you are aware of course requirements.

#### **8 Vincentia High School Assessment Guidelines**

Be aware of the assessment guidelines and procedures of Vincentia High School as detailed in this booklet, and abide by them.

#### **9 Advice**

It is your responsibility to seek advice if there is a problem which has not been resolved satisfactorily within a class or KLA.

#### **10 Abide by the conditions as specified in the Senior Student Contract which you have signed. A copy is included in this booklet for your reference.**

***To be fair to everyone, the rules have to be followed.***

# SENIOR STUDENT SUBJECT CHANGE FORM

**Student Name:** \_\_\_\_\_ **Year:** \_\_\_\_\_

List of subjects being studied NOW


**Checklist:** HSC NESAs Developed Units – minimum 6

HSC ATAR Units – minimum 10

Category B – VET Units

**I wish to (i) Change from** \_\_\_\_\_ **to** \_\_\_\_\_

**(ii) Drop** \_\_\_\_\_

You must see the following Head Teachers

a. HT Losing \_\_\_\_\_

Signature \_\_\_\_\_

b. HT Gaining \_\_\_\_\_

Signature \_\_\_\_\_

c. DP Senior School Mrs Newton

Signature \_\_\_\_\_

**Student:** \_\_\_\_\_

**Date** \_\_\_\_\_

**Parent:** \_\_\_\_\_

**Date** \_\_\_\_\_

*Office Use Only*

Timetable

eBOS

Fees

# SPECIAL CIRCUMSTANCES APPEAL

Name: \_\_\_\_\_ Year: 11/12 Date: \_\_\_\_\_

Please describe the Assessment Task(s) missed below:

Course	Teacher	Type of Assessment Task	Due Date
1			
2			
3			
4			
5			
6			

Reasons for missing assessment task(s): \_\_\_\_\_

\_\_\_\_\_

Reasons for requesting extension: \_\_\_\_\_

\_\_\_\_\_

Reason for appeal: \_\_\_\_\_

\_\_\_\_\_

I have/have not attached a Medical Certificate from Doctor: \_\_\_\_\_

I have/have not attached a supporting statement from: \_\_\_\_\_

Deputy Principal Stage 6 was notified of this appeal on \_\_\_ / \_\_\_ / \_\_\_ by \_\_\_\_\_

Notes

Student Signature: \_\_\_\_\_

Approved / Denied - Date: \_\_\_\_\_

Deputy Principal Stage 6: \_\_\_\_\_

**PERSONAL ASSESSMENT  
PLANNER**

**TERM 4**

WEEK	DUE DATE	SUBJECT	TASK	HANDED IN
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

**TERM 1**

WEEK	DUE DATE	SUBJECT	TASK	HANDED IN
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				



## TERM 2

WEEK	DUE DATE	SUBJECT	TASK	HANDED IN
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

## TERM 3

WEEK	DUE DATE	SUBJECT	TASK	HANDED IN
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

**ENGLISH**

# STANDARD ENGLISH

# Assessment Schedule 2019

	<b>Task 1</b> <i>Term 4, Week 8</i>	<b>Task 2</b> <i>Term 1 – Week 6</i>	<b>Task 3</b> <i>Term 2, Week 4</i>	<b>Task 4</b> <i>Term 3, Week 3</i>
<b>Common Module</b> Texts and Human Experiences	20%			
<b>Module C</b> The Craft of Writing		25%		
<b>Module A</b> Language, Identity and Culture			25%	
<b>Module B</b> Close Study of Literature	(To be assessed in Trial Examination)			
<b>Trial Examination</b>				30%
<b>Total 100%</b>	20%	25%	25%	30%
<b>Knowledge and understanding of course content</b>	50%			
<b>Skills in responding to texts communication of ideas appropriate to audience, purpose and context across all modes</b>	50%			

# ADVANCED ENGLISH

# Assessment Schedule 2019

	<b>Task 1</b> <i>Term 4, Week 8</i>	<b>Task 2</b> <i>Term 1 – Week 6</i>	<b>Task 3</b> <i>Term 2, Week 4</i>	<b>Task 4</b> <i>Term 3, Week 3</i>
<b>Common Module</b> Texts and Human Experiences	20%			
<b>Module C</b> The Craft of Writing		25%		
<b>Module A</b> Textual Conversations			25%	
<b>Module B</b> Critical Study of Literature	(To be assessed in Trial Examination)			
<b>Trial Examination</b>				30%
<b>Total /100</b>	20%	25%	25%	30%
<b>Knowledge and understanding of course content</b>	50%			
<b>Skills in responding to texts communication of ideas appropriate to audience, purpose and context across all modes</b>	50%			

# EXTENSION ENGLISH

# Assessment Schedule 2019

## Extension 1

Component	Task 1	Task 2	Task 3	Weighting %
	<i>Analytical Task</i>	<i>Half Yearly Examination</i>	<i>Creative Portfolio Task</i>	
	<i>Term 1, Week 10</i>	<i>Term 2, Week 9</i>	<i>Term 3, Week 6</i>	
	EE12-2, EE12-4 EE12-5	EE12-1, EE12-2 EE12-3, EE12-4	EE12-2, EE12-3 EE12-4, EE12-5	
Knowledge and Understanding of texts and why they are valued	15%	20%	15%	50%
Skills in complex analysis composition and investigation	15%	20%	15%	50%
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

## Extension 2

Component	Task 1	Task 2	Task 3	Weighting %
	<i>Viva Voce (including written proposal)</i>	<i>Literature review</i>	<i>Critique of the creative process</i>	
	<i>Term 1, Week 10</i>	<i>Term 2, Week 9</i>	<i>Term 3, Week 6</i>	
	EE12-1, EE12-4 EE12-5	EE12-1, EE12-2 EE12-3, EE12-4	EE12-2, EE12-3 EE12-4, EE12-5	
Knowledge and Understanding of texts and why they are valued	15%	20%	15%	50%
Skills in complex analysis composition and investigation	15%	20%	15%	50%
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# ENGLISH STUDIES

# Assessment Schedule 2019

	<b>Task 1</b> <i>Term 4, Week 8 In Class Response (Unseen &amp; Analytical)</i>	<b>Task 2</b> <i>Term 1, Week 6 PowerPoint and presentation</i>	<b>Task 3</b> <i>Term 2, Week 1 Holiday Portfolio</i>	<b>Task 4</b> <i>Term 3, Week TBA Trial Examination</i>
<b>OUTCOMES TO BE ASSESSED</b>	ES12-1, ES12-2, ES12-3 ES12-4, ES12-8, ES12-9	ES12-1, ES12-3, ES12-4 ES12-5, ES12-6, ES12-8 ES12-9	ES12-1, ES12-2, ES12-4 ES12-5, ES12-7	ES12-1, ES12-2, ES12-3 ES12-4, ES12-8, ES12-9
<b>Components</b>	<b>Texts and Human Experience</b>	<b>We Are Australians</b>	<b>On The Road</b>	<b>Electives</b>
<b>Knowledge and understanding of Course Content</b>	<b>10%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• <i>Comprehending texts</i></li> <li>• <i>Communicating ideas</i></li> <li>• <i>Using language accurately, appropriately and effectively</i></li> </ul>	<b>10%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>
<b>Total/100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

# DRAMA

# Assessment Schedule 2019

	<b>Task 1</b> <i>Term 4, Week 3</i>	<b>Task 2</b> <i>Term 2, Week 5</i>	<b>Task 3</b> <i>Term 2, Weeks 9</i>	<b>Task 4</b> <i>Term 3, Trials</i>
<b>Outcomes</b>	H1.2, H1.3, H1.5	H1.1, H1.3, H1.5 H3.1, H3.3	H1.1, H1.2, H1.3 H1.4, H2.1, H2.2, H2.3	H2.1, H2.2, H2.3 H3.1, H3.2, H3.3
<b>Nature of Tasks</b>	<b>Individual Project of Presentation of Individual Project: Performance</b> Hand-in/present work in progress including log book with ongoing drafts, research, investigation of ideas and reflection	<b>Extended Response Essay: Contemporary Australian Theatre</b> In-class extended response essay based on Contemporary Australian Theatre	<b>Presentation Group Performance</b> Presentation of Group Performance under development, log book including preliminary script development, research, planning and reflection	<b>Trial HSC Examination</b> Written Examination Group Performance, interview and log book Individual Project Presentation, Interview and log book
<b>MAKING 40</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>
<b>PERFORMING 30</b>			<b>20%</b>	<b>10%</b>
<b>CRITICALLY STUDYING 30</b>	<b>10%</b>	<b>10%</b>		<b>10%</b>
<b>Total /100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

**MATHEMATICS**





# GENERAL MATHEMATICS 1

# Assessment Schedule 2019

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
			Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 5/6
			<i>Research Project</i>	<i>Exam</i>	<i>Research Project</i>	<i>Exam</i>
FM4CEC, DS4CEC, MM4CEC, AM3CEC, AM4CEC, FSDe1CEC, FSHo1CEC, FSHu1CEC, FSPe1CEC	<b>Component A:</b> Concept, Skill and Understanding	50%	10%	15%	10%	15%
DS5CEC, DS6CEC, PB2CEC, FSDe2CEC, FSHo2CEC, FSHu2CEC FSHu3CEC,, FSPe2CEC, FSPe3CEC	<b>Component B:</b> Reasoning, Interpretation, Explanatory & Communicative Skills	50%	10%	15%	10%	15%
	<b>Total</b>	100%	20%	30%	20%	30%

# GENERAL MATHEMATICS 2

# Assessment Schedule 2019

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
			Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 5/6
FM4, DS4, MM4, PB2, AM3, FSHe1, FSRe1	<b>Component A:</b> Concept, Skill and Understanding	50%	10%	15%	5%	20%
FM5, DS5, DS6, MM5, MM6, AM4, AM5, FSHe2, FSHe3, FSRe2, FSRe3	<b>Component B:</b> Reasoning, Interpretation, Explanatory & Communicative Skills	50%	5%	10%	15%	20%
	<b>Total</b>	100%	15%	25%	20%	40%

# MATHEMATICS (Advanced)

# Assessment Schedule 2019

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
			Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 5/6
	<b>Component A:</b> Concept, Skill and Understanding	50%	10%	15%	5%	20%
	<b>Component B:</b> Reasoning, Interpretation, Explanatory & Communicative Skills	50%	5%	10%	15%	20%
	<b>Total</b>	100%	15%	25%	20%	40%

# MATHEMATICS Extension 1

# Assessment Schedule 2019

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
			Term 4 Week 5	Term 4 Week 9	Term 1 Week 5	Term 1 Week 9
			Exam	Exam	Exam	Exam
	<b>Component A:</b> Concept, Skill and Understanding	50%	10%	15%	5%	20%
	<b>Component B:</b> Reasoning, Interpretation, Explanatory & Communicative Skills	50%	5%	10%	15%	20%
	<b>Total</b>	100%	15%	25%	20%	40%

# MATHEMATICS Extension 2

# Assessment Schedule 2019

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
			Term 4 Week 10	Term 1 Week 9	Term 2 Week 8	Term 3 Week 5/6
			<i>Exam</i>	<i>Exam</i>	<i>Exam</i>	<i>Exam</i>
	<b>Component A:</b> Concept, Skill and Understanding	50%	10%	15%	5%	20%
	<b>Component B:</b> Reasoning, Interpretation, Explanatory & Communicative Skills	50%	5%	10%	15%	20%
	<b>Total</b>	100%	15%	25%	20%	40%

**SCIENCE**

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# BIOLOGY

# Assessment Schedule 2019

COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3
		Term 4 Week 9	Term 2 Week 9	Term 3 TBA
		<i>Practical Task</i>	<i>Half Yearly Examination</i>	<i>Research Task</i>
OUTCOMES		H2, H6, H11 H12, H13, H14	H2, H3, H4, H5, H6, H8, H9 H10	H2, H11, H12, H13, H14, H15
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding	40%	10%	10%	20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

**NB: 15 hours for the Depth Study has been allocated within the 120 indicative course hours**

# CHEMISTRY

# Assessment Schedule 2019

COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3 Task 4
		Term 4 Week 9	Term 2 Week 9	Term3 TBA
		<i>Research Task</i>	<i>Depth Study</i>	<i>HSC Trial</i>
OUTCOMES		CH11/12-4,5,6,7 CH12-	CH11/12-1,2,3,4,5 CH12-	CH1112-1-7 CH12-
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding	40%	10%	10%	20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# PHYSICS

# Assessment Schedule 2019

COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3
		Term 4 Week 9	Term 2 Week 9	Term 3 TBA
		<i>Research Task</i>	<i>Depth Study</i>	<i>HSC Trial</i>
OUTCOMES		PH11/12-4, 5, 6, 7 PH12-12, 13	PH11/12-1, 2, 3, 4, 5 PH12-14, 15	PH11/12-1-7 PH12-12-15
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding	40%	10%	10%	20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

**NB: 15 hours for the Depth Study has been allocated within the 120 indicative course hours.**

**CAPA**

# MUSIC 1

# Assessment Schedule 2019

COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
		Presentation of Performance and Viva Voce	Composition Portfolio and Aural Analysis	Presentation or Submission: Elective Option for Topics 1 and 2	Trial HSC Examination
		Term 4, Week 8	Term 1, Week 6	Term 2, Week 6	Term 3, Week 3
		Outcomes assessed H1, H2, H4, H5, H6	Outcomes assessed H2, H4, H5, H6, H7, H8	Outcomes assessed H1–8*	Outcomes assessed H1–8*
Performance Core	10	10			
Composition Core	10		10		
Musicology Core	10	10			
Aural Core	25		10		15
Electives	45			30	15
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

# VISUAL ARTS

# Assessment Schedule 2019

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
			Term 1 Week 5	Term 2 Week 5	Term 3 Week 3	Term 3 Week 5
H1, H2 H3, H4 H5, H6	Art Making	50%	Submission of works in progress, VAPD 10%	Submission of works in progress, VAPD 10%	Submission of BOW and VAPD 30%	
H7, H8 H9, H10	Art Criticism Art History	50%	Written ask 10%	Written response. 10%		Trial exam 25%
	<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>

# VISUAL DESIGN

# Assessment Schedule 2019

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
			Term 4	Term 1	Term 2	Term 3
DM1 DM2 DM3 DM4 DM5 DM6	Art Making	70%	Portfolio of Designed works 15%	Portfolio of Designed works 20%	Portfolio of Design Work 15%	Portfolio of Design Work 20%
CH1 CH2 CH3 CH4	Art Criticism Art History	30%	Written Task 5%	Written Task 10%		Class Test 15%
	<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>15%</b>	<b>35%</b>

# PHOTOGRAPHY

# Assessment Schedule 2019

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
			Term 4, Week 9	Term 1, Week 5	Term 2, Week 9	Term 3, Week 3
M1 M2 M3 M4 M5 M6	Making	70%		Submission of Portfolio of Work and Process diary  30%		Complete Body of Work and Process diary  40%
CH1 CH2 CH3 CH4	Art Criticism Art History	30%	Research and Written task  15%		Written Task  15%	
	Total	100%	15%	30%	15%	40%

**HSIE**

# ABORIGINAL STUDIES

# Assessment Schedule 2019

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
			Term 4 Week 9	Term 1 Weeks 5&9	Term 2 Week 9	Term 3 Weeks 5&6
			<i>Interpretation of Socio-economic data Comparative Investigation</i>	<i>Major Project 25% end product 15% log</i>	<i>Research based in class essay</i>	<i>Trial HSC Exam</i>
H1.1, H1.2, H2.2, H3.1 H3.2, H3.3 H4.1, H4.3	Knowledge & Understanding	40%	5%	10%		25%
H1.2, H1.3 H2.1, H2.2	Investigation, analysis, synthesis & evaluation of information from a variety of sources and perspectives	25%	5%	15%	5%	
H2.1, H2.2, H2.3 H3.1, H3.2, H3.3 H4.1, H4.2, H4.3	Research & Inquiry	20%	5%	10%	5%	
H1.1, H1.2 H1.3, H2.1, H2.2	Communications of information, ideas & issues in appropriate forms	15%	5%	5%		5%
	<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>10%</b>	<b>30%</b>



# BUSINESS STUDIES

# Assessment Schedule 2019

COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 5/6
		<i>Human Resources</i>	<i>Marketing</i>	<i>Finance</i>	<i>All topics</i>
		<i>Topic Test</i>	<i>Marketing plan analysis</i>	<i>Financial statement analysis</i>	<i>Trial HSC Exam</i>
OUTCOMES		H2, H4	H4, H6	H5, H8	H1, H2, H3, H4, H5, H6, H8, H9, H10
		H5, H9	H7, H8, H9	H9, H10	
Knowledge and Understanding of course content	40%	10%	10%	10%	10%
Stimulus – based skills	20%	10%			10%
Inquiry and research	20%		10%	10%	
Communication of business information. Ideas and issues in appropriate forms	20%	5%	5%	5%	5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# ANCIENT HISTORY

# Assessment Schedule 2019

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 7	Term 2 Week 9	Term 3 Week 5/6
		Research and in class essay (Sparta)	Historical Analysis (Pompeii and Herculaneum)	In class (NK Egypt to the death of Thutmose IV)	Trial HSC Exam (special attention to Hatshepsut)
		AH12.1, AH12.2 AH12.6 AH12.7, AH12.9	AH12.1, AH12.2 AH12.5 AH12.6 AH12.8, AH12.10	AH12.3, AH12.4 AH12.8	AH12.3, AH12.4 AH12.5, AH12.9
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Historical inquiry and research	20%	5%	5%	5%	5%
Communication of historical understanding in appropriate forms	20%			10%	10%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

# HISTORY EXTENSION

# Assessment Schedule 2019

COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1			Task 2
		Term 4 Week 9	Term 2 Week 10	Term 2 Week 10	Term 3 Week TBA
		<i>Project Proposal</i>	<i>Logbook</i>	<i>Project (synopsis, essay, source evaluation &amp; bibliography)</i>	<i>Trial HSC</i>
<b>Outcomes</b>		E2.2	E2.1	E2.1, E2.2, E2.3	E1.1, E2.2, E2.3
Knowledge and understanding of significant historical ideas and processes	10%				
Skills in designing, undertaking and communicating historical inquiry	40%	5%	5%	30%	10%
<b>Total</b>	<b>50%</b>	<b>5%</b>	<b>5%</b>	<b>30%</b>	<b>10%</b>

# LEGAL STUDIES

# Assessment Schedule 2019

COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 6	Term 2 Week 9	Term 3 Week
		<i>Crime: Research Report</i>	<i>Human Rights: Presentation of a contemporary issue</i>	<i>Half Yearly Examination</i>	<i>Focus Study 1: Research based in- class essay</i>
<b>OUTCOMES</b>		H1, H2, H3, H4	H5, H6, H7	H6, H7, H8, H9, H10	H2, H3, H9, H10
Knowledge and understanding of course content	40%		15%	10%	15%
Analysis and Evaluation	20%	10%		10%	
Inquiry and Research	20%	10%		10%	
Communication of legal information, ideas and issues in appropriate forms	20%		5%	10%	5%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>	<b>20%</b>

# SOCIETY AND CULTURE

# Assessment Schedule 2019

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 7	Term 1 Week 8-9	Term 1 Week 5
		<i>Social and Cultural Continuity and Change</i>	<i>Social Inclusion and Exclusion</i>	<i>Popular Culture</i>	<i>Trial HSC Exam</i>
		<i>H1, H5, H6, H7 H8, H9</i>	<i>H1, H2, H3, H5 H7, H9, H10</i>	<i>H1, H3, H5, H6 H7, H8, H9, H10</i>	<i>H1, H2, H3, H4 H5, H9, H10</i>
Knowledge and understanding of course content	50%	10%	10%	10%	20%
Application and evaluation of social and cultural research methodologies	30%	5%	10%	10%	5%
Communication of Information, Ideas and Issues in Appropriate forms	20%	5%	5%	5%	5%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

# GEOGRAPHY

# Assessment Schedule 2019

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
			Term 4 Week 8	Term 1 Week 8	Term 2 Weeks 8	Term 3 Weeks 5&6
			<i>Ecosystems at Risk</i>	<i>Urban Places</i>	<i>Research Essay People &amp; Economic Activity</i>	<i>Trial HSC Exam</i>
H1, H2, H3, H4, H5, H6, H7, H8, H9	Knowledge & Understanding	40%	5%	10%	5%	20%
H8, H9, H10, H11, H12, H13	Geographical tools and skills	20%	5%	5%	5%	5%
H7, H8, H9, H10, H11, H12, H13	Geographical inquiry and research including fieldwork	20%	5%	10%	5%	
H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13	Communications of geographical information, ideas & issues in appropriate forms	20%	5%		10%	5%
	<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

**PD/H/PE**



# PD/H/PE

# Assessment Schedule 2019

COMPONENT	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 6	Term 1 Week 9	Term 2 Week 8	Term 3 Week 5/6
		<i>Sports Medicine Skills Application</i>	<i>Core 1 Extended Response</i>	<i>Core 2 Case Study Analysis</i>	<i>HSC Trial Examination</i>
		<i>H18, H13, H16- H17</i>	<i>H1-H5, H14 –H16</i>	<i>H7-H10 H16-H17</i>	<i>H1-H5, H7 – H11, H13 –H17</i>
Knowledge and understanding of <ul style="list-style-type: none"> <li>• factors that affect health</li> <li>• the way the body moves</li> </ul>	30%	10%	10%		10%
Skills in: <ul style="list-style-type: none"> <li>• influencing personal and community health</li> <li>• taking action to improve participation and performance in physical activity</li> </ul>	30%		10%	10%	10%
Skills in: <ul style="list-style-type: none"> <li>• critical thinking, research and analysis</li> </ul>	40%	10%	10%	10%	10%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>



# COMMUNITY & FAMILY STUDIES

# Assessment Schedule 2019

COMPONENT (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 5
		<i>Core 1 - Resource Methodology Independent Research Project</i>	<i>Core 2 Groups in Context - Presentation</i>	<i>Core 3 Parenting &amp; Caring - Investigation</i>	<i>Trial HSC Exam</i>
		H4.1, H4.2	H2.2, H2.3, H3.1, H3.3 H4.1, H4.2, H5.1, H6.2, H7,1	H1.1, H2.1, H2.2 H3.2, H5.1, H5.2 H7.1, H7.4	H1.1, H2.3, H4.1, H4.2 H6.2
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	15%	15%	15%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

# DANCE

# Assessment Schedule 2019

COMPONENT (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 8	Term 2 Week 4	Term 2 Weeks 8 Term 3 HSC Trials
		<i>Work in progress and conversation</i>	<i>Performance of Major Work and Extended Response</i>	<i>Students dancer performance and Major</i>	<i>Trial HSC Examination</i>
• Core Performance	20%	10%			10%
• Core Composition	20%	5%		5%	10%
• Core Appreciation	20%		10%		10%
• Major Component	40%		15%	15%	10%
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>20%</b>	<b>40%</b>

**TAS**

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# DESIGN AND TECHNOLOGY

# Assessment Schedule 2019

Outcomes	Components Syllabus	Weighting	Task 1	Task 2	Task 3	Task 4
			Term 4 Week 7	Term 1 Week 5	Term 2 Week 9	Term 3 Week 5
			<i>Innovation Case Study</i>	<i>Logo/Slogan Design</i>	<i>Promotional Materials</i>	<i>Trial Examination</i>
H1.1, H1.2, H2.1, H2.2, H3.1, H5.2, H6.1, H6.2	<b>Innovation &amp; Emerging Technologies</b>	40%	20%		10%	10%
H1.1, H1.2, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	<b>Designing &amp; Producing</b>	60%		20%	20%	20%
	<b>Total</b>	100%	20%	20%	30%	30%

# FOOD TECHNOLOGY

# Assessment Schedule 2019

COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Term 3 Week 3 - 4
		<i>Food Industry Report</i>	<i>Food Manufacture Experiment and Preparation</i>	<i>Contemporary Nutrition Issues Investigation</i>	<i>Trial HSC Examination</i>
OUTCOMES		H1.2, H1.4 H3.1	H1.1, H4.2	H2.1, H3.2 H4.1, H5.2	H1.1, H1.3 H1.4, H5.1
Knowledge and Understanding of course content	40%			10%	30%
Knowledge and skills in designing, researching, analysing and evaluating	30%	15%	10%	5%	
Skills in experimenting with and preparing food by applying theoretical concepts	30%		15%	15%	
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>

# INDUSTRIAL TECHNOLOGY - TIMBER

# Assessment Schedule 2019

COMPONENT	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 2	Term 2 Week 9	Term 3 Week 3	Term 3 Week 5
		<i>Major Project Design Management Communication and Production</i>	<i>Industry and Production Comparison Case Study</i>	<i>Major Project Design management Communication and Production</i>	<i>Industry and Production Comparison</i>
Outcomes		H2.1, H3.1, H3.2, H3.3 H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3 H7.1, H7.2	H2.1, H3.1, H3.2, H3.3 H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3 H3.2, H5.1, H6.1 H7.1, H7.2
A INDUSTRY STUDY	15%		10%		5%
B MAJOR PROJECT	60%	30%		30%	
C INDUSTRY RELATED MANUFACTURING TECHNOLOGY	25%	5%		5%	15%
Total	100%	35%	10%	35%	20%

# INDUSTRIAL TECHNOLOGY - ELECTRONICS

# Assessment Schedule 2019

COMPONENT	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 2	Term 2 Week 9	Term 3 Week 3	Term 3 Week 5
		<i>Major Project Design Management Communication and Production</i>	<i>Industry and Production Comparison Case Study</i>	<i>Major Project Design Management Communication and Production</i>	<i>Trial HSC</i>
Outcomes		H2.1, H3.1, H3.2, H3.3 H4.1, H4.2, H4.3 H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3 H7.1, H7.2	H2.1, H3.1, H3.2, H3.3 H4.1, H4.2, H4.3 H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3 H3.2, H5.1, H6.1 H7.1, H7.2
A INDUSTRY STUDY	15%		10%		5%
B MAJOR PROJECT	60%	30%		30%	
C INDUSTRY RELATED MANUFACTURING TECHNOLOGY	25%	5%		5%	15%
Total	100%	35%	10%	35%	20%

# ENGINEERING STUDIES

# Assessment Schedule 2019

COMPONENT	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 6	Term 2 Week 8	Term 3 Week 3-4
		<i>Biomedical Engineering</i>	<i>Civil Engineering Report/Questions</i>	<i>Materials Modification Research</i>	<i>Trial HSC Examination</i>
		H1.1, H2.2, H3.2 H3.3, H5.1, H5.2	H3.1, H3.3, H4.2 H4.3, H6.1, H6.2	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2 H6.1
Knowledge and understanding of course content	60%	10%	15%	20%	15%
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	10%	15%	10%	5%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>



**CAREERS**



# WORK STUDIES

# Assessment Schedule 2019

COMPONENT	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4-5
		<i>Core: My Working Life (30 hrs) Experiencing Work</i>	<i>Personal Finance Enterprise Skills &amp; Teamwork Experiencing Work</i>	<i>Preparing Job Applications Experiencing Work</i>	<i>Managing Work &amp; Life Commitments Self-Employment</i>
		1, 2, 4	6, 7	3	8, 9
Knowledge and Understanding	30%	5%	10%	10%	5%
Values and Attitudes	35%	10%	5%	10%	10%
Practical Skills	35%	10%	10%	5%	10%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

**VET**

## Assessment Advice for HSC 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 may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet 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 a record of units of competency achieved. 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 yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) 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)** is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

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

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

Note:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an '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 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.

**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. This will only be used in this case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

## Assessment Summary for SIT20416 Certificate II in Kitchen Operations

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

Assessment Plan		Evidence gathering techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test	Third party report	Self-assessment	HSC examinable
<b>Cluster: Getting along</b>								
BSBWOR203	Work effectively with others	Y			Y			Y
<b>Cluster: Safe and sustainable work practices</b>								
SITXWHS001	Participate in safe work practices							
BSBSUS201	Participate in environmentally sustainable work practices	Y		Y	Y			Y
<b>Cluster: Safe and hygienic food preparation</b>								
SITXFSA001	Use hygienic practices for food safety							Y
SITHCCC001	Use food preparation equipment	Y	Y		Y			Y
SITXFSA002	Participate in safe food handling practices							Y
<b>Cluster: Preparing quality simple dishes</b>								
SITHCCC002	Prepare and present simple dishes	Y	Y		Y			
SITXINV002	Maintain the quality of perishable items							
<b>Cluster: Producing menu items</b>								
SITHCCC005	Prepare dishes using basic methods of cookery	Y	Y	Y	Y	Y		Y
<b>Cluster: Cleaning the kitchen</b>								
SITHKOP001	Clean kitchen premises and equipment	Y			Y	Y		Y
<b>Cluster: Preparing appetisers and salads</b>								
SITHCCC006	Produce appetisers and salads	Y	Y	Y	Y	Y		
<b>Cluster: Keeping up to date with industry</b>								
SITHIND002	Source and use information on the hospitality industry				Y			Y
<b>Cluster: Safe sandwich preparation</b>								
SITHCCC003	Prepare and present sandwiches	Y			Y			
<b>Cluster: Use cookery skills effectively</b>								
SITHCCC001	Use cookery skills effectively (holistic)	Y	Y			Y	Y	

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIT20416 Certificate II in Kitchen Operations or a Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations

## Assessment Summary for CPC20211 Certificate II in Constructions Pathways

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

Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test	Role-play, Oral presentation	Third party report	Self-assessment	HSC examinable
CPCCWHS2001	Prepare to work safely in the construction industry	Y		Y	Y	Y	Y		Y
<b>Cluster 1: Working Safely in the Construction Industry</b>									
CPCOHS2001A	Apply H&S requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y	Y
CPCCCA2011A	Handle carpentry materials	Y	Y	Y	Y		Y	Y	
<b>Cluster 2: Measure up</b>									
COCCCM1015A	Carry out measurements & calculations	Y	Y		Y			Y	Y
CPCCA2001B	Use carpentry tools and equipment	Y	Y	Y	Y		Y		
<b>Cluster 3: Reading Plans and Levelling</b>									
CPCCCM2001A	Read and interpret plans and specifications	Y		Y	Y				Y
CPCCCM2006B	Apply basic levelling procedures	Y		Y	Y				
<b>Cluster 4: Prepare for Concreting</b>									
CPCCC02011A	Handle concreting materials	Y	Y		Y			Y	
CPCCM2004A	Handle construction materials	Y			Y		Y		
<b>Cluster 5: Group Project</b>									
CPCCCM1013A	Plan and organise work	Y	Y		Y		Y	Y	Y
CPCCCM2005B	Use Construction materials	Y	Y		Y		Y	Y	Y
<b>Cluster 6: Skills into Action</b>									
CPCCCM1012A	Work effectively and sustainably in the construction industry				Y		Y	Y	Y
CPCCCM1014A	Conduct workplace communication				Y	Y	Y		Y
<b>Cluster 7: Option 1 - Joinery</b> Option 1 or 2 must be completed to gain the qualification and be eligible for the HSC (delete units not being delivered)									
CPCCJN2001A	Assemble components	Y	Y		Y			Y	
CPCCJN2002B	Prepare for off-site manufacturing process	Y	Y		Y			Y	
<b>Cluster 7: Option 2 - Brick and Block Laying</b>									
CPCCBL2001A	Handle and prepare brick laying material	Y	Y		Y			Y	
CPCCBL2002B	Use bricklaying and block laying tools and equipment	Y	Y		Y			Y	
<b>Cluster 8: Carry Out Concreting</b> Trainers who are qualified to deliver Cluster 8 can still do so, however, Option 1 or 2 must be completed first									
CPCCCO2013A	Carry out concreting to simple forms	Y	Y		Y			Y	
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	Y	Y		Y			Y	

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIT20416 Certificate II in Kitchen Operations or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways

**Assessment Summary for SAO towards the ICT30115  
Certificate II in Information, Digital Media & Technology**

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

Assessment Plan		Evidence gathering techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test	Third party report	Self-assessment	HSC examinable
<b>Cluster 1: Alive and Talking</b>								
ICTICT202	Work and Communicate effectively in an ICT environment	Y		Y	Y	Y	Y	Y
BSBWHS304	Participate effectively in H&S communication and consultation processes	Y	Y		Y	Y		
<b>Cluster 2: Better, Faster, Stronger</b>								
ICTSAS301	Run standard diagnostic tests	Y	Y		Y	Y		Y
ICTICT302	Install and optimise operation system software							
ICTICT301	Create user documentation	Y	Y		Y			Y
<b>Cluster 3: Modelled Software Use</b>								
ICTICT203	Operate application software packages				Y			Y
ICTICT308	Use advanced features of computer applications	Y	Y		Y			Y
<b>Cluster 4: Web Development</b>								
ICTWEB302	Build simple websites using commercial programs	Y	Y		Y		Y	Y
ICTWEB303	Produce digital images for the web	Y	Y		Y	Y		N
<b>Cluster 5: The Social Environment</b>								
ICTWEB201	Use Social media tools for collaboration and engagement	Y	Y	Y	Y	Y		N
BSBSUS401	Implement and monitor environmentally	Y	Y	Y	Y	Y		N

Depending on the achievement of units of competency; the possible AQF qualification outcome is a Statement of Attainment towards MEM10105 Certificate III Information Digital Media and Technology

## Assessment Summary for MEM10105 Certificate I Engineering

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

Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Worksheets	Self-assessment	HSC examinable
<b>Prerequisite</b> - Manufacturing, engineering and related services industries induction NB: This unit will not appear as part of the "Schools Online" records					Y	Y		Y
<b>Cluster 1: Working Safely in the Metal Industry</b>								
MEM13014A	Apply principles of occupational health and safety in the work environment	Y		Y	Y		Y	Y
MEM1101B	Undertake manual handling	Y	Y	Y	Y		Y	Y
<b>Cluster 2: Using Hand Tools</b>								
MEM14004A	Plan to undertake routine task	Y	Y		Y			Y
MEM18001C	Use hand tools	Y	Y	Y	Y		Y	
<b>Cluster 3: Using Power Tools</b>								
MEM18002B	Read and interpret plans and specifications	Y		Y	Y			Y
MEM12023A	Perform engineering measurements	Y		Y	Y			Y
<b>Cluster 4: Calculating and Cutting</b>								
MEM05005B	Carry out mechanical cutting	Y	Y		Y	Y		
MEM12024A	Perform computations	Y	Y		Y	Y		Y
<b>Cluster 5: Workshop machines</b>								
MEM05012C	Perform routine manual metal arc welding	Y	Y		Y	Y		
MEM07032B	Use workshop machines for basic operations	Y	Y		Y	Y		
<b>Cluster 6: Skills into Action</b>								
MEM05012A	Apply quality systems	Y	Y		Y	Y		Y
MEM15024A	Apply quality procedures	Y	Y		Y	Y		Y
MEM16007A	Work with others in manufacturing, engineering or related environment	Y	Y		Y	Y		Y
<b>Cluster 7: Technical Drawing (HSC Only)</b> This will not appear as part of the 'Schools Online' record								
CPCCJN2001A	Assemble components	Y	Y		Y			Y
CPCCJN2002B	Prepare for off-site manufacturing process	Y	Y		Y			Y
<b>Cluster 7: Option 2 - Brick and Block Laying</b>								
MEM09002B	Interpret technical drawings					Y		Y
<b>Cluster 8a or 8c or 8c: Potions</b> - Select one competency only to qualify for Certificate 1 (delete competencies not delivered)								
Option 8a MEM05004C	Perform routine oxy acetylene welding (2 units)							
Option 8b MEM05007C	Perform manual heating and thermal cutting (2 units)	Y	Y		Y	Y		
Option 8c MEM16008A	Interact with computing technology (2 units)							

Depending on the achievement of units of competency; the possible AQF qualification outcome is MEM10105 Certificate I in Engineering or a Statement of Attainment towards MEM10105 Certificate I in Engineering.



## Assessment Summary for AHC20116 Certificate II in Agriculture

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

Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, Oral Presentation	Third Party Report	Self-assessment	HSC examinable
Trainers must deliver and assess Cluster 1, 2, 3, 4 at least one of the Cluster 5 and 6 and then select optional clusters to total 18 units. Qualification Packaging Rules: <a href="https://training.gov.au/Training/Details/AHC20116">https://training.gov.au/Training/Details/AHC20116</a> Delete the units you do not deliver.									
<b>Cluster 1: Participate in WHS Processes</b>									
AHCWHS201	Participate in SHW Processes	Y		Y	Y		Y		Y
<b>Cluster 2: Working in the Industry</b>									
AHCWRK209	Participate in environmentally sustainable work practices	Y		Y	Y	Y	Y		Y
AHCWRK204	Work effectively in the industry	Y		Y	Y	Y	Y		Y
AHCWRK205	Participate in workplace communications	Y		Y	Y	Y	Y		
<b>Cluster 3: Weather</b>									
AHCWRK201	Observe and report on weather	Y			Y		Y		Y
<b>Cluster 4: Chemicals</b>									
AHCCHM201	Apply chemicals under supervision	Y			Y	Y			Y
AHCCPM201	Treat Weeds	Y			Y	Y			
<b>Cluster 5: Healthy Animals</b>									
AHCLSK202	Care for health and welfare of livestock	Y	Y		Y			Y	Y
AHCLSK205	Handle livestock using basic techniques	Y	Y		Y			Y	
AHCLSK206	Identify and mark livestock	Y	Y		Y			Y	
AHCLSK204	Carry out regular livestock observations	Y	Y		Y			Y	
<b>Cluster 6: Healthy Plants</b> Trainer must be qualified to select this cluster									
AHCPMG202	Treat plant pests, diseases and disorders	Y	Y		Y		Y		Y
AHCNSY202	Care for nursery plants	Y	Y		Y		Y		
AHCPCM201	Recognise plants	Y	Y		Y		Y		
<b>Cluster 7: Tractors</b>									
AHCMOM202	Perform routine oxy acetylene welding (2 units)	Y		Y	Y				
AHCMOM302	Perform manual heating and thermal cutting (2 units)	Y		Y	Y				
AHCBSO201	Inspect and clean machinery for plant, animal and soil	Y		Y	Y				
<b>Cluster 8: Feed and Water Livestock</b>									
AHCLSK211	Provide feed for livestock	Y		Y	Y				
ACHLSK209	Monitor water supplies	Y		Y	Y				

<b>Cluster 9: Fencing</b>									
AHCINF202	Install, maintain and repair farm fencing	Y		Y	Y				
AHCINF201	Carry out basic electric fencing operations	Y		Y	Y				
<b>Cluster 10: Grow Plants</b> Trainer must be qualified to select this cluster									
AHCNSY201	Pot up plants	Y		Y	Y				
AHCSOL202	Assist with soil or growing media sampling and testing	Y		Y	Y				
AHCNSY203	Undertake propagation activities	Y		Y	Y				
<b>Cluster 11: Show Livestock</b> Trainer must be qualified to select this cluster									
AHCLSK316	Prepare livestock for competition								

Depending on the achievement of units of competency; the possible AQF qualification outcome is AHC20116 Certificate II in Agriculture or a Statement of Attainment towards AHC20116 Certificate II in Agriculture.

## Assessment Summary for FSK20113 Certificate II in Skills for Work and Vocational Pathways

Requirements for HSC purposes	Dates
Work Placement	No compulsory work placement is required in this course
There is NO HSC examination available in this Board Endorsed Course	This VET course cannot be used in the calculation an ATAR

Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, Oral Presentation	Third Party Report	Self-assessment	Other
<b>Assessment Foundation skills Core 1</b>									
FSKDIG03	Use digital technology for routine workplace tasks	Y			Y				
FSKWTG09	Write routine workplace texts								
<b>Assessment Foundation skills Core 2</b>									
FSKLRG09	Use strategies to respond to routine workplace problems	Y			Y				
FSKOCM07	Interact effectively with others at work								
<b>Assessment Foundation skills Core 3</b>									
FSKRDG10	Read and respond to routine workplace information	Y			Y				
FSKNUM15	Estimate, measure and calculate routine metric measurements for work								
<b>Assessment Foundation skills Core 4</b>									
FSKLRG11	Use routine strategies for work-related learning	Y			Y				
<b>Assessment Foundation skills Core 5</b>									
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	Y			Y				
<b>Assessment Foundation skills</b>									
FSKLRG10	Use routine strategies for career planning				Y	Y			
<b>Assessment Foundation skills</b>									
FSKOCM04	Use oral communications skills to participate in workplace meetings			Y					
<b>Assessment Foundation skills</b>									
FSKRDG09	Read and respond to routine standard operating procedures	Y			Y				
<b>Assessment Foundation skills</b>									
FSKWTG07	Write routine formal workplace texts				Y				
<b>Assessment Business</b>									
BSBITU201A	Produce simple word processing documents	Y			Y				
<b>Assessment Business</b>									
BSBWOR204	Use business technology	Y			Y				
<b>Assessment Business</b>									
BSBITU202	Create and use spreadsheets				Y				
<b>Assessment Business</b>									
FNSFLT202	Develop and use a saving plan				Y				

## Assessment Summary for SIS20513 Certificate II 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			
Assessment Plan		Evidence gathering techniques			
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written Test
<b>Work Health Safety</b>					
SISXWHS101	Follow work health and safety policies			Y	Y
<b>Daily Work Industry</b>					
BSBWOR202A	Organise and complete daily work activities	Y			Y
SISXIND211	Develop and update sport, fitness and recreation industry knowledge	Y			Y
<b>Coaching and ICTs</b>					
SISSSCO101	Develop and update knowledge of coaching practices		Y		Y
ICPDMT263	Access and use the Internet		Y		Y
HLTAID003	<b>Provide First Aid Credit Transfer</b>		Y		Y
<b>Coaching skill sessions</b>					
SISSSCO202	Coach beginner or novice participants to develop fundamental motor skill	Y			Y
SISXCAI101A	Provide equipment for activities	Y			Y
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	Y			Y
<b>Sports Injury</b>					
SISSSPT201A	Implement sport injury prevention	Y			Y
<b>Athletics</b>					
SISSATH201A	Teach the fundamental skills of Athletics	Y		Y	Y
SISSSDE201	Communicate effectively with others in a sport environment	Y		Y	Y
SISSSPT303A	Conduct basic warm-up and cool-down programs	Y		Y	Y
<b>Basketball</b>					
SISSBSB202A	Teach the fundamental basketball tactics and game strategy	Y			Y
SISSBSB201A	Teach fundamental basketball skills	Y			Y
SISSBSB205	Interpret and apply the rules of basketball	Y			Y
<b>Rugby League</b>					
SISSRGL204A	Teach the skills of rugby league for modified games	Y		Y	Y
<b>Netball</b>					
SISNTB204A	Teach foundation netball skills	Y			Y
<b>Australian Football</b>					
SISSAFL201A	Perform the intermediate skills of Australian Football	Y		Y	Y
SISSAFL202A	Perform the intermediate tactics of Australian Football	Y		Y	Y
<b>Tennis</b>					
SISSTNS204	Conduct red stage tennis activities	Y		Y	Y
SISSTNS205	Interpret and apply the rules and regulations of tennis	Y		Y	Y
SISSTN206	Develop and update knowledge of tennis development programs	Y		Y	Y
<b>Surf Life Saving</b>					
SISOSRF201A	Demonstrate surf survival skills and self-rescue skills	Y		Y	Y

Depending on the achievement of units of competency the possible AQF qualification outcome is SIS20513 Certificate II in Sport Coaching or a Statement of Attainment towards SIS20513 Certificate II in Sport Coaching.