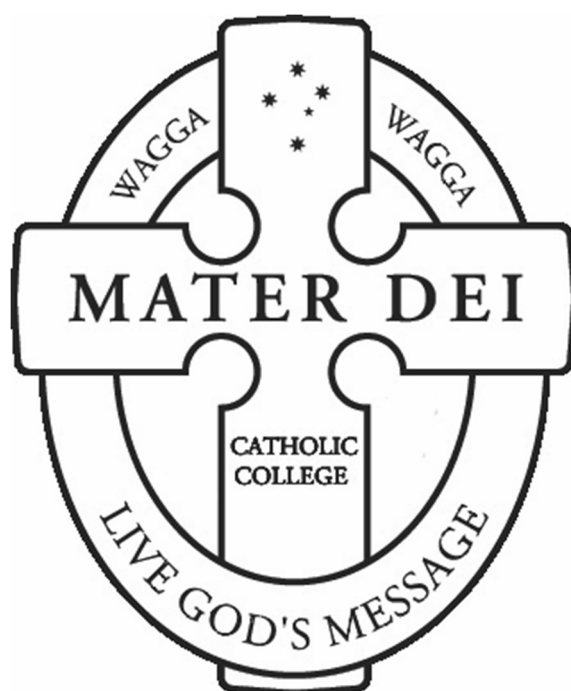


MATER DEI CATHOLIC COLLEGE

PLUNKETT DRIVE
WAGGA WAGGA NSW 2650



STAGE 6 ASSESSMENT HANDBOOK

HSC 2019 / 2020
Year 12

Contents

Introduction

Assessment

Board Assessment

Completion of Assessment Tasks

Procedures for Students – Assessment

Unexpected Absence

Prior Knowledge of Absence

Late Submission of Work

Student Absence When Task is Given Out

Procedures for Handing in Assessment Tasks

Querying Assessment Task Results

The Award of a Zero Mark

Substitute Tasks

Submission of Drafts

“N” Determinations

Course Completion Requirements

“N” Determination

School Requirements for an “N” Determination

Timeline

Non Completion of Set Work

Non Completion of Major Work

Non Completion of Assessment Tasks

Imminent Non Completion of 50% of Assessment

Student Appeals and Review

Student Requirements for Examinations

Style Guide for Essays and Assignments

Referencing – *Turnitin*

A Glossary of Key Words

Assessment Tasks by Course

VET Courses

Year 12 Assessment Planning Sheet

Application for Extension

Student Draft Reflection

Commitment and Assessment Planner

Weekly Study Planner

INTRODUCTION

Welcome to Year 12 and the beginning of your HSC year. It is important to be focused, committed and motivated towards achieving to your potential.

There are many aspects of Year 12 which provide the basis for an exciting and challenging year. Take every opportunity to learn and fully involve yourself in all College activities. The year will pass quickly, so be positive, happy and manage your time. Work hard and the results will follow.

"There are 3 types of people in this world: those who make things happen, those who watch things happen and those who wonder what happened. We all have a choice. You can decide which type of person you want to be."

Mary Kay Ash

**Mr Laurie Fitzpatrick
Leader of Curriculum**

**Mrs Val Thomas
Principal**

Trial HSC ExamsTerm 3, Weeks 3 & 4

Disclaimer: The dates supplied in this Assessment Book are true and correct at the time of printing, however, could be subject to change.

ASSESSMENT

BOARD ASSESSMENT

Assessment for the Board of Studies provides information to the Board on student achievement in the Preliminary Course and the HSC Course. The data for this assessment is collected throughout the Preliminary Course and then throughout the HSC Course. During the HSC Course the data is used as part of the measurement of a students' achievement in the HSC and contributes 50% of their final course mark.

Board Assessment will occur at set times throughout the courses and will encompass all syllabus objectives and outcomes. When carrying out this assessment the teachers can only assess the student's actual performance. Assessment marks that are obtained can not be modified to take into account possible effects of illness or domestic situations.

Students must make a genuine attempt at Board Assessment Tasks, which contribute in excess of 50 per cent of the available marks. If a student's attempt at a particular task scores 'zero', then it is a matter for the teacher's professional judgment as to whether the attempt is a genuine one. It is emphasised that the completion of tasks worth exactly 50 per cent is not sufficient: and that tasks worth in excess of 50 per cent must be attempted. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed.

COMPLETION OF ASSESSMENT TASKS

Students are expected to undertake all assessment tasks set to the best of their ability.

SCHOOL REQUIREMENTS IF A STUDENT IS UNABLE TO SUBMIT AN ASSESSMENT TASK

If a student is unable to sit for or submit an Assessment task that is specified in the assessment programme then they are required to notify the school before the event and then produce a medical certificate on their return to school. Work and study commitments, family holidays etc. are not normally considered acceptable reasons for missing an assessment task.

If the teacher considers that the student has a valid reason for missing an assessment task, e.g. illness or endorsed leave, then an extension of time may be granted or a mark may be awarded based on a substitute task. Where there is no valid reason for non-completion of an assessment task, a 'zero' mark will be recorded for that task.

If a student is to be given a 'N' determination because of failure to complete assessment tasks worth more than 50 per cent of the final course assessment marks, then the school's "N" Determination Policy comes into effect.

PROCEDURES FOR STUDENTS – ASSESSMENT

1. Unexpected Absence from a Task on the Day

- a. The College must be notified on the day of the absence.
- b. On the first day of return to school the student must present a note explaining the absence (including documentary evidence in the case of illness).
- c. An application for an alternative task must be made on the correct form available from the KLA Leader. (An example is at the rear of this booklet)

Failure to follow these procedures will earn a "zero" mark for the task.

2. Prior Knowledge of Absence

- a. The student must notify the teacher concerned at the earliest possible time of his/her proposed absence. This must be done at least two full school days prior to the due date.
- b. An application for an alternative task or extension of time must be made on the correct form available from the KLA Leader. (An example is at the rear of this booklet)

Failure to follow these procedures will earn a "zero" mark for the task.

3. Late Submission of Work

A "zero" mark will be given for the task unless an application for an extension of time is made at least two full school days prior to the due date. If the extension is granted there will be no mark penalty.

4. Student Absence when the Assessment Task/Information is Given Out

It is the student's responsibility to approach the teacher for details of assessment tasks or information pertaining to those tasks if the student is absent when an Assessment task or information is given out.

5. Procedures for Handling in Assessment Tasks

All Assessment tasks must be handed to the **classroom teacher** personally on or before the due date. If the class teacher is unavailable on a given day, then the assessment task must be handed to the **KLA Leader**. No Assessment tasks are to be placed in the staff room or teachers' pigeonholes.

6. Querying Assessment Task Results

Marks/results for individual Assessment tasks can only be queried at the time the tasks are handed back to the student. It is the student's responsibility to see the teacher at this time.

7. The Award of a Zero Mark

The following actions will incur a zero mark for any assessment task:

- (a) cheating during an assessment task
- (b) copying from another student and claiming the work as your own;
- (c) allowing other students to copy your work
- (d) copying material from references with no due acknowledgment
- (e) disrupting an assessment task (only one warning will be given).

If a zero mark is awarded for any Assessment task, then the parents/guardians will be informed in writing of the award and any such communication will be maintained as records.

8. Substitute Tasks

If an assessment task is deemed to be invalid for whatever reason, a substitute task will be given. Even though marks for both the original and substitute task must be counted in the Assessment for that subject/course, the importance of the original task will be reviewed. The combined marks will then equal the weighting prescribed in the Assessment Booklet for the original task.

SUBMISSION OF DRAFTS

The submission of draft work is encouraged at Mater Dei Catholic College. Drafts allow feedback to occur and encourage student reflection. Drafts enable students to:

1. Strive for excellence.
2. Respond and act on questioning by a review.
3. Appreciate the value of a reader's viewpoint/critique of their work.
4. Assess whether or not their work satisfies the intent/criteria of the task.

Guidelines for Students

1. Complete and hand in the self-reflection proforma with your draft.
2. Expect a teacher to question and prompt you as to what or how you could refine or improve your work, ("not give you the answer").
3. Two drafts of any one task would be considered the normal limit.
4. Drafts are to be submitted to your usual classroom teacher.
5. Any final draft should be submitted at least four days prior to the submission date. A review process needs to include time for the reader to comment and adequate time for a response to the feedback.

Guidelines for Staff

1. Ideally a reply to a draft will be given within 48 hours.
2. Access to the task and the marking criteria is necessary.
3. Reading and critiquing drafts is done by the student's classroom teacher
4. Responding to drafts by questioning will be the basis of feedback. The questions should be 'thinking questions'.
5. Limit your comments – 3 or 4 most important aspects.
6. Alert students to missing components.
7. Teachers are not expected to:
 - Spend time 'proof reading' and correcting simple punctuation/grammatical mistakes.
 - Rewrite sentences, phrases, provide scaffold sequence of 'to do' steps.
 - Grade or indicate any sort of judgment on quality/band/mark.

Mater Dei Catholic College
Student Draft Reflection

Name _____

Date _____

Submit this with your task to be reviewed.

1. What part or parts of this draft are you satisfied with?	
2. What part of this draft do you think needs more work, or you are especially concerned about?	
3. 3 ideas or questions I have are:	(i)
	(ii)
	(iii)
4. Other queries, specific questions.	

“N” DETERMINATIONS

COURSE COMPLETION REQUIREMENTS

Students must make a genuine attempt to complete course requirements. It is a matter for the teachers' professional judgment to determine whether a student has made a genuine attempt to complete these requirements.

The Board of Studies stipulates that a student has not satisfactorily completed a course if

they have not applied themselves with diligence and sustained effort to set tasks and experiences provided in the course.

This requirement to meet all course requirements includes, attempting all homework and assignments as well as attending excursions.

“N” DETERMINATION

An “N” determination will be given in a course if:

1. A student does not satisfactorily complete a subject in the Preliminary Course.
2. A student does not satisfactorily complete a subject in the HSC Course.
3. A student fails to complete or make a genuine attempt at least 50% of their HSC Assessment in a subject.

An “N” determination in a course means that the course will not appear on the student's Record of Achievement.

- a) If this course is a Preliminary Course, this means that a student:
 - will not be able to proceed onto the HSC course in that subject.
 - may not have the required units to complete the Preliminary Course.
- b) If this course is a HSC course, this means that a student may not have the necessary units for the award of a Higher School Certificate.

SCHOOL REQUIREMENTS FOR AN “N” DETERMINATION

The following sequence of events will be followed when awarding an “N” Determination:

1. The classroom teacher will identify a student, who is at risk of an “N” Determination, as early as possible.
2. Accurate records will be kept of the student's attendance and completed and uncompleted class work.
3. A warning letter will be sent home to the parents in time for the student to correct the problem.
4. If the situation does not improve a follow up letter will be sent.
5. The student will be notified of the “N” Determination.
6. The student will be informed that they may appeal to the school and then the BOS against the “N” determination.

TIMELINE

1. Week 9 Term 4 – Departmental review of Year 12 students at risk.
2. Week 10 Term 1 – Departmental review of all students at risk.
3. Week 10 Term 2 – Departmental review of all students at risk.
4. Week 1 of August – latest date to send an “N” warning letter in relation to the HSC.
5. Week 1 of September – latest date to notify the student of an “N” determination in the HSC.
6. Week 2 of September - latest date to send an “N” warning letter in relation to the Preliminary Course.
7. Week 2 of October – latest date to notify the student of an “N” determination in the Preliminary Course.

1. NON COMPLETION OF SET WORK

This situation will be reported to the KLA Leader, who will interview the student and inform parents. An ‘N’ warning letter may be sent. A copy of the letter is to be kept by the teacher and the Subject Leader. The Director of Students is also to be notified. If the Subject Leader identifies a similar pattern over multiple subjects, then they will deal with the problem through the Pastoral Care system.

2. NON COMPLETION OF A MAJOR WORK / ASSESSMENT TASK/ EXCURSION / CONTINUED NON COMPLETION OF SET WORK

A warning letter for an “N” notification is to be given to the student by the KLA Leader, with the specification that the work is completed and submitted by a specified date. A copy of the “N” warning letter is to be kept within the department and copy is to be given to the Director of Students and the Principal. If the work is not completed or submitted, a follow up letter is to be sent prior to an “N” determination being given by the Principal.

3. IMMEDIATE NON COMPLETION OF 50% OF ASSESSMENT

A warning letter for an “N” determination is to be given to the student by the Subject Leader, with the specification that the assessment task is completed and submitted by the required date. A copy of the “N” warning letter is to be kept within the department and copy is to be given to the Director of Students and the Principal. If the work is not completed a follow up letter is to be sent prior to an “N” determination being given by the Principal.

4. REVIEW OF ASSESSMENT TASKS

Students have a right to request a review of procedures or the application of marking schemes that they believe may have had a negative impact on their performance in an assessment task. Any query or concern about an individual task must be raised at the time the task is returned to a student. In the first instance a student would approach either the class teacher or the relevant Subject Leader.

5. ‘N’ DETERMINATIONS

When the Principal advises a student of an “N” determination, the Principal will also explain its consequences and the student's right to a College Review and a further appeal to the NSW Board of Studies.

The procedures for a College review of a 'N' determination will follow those laid down for other school reviews of assessment as follows:

- A student seeking a review of an ‘N’ determination must apply to the Principal by the date set down by the NSW Board of Studies. This review will be carried out by the Principal and relevant Subject Leader.
- The College will advise the Examinations and Certification Branch, by letter, of the outcome of any review of ‘N’ determination.
- A student seeking an appeal of an ‘N’ determination must apply to the Board of Studies by the date set down by the NSW Board of Studies. Any subsequent appeal to the NSW Board of Studies will focus on whether the College review properly and correctly considered the matters before it.

STUDENT REQUIREMENTS FOR EXAMINATIONS

1. Students who know that they are unable to attend any examination must see the KLA Leader **before** the examination period and make arrange alternative arrangements. Included in this procedure is the completion of the *Request for Alternative Exam Time* form. Failure to attend an examination will automatically result in a **ZERO** being awarded for that paper unless prior alternative arrangements have been made or notification occurs.
2. Students who are sick on the day of an examination must ring the College **before** the commencement of the examination. They are also required to complete a Request for Alternative Exam Time form and attach, to that form, medical evidence of their illness. Failure to attend an examination will automatically result in a **ZERO** being awarded for that paper unless the College has been contacted.
3. Students are required to be in attendance at least **15** minutes prior to the commencement of each examination. Note carefully the **starting** and **finishing** times of each examination.
4. Students are responsible for correctly reading their examination timetable.
5. Students will not be permitted to leave an examination early.
6. Students are not required to be at the College during the examination period unless they are scheduled for an examination.
7. Students are required to wear correct school uniform at all times during the examination period.
8. Students are reminded that there is to be no talking or other communication between students in the examination room.
9. Writing paper, graph paper and manuscript will be provided for students.
10. Students are expected to provide all other requirements such as pens, pencils, eraser, ruler, stapler, etc.
11. Students are not permitted to take any materials into the examination room unless specified for use in the examination.
12. Students will not be permitted to borrow equipment during the examination.
13. Students must provide a calculator that is in good working order for subjects that require the use of a calculator. Equipment failure is not a sufficient reason for borrowing of equipment.
14. Any equipment brought into the examination room will be subject to inspection before the examination commences.
15. Students are not permitted to bring food or drink into the examination room. The only exceptions to this are bottled water.
16. **No electronic devices, mobiles phones, 'smart watches' or devices with internet connectivity etc. are permitted in the exam room.**

STYLE GUIDE FOR ESSAYS AND ASSIGNMENTS

When writing a research assignment or essay it is necessary to briefly identify sources of ideas and/or quotations. If you fail to do this you are guilty of plagiarism, which is the act of taking and presenting another person's work as your own.

On a more positive note a well-referenced piece of work is far more likely to be a quality piece of work. Awareness of referencing procedures encourages writers to research, plan and proof-read their essays more carefully than they perhaps normally would.

THE AUTHOR-DATE (HARVARD) SYSTEM

This system is in common for scholarly and scientific works. A brief explanation is given below.

TEXTUAL REFERENCES

References within the text give the author's name and year of publications (with page number if necessary) in this style:

The major improvement concerns the structure of the interview (Urich & Trumbo 1965, p112). Later reports (Carlson, Thayer, Mayfield & Peterson 1971) record greatly increased interviewer reliability for structured interviews. Wright (1969, p408) comments that "*undoubtedly interviewer skill is directly related to the validity, quantity and quality of interview output*", and this would suggest some sort of interviewer training is called for. Rowe (1960), for example, found that trained interviewers are better able to evaluate applicants with some measure of reliability. In addition Wexley, Sanders & Yuki (1973) showed that by extensive interviewer training all significant contrast effects could be eliminated. The results of the 1971 study (Carlson et al. 1971) are still relevant, but efforts to

Note the surnames only are used. Initials are added only when they are required to distinguish between authors of the same surname or where the reference is to a personal communication not included in the list of references.

The greywacke beds are up to 15cm thick and are crudely graded from medium-grained at the base to fine-grained at the top; they probable represent distal turbidities (K.A.W. Crook, Pers. Comm., 1971...

Where a reference contains the names of more than two authors, all the names are given at the first mention: subsequent mentions consist of the first name followed by "et al" except where this may cause ambiguity. (Note that in this system "et al", is preferable to "and others".)

When the quotation is longer than 30 words it is indented and no quotation marks are used

According to Thornton (1998, p11)

Students had to decide whether to use equal diagonals and whether to use a flexible intersection joint or one fixed at right angles. The students were quick to observe the relationship between the side angle and diagonal properties of quadrilaterals, and to see how one type of quadrilateral could be transformed into another.

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reason 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 (analysis / evaluation)
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 judgements 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

Course Name: Agriculture

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 8	T1, Week 6	T2, Week 5	T3, Week 3 & 4
Description		IPM Plant Production	Animal Welfare	Agricultural Technology	Trial HSC Exam
Outcomes		H1.1, H2.1, H2.2, H4.1	H3.1, H3.2, H3.3, H3.4	H4.1, H3.3, H5.1	H1.1, H2.1, H2.2, H3.1, H3.4, H4.1, H5.1
Syllabus Components/Modules and Weightings %	Knowledge and understanding of course content 40%	5	5	15	15
	Knowledge, understanding and skills required to manage agricultural production systems 40%	10	10	10	10
	Skills in effective research, experimentation and communication 20%	5	5	5	5
Value	100%	20%	20%	30%	30%

Course Name: Ancient History

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 9	T1, Week 9	T2, Week 7	T3, Week 3 & 4
Description		Cities of Vesuvius Source-based task	The Julio Claudian Era	Agrippina the Younger Oral Presentation	Trial HSC Exam
Outcomes		AH12-4, AH12-6, AH12-8, AH12-9	AH12-2, AH12-7, AH12-8, AH12-9	AH12-3, AH12-5, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9 AH12-10
Syllabus Components/Modules and Weightings %	Knowledge and understanding of course content 40%	10	10	10	10
	Historical skills in the analysis and evaluation of sources and interpretations 20%	5	5		10
	Historical inquiry and research 20%	5	10	5	
	Communication of historical understanding in appropriate forms 20%	5	5	5	5
Value	100%	25%	30%	20%	25%

Course Name: Biology

		Task 1	Task 2	Task 3
Due		T4, Week 8	T2, Week 4	T3, Weeks 3 & 4
Description		Practical Investigation	Depth Study	Trial HSC Exam
Outcomes		BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO12-12	BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO12-14	BIO11/12-1, BIO11/12-2 BIO11/12-3, BIO11/12-4 BIO11/12-5, BIO11/12-6 BIO11/12-7, BIO12-12 BIO12-13, BIO12-14 BIO12-15
Syllabus Components/Modules and Weightings %	Skills in Working Scientifically 60%	20	30	10
	Knowledge and Understanding 40%	10	10	20
Value	100%	30%	40%	30%

Course Name: Business Studies

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 9	T1, Week 10	T2, Week 9	T3, Week 3 & 4
Description		Extended Response Operations	In Class Task Finance	Case Study Marketing	Trial HSC Exam
Outcomes		H2, H4, H5, H9	H5, H8, H9, H10	H4, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10
Syllabus Components/Modules and Weightings %	Knowledge and understanding of course content 40%	10	5	10	15
	Stimulus-based skills 20%		10		10
	Inquiry and research 20%	5		15	
	Communication of business information, ideas and issues in appropriate forms 20%	5	5	5	5
Value	100%	20%	20%	30%	30%

Course Name: Chemistry

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 5	T1, Week 11	T2, Week 6	T2, Week 3& 4
Description		Research Task	Depth Study	Practical Task	Trial HSC Exam
Outcomes		CH12, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7	CH12-12, CH12-13, CH12-14, CH12-15, CH11/12-1, CH11/12-4, CH11/12-6, CH11/12-7	CH12-14, CH11/12-1, CH11/12-2, CH11/CH12-3, CH11/CH12-5	CH12-12, CH12-13, CH12-14, CH12-15, CH11/12-1, CH11/CH12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7
Syllabus Components/Modules and Weightings %	Knowledge and Understanding 40%	10	15	5	10
	Skills in Working Scientifically 60%	10	15	15	20
Value	100%	20%	30%	20%	30%

Course Name: Community & Family Studies

		Task 1	Task 2	Task 3
Due		1. T4, Week 3 2. T4, Week 9	T1, Week 9	T3, Week 3&4
Description		Independent Research Project	Investigation of a group in the community	Trial HSC Exam
Outcomes		H 4.1, H 4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H5.1 H6.2	H1.1 – H6.2
Syllabus Components/Modules and Weightings %	Knowledge & understanding of how the following impact on well-being: Resource management Positive Relationships Range of societal factors. 40%	10	10	20
	Skills in: Applying management processes to meet the needs of individuals, groups, families and communities. Planning to take responsible action to promote wellbeing. 25%		10	20
	Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating. 35%	20	10	
Value	100%	30%	30%	40%

Course Name: Design and Technology

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 5	T1, Week 5	T2, Week 3	T3, Week 3 & 4
Description		Case Study	MDP Proposal	MDP Related Research and Development Task	Trial HSC Exams
Outcomes		H1.2, H3.1, H5.2	H1.1, H4.1, H5.1, H6.1	H3.2, H4.2, H4.3, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2
Syllabus Components/Modules and Weightings %	Knowledge and skills in: Innovation and Emerging Technologies 40%	15	10		15
	Design and Production 60%		20	30	10
Value	100%	15%	30%	30%	25%

Course Name: Drama

		Task 1	Task 2	Task 3	Task 4
Due		T 4, Week 7	T 1, Week 7	T 2, Week 2	T 3, Week 3 & 4
Description		IP Assessment Panel	In Class - Extended Response Dramatic Traditions in Australia & Approaches to Acting	Performance Essay Approaches to Acting	Yr 12 HSC Trial Examination <ul style="list-style-type: none"> • Practical: IP • Practical: GP • Written
Outcomes		H1.1, H1.2, H1.3, H2.1, H2.2	H1.6, H1.7, H1.8, H3.2, H3.4	H1.3, H1.5, H1.9, H3.1, H3.4, H3.5	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3
Syllabus Components/ Modules and Weightings %	Knowledge, understanding and skills in MAKING 40%	15	10	15	
	Knowledge, understanding and skills in PERFORMING 30%	10			20
	Knowledge, understanding and skills in CRITICAL STUDY 30%		10	10	10
Value	100%	25%	20%	25%	30%

Course Name: Economics

Component Assessed	Task 1	Task 2	Task 3	Task 4
Due	T4, Week 5-7	T1, Week 9	T2, Week 6 Presentations Week 7	T3, Week 3 & 4 Trial HSC Exam
Description	In-class preparation of short response questions on The Global Economy (with stimulus)	Research and preparation of an extended response: Australia's place in the Global economy	Economic Issues Research Task and In class Presentations	Trial HSC Examination
Outcomes	H1, H2, H3, H4, H7, H10, H11	H1, H3, H4, H7, H10, H11	H1, H2, H4, H5, H6, H7, H8, H10	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11
Knowledge and understanding of course content 40%	5	10	10	15
Stimulus-based skills 20%	10			10
Inquiry and Research 20%		10	10	
Communication of economic information, ideas and issues in appropriate forms 20%	5	5	5	5
Value 100%	20%	25%	2 %	30%

Course Name: English Advanced

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 7	T1, Week 7	T2, Week 5	T3, Week 3 & 4
Description		Common Module Essay	Module A Multimodal Presentation	Module C Writing Task	Trial HSC Exam
Outcomes		EA12-1, EA12-6, EA12-7	EA12-2, EA12-5, EA12-8	EA12-3, EA12-4, EA12-9	EA12-1, EA12-2, EA12-5, EA12-7, EA12-8
Syllabus Components/Modules and Weightings %	Knowledge and understanding of Course Content 50%	10	15	10	15
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%	10	10	15	15
Value	100 %	20 %	25 %	25 %	30 %

Course Name: English Standard

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 7	T1, Week 7	T2, Week 6	T3, Week 3 & 4
Description		Common Module Essay	Module A Multimodal Presentation	Module B/C Writing Creative	Trial HSC Exam
Outcomes		EN12-1, EN12-6, EN12-7	EN12-2, EN12-5, EN12-8,	EN12,-3, EN12-4, EN12-9	EN12-1, EN12-2, EN12-5, EN12-7, EN12-8
Syllabus Components/Modules and Weightings %	Knowledge and understanding of Course Content 50%	10 %	15 %	10 %	15 %
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%	10 %	10%	15 %	15 %
Value	100 %	20 %	25 %	25 %	30 %

Course Name: English Extension 1

		Task 1	Task 2	Task 3
Due		T1, Week 9	T2, Week 8	T3, Week 3 & 4
Description		In-class Task: Creative Response (from Portfolio)	Multimodal Presentation	Trial HSC Exam
Outcomes		EE12-1, EE12-2, EE12-5	EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4
Syllabus Components/Modules and Weightings %	Knowledge and Understanding of complex texts and of how and why they are valued 50%	10	25	15
	Skills in: • Complex analysis • Sustained composition • Independent investigation 50%	20	15	15
Value	100%	30%	40%	30%

Course Name: English Extension 2

		Task 1	Task 2	Task 3
Due		T1, Week 3	T2, Week 2	T2, Week 10
Description		Viva Voce addressing the proposal for the Major Work	Module B/C Literature Review	Critique of the Creative Process
Outcomes		EEX12-1	EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-5
Syllabus Components/Modules and Weightings %	Skills in extensive independent research 50%	15	30	5
	Skills in sustained composition 50%	15	10	25
Value	100%	30%	40%	30%

Students will also be required to submit their Major Work Journal for mentoring with each task.

Course Name: English Studies

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 7	T1, Week 8	T2, Week 8	T3, Week 5
Description		Speech Transcript	Viewing & Representing	Class Work Portfolio	Exam
Outcomes		ES12-1, ES12-4, ES12-5, ES12-8	ES12-2, ES12-3, ES12-6	ES12-7, ES12-10, ES12-3	ES12-1, ES12-9
Syllabus Components/Modules and Weightings	Knowledge and understanding of Course Content 50%	15	15	15	5
	Skills in: <ul style="list-style-type: none"> • Comprehending Texts • Communicating ideas • Using language accurately, appropriately and effectively 50%	15	15	15	5
Value		30%	30%	30%	10%

Course Name: Exploring Early Childhood

		Task 1	Task 2	Task 3
Due		T4, Week 8	T1, Week 9	T2, Week 9
Description		The Children’s Services Industry, Case Study	Starting School Survey	Media Task
Outcomes		1.4, 2.1, 2.4	1.3, 2.2, 2.4	2.2, 2.4, 5.1
Syllabus Components/Modules and Weightings %	Knowledge and Understanding 50%	15	15	20
	Skills 50%	15	20	15
Value	100%	30%	35%	35%

Course Name: Geography

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 8	T1, Week 7	T2, Week 7	T3, Week 3 & 4
Description		Economic Activity Case Study Report	Ecosystems In-Class Skills & Response	Urban Places In-Class Task	Trial Exam
Outcomes		H4, H7, H8, H9, H10, H12	H1, H2, H5, H6, H8, H10, H11	H3, H7, H9, H13	H1, H6, H10, H11, H12, H1
Syllabus Components/ Modules and Weightings %	Knowledge and understanding of course content 40%	5	5	15	15
	Geographical Inquiry and research, including fieldwork 20%	10	10		
	Communication of geographical information, ideas and issues in appropriate forms. 20%	5	5	5	5
	Geographical tools and skills 20%	5	5	5	5
Value	100%	25%	25 %	25%	25 %

Course Name: Japanese Continuers

		Task 1	Task 2	Task 3	Task 4
Due		T1, Week 8	T2, Week 6	T2, Week 10	T3, Week 3 & 4
Description		Listening Task (Interpreting 10%, Test 10%) (Leisure & Traditions/culture)	Speaking Task (Roleplaying - 20%) (Travelling in Japan)	Reading and Writing Task (Text-type writing challenge 10%) (Travelling with a friend reading challenge - 20%) (All topics to date)	Trial Exam (all topics)
Outcomes		3.1,3.2,3.3,3.4,3.5,3.6	1.1,1.2,1.3,1.4	2.1,2.2,2.3 3.1,3.2,3.3,3.4,3.5,3.6, 4.2, 4.3	1.1,1.2,1.3,1.4, 2.1,2.2,2.3,3.1,3.2,3.3,3. 4 3.5,3.6,4.1,4.2,4.3
Syllabus Components/ Modules and Weightings %	Listening 30%	20			10
	Reading 30%			20	10
	Speaking 20%		20		
	Writing 20%			10	10
Value	100%	20%	20%	30%	30%

Course Name: Legal Studies

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 9	T1, Week 8	T2, Week 8	T3, Week 3 & 4
Description		Human Rights Issue Inquiry	Crime In-class Task	Family In-class Essay	Trial Exam
Outcomes		H1, H2, H3, H6, H8, H9	H1, H2, H3, H6, H7, H8, H9	H1, H4, H5, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Syllabus Components/Modules and Weightings %	Knowledge and understanding of course content. 40%	5	5	10	20
	Analysis and Evaluation 20%	5	5	5	5
	Inquiry and Research 20%	10	5	5	
	Communication of legal information, issues and ideas in appropriate forms 20%	5	5	5	5
Value	100%	25 %	20 %	25 %	30 %

Course Name: Mathematics 2 Unit

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 8	T1, Week 10	T2, Week 6	T3, Week 3 & 4
Description		Investigative Assignment	Topic Test	Modelling Assignment	Trial HSC Exam
Outcomes		MA3, 6, 9, 10	MA3, 6, 7, 8, 9, 10	MA2, 3, 4, 6, 7, 8, 9, 10	MA1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Syllabus Components/Modules and Weightings%	Knowledge and Understanding 50%	20	10	5	15
	Skills 50%	10	10	15	15
Value	100%	30%	20%	20%	30%

Course Name: Mathematics Standard 2

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 7	T1, Week 8	T2, Week 7	T3, Week 3 & 4
Description		Topic Test	Modelling Assignment	Study Book Assignment	Trial HSC Exam
Outcomes		MS2 – 12-1, 12-6, 12-10	MS2 - 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9, 12-10	MS2 - 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9, 12-10	MS2 - 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9, 12-10
Syllabus Components/Modules and Weightings %	Knowledge and Understanding 50%	15	8	15	12
	Skills 50%	10	12	10	18
Value	100%	25%	20%	25%	30%

Course Name: Mathematics Standard 1

		Task 1	Task 2	Task 3
Due		T4, Week 9	T1, Week 9	T2, Week 8
Description		Topic Test	Investigative Assignment	Open Book Assessment
Outcomes		MS1 - 12-1,2,3,4,5,6,7,8,9,10 MALS –6-1,2,3,4,5,6,7,8,9,10, 11, 12,13,14	MS1 - 12-1,2,3,4,5,6,7,8,9,10 MALS –6-1,2,3,4,5,6,7,8,9,10, 11, 12,13,14	MS1 - 12-1,2,3,4,5,6,7,8,9,10 MALS –6-1,2,3,4,5,6,7,8,9,10, 11, 12,13,14
Syllabus Components/Modules and Weightings %	Knowledge and Understanding 50%	15	20	15
	Skills 50%	15	20	15
Value	100%	30%	40%	30%

Course Name: Mathematics Extension 1

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 10	T1, Week 11	T2, Week 10	T3, Week 3 & 4
Description		Topic Test	Open Book Assessment	Investigative Assignment	Trial HSC Exam
Outcomes		ME2, 6, 7	ME1, 4, 6, 7	ME3, 5, 6, 7	ME1, 2, 3, 4, 5, 6, 7
Syllabus Components/Modules and Weightings %	Knowledge and Understanding 50%	10	10	20	10
	Skills 50%	10	10	10	20
Value	100%	20%	20%	30%	30%

Course Name: Mathematics Extension 2

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 8	T1, Week 6	T2, Week 3	T3, Week 3 & 4
Description		Topic Test	Investigative Assignment	Open Book Assessment	Trial HSC Exam
Outcomes		MEX1, 4, 7, 8	MEX1, 2, 7, 8	MEX1, 5, 7, 8	MEX1, 2, 3, 4, 5, 6, 7, 8
Syllabus Components/Modules and Weightings %	Knowledge and Understanding 50%	10	20	10	10
	Skills 50%	10	10	10	20
Value	100%	20%	30%	20%	30%

Course Name: Modern History

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 7	T1, Week 10	T2, Week 8	T3, Week 3 & 4
Description		Personal Interest Project Proposal Task	Belief Systems and Ideologies Research Inquiry Task	Popular Culture In Class Task	Trial HSC Examination
Outcomes		H1, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H5, H7, H9, H10	H1, H2, H3, H5, H7, H9, H10	H1, H2, H3, H4, H5, H6, H10
Syllabus Components/Modules and Weightings %	Knowledge and understanding of course content 40%	5	10	10	15
	Historical skills in the analysis and evaluation of sources and interpretations 20%	10			10
	Historical inquiry and research 20%		10	10	
	Communication of historical understanding in appropriate forms 20%	5	5	5	5
Value	100%	20%	25%	25%	30%

Course Name: Music I

		Task 1	Task 2	Task 3	Task 5
Due		T4, Week 9	T2, Week 5	T3, Week 1	T3, Week 3 & 4
Description		Composition	Aural	Performance	Trial HSC Exam & Aural Exam
Outcomes		H3, H7, H9	H2, H4, H6, H10	H1, H9, H10, H11	H4, H5, H6, H8, H10, H11
Syllabus Components/Modules and Weightings %	Aural 25%		10		15
	Musicology 10%		10		
	Composition 10%	10			
	Performance 10%			10	
	Electives 45%			2 x 15	1 x 15
Value	100%	10%	20%	40%	30%

Course Name: PDHPE

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 9	T1, Week 8	T2, Week 9	T3, Week 3 & 4
Description		Core 1 – Research	Core 2 - In Class Written Response	Options Research Task	Trial HSC Exam
Outcomes		H1, H2, H3, H5, H14, H16	H4, H7 , H15	H7, H8, H9, H11, H16	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17
Syllabus Components/Modules and Weightings %	Knowledge and understanding 40%	5	10	10	15
	Skills 30%	5	5	10	10
	Skills in critical thinking, research and analysis 30%	10	5	10	5
Value	100%	20%	20%	30%	30%

Course Name: Photography, Video & Digital Media

		Task 1	Task 2	Task 3
Due		T 4, Week 9	T 1, Week 8	T 3, Week 9
Description		Representing Culture	Film Project	Body of Work Individual Works
Outcomes		M1, M6, CH5	M4, M5, CH1, CH2	M2, M3, CH3, CH4
Syllabus Components/ Modules and Weightings	Knowledge and skills in Making 70%	20	25	25
	Critical and Historical Studies: 30%	10	10	10
Value	100%	30 %	35 %	35 %

Course Name: Physics

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 8	T1, Week 8	T2, Week 8	T3, Week 3 & 4
Description		Practical Task	Modelling/Processing Task	Depth Study	Trial Exam
Outcomes		PH11/12-2 PH 11/12-3 PH 11/12-5 PH 11/12-6 PH12-12	PH11/12-1 PH 11/12-3 PH 11/12-4 PH 11/12-6 PH 11/12-7 PH12-13	PH11/12-1 PH11/12-2 PH 11/12-3 PH 11/12-4 PH 11/12-5 PH 11/12-7 PH12-14	PH11/12-2 PH 11/12-4 PH 11/12-5 PH 11/12-6 PH12-12 PH12-13 PH12-14 PH12-15
Syllabus Components/Modules and Weightings %	Knowledge and Understanding 40%	5	10	10	15
	Skills in Working Scientifically 60%	15	15	15	15
Value	100%	20%	25%	25%	30%

Course Name: Society and Culture

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 9	T1, Week 10	T2, Week 5	T3, Week 3 & 4
Description		Personal Interest Project Proposal Task	Belief Systems and Ideologies Research Inquiry Task	POP Culture In Class Task	Trial HSC Examination
Outcomes		H1, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H5, H7, H9, H10,	H1, H2, H3, H5, H7, H9, H10,	H1, H2, H3, H4, H5, H6, H10
Syllabus Components/Modules and Weightings %	Knowledge and understanding 50%		10	15	25
	Application and evaluation of Social and Cultural Research Methods 30%	10	15		5
	Communication of information, ideas and issues in appropriate forms 20%	5	5	10	
Value	100%	15%	30%	25%	30%

Course Name: Software Design & Development

		Task 1	Task 2	Task 3	Task 4
Due		T4, Week 6	T1, Week 3	T2, Week 10	T3, Weeks 3 & 4
Description		Software Solutions Report	Project Proposal	Major Software Project	Trial HSC Examination
Outcomes		H1.1, H2.2, H5.1, H5.2	H2.1, H4.1, H4.2, H5.2, H6.2, H6.4	H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.3	H1.2, H1.3, H3.1, H5.2, H6.1, H6.4
Syllabus Components/Modules and Weightings %	Knowledge and understanding of course content 50%	10	10	10	20
	Knowledge and skills in the design and development of software solutions 50%	5	15	20	10
Value	100%	15%	25%	30%	30%

Course Name: Sport, Lifestyle & Recreation

		Task 1	Task 2	Task 3
Due		T4, ongoing	T1, Week 2 → 11 ongoing	T2, Week 1 → 10 ongoing
Description		Fitness	Games and Sport Applications II Practical	Sports Coaching
Outcomes		1.2, 2.2, 3.2, 3.3	1.1, 2.1, 3.1, 4.4	2.1, 2.2, 3.1, 3.2, 4.2, 4.5
Syllabus Components/Modules and Weightings %	Knowledge and understanding of course content 50%	10	30	10
	Skills 50%	20	10	20
Value	100%	30%	40%	30%

Course Name: Studies in Catholic Thought

		Task 1	Task 2	Task 3
Due		T4, Week 9	T1, Week 9	T2, Week 10
Description		Virtue, Vice and Salvation	The Good Works	The Common Good
Outcomes		SCT 12-1, 12-2, 12-4, 12-5, 12-7, 12-10 Life Skills LS12-2, LS12-5	SCT 12-1, 12- 3, 12-4, 12-5, 12-6, 12-8, 12-9, 12-10 Life Skills LS12-2, LS12-3, LS12-4, LS12-5	SCT 12-1, 12-2 12-3, 12-4,12-5, 12-6, 12-8, 12-9,12-10 Life Skills LS12-2, LS12-4
Syllabus Components/Modules and Weightings %	Knowledge and Understanding of Course Content 40%	10	10	20
	Religious Skills 20 %	5	10	5
	Inquiry and Research 20%	10	10	
	Communication of Religious Ideas and Understanding 20%	5	10	5
Value	100%	30%	40%	30%

Course Name: Studies of Religion 1 Unit (Blended Course)

		Preliminary Course 50%			HSC Course 50%		
		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Due		T1 Ongoing	T1 Wk 10	T2, Wk 5	T2, Wk 9	T3, Wk 4	T3, Wk 7
Description		The Nature of Religion Forum Activity	Essay – Depth Study Christianity	End of Year 11 Course Exam	In-class Task Nature of Religion/Belief Systems in Australia, Post 1945	Research Task – Depth Study - Islam	Trial HSC Exam
Outcomes		P1, P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	P 1, P2, P3, P4, P5, P6, P7, P8, P9	H1, H2, H3, H4, H5, H6, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9 Life	H1, H2, H4, H5, H6, H7, H8, H9
Syllabus Components/Modules and Weightings %	Knowledge and understanding of course content 40%	5	5	10	5	5	10
	Source-based skills 20%		5	5	5		5
	Investigation and research 20%		5	5		10	
	Communication of information, ideas and issues in appropriate forms 20%	5		5	5		5
Value	100%	10%	15%	25%	15%	15%	20%

Course Name: Studies of Religion II

		Task 1	Task 2	Task 3	Task 4
Due		T4, Wk8	T1, Wk 7	T2, Wk 7	T3, Wk 3 & 4
Description		Research Task	In-Class Task	In-Class Task	Trial HSC Exams
Outcomes		H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H5, H6, H7, H8, H9	H1, H2, H6, H7, H8, H9
Syllabus Components/Modules and Weightings	Knowledge and understanding of course content 40%	10	10	10	10
	Source-based skills 20%		10		10
	Investigation and research 20%	10		10	
	Communication of information, ideas and issues in appropriate forms 20%	5		5	10
Value	100%	25%	20%	25%	30%

Course Name: Visual Arts

		Task 1	Task 2	Task 3	Task 4
Due		T 4, Week 6	T 1, Week 9	T 2, Week 6	T3, Week 3
Description		Written Research Task: Artist's Practice Investigation of the relationship(s) between artists and artworld practices, including annotated research and initial writing drafts	Development of the Body of Work Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas through the frames	Extended Written Response Art Criticism/Art History Analysis	Trial HSC Exam Art Criticism and Art History Written Examination Resolving the Body of Work: submission of artworks under development. VAPD, written analysis of intention and artmaking practice through the conceptual framework
Outcomes		H7, H8	H1, H3, H4	H9, H10	H7, H8, H9, H10, H1, H2, H4, H5, H6
Syllabus Components/ Modules and Weighting	Artmaking 50%		30		20
	Artmaking and Art History 50%	15		25	10
	Total 100%	15%	30%	25%	30%

VET Courses

Competency Based Assessment

In a competency based course, assessment of competencies is criterion-referenced. This means that a participant's performance is judged against a prescribed standard – not against the performance of other participants. The purpose of assessment is to judge competence on the basis of performance against the criteria set out under each element of competency. A participant is deemed either competent or not yet competent. This judgement is made on the basis of evidence, which may be in a variety of forms.

Competency based assessment is based on the requirements of the relevant industry. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations.

HSC Exam

Students will undertake all examinations which the College determines as part of their formal internal assessment schedule. The Higher School Certificate examination in VET courses is optional for non- ATAR Students. Students choosing to undertake the examination can have their mark contribute to their ATAR.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF qualifications.

Certificate II Construction Pathways

Code	Unit Name	Year 11	Year 12
CPCCOHS1011A	Work safely in the construction industry	•	
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	•	
CPCCCM1013A	Plan and organise work	•	
CPCCCA2002B	Use Carpentry tools and equipment	•	
CPCCCM1012A	Work effectively and sustainably in the construction industry	•	
CPCCCM1015A	Carry out measurements and calculations	•	
CPCCCM2001A	Read and interpret plans and specifications	•	
CPCCCM2006B	Apply basic levelling procedures		•
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground		•
CPCCC02013A	Carry out concreting to simple forms		•
CPCCCM2004A	Handle construction materials		•
CPCCCM2005B	Use construction tools and equipment		•
CPCCCM1014A	Conduct workplace communication		•
CPCCBL2001A	Handle and prepare bricklaying and block laying materials		•
CPCCBL2002A	Use bricklaying and block laying tools and equipment		•

Hospitality

Certificate II in Hospitality - Kitchen Operations

Code	Unit title (compulsory)	Year 11	Year 12
SITXWHS101	Participate in safe work practices		
SITXFSA101	Use hygienic practices for food safety		
SITHCCC101	Use food preparation equipment		
SITHKOP101	Clean kitchen premises and equipment		
SITHCCC202	Prepare appetisers and salads		
SITXINV202	Maintain the quality of perishable items		
SITHFAB204	Prepare and serve espresso coffee		
HLTAID003	Provide first aid		
SITHFAB204	Participate in safe food handling practices		
BSBSUS201A	Participate in environmentally sustainable practices		
SITHCCC201	Produce dishes using basic methods of cookery		
SITHIND201	Source and use information on the hospitality industry		
BSBWOR203B	Work effectively with others		
SITHCCC2017	Use cookery skills effectively		
<u>Work placement 1</u>	School cafe	35 hours	Mandatory
<u>Work placement 2</u>	Outside School	35 hours	Mandatory

Metal and Engineering – MEM10105 - Certificate I Engineering

Code	Unit Title	Year 11	Year 12
N/A	Manufacturing, engineering and related services industries induction	•	
MEM13014A	Apply principles of occupational health and safety in the work environment	•	
MEM11011B	Undertake manual handling	•	
MEM18001C	Use hand tools	•	
MEM18002B	Use power tools/hand held operations	•	
MEM05004C	Perform routine oxy acetylene welding	•	
MEM14004A	Plan to undertake a routine task	•	
MEM03003B	Perform sheet and plate assembly	•	
MEM05012C	Perform routine Manual metal arc welding	•	
MEM05007C	Perform manual heating and thermal cutting		•
MEM09002B	Interpret technical drawing (Not Assessed)		•
MEM12023A	Perform engineering measurements		•
MEM16007A	Work with others in a manufacturing, engineering or related environment		•
MEM12024A	Perform computations		•
MEM15002A	Apply quality systems		•
MEM15024A	Apply quality procedures		•

TERM/ WEEK	1	2	3	4	5	6	7	8	9	10	11
4											
1				Year 12 Retreat							
2											
3	Assessment Free Term		Trial HSC Exams					Assessment Free Term			

HSC Assessment Planner

Mater Dei Catholic College

Application for Extension

(Must be submitted at least 2 days prior to the due date)

Student Name:		Year:	Homegroup:
Assessment Task:		Value:	
Date Task Issued:	Due Date:	KLA:	
Teacher:		Date:	

I wish to apply for an extension for the above mentioned task. The reason/s are:

(Students should present evidence of work done to date, when submitting this form and where appropriate, evidence in support of their application)

Parent Signature: _____

Classroom Teacher Comments (if applicable)

KLA Leader's Notes

Extension Granted: Yes / No New Due Date for Assessment Task: _____

KLA Leader: _____ Copy to House Leader: ☐

✂-----✂-----✂-----

Student's Copy (Please detach)

An Extension has / has not been granted. _____
has been given an additional _____ days to complete the task.

Task now due on: _____

Student Signature: _____

KLA Leader's Signature: _____

This document is saved and can be accessed and printed by going to:

My Desktop

Assessment Booklets and Forms

Application for Extension

Mater Dei Catholic College
Student Draft Reflection

Name
Date

Submit this with your task to be reviewed.

5. What part or parts of this draft are you satisfied with?	
6. What part of this draft do you think needs more work, or you are especially concerned about?	
7. 3 ideas or questions I have are:	(i)
	(ii)
	(iii)
8. Other queries, specific questions.	

MDCC Stage 6: Study and other commitments.

Name: _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
4pm						9am		
4.30						10am		
5pm						11am		
5.30						12 noon		
6pm						1pm		
6.30						2pm		
7pm						3pm		
7.30						4pm		
8pm						5pm		
8.30						6pm		
9pm						7pm		
9.30						8pm		
10pm						9pm		
10.30						10pm		

Block in these times: Study Work Sport Family Other

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8.00am							
9.00am							
10.00am							
11.00am							
12 noon							
1.00pm							
2.00pm							
3.00pm							
4.00pm							
5.00pm							
6.00pm							
7.00pm							
8.00pm							
9.00pm							
10.00pm							
11.00pm							

Week: _____ Date: _____

