



Year 11 Assessment 2024

RESPECT, RESPONSIBILITY, DO YOUR BEST

TABLE OF CONTENTS

Introduction.....	i
Year 11 Course Assessment Tasks.....	i
Record of Achievement.....	i
Completion of Assessment Tasks.....	i
N Determinations.....	ii
Honesty in HSC Assessments.....	ii
Disability Provisions.....	ii
Tenterfield High School Assessment Policy.....	iii
Vocational Education and Training Assessment Policy.....	v
TAFE Delivered Vocational Education and Training Assessment Policy.....	vii
Extension, Illness or Misadventure Form.....	vii
Application for Assessment Mark/Grade Appeal Form.....	viii
Sample Warning Letter.....	ix
Assessment Calendar.....	x

Agriculture	1
Ancient History	2
Biology	4
Business Studies	5
Chemistry	6
Community and Family Services	7
English Advanced	8
English Standard	9
English Studies	10
Industrial Technology – Metals	11
Mathematics Advanced	12
Mathematics Standard	13
Personal Development, Health & Physical development	14
Physics	15
Sport, Lifestyle and Recreation	16
Visual Arts/Visual Design	17
Construction – Certificate II in Construction Pathways	19
Hospitality – Certificate II in Hospitality	21
Primary Industries – Certificate II in Agriculture	23

Introduction

Students usually complete their studies for Year 11 in Terms 1,2 and 3 and then begin their HSC course in Term 4. To progress to the HSC course students must satisfactorily complete 12 units in Year 11. This booklet outlines the main rules and requirements for assessment in Year 11. More detailed assessment task descriptions will be provided with individual tasks as they are handed out throughout the course. Students can also obtain more detailed explanations of the rules and requirements of Year 11 and the HSC by referring to the NSW Education and Standards website, www.educationstandards.nsw.edu.au. This will provide links to:

- Stage 6 Syllabuses
- Assessment in Stage 6
- HSC exam advice and resources for students
- HSC: All My Own Work
- Vocational Education
- HSC Timetable (later in 2022)
- HSC Minimum standard

Year 11 Course Assessment Tasks

Year 11 Course assessment tasks will not be used in determining the final Higher School Certificate assessment mark provided to the NSW Education Standards Authority (NESA) by the school. Higher School Certificate assessment tasks will be used for this purpose. Year 11 Course assessment tasks will be used to ascertain whether the Year 11 courses have been satisfactorily completed. VET courses will have competencies completed in Year 11 that contribute to the final results.

Record of Achievement

NESA awards Records of Achievement to students in their secondary years for both Year 11 and Higher School Certificate Courses completed. The Higher School Certificate record of Achievement is awarded at the same time as the Higher School Certificate results and sets out the pattern of study for Years 11 & 12, along with a statement about satisfactory attendance and application.

Completing the Assessment Tasks

Students must complete assessment tasks worth more than half a course's total assessment marks (>50% weighting). If not, the student will not have satisfactorily completed the course. This means the course cannot be counted towards the 12 units required for the successful completion of Year 11.

'N' Determinations

These determinations apply to students who have not satisfactorily completed the mandatory curriculum requirements for particular courses. Reasons for 'N' determinations relate to the available evidence that a student has been applying themselves with due diligence and sustained effort to set tasks and experiences provided by the school. This evidence can include non-completion of more than 50% (>50% weighting) of formal assessments for a course. An 'N' determination in a course can impact on a student's eligibility to receive an Higher School Certificate if the required 10 units of Higher School Certificate subjects are not completed. Appropriate warning letters are sent to students as the 'N' determination process is initiated and, if an 'N' is recorded with NESAs, a student has access to a school review and an appeal through NESAs. A sample warning letter is provided in this booklet.

Honesty in HSC Assessments

Proven dishonesty/malpractice may result in a zero mark for an assessment task. Honest and ethical practice is clearly outlined in the modules of work completed in the Higher School Certificate: 'All My Own Work' program. These modules include aspects such as plagiarism, copying another student's work, sharing work with other students, acknowledging sources appropriately, cheating and copyright issues.

Students found to have made any change to the responses or allocated mark will be considered to have engaged in malpractice and will receive a zero mark for the examination paper.

A breach of examination rules includes students who conceal notes on their person taken into an examination room or any electronic devices as specified by NESAs such as mobile phones and smart watches of any description. Any student who is suspected of a breach of examination rules or malpractice will be thoroughly investigated by the appropriate invigilator. Serious and deliberate acts of malpractice amount to corrupt conduct, and where appropriate, the school will report matters to NESAs for recording on the official Malpractice Register.

Disability Provisions

Disability Provisions are available for students with a range of medical and learning conditions. The provisions granted in the HSC are practical measures designed to help students make a fair attempt at their exam. Disability Provisions are applied for by the school via an online application to NESAs. The application must include recent evidence which may include medical reports, reading results, spelling results, writing samples and teacher comments. It is important to apply for these provisions if you have a medical or learning requirement. Please see Miss Phillips our Head Teacher Wellbeing for more information. The school will be responsible for determining and implementing disability provisions for all school-based assessment tasks in Year 11 and Year 12.

Tenterfield High School Assessment Policy

ALL ASSESSMENT TASKS MUST BE ATTEMPTED

Except in exceptional circumstances (e.g. long-term illness), all assessment tasks must be attempted. More than fifty per cent (>50%) of subject assessment tasks must be completed to be eligible for the Higher School Certificate. The only exception to the rule is when a student has notified the school of a long-term illness or extreme personal circumstances via the Extension / Illness/Misadventure form as outlined below. Late attempts may result in that task not being included in a student's total assessment for that subject, but it will be marked and returned.

Extension/Illness and Misadventure Form

These forms can be found at the Deputy Principals office and then must be returned to the Deputy Principal. They need to be used in the following circumstances:

1. If there is a genuine reason as to why an assessment task is not going to be completed or handed in at the scheduled time. Students need to state the reason for an extension and provide supporting evidence.
2. A student who is absent due to illness or other unforeseen circumstances on the day an assessment task is due or exam / practical is being held. In the case of a medical reason, a student should use a Medical Certificate as documentation. On the first day of return to school, students should submit the task or arrive ready to complete the exam / practical.
3. If a student feels well enough to do a task but believes that circumstances occurring immediately prior to the day or on the day of an assessment task may have diminished their performance, they should inform the Deputy Principal and complete the form with any relevant documentation after they have sat the task.

The Deputy Principal in conjunction with the relevant Head Teacher will make the decision as to whether the student is granted an extension, given an alternative task or given an estimate for the task. As outlined below students have the right to appeal this decision.

If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a Zero mark.

Submission of Tasks

Unless otherwise stated by the teacher, tasks completed at home will be due at the beginning of the first period of the subject on the day determined. Late work will receive a zero mark unless there is a valid reason. Students will need to sign they have submitted their task.

If a student is away from school on the day of a hand-in task, it is their responsibility to email or arrange someone to deliver their work to the school. If the absence is due to a medical condition that prevented them from completing the task, they must fill in the Extension / Illness and Misadventure Form as stated above.

Appeals

Students have the right to appeal if they feel that the process used with assessments does not comply with the set rules (see Appeal form). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process. Appeals should be lodged with the Deputy Principal. A decision will be made by a panel, which may consist of Principal, Deputy Principal and relevant Head Teacher.

Disability Provisions

If you require disability provisions for a school based assessment task (see page iii), please see our Head Teacher Wellbeing Miss Phillips to discuss.

Vocational Education and Training Assessment Policy

Vocational Education and Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with: Units towards Preliminary and Higher School Certificate qualification competencies which can lead to a Statement of Attainment, Certificate I, II or III which is awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

VET courses will be listed on the Higher School Certificate Record of Achievement and the AQF qualification will be assessed by NESAs separately.

The rules and structure of Higher School Certificate VET courses vary from the qualification packaging rules. In some cases additional units of competency are required to meet NESAs requirements.

1. Australian Qualifications Framework Assessment

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Assessment does not compare you against other students. It compares each individual against the 'competence' requirements of the training package. Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor (teacher) that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either competent or not yet competent. Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

At the commencement of the course, you will be given an Assessment Schedule. You will have the opportunity to develop skills over time and your assessor (teacher) will usually organise several chances for students to demonstrate a competency. You may seek further opportunities to demonstrate competencies during the course.

If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be reassessed. There are a number of competencies that may only be offered once during the course due to their Work Health and Safety requirement, cost, time frame, supervision required or resource availability. Specific information about these competencies will be issued to students when the task is issued.

Some assessment will be ongoing and evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role plays and simulations.

2. Higher School Certificate

As with all Higher School Certificate courses, NESA procedures apply to all VET Courses. In most vocational courses, you can choose to undertake an optional Higher School Certificate examination in order to count the course towards your Australian Tertiary Admission Rank (ATAR). For students who have undertaken the Higher School Certificate examination, a scaled examination mark will be recorded on the Higher School Certificate. No school based assessment mark will be recorded. No Assessment mark for VET Courses is required by NESA. An estimated examination mark for students entered for the Higher School Certificate written examination must be submitted. This mark will be used only in the case of an illness/misadventure appeal.

3. Work Placement

Work placement is a mandatory Higher School Certificate requirement for all VET courses. This is a requirement of NESA and if not completed, you may be given an 'N' Award. If you have not completed the work place requirement you will not have the course recognised at NESA for the Units of Credit towards the Higher School Certificate. The minimum hours of work placement may vary, but usually you are required to undertake 35 hours of work placement for every 120 hours of the VET course. The school will provide students with the opportunity to complete two structured work placements in venues that will be determined in consultation with the student. Students must attend the work placement preparation meetings held prior to work placement. Students who fail to attend work placement without a valid reason or do not complete the work placement due to inappropriate or unacceptable behaviour, may receive an 'N' determination and/or disciplinary action according to the school Student Code of Conduct.

Under some circumstances, paid work in an industry related casual or part time job can contribute to your work placement requirements. See your teacher to find out if your current employment is suitable.

4. Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module. Students may apply for Recognition of Prior Learning. You will need to produce evidence to enable your teacher to assess your skills to ensure they are at industry standard. Recognition of Prior Learning will only be granted for competencies where you are able to demonstrate achievement of all of the learning outcomes and performance criteria for that unit of competency. You would then be exempted from undertaking the training and assessment for that unit of competency. Students are encouraged to discuss this with their class teacher.

5. Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses.

Tenterfield

High School

Extension, Illness or Misadventure Form

This form should be filled in by any student who requires an extension for an assessment task or who has suffered an illness or misadventure just prior or during a task.

This needs to be handed into the Deputy Principal.

In dealing with Extension, illness/misadventure there can be no consideration for:

- Alleged deficiencies in teaching
- Poor time management
- Technology issues
- Misreading of the timetable or examination instructions
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Matters that could have been avoided by the student.

Please see the Deputy Principal for further information.

Note: failure to fully complete this form or provide necessary detail and supporting documentation will result in an application being declined.

Student's name: _____

Assessment task affected: _____

Date of assessment task: _____

Attach a copy of the assessment notification for an in-class assessment task

Describe how the illness or misadventure you have suffered has affected your performance in the assessment task. You must attach independent evidence of the illness or misadventure (Medical Certificate, School Counsellor report etc. (If the space below is not adequate please use the reverse)

Was the task completed? Yes No If 'Yes' when did you sit it? _____

Did you notify a teacher that you were submitting an Illness /Misadventure Form immediately prior to, or during the task? Yes No If 'Yes' then who? _____

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

For Office Use Only

Date submitted: _____ Received by: _____

Assessment Committee Decision: _____

Tenterfield

High School

Application for Assessment Mark/Grade Appeal Form

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the school. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which disability provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Appeal forms must be lodged with the Deputy Principal within one calendar week of the return of the task. You may seek advice from the Deputy Principal before you complete this form.

Student name: _____ **Year:** _____ **Date:** _____

Subject: _____

Task Description: _____

Please outline the reasons for your appeal:

Independent supporting documentation (please list documents attached to appeal):

Student signature: _____ Date: _____

Office Use Only - Grade Appeal Application

Student Name: _____

Deputy Principal decision & comment:

Approved/Declined

Extension Granted. The new due date is _____. Failure to submit the task by the new due date will lead to a "N-Warning" letter being sent home and a Zero mark being awarded.

Alternative task will be set. A new notification form will be issued.

An estimate will be given based on other evidence.

The reason does not warrant a renegotiation.

Teacher: _____ Head Teacher: _____ Principal: _____

Date: _____ Date: _____ Date: _____

Student: _____ Parent Carer: _____ Date: _____

SAMPLE WARNING LETTER
Non-Completion of a Higher School Certificate Course

Dear [Parent/Carer]

Re: Official Warning – Non-completion of a Higher School Certificate Course

I am writing to advise that _____ (student name) is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course _____ (course name).

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (e.g. 1st, 2nd) official warning we have issued concerning _____ (course name).

A minimum of two course-specific warnings must be issued prior to a final 'N' non-completion of course determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board; and
- b) applied themselves with diligence and sustained effort to the set tasks and
- c) experiences provided in the course by the school; and
- d) achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at Assessment Tasks that contribute in excess of 50% weighting of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ (student name) has not satisfactorily met _____% of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ (student name) to satisfy Course Completion Criteria, _____ (student name) the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with _____ (student name) and contact the school if further information or clarification is needed.

Yours sincerely,

Ms Stephanie Scott
Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by the Half-yearly examination period.

Please detach this section and return to the School

Requirements for the satisfactory completion of a Higher School Certificate Course

- I have received the letter dated _____ indicating that _____ (student name) is in danger of not having satisfactorily completed course requirements for _____ (course name).
- I am aware that this course may not appear on her Higher School Certificate Record of Achievement.
- I am also aware that the 'N' determination may make her ineligible for the award of the Higher School Certificate.

Parent/Carer's signature: _____

Date: _____

Student's signature: _____

Date: _____

ASSESSMENT CALENDAR

WK	1	2	3	4	5	6	7	8	9	10	11
TERM 1						Chemistry	Mathematics – Standard Ancient History SLR		Biology English - Advanced English - Standard English Studies	Business Studies CAFS Mathematics – Advanced PDHPE Visual Arts & Visual Design	Industrial Technology- Metals
TERM 2		Agriculture	Physics			Biology Business Studies	Ancient History Chemistry	English - Advanced English - Standard English Studies	CAFS SLR	Mathematics – Standard PDHPE	
TERM 3			Agriculture Mathematics - Advanced		SLR	Industrial Technology- Metals Physics	Visual Arts & Visual Design		END OF COURSE EXAMINATION	END OF COURSE EXAMINATION	

Agriculture

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 2 WEEK 2	TERM 3 WEEK 3	TERM 3 WEEK 10
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Research Task	Research and Practical Task	End of Course Examination
Outcomes to be assessed		P1.1, P2.1, P2.2, P3.1, P5.1	P2.1, P2.2, P3.1, P4.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1
Knowledge and understanding of course content	40%	10	10	20
Knowledge, understanding and skills required to manage agricultural production systems	40%	15	10	15
Skills in effective research, experimentation and communication	20%	5	10	5
Total	100%	30%	30%	40%

OUTCOMES

A student:

- P1.1. describes the complex, dynamic and interactive nature of agricultural production systems.
- P1.2. describes the factors that influence agricultural systems.
- P2.1. describes the biological and physical resources and applies the processes that cause changes in plant production systems.
- P2.2. describes the biological and physical resources and applies the processes that cause changes in animal production systems.
- P2.3. describes the farm as a basic unit of production.
- P3.1. explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements.
- P4.1. applies the principles and procedures of experimental design and agricultural research.
- P5.1. investigates the role of associated technologies and technological innovation in producing and marketing agricultural products.

Ancient History

Ancient History		Weighting	Task 1	Task 2	Task 3
			Assessment Task – Case Study & Multimedia Presentation Term 1, Week 7	Assessment Task – Source Based short answer & Extended Response Term 2 Week 7	Assessment Task – Yearly Examination Term 3, Week 9
Outcomes			AH11-5, AH11-6, AH11-7, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-9	AH11-3, AH11-6, AH11-7, AH11-8, AH11-9,
Components					
Investigating Ancient History <ul style="list-style-type: none"> ● The Nature of Ancient History ● Investigation of Ancient Sites & Sources ● Historical Authentication & Reliability ● Case Study 1: The Roman Games 		50	30	20	
Features of Ancient Societies Greece: Power & Image <ul style="list-style-type: none"> ● Case Study 2: Greek Drama Case Study 3: Persepolis, Persia: Power & Image		30		10	20
Historical Investigation Rome: Plebeians, Patricians, Politics, Power and the Roman Oligarchy <ul style="list-style-type: none"> ● Case Study 4: City of Rome 		20			20
Totals		100	30	30	40
Components	Knowledge and understanding of course content	40	10	10	20
	Historical skills in the analysis and evaluation of sources and interpretations	20	10		10
	Historical inquiry and research	20	5	15	
	Communication of historical understanding in appropriate forms	20	5	5	10
Totals		100	30	30	40

Course name: Ancient History

Outcomes 2018

AH11-1 describes the nature of continuity and change in the ancient world

AH11-2 proposes ideas about the varying causes and effects of events and developments

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

AH11-4 accounts for the different perspectives of individuals and groups

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

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

AH11-7 discusses and evaluates differing interpretations and representations of the past

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

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

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

Biology

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 9	TERM 2 WEEK 6	TERM 3 WEEK 10
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Depth Study	Practical/ Research Task	End of Course Examination
Outcomes to be assessed		BIO11-1, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8	BIO11-1, BIO11-2, BIO11-3, BIO11-5, BIO11-9, BIO11-10	BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
Skills in working scientifically	60%	20	20	20
Knowledge and understanding of course content	40%	10	10	20
Total	100%	30%	30%	40%

OUTCOMES

A student:

- BIO11-1. develops and evaluates questions and hypotheses for scientific investigation
- BIO11-2. designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11-3. conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11-4. selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11-5. analyses and evaluates primary and secondary data and information
- BIO11-6. solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11-7. communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8. describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9. explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10. describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11. analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Business Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 10	TERM 2 WEEK 6	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
Outcomes to be assessed			Case Study	Business Plan: Hypothetical Business	End of Course Examination
			P1, P2, P6, P7, P8	P3, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10
Nature of Business		30%	25		5
Business Planning		40%		35	5
Business Management		30%			30
Total		100%	25%	35%	40%
COMPONENT WEIGHTING	Knowledge and understanding of course content	40%	5	15	20
	Stimulus-based skills	20%	10		10
	Inquiry and Research	20%	10	10	
	Communication of business information, ideas and issues in appropriate forms	20%		10	10
Total		100%	25%	35%	40%

OUTCOMES

A student:

- P1. discusses the nature of business, its role in society and types of business structure
- P2. explains the internal and external influences on businesses
- P3. describes the factors contributing to the success or failure of small to medium enterprises
- P4. assesses the processes and interdependence of key business functions
- P5. examines the application of management theories and strategies
- P6. analyses the responsibilities of business to internal and external stakeholders
- P7. plans and conducts investigations into contemporary business issues
- P8. evaluates information for actual and hypothetical business situations
- P9. communicates business information and issues in appropriate formats
- P10. applies mathematical concepts appropriately in business situations

Chemistry

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 6	TERM 2 WEEK 7	TERM 3 WEEK 10
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Practical/ Research – Gravimetric Analysis	Depth Study	End of Course Examination
Outcomes to be assessed	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-6, CH11-9	CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11	
Skills in Working Scientifically	60%	20	30	10
Knowledge and understanding	40%	10	10	20
Total	100%	30%	40%	30%

OUTCOMES

A student:

- CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11 analyses the energy considerations in the driving force for chemical reactions

Community & Family Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 10	TERM 2 WEEK 9	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
Outcomes to be assessed			Interview/Decision Making	Leadership Report & Speech	End of Course Examination
			P1.1, P1.2, P2.4, P4.2, P5.1, P6.1, P6.2	P2.1, P2.3, P4.1, P4.2	P1.2, P2.2, P2.4, P3.1, P3.2, P6.1
Resource Management		35%	30		5
Individual Groups		35%		30	5
Families and Communities		30%			30
Total		100%	30%	30%	40%
COMPONENT WEIGHTING	Knowledge and understanding of course content	40%	10	15	15
	Skills in critical thinking, research methodology and analysing	30%	10	5	15
	Skills in communication	30%	10	10	10
Total		100%	30%	30%	40%

OUTCOMES

A student:

- P1.1. describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2. proposes effective solutions to resource problems
- P2.1. accounts for the roles and relationships that individuals adopt within groups
- P2.2. describes the role of the family and other groups in the socialisation of individuals
- P2.3. examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4. analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1. explains the changing nature of families and communities in contemporary society
- P3.2. analyses the significance of gender in defining roles and relationships
- P4.1. utilises research methodology appropriate to the study of social issues
- P4.2. presents information in written, oral and graphic form
- P5.1. applies management processes to maximise the efficient use of resources
- P6.1. distinguishes those actions that enhance wellbeing
- P6.2. uses critical thinking skills to enhance decision making

English – Advanced

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
Outcomes to be assessed			Comparative Extended Response, Creative Writing & Reflection	Performance/Speech & Comparative Essay	End of Course Examination
			EA11-1, EA11-5, EA11-9	EA11-2, EA11-4, EA11-6, EA11-7, EA11-8	EA11-1, EA11-3, EA11-4, EA11-7
Common Module - Reading to Write - Prose Fiction: The Great Gatsby		40%	35		5
Module A – Narratives that Shape our World – Drama and Film: Norm and Ahmed and 12 Years a Slave		30%		25	5
Module B – Critical Study of Literature – Shakespearean Drama: Antony and Cleopatra		30%			30
Total		100%	35%	25%	40%
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	20	10	20
	Skills in responding to texts	20%	10		10
	Communication of ideas appropriate to audience, purpose and context across all modes	30%	5	15	10
Total		100%	35%	25%	40%

OUTCOMES A student:

- EA11-1. responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2. uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA11-3. analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA11-4. strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA11-5. thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA11-6. investigates and evaluates the relationships between texts
- EA11-7. evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA11-8. explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA11-9. reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

English - Standard

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Comparative Extended Response, Creative Writing & Reflection	Performance/Speech & Comparative Essay	End of Course Examination
Outcomes to be assessed			EN11-1, EN11-2, EN11-3, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5	EN11-4, EN11-6, EN11-7, EN11-8
Common Module: Reading to Write – Drama: The Shoe Horn Sonata		40%	40		
Module A: Contemporary Possibilities – Documentaries: Black Fish		30%		30	
Module B: Close study of Literature – Prose Fiction: Tom Brennan		30%			30
Total		100%	40%	30%	30%
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	20	10	20
	Skills in responding to texts	20%	10	10	
	Communication of ideas to audience, purpose and context across all modes	30%	10	10	10
Total		100%	40%	30%	30%

OUTCOMES

A student:

- EN11-1. responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2. uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3. analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4. applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5. thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas & arguments
- EN11-6. investigates and explains the relationships between texts
- EN11-7. understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8. identifies and explains cultural assumptions
- EN11-9. reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

English Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 9
TYPE OF TASK	TYPE OF TASK		TYPE OF TASK		
Writing, Listening & Portfolio	Writing & Multi-Media		End of Course Examination		
Outcomes to be assessed	ES11-1, ES11-3, ES11-5, ES11-6		ES11-2, ES11-3, ES11-4, ES11-6, ES11-7, ES11-9	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-8, ES11-9	
Achieving Through English		40%	15		25
Module J: In the Market Place		30%	25	5	
Module C: On the Road – Prose Fiction: Tom Brennan		30%		25	5
Total		100%	40%	30%	30%
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	25	15	10
	Comprehending Texts	10%	5		5
	Communicating Ideas	20%	5	10	5
	Uses language appropriately, accurately and effectively	20%	5	5	10
Total		100%	40%	30%	30%

OUTCOMES

A student:

- ES11-1. comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2. identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3. gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4. composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5. develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6. uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7. represents own ideas in critical, interpretive and imaginative texts
- ES11-8. identifies and describes relationships between texts
- ES11-9. identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

Industrial Technology - Metals

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 11	TERM 3 WEEK 6	TERM 3 WEEK 10
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Industry Case Study	Year 11 Project	End of Course Examination
Outcomes to be assessed		P1.1, P1.2, P5.1, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1
Knowledge and understanding of course content	40%	10	10	20
Knowledge and skills in the management and communication of projects	60%	10	30	20
Total	100%	20%	40%	40%

OUTCOMES

A student:

- P1.1. describes the organisation and management of an individual business within the focus area industry
- P1.2. identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1. describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2. works effectively in team situations
- P3.1. sketches, produces and interprets drawings in the production of projects
- P3.2. applies research and problem-solving skills
- P3.3. demonstrates appropriate design principles in the production of projects
- P4.1. demonstrates a range of practical skills in the production of projects
- P4.2. demonstrates competency in using relevant equipment, machinery and processes
- P4.3. identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1. uses communication and information processing skills
- P5.2. uses appropriate documentation techniques related to the management of projects
- P6.1. identifies the characteristics of quality manufactured products
- P6.2. identifies and explains the principles of quality and quality control
- P7.1. identifies the impact of one related industry on the social and physical environment
- P7.2. identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

Mathematics - Advanced

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 10	TERM 3 WEEK 3	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Open Book Class Test	Assignment/Investigation	End of Course Examination
Outcomes to be assessed		MA11-1, MA11-2, MA11-9	MA11-1, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9
Knowledge and understanding of:		Functions	Further Functions and Calculus	Functions, Trigonometric Functions, Calculus, Exponential and Logarithmic Functions, Statistical Analysis
Understanding, Fluency and Communicating	50%	15	15	20
Problem Solving, Reasoning and Justification	50%	15	15	20
Total	100%	30%	30%	40%

OUTCOMES

A student:

- MA11-1. uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2. uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3. uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4. uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5. interprets the meaning of the derivative, determines the derivative functions and applies these to solve simple practical problems
- MA11-6. manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7. uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8. uses appropriate technology to investigate, organise model and interpret information in a range of contexts
- MA11-9. provides reasoning to support conclusions, which are appropriate to the context

Mathematics – Standard

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 7	TERM 2 WEEK 10	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Open Book Class Test	Assignment	End of Course Examination
Outcomes to be assessed		MS11-1, MS11-2, MS11-6, MS11-7	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10
Knowledge and understanding of:		Algebra and Statistical Analysis	Financial Mathematics and Measurement	Algebra, Measurement, Financial Mathematics & Statistical Analysis
Understanding, Fluency and Communicating	50%	15	15	20
Problem Solving, Reasoning and Justification	50%	15	15	20
Total	100%	30%	30%	40%

OUTCOMES

A student:

- MS11-1. uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2. represents information in symbolic, graphical and tabular form
- MS11-3. solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4. performs calculations in relation to two-dimensional figures
- MS11-5. models relevant financial situations using appropriate tools
- MS11-6. makes predictions about everyday situations based on simple mathematical models
- MS11-7. develops and carries out simple statistical processes to answer questions posed
- MS11-8. solves probability problems involving multistage events
- MS11-9. uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10. justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Personal Development, Health & Physical Education

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 10	TERM 2 WEEK 10	TERM 3 WEEK 9
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
Outcomes to be assessed			Presentation Influences on the Health of Individuals	Research Task Physical fitness, training and movement efficiency	End of Course Examination
			P1, P2, P3, P4, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14
Core One: Better Health for Individuals		40%	30		10
Core Two: The Body in Motion		40%		35	5
Option 1: First Aid		10%			10
Option 3: Fitness Choices		10%			10
Total		100%	30%	35%	35%
COMPONENT WEIGHTING	Knowledge and understanding	40%	10	15	15
	Skills in critical thinking, research, analysing and communicating	60%	20	20	20
Total		100%	30%	35%	35%

OUTCOMES A student:

- P1. identifies and examines why individuals give different meanings to Health.
- P2. explains how a range of health behaviours affect an individual's health.
- P3. describes how an individual's health is determined by a range of factors.
- P4. evaluates aspects of health over which individuals can exert some control.
- P5. describes factors that contribute to effective health promotion.
- P6. proposes actions that can improve and maintain an individual's health.
- P7. explains how body systems influence the way the body moves.
- P8. describes the components of physical fitness and explains how they are monitored.
- P9. describes biomechanical factors that influence the efficiency of the body in motion.
- P10. plans for participation in physical activity to satisfy a range of individual needs.
- P11. assesses and monitors physical fitness levels and physical activity patterns.
- P12. demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1).
- P13. develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2).
- P14. demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4).
- P15. forms opinions about health-promoting actions based on a critical examination of relevant information.
- P16. uses a range of sources to draw conclusions about health and physical activity concepts.
- P17. analyses factors influencing movement and patterns of participation.

Physics

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 2 WEEK 3	TERM 3 WEEK 6	TERM 3 WEEK 10
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Depth Study - Motion	Practical/ Research Task -Snell's Law	End of Course Examination
Outcomes to be assessed		PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-9	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-10	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11
Skills in Working Scientifically	60%	20	20	20
Knowledge and understanding	40%	10	10	20
Total	100%	30%	30%	40%

OUTCOMES

A student:

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

Sports, Lifestyle & Recreation

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3
			TERM 1 WEEK 7	TERM 2 WEEK 9	TERM 3 WEEK 5
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
Outcomes to be assessed			Research Report	Practical Assessment	End of Course Examination
			1.3,2.5,3.6,4.2,4.4,4.5	1.1, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 4.4	1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.5, 3.2, 3.3, 3.6, 4.1,
Module 13: Social perspectives of games & sports		5%			5
Module 6: Games & Sports Applications I		25%		25	
Module 4: First Aid and sports injuries		30%	20		10
Module 10: Individual games and sports applications		25%		25	
Module 5: Fitness		15%			15
Total		100%			
COMPONENT WEIGHTING	Knowledge and understanding	50%	20		30
	Skills	50%		50	
Total			20%	50%	30%

OUTCOMES

A student:

- | | |
|---|---|
| 1.1 applies the rules and conventions that relate to participation in a range of physical activities | 3.3 measures and evaluates physical performance capacity |
| 1.2 explains the relationship between physical activity, fitness and healthy lifestyle | 3.4 composes, performs and appraises movement |
| 1.3 demonstrates ways to enhance safety in physical activity | 3.5 analyses personal health practices |
| 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia | 3.6 assesses and responds appropriately to emergency care situations |
| 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status | 3.7 analyses the impact of professionalism in sport |
| 1.6 describes administrative procedures that | 4.1 plans strategies to achieve performance goal |
| 2.1 explains the principles of skill development and training | 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context |
| 2.2 analyses the fitness requirements of specific activities | 4.3 makes strategic plans to overcome the barriers to personal and community health |
| 2.3 selects and participates in physical activities that meet individual needs, interests and abilities | 4.4 demonstrates competence and confidence in movement contexts |
| 2.4 describes how societal influences impact on the nature of sport in Australia | 4.5 recognises the skills and abilities required to adopt that support health, safety and physical activity |
| 2.5 describes the relationship between anatomy, physiology and performance | |
| 3.1 selects appropriate strategies and tactics for success in a range of movement contexts | |
| 3.2 designs programs that respond to performance needs | |

Visual Art

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 10	TERM 3 WEEK 7	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Developing a Contemporary Practice	Exploring Representation	End of Course Examination
		P1, P4, P5, P6	P1, P2, P3, P4, P7, P10	P8, P9, P10
Outcomes to be assessed				
Artmaking	50%	20	30	
Art Criticism and Art History	50%		10	40
Total	100%	20%	40%	40%

OUTCOMES

A student:

- P1. explores the conventions of practice in artmaking
- P2. explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3. identifies the frames as the basis of understanding expressive representation through the making of art
- P4. investigates subject matter and forms as representations in artmaking
- P5. investigates ways of developing coherence and layers of meaning in the making of art
- P6. explores a range of material techniques in ways that support artistic intentions
- P7. explores the conventions of practice in art criticism and art history
- P8. explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historic investigations of art
- P9. identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10. explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Visual Design

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 10	TERM 3 WEEK 7	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Assessment Taks WD1 – Jewelry and Accessories	Assessment Task GD2 – Illustration and Cartooning	Assessment Task Individual/Collaborative Design
Outcomes to be assessed		DM2,DM3,DM5,DM6, CH1,CH2,CH4	DM4, DM5, CH1, CH3, CH4	DM1, DM2, DM5, DM6
Wearable Design	40%	PART 1-20 Designing and Making PART 2-20 Critical and Historical Studies		
Graphic Design	30%		PART 1-20 Design and Making Part 2-10 Critical and Historical Studies	
Individual/Collaborative Design Project	30%			30 Design and Making
Total	100%	40%	30%	30%

OUTCOMES:

A Student:

DM1 generates a characteristic style that is increasingly self-reflective in their design practice

DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works

DM3 investigates different points of view in the making of designed works

DM4 generates images and ideas as representations/simulations

DM5 develops different techniques suited to artistic and design intentions in the making of a range of works

DM6 takes into account issues of Work Health and Safety in the making of a range of works

CH1 generates in their critical and historical practice ways to interpret and explain design

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

CH3 distinguishes between different points of view, using the frames in their critical and historical investigations

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Construction

CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC2012 Certificate II in Construction (Release 3)

Unit Code	Title	NESA hrs	Term 1										Term 2										Term 3										
			1-10										1-10										1-10										
	VET Course Induction																																
Task 1 White Card (White Card to be completed anytime during term 1 as required)																																	
CPCCWHS1001	Prepare to work safely in the construction industry.	6																															
Task 2 Work safe, stay safe.																																	
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	20																															
Task 3 Working It Out																																	
CPCCCM1011	Undertake basic estimation and costing.	45																															
CPCCOM1015	Carry out measurements and calculations																																

Task 4 Project Planning																				
CPCCOM2001	Read and interpret plans and specifications	35																		
CPCCOM1013	Plan and organise work																			
Mandatory Work Placement		35																		

*Task delivery times may vary across terms. Mandatory work placement 35 hours

Hospitality – SIT20322 Certificate II in Hospitality

Unit Code	Unit Title	NESA Hrs	Term 1										Term 2										Term 3														
			1 - 10										1 - 10										1-5					6-10									
	VET Course Induction																																				
Task 1: Safety in the Kitchen																																					
SITXFSA005	Use hygienic practices for food safety.	70																																			
SITXWHS005	Participate in safe work practices.																																				
SITXFSA006	Participate in safe food handling practices.																																				
SITHCCC025	Prepare and present sandwiches.																																				
Task 2: Service Please																																					
SITXCOM007	Show social and cultural sensitivity.	30																																			
SITXCCS011	Interact with customers.																																				
Task 3: The Hospitality Industry																																					
SITHIND006	Source and use information	20																																			

Primary Industries

AHC20122 Certificate II in Agriculture – Livestock

Unit Code	Unit Title	NESA Hrs	Term 1						Term 2						Term 3												
			1 - 5			6-10			1 - 10						1-5			6-10									
	VET Course Induction																										
Task 1: WHS																											
AHCWHS202	Participate in workplace health and safety processes	15																									
Task 2 Communicate and Work Effectively																											
AHCWRK212	Work effectively in industry	30																									
AHCWRK213	Participate in workplace communications																										
Task 3: Operate Tractors																											
AHCMOM202	Operate tractors	35																									
AHCMOM304	Operate machinery and equipment																										

