

PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



HSC ASSESSMENT TASK SCHEDULE 2018

GENERAL INFORMATION

WHAT IS AN ASSESSMENT MARK?

Students will be awarded an assessment mark for each course they undertake (with the exception of VET Courses). This mark is awarded by the school as a measure of the student's performance in a series of tasks during the course.

WHAT WILL BE ASSESSED AND WHEN?

The timing and type of assessment tasks for each course are given in this booklet.

WHAT NOTICE WILL BE GIVEN?

This assessment booklet gives you ample notice of tasks. You will also receive written notification of an assessment at least 2 weeks before the assessment is due.

WILL A STUDENT KNOW HOW S/HE IS ACHIEVING IN ASSESSMENT TASKS?

Each assessment task will be returned to the student with a mark.

WHAT HAPPENS IF I MISS AN ASSESSMENT TASK?

Assessment tasks must be submitted on the due date. A zero mark will be awarded for work submitted late. If you know that you will be absent on the day of an assessment task, you should ensure that the task is either submitted early or you organise for a friend or family member to submit it on the due date. If the absence is unexpected due to illness, a doctor's certificate will be required. Other absences due to exceptional circumstances may be deemed acceptable by the supervising Deputy Principal or Faculty Head Teacher. Where an absence is considered justified, your teacher, in consultation with the Head Teacher, may decide

- a) to let you do the task at the first opportunity when you return or
- b) to give you an alternative task

* Students who are absent due to participation in school representational activities must follow the above procedures or risk a zero mark.

USE OF COMPUTER TECHNOLOGY

If a student chooses or is required to prepare and produce work with the use of computer technology, it is their responsibility to ensure backups and hard copies are made well in advance of the due date of an assessment task. Program and software compatibility are also potential problems and should be considered before the due date of the assessment task. Computer and associated technology malfunctions, even theft, without evidence of "work in progress" are not reasons for the late submission of an assessment task.

REVIEW OF ASSESSMENT (APPEALS)

A student may appeal an assessment mark. The student must, within 5 school days, submit their concerns in writing to the Head Teacher of the subject concerned and seek a resolution to their request. Grounds for appeal are:

- Exceptional circumstances outside the control of the student.
- Inconsistency in the application of the school's assessment policy and procedures.

If the student is not satisfied with this resolution, they may make an appeal to the supervising Deputy Principal. The student must submit an "Appeal Form" to their supervising Deputy Principal outlining their reasons for appeal, within one week of being notified of the Head Teacher's decision. Students should only use the "Request for Consideration" available from their Year Advisor. The Senior Executive will meet within two weeks of receiving the written appeal, and the student may be invited to interview. The student will be supported by their Year Advisor. The student will receive written notification of the decision of the panel.

HSC PRACTICAL SUBMISSIONS

Schedules of dates for submission of the practical component of HSC courses with practical components are available to students several months prior to the set date. The completion date refers to the date on which students must stop work on their works/projects and no work must be undertaken after these dates. The student's works/projects are required at school the day after the completion date for certification.

WHAT HAPPENS IF TASKS ARE NOT ATTEMPTED?

If the school determines that you have made a non-attempt at assessment tasks worth more than 50% of the total assessment tasks for that course, then it may be ruled that you are not eligible to proceed in that course. You will receive 'Official Warning – Non-Completion' letters for incomplete tasks and if this minimum requirement is not met you may be N-Determined.

MALPRACTICE

NESA now keeps a malpractice register and the school must report incidents that will be recorded and kept by NESA.

What happens if students are caught cheating in tasks?

The school will view this very seriously. After an investigation, the supervising Deputy Principal will rule on the penalty to be imposed.

What happens if i have a mobile phone in the exam?

BOSTES has reviewed their mobile phone policy. Mobile phones, smart watches and other electronic devices are not permitted in the examination room. They can be used to gain an advantage (cheat) or disrupt the concentration of other students in an exam or an assessment task. For this reason during school based assessment tasks and exams the above devices are not permitted. If you are caught with any of these devices you may receive a zero result (and an 'Official Warning – Non-Completion') and will be placed on the NESA malpractice register.

What is plagiarism?

Plagiarism is the unacknowledged or unauthorised use of other people's work or writing. Students who submit such writing or work as their own work will be deemed to have cheated and after an investigation, a penalty will be imposed by the Senior Executive and a zero mark will be allocated for that task. Plagiarism can include copying from the internet, written publications or other students' work. The Board of Studies' 'All My Own Work' covers all issues relating to plagiarism.

WHAT WILL BE REPORTED TO ME?

You will receive two reports during the year after examination periods. These reports will include a mark and rank achieved in the examination. You may also receive a cumulative assessment rank and/or information regarding satisfactory completion of the course. The level of achievement in subject outcomes will also be reported.

ARE STUDENTS TOLD THEIR SCHOOL AWARDED ASSESSMENT MARK?

No. After the final HSC examination, you can obtain your rank for assessment in each course via Students Online.

VET ASSESSMENT

Students undertaking a VET course must meet the requirements of the NSW Education Standards Authority for the Award of the Higher School Certificate along with TAFE requirement.

THE BOARD OF STUDIES HAS MANDATED WORKPLACEMENT AS A REQUIREMENT OF THE HSC. WORK PLACEMENT HOURS ARE MANDATORY. All students must complete 35 hours work placement in the HSC course, this is in addition to the 35 hours in the Preliminary Course. Students must submit to their VET teacher their completed and signed work placement logbook as evidence that they have met this requirement. Teachers will maintain appropriate documentation and notify parents in writing when students are not meeting course requirements. Notification to parents will be timely and provide the opportunity for the issues of concern to be re-addressed as appropriate.

The HSC Examination is independent of competency based assessment. It is optional for students of a 240-hour VET course to sit the HSC exam as it is intended for ATAR purposes only.

All students must complete 'two prior exams' before sitting a HSC VET exam. The trial exam will be one of the two prior exams required to formulate the estimate for students in the event of misadventure - this will enable the school to carefully monitor and assist students in this situation.

The Senior Review

The Senior Review monitors the progress of all senior students and reinforces all NESA rules. Students along with their parents will be required to attend a meeting with the senior review committee if they:

- Receive more than one 'Official Warning – Non-Completion' letter in any subject or a range 'Official Warning – Non-Completion' letters across subjects.
- Have a record of behaviour causing concern.
- Are identified for non-satisfactory participation in learning.

Students and their parents will be provided with an explanation of the school's concerns and a support program along with a timeline for implementation will be negotiated.



SENIOR ASSESSMENT POLICY

Rationale:

Picton High School ensures that the Year 10 Qualification, Preliminary Course Qualification and Higher School Certificate assessments meet the **NSW Education Standards Authority (NESA)** requirements.

Aims:

Every student will be made fully aware of NESA, School and KLA requirements for the Year 10 Qualification, Preliminary Course Qualification and Higher School Certificate Assessment.

Procedures:

- Every student is expected to submit all assessment tasks by the due date. An assessment task not submitted on time will be given a zero mark along with an 'Official Warning – Non-Completion' letter.
- The final time for submission of an externally completed assessment task (e.g. assignment completed at home) will be 3.20pm on the day the assessment task is due. All internal assessment tasks (e.g. within class tests) must be completed on the designated day.
- Acceptable reasons for the late submission or absence from an assessment task include illness, accident or misadventure. If a student cannot attend an examination or submit an assessment on time, due to illness or misadventure, that student needs to obtain appropriate documentation such as a medical certificate, a subpoena from a court or a death certificate. This documentation must be submitted to the Faculty Head Teacher for all assessment tasks and/or the Head Teacher Secondary Studies for any missed examinations.
- The Head Teacher will determine if the reason is acceptable and will advise the student of the appropriate opportunities to re-sit or resubmit the assessment. A technological issue is not an acceptable reason for late submission.
- Please Note: Family holidays and other non-emergencies are not justifiable reasons for submitting an assessment task after the due date; or for being absent from an examination; and will result in a zero mark being recorded along with an 'Official Warning – Non-Completion' letter.
- When a student fails to submit an assessment task by the due date, the student and their parents will be advised in writing. An **official N warning notification letter** will be sent home informing the student and parents of the missing task and the impact of non-completion of this task on the course completion.
- Even though a student fails to submit an assessment task by the due date, that task must still be submitted. Failure to complete a task may be used as evidence that a student has not applied themselves with diligence and sustained effort and may have ramifications for course eligibility.
- **Year 10 students-** need to successfully satisfy all assessment requirements for all courses. Students who are presented with 2 or more official N warning notification letters in any one subject, will be deemed as 'causing concern' and appropriate interventions with the senior review panel may be applied.
- **Year 11 students-** need to successfully satisfy all of the assessment requirements for all preliminary courses (a total of 12 units of study) to be eligible to move on to the HSC course work (even if you intend to drop that subject in the HSC you must first successfully complete it). Students who are presented with 2 or more 'Official Warning – Non-Completion' letters in any one subject, will be deemed as 'causing concern' and appropriate interventions with the senior review panel may be applied.
- **Year 12 students-** that fail to complete tasks whose weightings total more than 50% of the total assessment mark in a particular subject, without a valid reason, could be issued with an 'N' determination in that subject in the HSC. This could deem a student ineligible to receive a HSC.
- When a student fails to complete an assessment task due to a valid reason then the student could be given a substitute task. If this is not possible then an estimate mark may be given.
- Work submitted must be only that of the student. If a child plagiarises part or all of a task then they will be given a zero mark, an 'Official Warning – Non-Completion' letter will be issued and the task will need to be re-submitted.
- If a student is concerned with the result following the marking of a task, then they have a right of appeal. An appeal must be lodged as soon as possible after the return of the task using the appropriate appeal form and submitted to the Head Teacher of the appropriate subject for review.
- **Evaluation** This policy will be reviewed as part of the school's three-year review cycle.



SENIOR EXAMINATION POLICY

(for students in Years 10, 11 and 12)

Rationale:

Examinations are an important part of the teaching and learning process. It is appropriate that processes are implemented in order to meet the standards set by the NSW Education Standards Authority (NESA) and the Department of Education to establish acceptable codes of conduct for these examinations.

Aims:

- To ensure that all examinations meet the requirements of NESA.
- To provide examinations that are fair and meaningful for all students.
- To ensure the examination environment is conducive to high student achievement.

Procedures:

- All students must wear full school uniform when sitting for an examination.
- Students should not talk once they enter the examination room.
- All mobile phones and electronic devices must be switched off and left in bags in the designated area.
- According to NESA guidelines, students must remove wristwatches at the start of an examination and leave the watch on their desk in full view of the examination supervisors.
- Upon entering the examination room, all equipment required for the examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them or access them during the exam.
- No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
- Students must complete examinations in black or blue pen only. Pencil cases must remain in student bags and no white out is allowed to be brought into the exam room.
- Students are permitted to bring a bottle containing water into the exam room, however the bottle must be completely clear – no labels or non-transparent containers.
- Students who talk or disrupt others during an examination will have their names and the nature of the incident recorded by the examination supervisor and may potentially receive a mark of zero for the examination.
- Any student who creates a major disturbance during an exam will be removed from the exam room and sent to a Deputy for disciplinary action. Then they will receive a mark of zero for that particular examination.
- If a student needs to use the toilet they must raise their hand and obtain permission from the examination supervisors before leaving their seat. This is permitted only after the first 30 minutes and before the last 30 minutes of the examination.
- Students in Years 11 & 12 are only permitted to leave the examination room after the first 30 minutes and before the last 30 minutes of the examination.
- If a student cannot attend an examination due to illness or misadventure, that student needs to obtain appropriate documentation such as a medical certificate, a subpoena from a court or a death certificate. This documentation must be submitted to the Head Teacher Secondary Studies who coordinates the exams so that a re-scheduled examination can be arranged.
- Please Note: Family holidays and other non-emergencies are not justifiable reasons for being absent from an examination and will result in a zero mark being recorded along with an 'Official Warning – Non-Completion' letter.
- There should be an interruption free period prior to every structured senior exam session. This interruption free period will be placed on the school timetable for the week prior to both the half yearly exams and the yearly exams (or Trial HSC exams). No assessment tasks should be handed out or be expected to be completed during this interruption free time. No student should be expected to attend excursions, out of class events, complete work placement or work experience during this interruption free period.

Evaluation This policy will be reviewed as part of the school's three-year review cycle.



EXAMINATION INSTRUCTIONS

Absent

If you are absent on the day of an examination you need to notify the Head Teacher Secondary Studies or Student Central at school within 24 hours. A doctor's certificate then needs to be provided to the Head Teacher Secondary Studies upon your **immediate** return to school.

Unable to sit an exam due to a clash

If for whatever reason there is a clash with the examination timetable due to TAFE or another examination clash, you must notify the Head Teacher Secondary Studies in person, at least 48 hours prior to the scheduled examination.

Important examination tips to remember

- Make sure you turn up to your scheduled exam at least 20 minutes prior to the commencement time.
- All examinations are in the school hall unless you are notified otherwise.
- No phones or electronic devices are allowed on you or at your desk. They must be switched off and in your bag.
- All bags are to be left at the back of the hall during the examinations.
- Only water bottles with no labels are allowed at your desk and must be clear.
- No examination book or writing book is allowed to leave the room.

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Change of examination date:

Student Name: _____

Examination Subject	Original Date	New Date	Reason	Subject HT Signature

Head Teacher Secondary Studies Signature: _____

Note that this form must be completed and submitted in person to The Head Teacher Secondary Studies a minimum of 48 hours prior to the start of the scheduled examination period.

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REQUEST FOR CHANGE OF DUE DATE FOR ASSESSMENT TASK

(This form is to be submitted a minimum of 1 week before the due date of the task)

Student's Name: _____ Year: _____

Subject: _____

Description of Task: _____

Due Date (As advertised): _____

REASON – For change from due date of assessment task: _____

SUPPORTING DOCUMENTS – Please identify and attach if applicable

Student's Signature: _____

Parent's Signature: _____

To be completed by TEACHER:-

Name: _____ Faculty: _____

Alternative Arrangements: _____

Teacher Signature: _____ Date: _____



ASSESSMENT APPEAL FORM

Student's Name: _____
Date: _____
Subject: _____
Teacher's Name: _____

2. Please give details of the reason for the appeal:

3. Action Taken:

Name:

Signed: _____

Date: _____

A Glossary of Key Words

This glossary contains key words that appear frequently in Board of Studies syllabuses, performance descriptions and examinations.

The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different subjects they are studying.

In classrooms, teachers of different subjects could use the glossary to help students to better understand what the examination questions in their subject require. Students should recognise the consistent approach of teachers of different subjects and get cues about how to approach examination questions.

For example, students would be better placed to respond to 'explain' questions if, in the context of different subjects, they developed an understanding that 'explain' could require them to relate cause and effect; make the relationships between things evident; provide why and/or how.

It is also important that the key words should not be interpreted in an overly prescriptive way. Teachers must ensure that they do not use them in ways that conflict with their particular meaning within subjects. To do this would be counterproductive. A term like 'evaluate', for example, requires a different kind of response in Mathematics from that required in History and this needs to be respected.

When using key words to construct questions, tasks and marking schemes, it is helpful to ask what the use of the term in a particular question requires students to do.

Key words are best discussed with students in the context of questions and tasks they are working on, rather than in isolation.

It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Account State reasons for, report on. Give an account of: narrate a series of events or transactions

Analyse Identify components and the relationship between them; draw out and relate implications

Apply Use, utilise, employ in a particular situation

Appreciate Make a judgement about the value of

Assess Make a judgement of value, quality, outcomes, results or size

Calculate Ascertain/determine from given facts, figures or information

Clarify Make clear or plain

Classify Arrange or include in classes/categories

Compare Show how things are similar or different

Construct Make; build; put together items or arguments

Contrast Show how things are different or opposite

Critically (analyse/evaluate) Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce Draw conclusions

Define State meaning and identify essential qualities

Demonstrate Show by example

Describe Provide characteristics and features

Discuss Identify issues and provide points for and/or against

Distinguish Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate Make a judgement based on criteria; determine the value of

Examine Inquire into

Explain Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract Choose relevant and/or appropriate details

Extrapolate Infer from what is known

Identify Recognise and name

Interpret Draw meaning from

Investigate Plan, inquire into and draw conclusions about

Justify Support an argument or conclusion

Outline Sketch in general terms; indicate the main features of

Predict Suggest what may happen based on available information

Propose Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall Present remembered ideas, facts or experiences

Recommend Provide reasons in favour

Recount Retell a series of events

Summarise Express, concisely, the relevant details

Synthesise Putting together various elements to make a whole

YEAR 12 SUBJECTS 2018

HSC SUBJECTS
Agriculture
Ancient History
Biology
Business Studies
Chemistry
Community and Family Studies
Dance
Drama
English Studies
English Standard
English Advanced
English Extension 1
English Extension 2
Food Technology
Industrial Technology Automotive
Information Processes & Technology
Legal Studies
Mathematics General 1 (non ATAR)
Mathematics General 2 (ATAR)
Mathematics
Mathematics Extension 1
Modern History
Music 1
Personal Development, Health & Physical Education (PDHPE)
Photography & Digital Imaging
Physics
Senior Science
Society & Culture
Sport, Lifestyle & Recreation (SLR)
Visual Arts

YEAR 12 SUBJECTS 2018

SET PATHWAYS
English Studies
Mathematics General 1 (Non ATAR)
SET VET Business Services
SET VET Entertainment Industry
SET VET Hospitality (Kitchen Operations)
SET VET Metals & Engineering
Sport, Lifestyle & Recreation
Work Studies
VET
Business Services
Construction
Entertainment Industry
Hospitality (Kitchen Operations)
Metals & Engineering
Primary Industries
Retail Services
Sport Coaching

YEAR 12 – Term 4 Assessment Due Dates (2017)

[illegible]

YEAR 12 – Term 4 Assessment Due Dates (2017)

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	9/10-13/10	16/10-20/10	23/10-27/10	30/10-3/11	6/11-10/11	13/11-17/11	20/11-24/11	27/11-1/12	4/12-8/12	11/12-15/12
SET PATHWAYS										
English Studies (SET Pathways)									X	
Mathematics (SET Pathways)										
Business Services (SET VET)								X		
Entertainment Industry (SET VET)								X	X	
Hospitality (Kitchen Operations) (SET VET)								X		
Metals & Engineering (SET VET)								X		
Sport, Lifestyle & Recreation								X		X
Work Studies (SET Pathways)							X			
VET										
Business Services (VET)								X		
Construction (VET)								X		
Entertainment Industry (VET)								X	X	
Hospitality (Kitchen Operations) (VET)							X			
Metals & Engineering (VET)								X		
Primary Industries (VET)							X			
Retail Services (VET)					X					
Sports Coaching							X			

YEAR 12 – Term 1 Assessment Due Dates (2018)

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
	TUE 30/1- 2/2	5/2-9/2	12/2-16/2	19/2-23/2	26/2-2/3	5/3-9/3	12/3-16/3	19/3-23/3	26/3- THUR 29/3	TUE 3/4-6/4	9/4-13/4
Agriculture								X			
Ancient History						X					
Biology											
Business Studies						X					
Chemistry							X				
Community & Family Studies								X			
Dance									X		
Drama										X	
English Studies									X		
English Standard							X				
English Advanced										X	
English Extension 1					X						
English Extension 2		X									
Food Technology											
Industrial Technology Automotive							X				
Information Processes & Technology					XX						
Legal Studies									X		
Mathematics General 1 (non ATAR)					XX						
Mathematics General 2 (ATAR)	X				XX						
Mathematics					XX						
Mathematics Extension 1							XX				
Modern History										X	
Music 1					XX						
Personal Development, Health & Physical Education (PDHPE)									X		
Photography & Digital Imaging										X	
Physics					XX						
Senior Science											
Society & Culture								X			
Sport, Leisure & Recreation						X					
Visual Arts					XX					X	

Please note: Exams XX

Half Yearly Exams: Term 1, Week 5

YEAR 12 – Term 1 Assessment Due Dates (2018)

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
	TUE 30/1- 2/2	5/2-9/2	12/2-16/2	19/2-23/2	26/2-2/3	5/3-9/3	12/3-16/3	19/3-23/3	26/3- THUR 29/3	TUE 3/4-6/4	9/4-13/4
SET PATHWAYS											
English Studies (SET Pathways)									X		
Mathematics (SET Pathways)					XX						
Business Services (SET VET)					XX						
Entertainment Industry (SET VET)						X					
Hospitality (Kitchen Operations) (SET VET)									X		
Metals & Engineering (SET VET)											
Sport, Lifestyle & Recreation						X					
Work Studies (SET Pathways)						X					
VET											
Business Services (VET)											
Construction (VET)					XX						
Entertainment Industry (VET)						X					
Hospitality (Kitchen Operations) (VET)							X				
Metals & Engineering (VET)											
Primary Industries (VET)								X			
Retail Services (VET)		X									
Sports Coaching										X	

Please note: Exams XX
Half Yearly Exams: Term 1, Week 5

YEAR 12 – Term 2 Assessment Due Dates (2018)

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	TUE 1/5-4/5	7/5-11/5	14/5-18/5	21/5-25/5	28/5-1/6	4/6-8/6	TUE 12/6-15/6	18/6-22/6	25/6-29/6	2/7-6/7
Agriculture									XX	XX
Ancient History									XX	XX
Biology			X						XX	XX
Business Studies									XX	XX
Chemistry					X				XX	XX
Community & Family Studies						X			XX	XX
Dance									XX	XX
Drama									XX	XX
English Studies						X				
English Standard						X			XX	XX
English Advanced						X			XX	XX
English Extension 1					X					
English Extension 2		X								
Food Technology									XX	XX
Industrial Technology Automotive									XX	XX
Information Processes & Technology					X				XX	XX
Legal Studies									XX	XX
Mathematics General 1 (non ATAR)					X					
Mathematics General 2 (ATAR)									XX	XX
Mathematics									XX	XX
Mathematics Extension 1									XX	XX
Modern History									XX	XX
Music 1									XX	XX
Personal Development, Health & Physical Education (PDHPE)				X					XX	XX
Photography & Digital Imaging										X
Physics									XX	XX
Senior Science						X			XX	XX
Society & Culture									XX	XX
Sport, Leisure & Recreation							X	X		
Visual Arts									XX	XX

Please note: Exams XX

HSC Trial Exams: Term 2, Weeks 9 & 10

YEAR 12 – Term 2 Assessment Due Dates (2018)

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	TUE 1/5-4/5	7/5-11/5	14/5-18/5	21/5-25/5	28/5-1/6	4/6-8/6	TUE 12/6-15/6	18/6-22/6	25/6-29/6	2/7-6/7
SET PATHWAYS										
English Studies (SET Pathways)						X				
Mathematics (SET Pathways)					X					
Business Services (SET VET)									XX	XX
Entertainment Industry (SET VET)						X			XX	XX
Hospitality (Kitchen Operations) (SET VET)							X		XX	XX
Metals & Engineering (SET VET)							X		XX	XX
Sport, Lifestyle & Recreation							X	X		
Work Studies (SET Pathways)									XX	XX
VET										
Business Services (VET)	X								XX	XX
Construction (VET)									XX	XX
Entertainment Industry (VET)						X			XX	XX
Hospitality (Kitchen Operations) (VET)									XX	XX
Metals & Engineering (VET)							X		XX	XX
Primary Industries (VET)							X		XX	XX
Retail Services (VET)						X			XX	XX
Sports Coaching		X								

Please note: Exams XX

HSC Trial Exams: Term 2, Weeks 9 & 10

YEAR 12 – Term 3 Assessment Due Dates (2018)

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	TUE 24/7- 27/7	30/7-3/8	6/8-10/8	13/8-17/8	20/8-24/8	27/8-31/8	3/9-7/9	10/9-14/9	17/9-21/9	24/9-28/9
Agriculture						X				
Ancient History					X					
Biology			X							
Business Studies		X								
Chemistry			X							
Community & Family Studies										
Dance					X					
Drama					Tba – NESA					
English Studies				X		X				
English Standard						X				
English Advanced						X				
English Extension 1							X			
English Extension 2	X									
Food Technology	X			X						
Industrial Technology Automotive										
Information Processes & Technology										
Legal Studies						X				
Mathematics General 1 (non ATAR)						X				
Mathematics General 2 (ATAR)					X					
Mathematics					X					
Mathematics Extension 1							X			
Modern History					X					
Music 1					X					
Personal Development, Health & Physical Education (PDHPE)										
Photography & Digital Imaging						X				
Physics					X					
Senior Science				X						
Society & Culture					X					
Sport, Leisure & Recreation										
Visual Arts					X					

YEAR 12 – Term 3 Assessment Due Dates (2018)

[illegible]

HSC ASSESSMENT TASK GRID - 2018										SUBJECT: AGRICULTURE		
TASK	SYLLABUS OUTCOMES									70%	30%	DUE DATE
COURSE	H1.1	H2.1	H2.2	H3.1	H3.2	H3.3	H3.4	H4.1	H5.1	MAKING	CRITICAL & HISTORICAL	
Plant and Animal Production – Research Presentation	X	X	X								15	Term 4 Week 8
Farm Product Study – Farm Practicals				X	X	X	X			30		Term 1 Week 6
HSC Trials - Examination	X	X	X				X		X	40		Term 2 Weeks 9-10
Elective - Research							X	X	X		15	Term 3 Week- 6

H1.1	<p>explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production</p> <p>describes the inputs, processes and interactions of plant production systems</p> <p>describes the inputs, processes and interactions of animal production systems</p> <p>assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products</p> <p>critically assesses the marketing of a plant OR animal product</p> <p>critically examines the technologies and technological innovations employed in the production and marketing of agricultural products</p> <p>evaluates the management of the processes in agricultural systems</p> <p>justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations</p> <p>evaluates the impact of innovation, ethics and current issues on Australian agricultural systems</p>
H2.1	
H2.2	
H3.1	
H3.2	
H3.3	
H3.4	
H4.1	
H5.1	

HSC ASSESSMENT TASK GRID – 2018											SUBJECT: ANCIENT HISTORY				
TASK	SYLLABUS OUTCOMES										40%	20%	20%	20%	DUE DATE
COURSE	H1.1	H2.1	H3.2	H3.1	H3.3	H3.4	H3.5	H3.6	H4.1	H4.2	Knowledge	Source based Skills	Research	Communication	
1. Pompeii/Herculaneum Knowledge/Source-based			X	X		X	X				5	15		5	Term 4 Week 10
2. Ancient Society Research Task		X						X	X	X	15		5	5	Term 1 Week 6
3. HSC Trial Examination	X	X	X						X	X	20	5		5	Term 2 Weeks 9&10
4. PERSONALITY Response	X				X				X	X			15	5	Term 3 Week 5

Outcomes: A student

H1.1	Describes and assesses the significance of key people, groups, events, institutions, societies and sites within the historical context.
H2.1	Explains historical factors and assesses their significance in contributing to change and continuity in the ancient world.
H3.1	Locates, selects and organises relevant information from a variety of sources.
H3.2	Discusses relevant problems of sources for reconstructing the past.
H3.3	Analyses and evaluates sources for their usefulness and reliability.
H3.4	Explains and evaluates differing perspectives and interpretations of the past.
H3.5	Analyses issues relating to ownership and custodianship of the past.
H3.6	Plans and presents the findings of historical investigations, analysing and synthesising information from a range of sources.
H4.1	Uses historical terms and concepts appropriately
H4.2	Communicates knowledge and understanding of historical features and issues using appropriate oral and written forms.

HSC ASSESSMENT TASK GRID – 2018																	SUBJECT: BIOLOGY			
TASK	SYLLABUS OUTCOMES																40%	30%	30%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H11	H12	H13	H14	H15	H16	KNOWLEDGE + UNDERSTANDING	INVESTIGATION SKILLS	COMMUNICATING/ THINKING/WORKING SKILLS	
Maintaining a balance Enzyme Prac Report						X					X	X	X	X	X		10	10	5	Term 4 Week 5
Search for better health Topic Test	X		X	X	X	X								X			10		10	Term 2 Week 3
HSC Trial Exam							X	X	X	X							20		10	Term 2 Weeks 9 & 10
Blueprint of life Research t		X					X		X			X	X					20	5	Term 3 Week 3

H1	evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
H2	analyses the ways in which models, theories and laws in biology have been tested and validated
H3	assesses the impact of particular advances in biology on the development of technologies
H4	assesses the impacts of applications of biology on society and the environment
H5	identifies possible future directions of biological research
H6	explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism
H7	analyses the impact of natural and human processes on biodiversity
H8	evaluates the impact of human activity on the interactions of organisms and their environment
H9	describes the mechanisms of inheritance in molecular terms
H10	describes the mechanisms of evolution and assesses the impact of human activity on evolution
H11	justifies the appropriateness of a particular investigation plan
H12	evaluates ways in which accuracy and reliability could be improved in investigations
H13	uses terminology and reporting styles appropriately and successfully to communicate information and understanding
H14	assesses the validity of conclusions from gathered data and information
H15	explains why an investigation is best undertaken individually or by a team
H16	justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

HSC ASSESSMENT TASK GRID – 2018											SUBJECT: BUSINESS STUDIES				
TASK	SYLLABUS OUTCOMES										40%	20%	20%	20%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	KNOWLEDGE AND UNDERSTANDING	STIMULUS BASED SKILLS	INQUIRY & RESEARCH	COMMUNICATION OF BUSINESS IDEAS	
Operations Task	X	X			X		X			X	10			10	Term 4 Week 7
Marketing Task				X	X			X	X		10	5	10		Term 1 Week 6
HSC Trial Exam	X		X			X				X	10	5	10	5	Term 2 Weeks 9 & 10
Human Resources Task		X	X	X		X		X	X		10	10		5	Term 3 Week 2

H1	critically analyses the role of business in Australia and globally evaluates management strategies in response to changes in internal and external influences discusses the social and ethical responsibilities of management analyses business functions and processes in large and global businesses explains management strategies and their impact on businesses evaluates the effectiveness of management in the performance of businesses plans and conducts investigations into contemporary business issues organises and evaluates information for actual and hypothetical business situations communicates business information, issues and concepts in appropriate formats applies mathematical concepts appropriately in business situations
H2	
H3	
H4	
H5	
H6	
H7	
H8	
H9	
H10	

HSC ASSESSMENT TASK GRID – 2018																	SUBJECT: CHEMISTRY			
TASK	SYLLABUS OUTCOMES																40%	30%	30%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H11	H12	H13	H14	H15	H16	KNOWLEDGE + UNDERSTANDING	INVESTIGATION SKILLS	COMMUNICATING /THINKING /WORK SKILLS	
Acidic Environment – First Hand Investigation										X	X	X	X	X	X		10	10	10	Term 1 Week 7
Chemical Monitoring And Management – Open ended investigation		X		x						X		X	X				10	15	5	Term 2 Week 5
HSC Trial Exam	X	X	X	X	X	X	X	X	X	X		X		X	X		15	5	10	Term 2 Weeks 9 & 10
Chemistry of Art Research Task			X	X									X	X			5		5	Term 3 Week 3
H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15 H16	<p>evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking</p> <p>analyses the ways in which models, theories and laws in chemistry have been tested and validated</p> <p>assesses the impact of particular advances in chemistry on the development of technologies</p> <p>assesses the impacts of applications of chemistry on society and the environment</p> <p>identifies possible future directions of chemical research</p> <p>explains reactions between elements and compounds in terms of atomic structures and periodicity</p> <p>describes the chemical basis of energy transformations in chemical reactions</p> <p>assesses the range of factors which influence the type and rate of chemical reactions</p> <p>describes and predicts reactions involving carbon compounds</p> <p>analyses stoichiometric relationships</p> <p>justifies the appropriateness of a particular investigation plan</p> <p>evaluates ways in which accuracy and reliability could be improved in investigations</p> <p>uses terminology and reporting styles appropriately and successfully to communicate information and understanding</p> <p>assesses the validity of conclusions from gathered data and information</p> <p>explains why an investigation is best undertaken individually or by a team</p> <p>justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science</p>																			

HSC ASSESSMENT TASK GRID - 2018															SUBJECT: COMMUNITY & FAMILY STUDIES			
TASK	SYLLABUS OUTCOMES														40%	25%	35%	DUE DATE
COURSE	H1.1	H2.1	H2.2	H2.3	H3.1	H3.2	H3.3	H3.4	H4.1	H4.2	H5.1	H5.2	H6.1	H6.2	KNOWLEDGE AND UNDERSTANDING	SKILLS	RESEARCHING ANALYSING, COMMUNICATING	
Independent Research Project									X	X						5	25	Term 4 Week 9
Groups in Context – Detailed Study					X	X	X								15	5	5	Term 1 Week 8
Parenting & Caring Case Study		X						X				X				15	5	Term 2 Week 6
HSC Trial Exam	X		X	X							X		X	X	25			Term 2 Weeks 9 & 10

H1.1	Analyses the effects of resource management on the wellbeing of individuals, groups, families & communities
H2.1	Analyses different approaches to parenting & caring relationship
H2.2	Evaluates strategies to contribute to positive relationship & wellbeing of individuals, groups, families & communities
H2.3	Critically examine how individuals rights & responsibilities in various environments contribute to wellbeing
H3.1	Analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2	Evaluates networks available to individuals, groups & families within communities
H3.3	Critically analyses the role of policy & communities structures in supporting structures in supporting diversity
H3.4	Critically evaluates the impact of social, legal & technological change in individuals, groups, families & communities
H4.1	Justifies and applies appropriate research methodologies
H4.2	Communicates ideas, debates issues & justifies opinions
H5.1	Proposes management strategies to enable individuals to satisfy their specific needs & to ensure equitable access to resources
H5.2	Develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	Analyses how the empowerment of women & men influences the way they function within society
H6.2	Formulates strategies, plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

HSC DANCE ASSESSMENT TASK GRID 2018																	SUBJECT: DANCE				
TASK	SYLLABUS OUTCOMES																				DUE DATE
COURSE	H1.1	H1.2	H1.3	H1.4	H2.1	H2.2	H2.3	H3.1	H3.2	H3.3	H3.4	H4.1	H4.2	H4.3	H4.4	H4.5	PERFORMANCE	COMPOSITION	APPRECIATION	MAJOR STUDY	
Performance: The dancing body		X	X		X	X	X										20		10		Term 4 Week 8
Composition: Creating and developing motifs								X	X	X	X							20			Term 1 Week 9
Appreciation - Trial HSC				X								X	X	X	X	X			10		Term 2 Weeks 9-10
Major study	Outcomes Based On Student Choice of Major Work																			40	TBA - NESA

H1.1	Understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
H1.2	Performs, composes and appreciates dance as an artform
H1.3	Appreciates and values dance as an art form through the interrelated experiences of performing, composing and appreciating dance
H1.4	Acknowledges and appreciates the relationship of dance and other media
H2.1	Understands performance quality, interpretation and style relating to dance performance
H2.2	Performs dance skills with confidence commitment, focus, consistency, performance quality and with due consideration of safe dance practices
H2.3	Values the diversity of dance performance
H3.1	Identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent
H3.2	Demonstrates the use of elements of composition/choreography in a personal style in response to a specific concept/intent
H3.3	Recognises and values the role of dance in achieving individual expression
H3.4	Explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
H4.1	Understands the concept of differing artistic, social and cultural contexts of dance
H4.2	Recognises, analyses and evaluates the distinguishing features of major dance works
H4.3	Utilises the skills of research and analysis to examine dance as an art form
H4.4	Demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgements about dance
H4.5	Acknowledges that the artform of dance is enhanced through reflective practise, study and evaluation

HSC DRAMA ASSESSMENT TASK GRID 2018																				SUBJECT: DRAMA			
TASK	SYLLABUS OUTCOMES																			40%	30%	30%	DUE DATE
COURSE	H1.1	H1.2	H1.3	H1.4	H1.5	H1.6	H1.7	H1.8	H1.9	H2.1	H2.2	H2.3	H2.4	H2.5	H3.1	H3.2	H3.3	H3.4	H3.5	MAKING	PERFORMANCE	CRITICAL STUDY	
1. Australian Drama & Theatre Essay & Group Performance	X	X	X		X		X		X			X	X		X	X	X	X	X		20	10	Term 4 Week 8
2. Individual Project Progress Task			X		X		X		X				X	X		X			X	20			Term 1 Week 10
3. Trial HSC Exam (Essay, Group Performance & Individual Project)	X	X		X		X		X		X	X	X	X			X	X		X	20	10	10	Term 2 Weeks 9 & 10
4. Module Study Task			X												X	X						10	Term 3 Week 5

H1.1	uses acting skills to adopt and sustain a variety of characters and roles
H1.2	uses performance skills to interpret and perform scripted and other material
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
H1.4	collaborates effectively to produce a group-devised performance
H1.5	demonstrates directorial skills
H1.6	records refined group performance work in appropriate form
H1.7	demonstrates skills in using the elements of production
H1.8	recognises the value of the contribution of each individual to the artistic effectiveness of productions
H1.9	values innovation and originality in group and individual work
H2.1	demonstrates effective performance skills
H2.2	uses dramatic and theatrical elements effectively to engage an audience
H2.3	demonstrates directorial skills for theatre and other media
H2.4	appreciates the dynamics of drama as a performing art
H2.5	appreciates the high level of energy and commitment necessary to develop and present a performance
H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.4	appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
H3.5	appreciates the role of the audience in various dramatic and theatrical styles and movements

HSC ASSESSMENT TASK GRID - 2018												SUBJECT: HSC ENGLISH STUDIES				
TASK	SYLLABUS OUTCOMES											30%	30%	25%	15%	DUE DATE
COURSE	H1.1	H1.2	H1.3	H1.4	H2.1	H2.2	H2.3	H3.1	H3.2	H4.1	H4.2	DEVELOP KNOWLEDGE & UNDERSTANDING OF TEXTS	DEVELOP SKILLS IN READING, LISTENING & REPRESENTING	DEVELOP SKILLS IN USING LANGUAGE ACCURATELY	DEVELOP SKILLS IN PLANNING AND WORKING COLLABORATIVELY	
We Are Australians					X		X		X	X	X		10	5	10	Term 4 Week 9
On the Road				X		X		X	X			5	5	10		Term 1 Week 9
Mitunes or Playing the Game		X			X		X		X			5	10	5		Term 2 Week 6
The Big Screen	X		X	X								15				Term 3 Week 4
Portfolio Task				X		X		X			X	5	5	5	5	Term 3 Week 6

H1.1	A student analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning.
H1.2	A student explains the ideas and values of the texts.
H1.3	A student explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms.
H1.4	A student produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques.
H2.1	A student comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship.
H2.2	A student demonstrates further development of skills in expression in English in an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship.
H2.3	A student demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts used in vocational contexts.
H3.1	A student recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes.
H3.2	A student recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences.
H4.1	A student plans and organises to complete tasks or projects, both individually and collaboratively.
H4.2	A student works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics.

HSC ASSESSMENT TASK GRID - 2018														SUBJECT: HSC Standard English					
TASK	SYLLABUS OUTCOMES													15%	15%	25%	30%	15%	DUE DATE
COURSE	1	2	3	4	5	6	7	8	9	10	11	12	13	LISTENING	SPEAKING	READING	WRITING	VIEWING & REPRESENTING	
Area of Study: 'Discovery' (Drama OR Film OR Poetry)		X					X	X			X					5	5	15	Term 4 Week 9
Module A: Experience through Language – Elective 1 & 2 Film OR Drama	X				X				X						15				Term 1 Week 7
Module B: Close Study of Text (Poetry OR Prose Fiction)				X			X					X		15					Term 2 Week 6
HSC Trial Exam			X					X			X		X			10	15		Term 2 Weeks 9 & 10
Module C: Texts and Society – Elective 2 'Exploring Transitions' (Drama OR Prose Fiction)		X				X				X						10	10		Term 3 Week 6

1	A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
2	A student demonstrates understanding of the relationships among texts.
3	A student develops language relevant to the study of English.
4	A student describes and analyses the ways that language forms and features, and structures of text shape meaning and influence responses.
5	A student analyses the effect of technology and medium on meaning.
6	A student engages with the details of the text in order to respond critically and personally.
7	A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
8	A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9	A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10	A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
11	A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
12	A student reflects on own processes of responding and composing.
13	A student reflects on own processes of learning.

HSC ASSESSMENT TASK GRID - 2018																SUBJECT: HSC Advanced English					
TASK	SYLLABUS OUTCOMES															15%	15%	25%	30%	15%	DUE DATE
COURSE	1	2	2a	3	4	5	6	7	8	9	10	11	12	12a	13	LISTENING	SPEAKING	READING	WRITING	VIEWING & REPRESENTING	
Area of Study: 'Discovery' Shakespeare Drama		X						X	X			X						5	5	15	Term 4 Week 9
Module A: Comparative Study of Texts and Contexts – Elective 2 'Intertextual Perspectives' (Prose Fiction and Film)	X					X				X								10	5		Term 1 Week 10
Module B: Critical Study of Text (Non-Fiction)					X		X							X			15				Term 2 Week 6
HSC Trial Exam				X					X				X		X			10	15		Term 2 Weeks 9 & 10
Module C: Representation and Text – Poetry	X		X								X					15			5		Term 3 Week 6

1	A student explains and evaluates the effects of different contexts of responders and composers on texts.
2	A student explains relationships among texts.
2a	A student recognises different ways in which particular texts are valued.
3	A student develops language relevant to the study of English.
4	A student explains and analyses the ways language forms and features, and structures of texts shape meaning and influence responses.
5	A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
6	A student engages with the details of text in order to respond critically and personally.
7	A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
8	A student articulates and represents own ideas in critical, interpretive and imaginative texts form a range of perspectives.
9	A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.
10	A student analyses and synthesises information and ideas onto sustained and logical argument for a range of purposes, audiences and contexts.
11	A student draws upon the imagination to transform experience and ideas into texts demonstrating control of language.
12	A student reflects on own processes of responding and composing.
12a	A student explains and evaluates different ways of responding to and composing texts.
13	A student reflects on own processes of learning.

HSC ASSESSMENT TASK GRID - 2018

SUBJECT: HSC English Extension 1

TASK	SYLLABUS OUTCOMES				25%	25%	DUE DATE
COURSE	1	2	3	4	KNOWLEDGE AND UNDERSTANDING OF COMPLEX TEXTS AND OF HOW AND WHY THEY ARE VALUED	SKILLS IN: COMPLEX ANALYSIS, SUSTAINED COMPOSITION, INDEPENDENT INVESTIGATION	
Task 1: In-class Essay	X	X			5	10	Term 1 Week 5
Task 2: Tutorial Presentation	X		X	X	10	10	Term 2 Week 5
Task 3: In-class Exam	X	X	X		10	5	Term 3 Week 7

1.	A student distinguishes and evaluates the values expressed through texts.
2.	A student explains different ways of valuing texts.
3.	A student composes extended texts.
4.	A student develops and delivers sophisticated presentations.

HSC ASSESSMENT TASK GRID - 2018			SUBJECT: HSC English Extension 2		
TASK	SYLLABUS OUTCOMES		25%	25%	DUE DATE
COURSE	1	2	SKILLS IN EXTENSIVE INDEPENDENT RESEARCH	SKILLS IN SUSTAINED COMPOSITION	
Task 1: Viva Voce	X	X	5	5	Term 1 Week 2
Task 2: Report	X	X	10	5	Term 2 Week 2
Task 3: Draft Version of Major Work	X	X	10	15	Term 3 Week 1

1. A student develops and presents an extended composition that demonstrates depth, insight, originality and skills in independent investigation.
2. A student reflects on and documents own process of composition.

HSC ASSESSMENT TASK GRID - 2018											SUBJECT: FOOD TECHNOLOGY				
TASK	SYLLABUS OUTCOMES										20%	30%	30%	20%	DUE DATE
COURSE	H1.1	H1.2	H1.3	H1.4	H2.1	H3.1	H3.2	H4.1	H4.2	H5.1	KNOWLEDGE & UNDERSTANDING	RESEARCH/ ANALYSIS/ COMMUNICATION SKILLS	EXPERIMENTING & PREPARING SKILLS	DESIGNING IMPLEMENTING EVALUATIONS SKILLS	
Depth Study – Australian Food Industry		X		X		X						10	10	5	Term 4 Week 9
HSC Trial Exam	X		X		X				X		10	5		5	Term 2 Weeks 9 & 10
Food Product Development Design Project								X		X		5	20	5	Term 3 Week 1
Nutritional Considerations Structured Response							X				10	10		5	Term 3 Week 4

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

HSC ASSESSMENT TASK GRID - 2018																SUBJECT: INDUSTRIAL TECHNOLOGY - AUTOMOTIVE			
TASK	SYLLABUS OUTCOMES																40%	60%	DUE DATE
COURSE	H1.1	H1.2	H1.3	H2.1	H3.1	H3.2	H3.3	H4.1	H4.2	H4.3	H5.1	H5.2	H6.1	H6.2	H7.1	H7.2	KNOWLEDGE & UNDERSTANDING	KNOWLEDGE & SKILLS Major Project	
Research and Planning Documentation				X	X	X					X							15	Term 4 Week 8
Industry Study Task	X					X									X	X	15		Term 1 Week 7
HSC Trial Exam	X	X	X		X					X		X	X	X	X	X	25		Term 2 Weeks 9 & 10
Major Project & Folio		X		X	X	X	X	X	X	X	X	X	X					45	TBA by NESA

Outcomes: A student

H1.1	Describes the organisation and management of an individual business within the focus area of industry
H1.2	Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
H1.3	Identifies important historical developments in the focus area industry
H2.1	Describes and uses safe working practices and correct workshop equipment maintenance techniques
H3.1	Sketches, produces and interprets drawings in the production of projects
H3.2	Applies research and problem-solving skills
H3.3	Demonstrates appropriate design principles in the production of projects
H4.1	Demonstrates a range of practical skills in the production of projects
H4.2	Demonstrates competency in using relevant equipment, machinery & processes
H4.3	Identifies and explains the properties and characteristics of materials/components through the production of projects
H5.1	Uses communication and information processing skills
H5.2	Uses appropriate documentation techniques related to the management of projects
H6.1	Identifies the characteristics of quality manufactured products
H6.2	Identifies and explains the principles of quality and quality control
H7.1	Identifies the impact of one related industry on the social and physical environment
H7.2	Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

HSC ASSESSMENT TASK GRID – 2018											SUBJECT: LEGAL STUDIES			
TA	SYLLABUS										60%	20%	20%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	KNOWLEDGE & UNDERSTANDING	INQUIRY & RESEARCH	COMMUNICATION OF INFORMATION	
Crime Task				X			X	X	X		10	5	5	Term 4 Week 10
Human Rights Task		X	X							X	15	5	5	Term 1 Week 9
HSC Trial Exam	X	X		X	X		X		X		25		5	Term 2 Weeks 9 & 10
World Order Research Task	X					X		X		X	10	10	5	Term 3 Week 6

H 1	Identifies and applies legal concepts and terminology Describes and explains key features of and the relationship between Australian and international law Analyses the operation of domestic and international legal systems
H 2	Evaluates the effectiveness of the legal system in addressing issues Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change Assesses the nature of the interrelationship between the legal system and society
H 3	Evaluates the effectiveness of the law in achieving justice Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
H 4	Communicates legal information using well-structured and logical arguments Analyses differing perspectives and interpretations of legal information and issues

HSC ASSESSMENT TASK GRID – 2018												SUBJECT: MATHEMATICS GENERAL 1 (NON ATAR)		
TASK	SYLLABUS OUTCOMES											50%	50%	DUE DATE
COURSE	MG1H-1	MG1H-2	MG1H-3	MG1H-4	MG1H-5	MG1H-6	MG1H-7	MG1H-8	MG1H-9	MG1H-10	MG1H-VA	KNOWLEDGE & SKILLS	APPLICATIONS	
Half Yearly Exam			X	x	x		x	x				10	10	Term 1 Week 5
Major Project	X	X	X	X		X			X			15	15	Term 2 Week 5
3. Portfolio of Work	X	X	X			X	X		X	X		25	25	Term 3 Week 6

A student:

MG1H-1	Uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts
MG1H-2	Analyses representations of data in order to make predictions
MG1H-3	Makes predictions about everyday situations based on simple mathematical models
MG1H-4	Analyses simple two-dimensional and three-dimensional models to solve practical problems
MG1H-5	Interprets the results of measurements and calculations and makes judgements about reasonableness, including the conversion to appropriate units.
MG1H-6	Makes informed decisions about financial situations likely to be encountered post-school
MG1H-7	Develops and carries out simple statistical processes to answer questions posed
MG1H-8	Solves problems involving uncertainty using basic counting techniques
MG1H-9	Chooses and uses appropriate technology to organise information from a range of practical and everyday contexts
MG1H-10	Uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others
MG1H-VA	Appreciates the importance of mathematics in everyday life and its usefulness in contributing to society

HSC ASSESSMENT TASK GRID – 2018											SUBJECT: MATHEMATICS GENERAL 2 (ATAR)		
TASK	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	MG2H-1	MG2H-2	MG2H-3	MG2H-4	MG2H-5	MG2H-6	MG2H-7	MG2H-8	MG2H-9	MG2H-10	KNOWLEDGE & SKILLS	APPLICATIONS	
1. Project	X	X		X	X				X	X	5	5	Term 4 Week 8
2. Half-Yearly Exam			X	X	X					X	15	10	Term 1 Week 5
3. HSC Trial Exam	X	X	X	X	X	X	X	X	X	X	20	20	Term 2 Weeks 9 & 10
4. Assignment	X	X	X	X	X	X	X	X	X	X	10	15	Term 3 Week 5

A student:

MG2H-1	Uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MG2H-2	Analyses representations of data in order to make inferences, predictions and conclusions
MG2H-3	Makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions
MG2H-4	Analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles
MG2H-5	Interprets the results of measurements and calculations and makes judgements about reasonableness, including the degree of accuracy of measurements and calculations and the conversion to appropriate units
MG2H-6	Makes informed decisions about financial situations, including annuities and loan repayments
MG2H-7	Answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data
MG2H-8	Solves problems involving counting techniques, multistage events and expectation
MG2H-9	Chooses and uses appropriate technology to locate and organise information from a range of contexts
MG2H-10	Uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response

HSC ASSESSMENT TASK GRID - 2018										SUBJECT: MATHEMATICS		
TASK	SYLLABUS OUTCOMES									50%	50%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	CONCEPTS, SKILLS AND TECHNIQUES	REASONING AND COMMUNICATION	
1. Sighted Exam	X	X			X	X				5	5	Term 4 Week 9
2. Half-Yearly Exam	X	X		X	X	X	X		x	15	15	Term 1 Week 5
3. HSC Trial Exam	X	X	X	X	X	X	X	X	X	20	20	Term 2 Weeks 9 & 10
4. Assignment		X		X	X				X	10	10	Term 3 Week 5

H1	Seeks to apply mathematical techniques to problems in a wide range of practical contexts
H2	Constructs arguments to prove and justify results
H3	Manipulates algebraic expressions involving logarithmic and exponential functions
H4	Expresses practical problems in mathematical terms based on simple given models
H5	Applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
H6	Uses the derivative to determine the features of the graph of a function
H7	Uses the features of a graph to deduce information about the derivative
H8	Uses techniques of integration to calculate areas and volumes
H9	Communicates using mathematical language, notation, diagrams and graphs

HSC ASSESSMENT TASK GRID - 2018								SUBJECT: MATHEMATICS EXTENSION 1		
TASK	SYLLABUS OUTCOMES							50%	50%	DUE DATE
COURSE	HE1	HE2	HE3	HE4	HE5	HE6	HE7	CONCEPTS, SKILLS AND TECHNIQUES	REASONING AND COMMUNICATION	
1. Half-Yearly Exam	X	X		X		X	X	15	15	Term 1 Week 5
2. HSC Trial Exam	X	X	X	X		X	X	20	20	Term 2 Weeks 9 & 10
3. Presentation	X	X	X		X		X	15	15	Term 3 Week 7

HE1	appreciates interrelationships between ideas drawn from different areas of mathematics
HE2	uses inductive reasoning in the construction of proofs
HE3	uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay
HE4	uses the relationship between functions, inverse functions and their derivatives
HE5	applies the chain rule to problems including those involving velocity and acceleration as functions of displacement
HE6	determines integrals by reduction to a standard form through a given substitution
HE7	evaluates mathematical solutions to problems and communicates them in an appropriate form

HSC ASSESSMENT TASK GRID - 2018											SUBJECT: MODERN HISTORY				
TASK	SYLLABUS OUTCOMES										40%	20%	20%	20%	DUE DATE
COURSE	H1.1	H1.2	H2.1	H3.1	H3.2	H3.3	H3.4	H3.5	H4.1	H4.2	KNOWLEDGE	SOURCE BASED SKILLS	HISTORICAL ENQUIRY & RESEARCH	COMMUNICATION	
1.World War One Source Based					X	X				X		15		5	Term 4 Week 8
2. National Study Research		X		X				X	X	X			20	5	Term 1 Week 10
3. HSC Trial Exam	X	X	X		X	X	X		X	X	20	5		5	Term 2 Weeks 9 & 10
4. Personality Written Response	X	X							X	X	20			5	Term 3 Week 5

H1.1	Describe the role of key features, issues, individuals, groups and events of selected twentieth century studies. Explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century Ask relevant historical questions Locate, select and organise relevant information from different types of sources Analyse and evaluate sources for their usefulness and reliability Explain and evaluate differing perspectives and interpretations of the past Plan and present the findings of historical investigations, analysing and synthesising information from different types of sources Use historical terms and concepts appropriately Communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms
H2.1	
H3.1	
H3.2	
H3.3	
H3.4	
H3.5	
H4.1	
H4.2	

HSC ASSESSMENT TASK GRID - 2018												SUBJECT: MUSIC 1							
TASK	SYLLABUS OUTCOMES											10%	10%	10%	25%	15%	15%	15%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H 11	PERFORMANCE CORE	COMPOSITION CORE	MUSICOLOGY CORE	AURAL CORE	ELECTIVE 1	ELECTIVE 2	ELECTIVE 3	
1.Practical Workshop	X				X					X	X	10				15			Term 4 Week 7
2.Half Yearly Exam	X			X	X	X	X								10		15		Term 1 Week 5
3. HSC Trial Exam	X			X		X			X						15			15	Term 2 Weeks 9 & 10
4.Topic Portfolio		X	X					X					10	10					Term 3 Week 5

H1	<p>performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble</p> <p>reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied</p> <p>improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied</p> <p>articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles</p> <p>critically evaluates and discusses performances and compositions</p> <p>critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening</p> <p>understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied</p> <p>identifies, recognises, experiments with, and discusses the use and effects of technology in music</p> <p>performs as a means of self-expression and communication</p> <p>demonstrates a willingness to participate in performance, composition, musicology and aural activities</p> <p>demonstrates a willingness to accept and use constructive criticism</p>
H2	
H3	
H4	
H5	
H6	
H7	
H8	
H9	
H10	
H11	

HSC ASSESSMENT TASK GRID - 2018

SUBJECT: PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

TASK	SYLLABUS OUTCOMES																	40%	30%	30%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H11	H12	H13	H14	H15	H16	H17	KNOWLEDGE AND UNDERSTANDING	SKILLS INFLUENCING PERSONAL HEALTH	SKILLS IN CRITICAL THINKING	
Health Priorities	X	X	X															10	5	10	Term 4 Week 9
Factors Affecting Performance							X	X			X						X	10	10	5	Term 1 Week 9
Option -Improving performance							X	X	X							X	X	10	5	5	Term 2 Weeks 4
Trial HSC	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	10	10	10	Term 2 Week 9 -10

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

HSC ASSESSMENT TASK GRID – 2018

SUBJECT: PHOTOGRAPHY & DIGITAL IMAGING

TASK	SYLLABUS OUTCOMES											70%	30%	DUE DATE
COURSE	M1	M2	M3	M4	M5	M6	CH1	CH2	CH3	CH4	CH5	MAKING	CRITICAL & HISTORICAL	
Research Task Practice & Frames		X				X			X	X		10	10	Term 4 Week 10
Practical Task 1 Product Design			X					X				20	5	Term 1 Week 10
Practical Task 2 Graphic Design				X							X	20	5	Term 2 Week 10
Individual Project	X						X					20	10	Term 3 Week 6

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 occupational 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

HSC ASSESSMENT TASK GRID – 2018																	SUBJECT: PHYSICS			
TASK	SYLLABUS OUTCOMES																40%	30%	30%	
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H11	H12	H13	H14	H15	H16	KNOWLEDGE & UNDERSTANDING	INVESTIGATION SKILLS	COMM. THINK. WORK. SKILLS	DUE DATE
Research Task	X	X	X	X			X		X				X				10	5	5	Term 4 Week 8
Half Yearly Exam	X	X	X	X		X	X		X			X		X			10	5	5	Term 1 Week 5
HSC Trial Exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		15	5	10	Term 2 Weeks 9 & 10
Practical Portfolio											X	X	X	X			5	15	10	Term 3 Week 5

H1	evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
H2	Analyses the ways in which models, theories and laws in physics have been tested and validated
H3	Assesses the impact of particular advances in physics on the development of technologies
H4	Assesses the impacts of applications of physics on society and the environment
H5	Identifies possible future directions of physics research
H6	Explains events in terms of Newton's Laws, Law of Conservation of Momentum and relativity
H7	Explains the effects of energy transfers and energy transformations
H8	Analyses wave interactions and explains the effects of those interactions
H9	Explains the effects of electric, magnetic and gravitational fields
H10	Describes the nature of electromagnetic radiation and matter in terms of the particles
H11	Justifies the appropriateness of a particular investigation plan
H12	Evaluates ways in which accuracy and reliability could be improved in investigations
H13	Uses terminology and reporting styles appropriately and successfully to communicate information and understanding
H14	Assesses the validity of conclusions from gathered data and information
H15	Explains why an investigation is best undertaken individually or by a team
H16	Justifies positive values about and attitude towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science

HSC ASSESSMENT TASK GRID - 2018																	SUBJECT: SENIOR SCIENCE			
TASK	SYLLABUS OUTCOMES																40%	30%	30%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H11	H12	H13	H14	H15	H16	KNOWLEDGE & UNDERSTANDING	INVESTIGATION SKILLS	COMM. THINKING/ WORK SKILLS	
In-class Practical Task				X		X	X	X			X	X		X			5	10	5	Term 4 Week 6
Research Report	X		X		X					X			X		X	X	10	5	10	Term 2 Week 6
HSC Trial Exam		X	X	X		X	X	X	X	X			X			X	15	10	5	Term 2 Weeks 9 & 10
Topic Test		X	X	X		X			X				X				10	5	10	Term 3 Week 4

H1	discusses advances in scientific understanding and technology that have changed the direction or nature of scientific thinking
H2	applies the processes that are used to test and validate models, theories and laws, to investigations
H3	assesses the contribution of scientific advances on the development of technologies
H4	assesses the impacts of applications of science on society and the environment
H5	describes possible future directions of scientific research
H6	describes uses of the Earth's resources
H7	identifies effects of internal and external environmental changes on the human body
H8	relates the properties of chemicals to their use
H9	relates the structure of body organs and systems to their function
H10	discusses ways in which different forms of energy and energy transfers and transformations are used
H11	justifies the appropriateness of a particular investigation plan
H12	evaluates ways in which accuracy and reliability could be improved in investigations
H13	uses terminology and reporting styles appropriately and successfully to communicate information and understanding
H14	assesses the validity of conclusions from gathered data and information
H15	explains why an investigation is best undertaken individually or by a team
H16	justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

HSC ASSESSMENT TASK GRID – 2018										SUBJECT: SOCIETY AND CULTURE			
TASK	SYLLABUS OUTCOMES									50%	30%	20%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H9	H10	Knowledge and Understanding	Social and cultural research	Communication	
1.Social & Cultural Continuity Change Research Task	X				X	X	X			10	10	5	Term 4 Week 6
2. PIP progress						X	X		X	5	5	5	Term 1 Week 8
3. HSC Trial Examination	X	X	X	X					X	25		5	Term 2 Weeks 9 & 10
4. Depth Study Research Task			X		X		X	X	X	10	15	5	Term 3 Week 5

Outcomes: A student

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

HSC ASSESSMENT TASK GRID - 2018																	SUBJECT: Sport, Lifestyle and Recreation (SLR)		
TASK	SYLLABUS OUTCOMES																50%	50%	DUE DATE
COURSE	H1.1	H1.2	H1.3	H1.4	H1.5	H1.6	H2.4	H3.1	H3.2	H3.3	H3.4	H3.5	H4.1	H4.2	H4.4	H4.5	KNOWLEDGE AND UNDERSTANDING	SKILLS	
Healthy Lifestyle					X							X					20		Term 4 Week 8
Application in Practical Modules	X		X										X		X			40	Term 4 Week 10 Term 2 Week 7
Coaching Practical Presentation			X					X	X								15	10	Term 1 Week 6
Sports Administration Online Module	X					X								X		X	15		Term 2 Week 8
H1.1	Applies the rules and conventions that relate to participation in a range of physical activities.																		
H1.2	Explains the relationship between physical activity, fitness and healthy lifestyle.																		
H1.3	Demonstrates ways to enhance safety in physical activity.																		
H1.4	Investigates and interprets the patterns of participation in sport and physical activity.																		
H1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status																		
H2.1	Explains the principles of skill development and training.																		
H2.2	Analyses the fitness requirements of specific activities.																		
H3.1	Selects appropriate strategies and tactics for success in a range of movement contexts																		
H3.2	Designs programs that respond to performance needs.																		
H3.3	Measures and evaluates physical performance.																		
H3.4	Composes, performs and appraises movement.																		
H3.5	Analyses personal health practices.																		
H4.1	Plans strategies to achieve performance goals																		
H4.2	Makes strategic plans to overcome the barriers to personal and community health																		
H4.3	Demonstrates leadership skills and a capacity to work cooperatively in movement context																		
H4.4	Demonstrates competence and confidence in movement contexts																		
H4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.																		

HSC ASSESSMENT TASK GRID – 2018											SUBJECT: VISUAL ARTS		
TASK	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	MAKING	ART CRITICISM & ART HISTORY	
Half Yearly Exam									X	X		20	Term 1 Week 5
BOW & Process Diary	X	X	X	X							20		Term 1 Week 10
HSC Trial Exam							X	X	X	X		30	Term 2 Weeks 9 & 10
Final BOW & Process Diary					X	X					30		Term 3 Week 5

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

SET PATHWAYS

HSC ASSESSMENT TASK GRID - 2018												SUBJECT: HSC ENGLISH STUDIES (SET PATHWAYS)				
TASK	SYLLABUS OUTCOMES											30%	30%	25%	15%	DUE DATE
COURSE	H1.1	H1.2	H1.3	H1.4	H2.1	H2.2	H2.3	H3.1	H3.2	H4.1	H4.2	DEVELOP KNOWLEDGE & UNDERSTANDING OF TEXTS	DEVELOP SKILLS IN READING, LISTENING & REPRESENTING	DEVELOP SKILLS IN USING LANGUAGE ACCURATELY	DEVELOP SKILLS IN PLANNING AND WORKING COLLABORATIVELY	
We Are Australians:					X		X		X	X	X		10	5	10	Term 4 Week 9
On the Road:				X		X		X	X			5	5	10		Term 1 Week 9
Mitunes		X			X		X		X			5	10	5		Term 2 Week 6
The Big Screen: English in film-making	X		X	X								15				Term 3 Week 4
Portfolio Task				X		X		X			X	5	5	5	5	Term 3 Week 6

H1.1	A student analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning.
H1.2	A student explains the ideas and values of the texts.
H1.3	A student explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms.
H1.4	A student produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques.
H2.1	A student comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship.
H2.2	A student demonstrates further development of skills in expression in English in an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship.
H2.3	A student demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts used in vocational contexts.
H3.1	A student recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes.
H3.2	A student recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences.
H4.1	A student plans and organises to complete tasks or projects, both individually and collaboratively.
H4.2	A student works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics.

HSC ASSESSMENT TASK GRID – 2018

SUBJECT:
MATHEMATICS GENERAL 1
(Non ATAR) SET PATHWAYS

TASK	SYLLABUS OUTCOMES											50%	50%	DUE DATE
COURSE	MG1H-1	MG1H-2	MG1H-3	MG1H-4	MG1H-5	MG1H-6	MG1H-7	MG1H-8	MG1H-9	MG1H-10	MG1H-VA	KNOWLEDGE & SKILLS	APPLICATIONS	
1. Half Yearly Exam			X	X	X		X	X				10	10	Term 1 Week 5
2. Major Project	X	X	X	X		X			X	X		15	15	Term 2 Week 5
3. Portfolio of work	X	X	X			X	X		X	X		25	25	Term 3 Week 5

MG1H-1	Appreciates the importance of mathematics in her/his own life and its usefulness in contributing to society
MG1H-2	Integrates mathematical knowledge and skills from different content areas in exploring new situations
MG1H-3	Develops and tests a general mathematical relationship from observed patterns
MG1H-4	Analyses representations of data in order to make inferences, predictions and conclusions
MG1H-5	Makes predictions about the behaviour of situations based on simple models
MG1H-6	Analyses two-dimensional and three-dimensional models to solve practical and mathematical problems
MG1H-7	Interprets the results of measurements and calculations and makes judgements about reasonableness
MG1H-8	Makes informed decisions about financial situations
MG1H-9	Develops and carries out statistical processes to answer questions which she/he and others have posed
MG1H-10	Solves problems involving uncertainty using basic principles of probability
MG1H-VA	Uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating his/her position clearly to others



Education
Public Schools

ULTIMO 90072

BUSINESS SERVICES ASSESSMENT SCHEDULE

Preliminary Year 2017 - HSC 2018

QUALIFICATION: BSB20115 Certificate II in Business

Training Package: BSB Business Services Version 2

NESA Course Code:
240 X 2 YR
26101

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment		HSC requirements - Exam estimate mark & weighting
Term 1	7 PRELIMINARY UOCs							240 indicative hours over 2 years
	BSBWHS201	Contribute to health and safety of self and others	C	M	15	Cluster A: At the Office Written task, scenario, observation of practical work, risk assessment		
	BSBWOR204	Use business technology	E	E	15			
Term 2	BSBCUS201	Deliver a service to customers	E	M	15	Cluster B: Service with a Smile Scenario, written task, presentation, role play	35 hours Work Placement	
	BSBCMM201	Communicate in the workplace	E	E	15			
Term 3	BSBINM202	Handle mail	E	E	10	Cluster C: It's in the Post Scenario, written task, case studies, self- assessment	30% Preliminary Yearly Exam	
	BSBITU203	Communicate electronically	E	E	10			
	BSBSUS201	Participate in environmentally sustainable work practices	E	M	15			
Term 4	7 HSC UOCs							70% Trial HSC Exam Term 2 2018 Weeks 9 & 10
	BSBITU307 BSBITU201	Develop keyboarding speed and accuracy	E	E	25	Cluster D: Fast and On Task Written task, teacher observation, portfolio of evidence, product assessment	Term 4 2017 Week 8	
		Produce simple word processed documents	E	E	20			
Term 5-6	BSBITU202	Create and use spread sheets	E	E	20	Cluster E: Minding Your Own Business Written task, scenario, observation of practical work, portfolio of evidence	Term 2 2018 Week 1	
	BSBINM201	Process and maintain workplace information	E	M	20			
	TLIP2029	Prepare and process financial documents	E	M	20			
Term 7	BSBINN201	Contribute to workplace innovation	E	M	15	Cluster F: Back to the Future Written task, case study, scenario	Term 3 2018 Week 4	
	BSBIND201	Work effectively in a business environment	E	M	25			
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 240			Units of competency from the HSC focus areas will be included in the optional HSC examination.		



Education
Public Schools

ULTIMO 90072

CONSTRUCTION ASSESSMENT SCHEDULE

Preliminary Year 2017 - HSC 2018

QUALIFICATION: CPC20211 Certificate II in Construction Pathways

Training Package: CPC08 Construction and Property Services v 9.1

NESA course code
240 X 2 YR:26201

TERM	Unit Code	Units Of Competency	AOQ / CORE / ELECTIVE	NESA MAINSTREAM / M / ELECTIVE	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment		Preliminary and HSC Exam weightings to total 100%**
Term 1	5 PRELIMINARY UOCs							240 indicative hours over 2 years
	CPCCOHS1001A	Work safely in the construction industry	C Cert I	M	10	Cluster A - WorkCover WHS Induction Written Test		
Term 1/2	CPCCCM1013A	Plan and organise work	C	M	10	Cluster B - Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and written test.		35 hours Work Placement 30% Preliminary Yearly Exam
	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	C	M	15			
Term 2/3	CPCCCA2002B	Use carpentry tools and equipment	E	M	20	Cluster C1. Tool box or Saw Horse 2. BBQ Table Practical, Teacher observations and written test.		
	CPCCCA2011A	Handle carpentry materials	E	E	20			
Terms 4/5	10 HSC UOCs						DUE DATE	35 hours Work Placement

ULTIMO 90072 ENTERTAINMENT INDUSTRY ASSESSMENT SCHEDULE Preliminary Year 2017- HSC 2018 QUALIFICATION: Statement of attainment towards CUA30415 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture								NESA code 240 X 2 YR:26401	
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	N STANDARD AUTHORITY	HSC INDICATIVE E Hrs.	Assessment Task Cluster & Methods of Assessment		Preliminary and HSC Exam weightings to total 100%**	
Term 1	6 PRELIMINARY UOCs							240 indicative hours over 2 years	
	CPCCOHS1001A	Work Safely in the Construction Industry	C	M	10	Cluster A: White Card			
Term 1/2	CUAWHS302 CUASOU301	Apply work health and safety practices Undertake live audio operations	C E	M M	15 25	Cluster B: Safe and Sound Observation, written, self- assessment		30% Preliminary Yearly Exam	
Term 3	SITXCCS303 CUAVSS302 CUAIND301	Provide services to customers Operate vision systems Work effectively in the creative arts industry	C E C	M M M	20 25 20	Cluster C: Let's see it! Observation, written, presentation, portfolio		35 hours Work Placement	
Term 4/5	6 HSC UOCs						DUE DATE	35 hours Work Placement 70% Trial HSC Exam Term 2 2018 Weeks 9 & 10 **The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.	
	CUASOU306 CUASTA301	Operate sound reinforcement systems Assist with production operations for live performances	E E E	E M M	20 25 25	Cluster D: Setting the Scene Observation, self – assessment, written	Term 4 2017		
	CUALGT301	Operate basic lighting					Week 8 & 9		
		Delivery of course only				Thirlmere Steam Festival	Term 1 2018 Week 6		
Term 6/7	CUASTA202 CUASMT301 MEM18002B	Assist with bump in and bump out of shows Work effectively backstage during performances Use power tools or hand held operations	E E E	E E E	20 25 20	Cluster E: Behind the Scenes Observation, self – assessment, written	Term 2 2018 Week 6		
EDUCATION STANDARD AUTHORITY requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 250			Units of competency from the HSC focus areas will be included in the optional HSC examination.			

HSC ASSESSMENT TASK GRID - 2018																	SUBJECT: Sport, Lifestyle and Recreation (SLR) SET PATHWAYS		
TASK	SYLLABUS OUTCOMES																50%	50%	DUE DATE
COURSE	H1.1	H1.2	H1.3	H1.4	H1.5	H1.6	H2.4	H3.1	H3.2	H3.3	H3.4	H3.5	H4.1	H4.2	H4.4	H4.5	KNOWLEDGE AND UNDERSTANDING	SKILLS	
Healthy Lifestyle					X							X					20		Term 4 Week 8
Application in Practical Modules	X		X										X		X			40	Term 4 Week 10 Term 2 Week 7
Coaching Practical Presentation			X					X	X								15	10	Term 1 Week 6
Sports Administration Online Module	X					X								X		X	15		Term 2 Week 8
H1.1	Applies the rules and conventions that relate to participation in a range of physical activities.																		
H1.2	Explains the relationship between physical activity, fitness and healthy lifestyle.																		
H1.3	Demonstrates ways to enhance safety in physical activity.																		
H1.4	Investigates and interprets the patterns of participation in sport and physical activity.																		
H1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status																		
H2.1	Explains the principles of skill development and training.																		
H2.2	Analyses the fitness requirements of specific activities.																		
H3.1	Selects appropriate strategies and tactics for success in a range of movement contexts																		
H3.2	Designs programs that respond to performance needs.																		
H3.3	Measures and evaluates physical performance.																		
H3.4	Composes, performs and appraises movement.																		
H3.5	Analyses personal health practices.																		
H4.1	Plans strategies to achieve performance goals																		
H4.2	Makes strategic plans to overcome the barriers to personal and community health																		
H4.3	Demonstrates leadership skills and a capacity to work cooperatively in movement context																		
H4.4	Demonstrates competence and confidence in movement contexts																		
H4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.																		

VET



Education
Public Schools

ULTIMO 90072

BUSINESS SERVICES ASSESSMENT SCHEDULE

Preliminary Year 2017 - HSC 2018

QUALIFICATION: BSB20115 Certificate II in Business

Training Package: BSB Business Services Version 2

NESA Course Code:
240 X 2 YR
26101

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment		HSC requirements - Exam estimate mark & weighting
Term 1	7 PRELIMINARY UOCs							240 indicative hours over 2 years
	BSBWHS201	Contribute to health and safety of self and others	C	M	15	Cluster A: At the Office Written task, scenario, observation of practical work, risk assessment		
	BSBWOR204	Use business technology	E	E	15		35 hours Work Placement	
Term 2	BSBCUS201	Deliver a service to customers	E	M	15	Cluster B: Service with a Smile Scenario, written task, presentation, role play	30% Preliminary Yearly Exam	
	BSBCMM201	Communicate in the workplace	E	E	15			
Term 3	BSBINM202	Handle mail	E	E	10	Cluster C: It's in the Post Scenario, written task, case studies, self- assessment	35 hours Work Placement	
	BSBITU203	Communicate electronically	E	E	10			
	BSBSUS201	Participate in environmentally sustainable work practices	E	M	15			
Term 4	7 HSC UOCs							70% Trial HSC Exam Term 2 2018 Weeks 9 & 10 The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.
	BSBITU307 BSBITU201	Develop keyboarding speed and accuracy	E	E	25	Cluster D: Fast and On Task Written task, teacher observation, portfolio of evidence, product assessment	Term 4 2017 Week 8	
		Produce simple word processed documents	E	E	20			
Term 5-6	BSBITU202	Create and use spread sheets	E	E	20	Cluster E: Minding Your Own Business Written task, scenario, observation of practical work, portfolio of evidence	Term 2 2018 Week 1	
	BSBINM201	Process and maintain workplace information	E	M	20			
	TLIP2029	Prepare and process financial documents	E	M	20			
Term 7	BSBINN201	Contribute to workplace innovation	E	M	15	Cluster F: Back to the Future Written task, case study, scenario	Term 3 2018 Week 4	
	BSBIND201	Work effectively in a business environment	E	M	25			
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 240			Units of competency from the HSC focus areas will be included in the optional HSC examination.		



Education
Public Schools

ULTIMO 90072

CONSTRUCTION ASSESSMENT SCHEDULE

Preliminary Year 2017 - HSC 2018

QUALIFICATION: CPC20211 Certificate II in Construction Pathways

Training Package: CPC08 Construction and Property Services v 9.1

NESA course code
240 X 2 YR:26201

TERM	Unit Code	Units Of Competency	AOQ / CORE / ELECTIVE	NESA MAINSTREAM / M / ELECTIVE	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment		Preliminary and HSC Exam weightings to total 100%**
Term 1	5 PRELIMINARY UOCs							240 indicative hours over 2 years
	CPCCOHS1001A	Work safely in the construction industry	C Cert I	M	10	Cluster A - WorkCover WHS Induction Written Test		
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work	C	M	10	Cluster B - Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and written test.		35 hours Work Placement 30% Preliminary Yearly Exam
		Apply OHS requirements, policies and procedures in the construction industry	C	M	15			
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment	E	M	20	Cluster C1. Tool box or Saw Horse 2. BBQ Table Practical, Teacher observations and written test.		
		Handle carpentry materials	E	E	20			
Terms 4/5	10 HSC UOCs						DUE DATE	35 hours Work Placement

ULTIMO 90072 ENTERTAINMENT INDUSTRY ASSESSMENT SCHEDULE Preliminary Year 2017- HSC 2018 QUALIFICATION: Statement of attainment towards CUA30415 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture								NESA code 240 X 2 YR:26401	
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	N STANDARD AUTHORITY	HSC INDICATIVE E Hrs.	Assessment Task Cluster & Methods of Assessment		Preliminary and HSC Exam weightings to total 100%**	
Term 1	6 PRELIMINARY UOCs							240 indicative hours over 2 years	
	CPCCOHS1001A	Work Safely in the Construction Industry	C	M	10	Cluster A: White Card			
Term 1/2	CUAWHS302 CUASOU301	Apply work health and safety practices Undertake live audio operations	C E	M M	15 25	Cluster B: Safe and Sound Observation, written, self- assessment		30% Preliminary Yearly Exam	
Term 3	SITXCCS303 CUAVSS302 CUAIND301	Provide services to customers Operate vision systems Work effectively in the creative arts industry	C E C	M M M	20 25 20	Cluster C: Let’s see it! Observation, written, presentation, portfolio		35 hours Work Placement	
Term 4/5	6 HSC UOCs						DUE DATE	35 hours Work Placement 70% Trial HSC Exam Term 2 2018 Weeks 9 & 10 **The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.	
	CUASOU306 CUASTA301	Operate sound reinforcement systems Assist with production operations for live performances	E E E	E M M	20 25 25	Cluster D: Setting the Scene Observation, self – assessment, written	Term 4 2017		
	CUALGT301	Operate basic lighting					Week 8 & 9		
		Delivery of course only				Thirlmere Steam Festival	Term 1 2018 Week 6		
Term 6/7	CUASTA202 CUASMT301 MEM18002B	Assist with bump in and bump out of shows Work effectively backstage during performances Use power tools or hand held operations	E E E	E E E	20 25 20	Cluster E: Behind the Scenes Observation, self – assessment, written	Term 2 2018 Week 6		
EDUCATION STANDARD AUTHORITY requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 250			Units of competency from the HSC focus areas will be included in the optional HSC examination.			

ULTIMO 90072							NESA code 60 X 1 YR: 26403	
ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours) ASSESSMENT SCHEDULE								
Education Public Schools								
Preliminary Year 2017 or HSC 2018								
QUALIFICATION: CUA30415 Certificate III in Live Production and Services								
Training Package: CUA Creative Arts and Culture								
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	EDUCATION STANDARD AUTHORITY STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment		
Term 6/7	3 UOCs						DUE DATE	Students enrolled in the 60 hour specialisation course must also be enrolled in the 240 hour course.
	BSBWOR301	Organise personal work priorities and development	C	E	20	Cluster F: The Client Observation, Written, portfolio, self-assessment, questioning Wollondilly Public Schools Performing Arts Festival	Term 3 2018 Week 6	
	CUAPPR304	Participate in collaborative creative projects	C	E	20			
	CUALGT304	Install and operate follow spots	E	E	20			
			Total Hours 60			There are no Units of Competency from the 60 hour specialisation study that are examinable in the 2016 HSC exam. The HSC examination will be based on the 240 hour course only. No additional work placement is required.		



Education
Public Schools

ULTIMO 90072
HOSPITALITY- KITCHEN OPERATIONS ASSESSMENT SCHEDULE
Preliminary Year 2017 - HSC 2018
QUALIFICATION: SIT20416 Certificate II in Kitchen Operations
Training Package: SIT Tourism, Travel and Hospitality V1.1

NESA course code
240 X 2 YR: 26511

TERM	Unit Code	Units Of Competency	AOE CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	Preliminary and HSC Exam weightings to total 100%**
Term 1	6 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>	240 indicative hours over 2 years 30% Preliminary Yearly Exam 35 hours Work Placement
	SITXFSA001 SITXWHS001	Use hygienic practices for food safety Participate in safe work practices	C C	M* M*	10 15	Cluster A: Getting Ready for Work Written task, observation of practical work, Internet research, case study	
Term 2	SITHKOP001 SITHCCC001	Clean kitchen premises and equipment Use food preparation equipment	C C	S* S*	10 20	Cluster B: Introduction to the Commercial Kitchen Observation of practical work, written task Preliminary course: Portfolio of evidence	
Term 3	SITXFSA002 SITHCCC005	Participate in safe food handling practices Prepare dishes using basic methods of cookery	E C	S* S*	15 40	Cluster C: Prepare and Cook Food Safely Observation of practical work, case study, written questioning Preliminary course: Portfolio of evidence	
Term 4	7 HSC UOCs						DUE DATE
	SITHCCC006 SITXINV002	Prepare appetisers and salads Maintain the quality of perishable items	E C	E E	25 5	Cluster D: Quality Meals Observation of practical work, scenario/role play (for testing temperatures), written task HSC course: Portfolio of evidence	Term 4 2017 Week 7
Term 5&6	SITHCCC011 SITHCCC008 SITHCCC002 SITHCCC003	Use cookery skills effectively Prepare vegetable, fruit, eggs and farinaceous dishes OR Prepare and present simple dishes AND Prepare and present sandwiches	C E E E	E E E E	20 35 20 10	Cluster E: Cookery Skills in Action TBD HSC course: Portfolio of evidence	Term 1 2018 Week 7
Term 7	BSBSUS201 BSBWOR203 SITHIND002	Participate in environmentally sustainable work practices Work effectively with others* Source and use information on the hospitality industry	E C E	E M* M*	15 15 20	Cluster F: The Hospitality Industry TBD	Term 3 2018 Week 5
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240 or 245			* Units of competency from the HSC focus areas will be included in the optional HSC examination.	

ULTIMO 90072
METAL & ENGINEERING ASSESSMENT SCHEDULE
PRELIMINARY Year 2016

QUALIFICATION: MEM10105 Certificate 1 in Engineering
Training Package: MEM05 Metal and Engineering v 11

NESA course code
240 X 2 YR: 26701

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	Comp /Elect Indicative Hrs.	Unit weight (Points)	Assessment Task Cluster & Method of Assessment	Preliminary and HSC Exam weightings to total 100%**	
Term 1	7 PRELIMINARY UOCs						240 indicative hours over 2 years	
	INDUCTION MEM18001C	Manufacturing, engineering and related services industries induction* Use hand tools*	– E	C 10 C 20	– 2	Cluster A: Engineering Induction Induction unit theory, Skills development activities e.g. Bottle opener/ gasket/nut cracker or false jaw. Practical task		
Term 1-2	MEM13014A	Apply principles of occupational health and safety in the work environment*	C	C 15	–	Cluster B: Work, Health and Safety WHS activities, WHS unit test, Manual handling practical assessment: Practical task: brick carrier	30% Preliminary Yearly Exam	
	MEM11011B	Undertake manual handling	E	E 5	2			
	MEM18002B	Use power tools/hand held operations*	E	C 20	2			
Term 3	MEM09002B	Interpret technical drawing*×	E	C 30	N/A	Cluster C: Measurements , Calculations & Drawing Written task, Practical observation: Stepped shaft & Parallel clamp or G Clamp. Extension: Parallel clamp	35 hours Work Placement	
	MEM12023A	Perform engineering measurements*	E	C 15	5			
	MEM12024A	Perform computations*	E	C 20	3			
Term 4 - 5	7 HSC UOCs						DUE DATE	35 hours Work Placement
	MEM14004A MEM03003B	Plan to undertake a routine task* Perform sheet and plate assembly	C E	C 10 E 35	- 4	Cluster D: Sheet and Plate Assembly Practical: Plate Dice Sheet Metal Toolbox and/or Carry Tray Extension: Cone Funnel	Term 4 2017 Week 8	
Term 5 – 6	MEM03001B MEM15024A MEM15002A	Perform manual production assembly Apply quality procedures* Apply quality systems*	E C E	E 35 C 5 C 10	4 – 2	Cluster E: Engineering Major Project Practical: Open Major Project Optional projects include: Portal Frame Section or Outdoor Furniture (School Design) or Bench Vice	Term 2 2018 Week 7	70% Trial HSC Exam Term 2 2018 Weeks 9 & 10
Term 7	MEM16007A	Work with others in a manufacturing, engineering or related environment*	C	C 15	–	Cluster F: Working with others Observational assessment of workplace conduct, Workplace Journal	Term 3 2018 Week 5	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.		*Units of Competencies examinable in the HSC exam ×This unit of competency does not contribute to the MEM10105 Certificate I in Engineering; however the learning for this unit will still be required to be delivered for the purpose of the HSC and the HSC examination	Total	245	24	*** The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark must be derived from a minimum of two exams.		



Education
Public Schools

ULTIMO 90072

PRIMARY INDUSTRIES ASSESSMENT SCHEDULE

Preliminary Year 2017 - HSC 2018

QUALIFICATION: AHC20116 Certificate II in Agriculture

Training Package: AHC Agriculture and Horticulture and Land Management R1

**NESA course code
240 X 2 YR: 26801**

TERM	Unit Code	Units Of Competency	AOE CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster &Method of Assessment		Preliminary and HSC Exam weightings to total 100%**
Term 1-2	7 PRELIMINARY UOCs							240 HSC indicative hours over 2 years 30% Preliminary Yearly Exam 35 hours Work Placement
	AHCWHS201	Participate in work health and safety processes	C	M	15	Cluster A: Livestock Written, Observation, Teacher questioning		
	AHCLSK205	Handle livestock using basic techniques	E	E	15			
	AHCLSK204	Carry out regular livestock observation	E	E	10			
Terms 2-3	AHCLSK202	Care for health and welfare of livestock	S	M	20	Cluster B: Care for livestock Research, Written, Presentation, Observation		
	AHCLSK211	Provide feed for livestock	E	E	10			
	AHCLSK209	Monitor water supplies	E	E	10			
	AHCLSK206	Identify and mark livestock	E	E	10			
Term 4	10 HSC UOCs						DUE DATE	35 hours Work Placement 70% Trial HSC Exam Term 2 2018 Weeks 9 & 10 The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.
	AHCCHM201	Apply chemicals under supervision	E	M	20	Cluster C: Chemicals Research, Written, Observation	Term 4 2017 Week 7	
	AHCPMG201	Treat weeds	E	E	10			
	AHCPCM201	Recognise plants	E	E	20			
Term 5	AHCWRK201	Observe and report on weather	E	M	15	Cluster D: The Environment Research, Written, Observation	Term 1 2018 Week 8	
	AHCWRK209	Participate in environmentally sustainable work practices	C	M	15			
	AHCBIO201	Inspect and clean machinery for plant, animal and soil materials	E	E	10			
Term 6	AHCNSY203	Undertake propagation activities	E	E	20	Cluster E: Machinery Research, Written, Observation	Term 2 2018 Week 7	
	AHCMOM202	Operate tractors	E	E	20			
	AHCSOL202	Assist with soil or growing media sampling and testing	E	E	15			
Term 7	AHCWRK204	Work effectively in the industry	C	M	20	Cluster F: Fencing Research, Written, ObservationThird Party Evidence	Term 3 2018 Week 6	
	AHCINF202	Install, maintain and repair farm fencing OR	E	E	10			
	AHCINF201	Carry out basic electric fencing operations	E	E	10			
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours		265	Units of competency from the HSC focus areas will be included in the optional HSC examination.		

SPORT COACHING ASSESSMENT SCHEDULE Preliminary Year 2017- 2018 QUALIFICATION : SIS20513 Certificate II Sport Coaching R2 Training Package: SIS10 Sport, Fitness and Recreation R3.1							BEC NESA course code 240 X 2 YR 50402
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	BOS MAINSTRE AM / ELECTIVE	HSC INDICATIV E Hrs.	Assessment Task Cluster & Method of Assessment	Preliminary and HSC Exam
Term 1 -2	6 PRELIMINARY UOCs						240 indicative hours over 2 years 35 hours Work Placement
	SISXCAI102A SISSSCO202	Assist in preparing and conducting sport and recreation sessions	C C	C C	15 20	Cluster A: Introduction to coaching Written, Observation of practical	
	SISSSCO101 SISSSDE201	Coach beginner or novice participants to develop fundamental motor skills Develop and update knowledge of coaching practices Communicate effectively with others in a sport environment	C C	C C	20 15		
Term 2-3	SISSSPT201A SISSNTB204A SISSRGL204A SISSSUR201A	Implement sports injury prevention Teach foundation netball skills OR Teach the skills of rugby league for modified games OR Teach the basic skills of surf life saving	E E	E E	15 25	Cluster B: Your Sport Written, Observation of practical	
Term 4	8 HSC UoCs						DUE DATE
	SISXWHS101 BSBWOR202A	Follow work health and safety policies Organise and complete daily work activities	C C	C C	15 15	Cluster C: Organise daily work Written, Observation of practical	Term 4 Week 7
Term 5	SISXIND211	Develop and update sport, fitness and recreation industry knowledge	C	C	20	Cluster D: Athletics Written, Observation of practical	Term 1 Week 10
	SISSATH201A	Teach the fundamental skills of athletics	E	E	25		
Term 6-7	SISSBSB201A	Teach fundamental basketball skills	E	E	25	Cluster E: Basketball Written, Observation of practical	Term 2 Week 2
	SISSSOF202	Officiate games or competitions	E	E	20		
	SISSSOF101	Develop and update officiating knowledge	E	E	10		
Stand alone	HLTAID003	Provide first aid (to be delivered by an external RTO)	C	C	20	Credit transfer for this unit when delivered by another RTO	
This course is a VET Content Endorsed Course and does not count towards the ATAR. No HSC exam in this course.			Total hours		260		

ULTIMO 90072
RETAIL SERVICES ASSESSMENT SCHEDULE
Preliminary Year 2017 – HSC 2018
 QUALIFICATION: SIR30216 Certificate III in Retail
 Training Package: SIR Release 2.0 Retail Services

NESA course code
240 X 2 YR: 26901

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATI VE Hrs.	Assessment Task Cluster & Methods of Assessment		Preliminary and HSC Exam weightings to total 100%**
Term 1	7 PRELIMINARY UOCs							240 indicative hours over 2 years
	SIRXWHS002	Contribute to workplace health and safety	C	M	15	Cluster A: Safety		
	SIRXCOM002 SIRXIND001	Work effectively in a team Work effectively in a service environment	C C	M M	15 20	Cluster B: Working in the industry		
Term 2	SIRXCEG003 SIRXIND002	Build customer relationships and loyalty Organise and maintain a store environment	C E	E E	20 10	Cluster C:		35 hours Work Placement
Term 3	SIRXCEG001 SIRXCEG002	Engage the customer Assist with customer difficulties	C C	M E	20 20	Cluster D:		30% Preliminary Yearly Exam
Term 4-5	7 HSC UOCs						DUE DATES	35 hours Work Placement
	SIRXRSK001 SIRXSLS001 SIRXSLS002	Identify and respond to security risks Sell to the retail customer Follow point of sale procedures	C C E	M M M	15 15 20	Cluster E : Sales & Security	Term 4 2017 Week 5	
	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	Cluster F : Retail General Selling	Term 1 2018 Week 2	
Term 7	SIRRINV001 SIRRINV002	Receive and handle retail stock Control stock	E E	E E	15 20	Cluster G:	Term 2 2018 Week 6	The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours		245	Units of competency from the HSC focus areas will be included in the optional HSC examination.		