

# Strathfield Girls High School



## 2021 Year 11 Assessment Handbook

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# GENERAL INFORMATION

## Introduction

This booklet aims to give students, parents and caregivers information about assessment for the Higher School Certificate (HSC) course.

From Term 4 in Year 11, students will commence Year 12 assessment tasks in all subjects. The tasks will determine each student's assessment mark which is a measure of each student's achievement relative to the performance of other students in the same course at Strathfield Girls High School.

The HSC will show two marks: the Final Examination mark and the moderated assessment mark. The moderated assessment mark and the scaled Final Examination mark each comprise 50% of the total HSC result.

There is a difference between qualifying for the HSC and gaining an Australian Tertiary Admission Rank (ATAR). The ATAR is a rank that is used for gaining entry to Tertiary Institutions.

Students, parents and caregivers are urged to read this booklet carefully. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with their supervising Deputy Principal or Year Adviser.

## Requirements for the award of the HSC

The New South Wales Educational Standards Authority (NESA) is a Statutory Board which has the power to award the credential titled, "The Higher School Certificate". To be eligible for this award, students must comply with the entry requirements, course restrictions and the rules and regulations established by NESA.

### 1. Eligibility requirements for the Higher School Certificate

To be eligible for the award of the Higher School Certificate students must have:

- gained the RoSA or such other qualifications as NESA considers satisfactory;
- satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC;
- sat for and made a serious attempt at the required HSC Exam(s); and
- met the HSC Minimum Standard.

All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed the HSC: All My Own Work program in ethical scholarship. This program will be delivered through the school, and will assist students to understand their rights and responsibilities in HSC assessment.

### HSC minimum standard

Students in NSW will need a minimum standard of literacy and numeracy to receive the HSC from 2020. The minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF) which will ensure students have the basic reading, writing and mathematics skills needed for everyday tasks and future learning.

To meet the HSC minimum standard and receive the HSC, students need to:

- achieve Level 3 or 4 of the Australian Core Skills Framework (ACSF) in the NESA online reading, writing and numeracy tests

There will be multiple opportunities for students to show they meet the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills. These tests can be taken when students are ready in Years 10, 11 and 12 and after the HSC.

## **2. Pattern of Study**

Students must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the HSC. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course. Students must have sat for and made a serious attempt at the HSC Exam(s).

Students must study a minimum of **12 units in the preliminary course** and a minimum of **10 units in the HSC course**. Both the preliminary course and the HSC course must include the following:

- at least 2 units of a Board developed English, or English Studies;
- at least 6 units from Board developed courses;
- at least 3 courses of two or more units;
- no more than 6 units of courses in Science, and
- at least four subjects.

## **3. Accumulation of the Higher School Certificate**

Students may accumulate HSC courses towards the Higher School Certificate over a period of up to five years. Preliminary courses may also be accumulated.

The five-year period will commence in the first year students satisfactorily complete an HSC course. It will apply regardless of whether students defer their studies for one or more years during the five-year period. Accumulation of HSC courses cannot extend beyond a five-year period.

## **4. 25 Hour Personal Development and Health Course, Life Ready**

Life Ready is a mandatory Personal Development and Health Education course for Years 11 and 12 students in NSW government schools. The course provides an opportunity for Stage 6 students to extend and build on the outcomes achieved in Personal Development, Health and Physical Education from Years 7 to 10.

Life Ready reflects some of the contemporary health issues facing young people. It acknowledges and aims to support senior students as they address changing issues related to identity, independence and their changing responsibilities.

# Requirements for an Australian Tertiary Admission Rank (ATAR)

The ATAR is the rank calculated on behalf of Tertiary Institutions to allocate places in New South Wales and Australian Capital Territory universities. Further information about the ATAR can be obtained through the University Admission Centre website at [www.uac.edu.au](http://www.uac.edu.au).

## RULE 1

To be eligible for an ATAR, a student must satisfactorily complete at least ten units of Board developed courses, including at least two units of English.

The Board developed courses must include:

- at least three courses of two units or greater, and
- at least four subjects

## RULE 2

The ATAR will be based on an aggregate of scaled Marks in the ten units of Board developed courses comprising:

- the best two units of English;
- the best eight units from the remaining units, and
- four units of category B courses may be studied, although only two units will be included in the calculation of the ATAR.

With the following provisions:

- students must satisfactorily complete English;
- students may accumulate courses over five years; and
- if a student repeats a unit, only the last satisfactory attempt will be used in the calculation of the ATAR.



# SCHOOL ASSESSMENT POLICY

## Introduction

The purpose of this document is to outline the Assessment Policy of Strathfield Girls High School for the Preliminary Higher School Certificate (PHSC).

Please read this policy carefully and make sure you understand it. All students must sign to acknowledge that they have received this booklet.

### What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course; and
- report on the achievement by each student at the end of a course.

It is a requirement of the PHSC school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout Year 11 and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (NESA). School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements.

Assessment data which is recorded on reports represents a measure of student achievement relative to other students in the course. Assessment data is derived from the results of a number of assessment tasks which are outlined in the schedules published in this handbook.

### Purpose of Assessment

The purpose of school assessment for PHSC students is to provide an indication of student achievement based on:

- a wider range of syllabus outcomes than may be measured by a single PHSC examination; and
- multiple measures and observations made throughout the PHSC, giving students credit for what they have achieved throughout their courses, in addition to their Final Examination.

### The Start and Finish

For the PHSC course, assessment tasks begin in Term 1 of Year 11. Assessment will cease at the end of Term 3 of Year 11.

## **NSW Education Standards Authority Website**

Syllabuses, past papers, sample responses and support materials for all courses may be accessed through the NSW Education Standards Authority (NESA), website at <http://educationstandards.nsw.edu.au>

## **Students Online**

The Students Online service provides valuable information to students. Year 12 students, by using a student number and PIN provided by NESA, students will be able to check important details relating to their enrolment and view important information such as their personalised HSC timetable, Assessment Rank Order (after the Final HSC Examination) and information regarding HSC results. In addition, Students Online has links to other relevant sites.

## **Satisfactory Completion of Preliminary Higher School Certificate Courses**

Students are considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that they have met the following course completion criteria. They must have:

1. followed the course developed by NESA;
2. applied themselves with diligence and sustained effort to the tasks and experiences provided by the school; and
3. achieved some or all of the course outcomes.

The Principal may determine that the above course completion criteria are not being met, as a result of poor attendance. Students will be given written warning in sufficient time to correct any problems regarding satisfactory completion of course requirements.

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. A student will be considered unsatisfactory in a course if she has failed to apply herself with "diligence and sustained effort" to the set tasks and experiences required by the school to achieve some or all of the course outcomes.

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement and the like caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

If at any stage during the course it appears that a student will not achieve course outcomes, a NESA, warning letter will be sent home. The purpose of this letter is:

- to give students a warning in time to correct the area of concern, and/or
- to clarify their current status regarding an unsatisfactory designation.

**Where it is determined that a student has not satisfactorily completed a course, that student will not receive any results in that course.**



# REPORTING PROCEDURES

**Student Reporting** is the process of communicating information about student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.

Reports draw on formal and informal assessment that has been collected routinely and recorded systematically as part of teachers' ongoing classroom assessment practice.


School reports are issued Mid Year Report (Term 2) and Final Report (Term 4). Assessment for these reports will be based upon the Assessment schedules for each course as outlined in this handbook.

The Mid Year Report will be based on Semester 1 Assessments and selected outcomes (areas of learning), while the Final Report will be based on the cumulative mark and all outcomes for the subject.

It is expected that all parents attend the Parent Teacher Evening in Semester 1, to meet with teachers and collect their daughters' reports. Final Reports for the academic year will be issued to students.

## SAMPLE REPORT

**Strathfield Girls High School**



**Pass on the Torch of Life**

Strathfield Girls High School provides a caring and responsive environment where students are challenged to achieve their personal best. Students are empowered to achieve self-reliance and to become confident and responsible citizens with the capability to succeed. The school's approach to assessment and reporting is to convey comprehensive information about a student's achievement.

**Girl POWER**  
Final Preliminary Report 2018

Ms A. Lynn  
Principal

This report is issued without alteration.  
Date of issue:  
October 2018

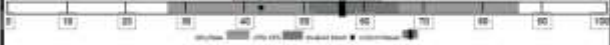
Strathfield Girls High School

English Standard - Preliminary  
Year 11 Final Preliminary Report 2018

Name: **Girl POWER**  
Head Teacher: Ms G. Schofield, Mr G. Down  
Teacher: Ms K. Jouis

2017 - Semester 2 - Page 11

**Student Mark Distribution**



Student Mark: 42/100      Cohort Mean: 57/100      Student Rank: 50/56

Learning Outcomes	E	D	C	B	A	NA
Demonstrates understanding of the relationships between composer, responder, text and context.			✓			
Identifies and describes relationships among texts.				✓		
Develops language relevant to the study of English.					✓	
Identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses.				✓		
Selects appropriate language forms and features, and structures of texts to explore and express ideas and values.					✓	

NA = Not Applicable, E = Excellent, D = Good, C = Satisfactory, B = High, A = Outstanding

Overall Achievement	E	D	C	B	A
		✓			

Areas	Commitment to Learning				Areas			
	R	S	U	A	R	S	U	A
Respects the right of others to learn			✓					✓
Is self-motivated			✓					✓
Demonstrates organisational ability			✓					✓
Works cooperatively			✓					✓
Communicates effectively			✓					✓

R = Rarely, S = Sometimes, U = Usually, A = Always

**Teacher Comment**

Girl approaches most tasks in a timely manner. She is a determined student who is working towards preparing thoroughly for her written responses. While Girl can identify the key concepts in texts, her responses are brief and she is encouraged to delve deeper into the texts to strengthen her written responses with textual analysis. Furthermore, she needs to develop the sophistication of her vocabulary and written expression when writing essay responses. Girl is reminded to prepare her body paragraphs using the scaffolds suggested to her in class and is encouraged to practice under timed conditions to ensure she is aware of time constraints during examinations.

Girl POWER Page 3 of 7

# SECTION A: STUDENT RESPONSIBILITIES

## Expectations of students

### 1. Attendance

Students must attend all classes to satisfactorily complete the PHSC courses. A minimum of 90% attendance is generally expected for students to achieve the outcomes of the course being studied.

### 2. Unexplained absences, lateness and class attendance patterns

Unexplained absences, lateness and class attendance patterns will be reviewed every 5 weeks to ensure that students are meeting the course completion criteria and the minimum attendance requirements.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria (ACE Manual).

Students are expected to attend all classes on those days when assessment tasks are timetabled. Failure to do so may constitute an unfair advantage and may result in a zero award.

### 3. Academic Integrity

Students are required to certify that all work submitted for assessment must be their own. Any breach of this condition, including plagiarism, will result in a mark of zero. An "Academic Integrity Report" must be attached to all submitted assessment tasks.

### 4. Assessment Tasks

The NSW Education Standards Authority (NESA) expects all students to attempt all assessment tasks.

### 5. Submission of assessment tasks

Students are expected to submit assessment tasks by the due date and sign and acknowledge submission of tasks by the due date.

### 6. Diligence

It is expected that students prepare for examinations and make a serious attempt. Students must work with sustained effort and diligence in all aspects of each course.

### 7. Syllabus requirements

It is expected that students complete the syllabus, including participation in class practical work, oral presentations, homework, assignments and examinations.

### 8. Sustained application

Students must make a genuine attempt at **ALL** assessment tasks. Failure to complete less than 50% of assessment tasks will result immediately in an 'N' determination for that course.

Students who do not comply with the assessment requirements will not have a moderated assessment mark or an examination mark awarded.

(ACE Manual)

## 9. Absence: Notification of Assessment Tasks

Students who are absent from class on the day that an Assessment **Task Notification is issued, must see the teacher to receive the notification.** It is important to note that notification of assessment tasks will be issued two weeks prior to assessment tasks as per assessment schedules published in this handbook.

## 10. Student transfers

Students who transfer into the school after commencement of the PHSC courses will have a formal interview with the Principal to discuss assessment requirements.

## 11. Procedures for students when absent from tasks

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.

If there is a valid reason an “Assessment Task Illness/Misadventure Application” proforma needs to be completed and all supporting documentation has to be submitted to the Principal on the first day back after their absence, or a zero mark will be awarded. Illness /Misadventure applications are available from the Principal.

### Applications for appeal

A student may apply for special consideration for the following reasons:

- a. If a student wishes to make an application for an extension of time, in which case it is required before the due date, or
- b. If a student is absent on the day of the task, in which case:
  - i. the student or her parent **must telephone the school on the day of the task and inform the Principal;**
  - ii. the illness/misadventure application must be lodged with the Principal immediately upon the student’s return to school;
  - iii. a doctor’s certificate is required if the application is on medical grounds;
  - iv. valid supporting documents are required to support misadventure appeals;
  - v. if the assessment task is a take home task, **the student must submit it ONLINE/ at the front office on the due day OR in cases approved by the Principal, the completed task must be submitted with a medical certificate/ supporting document to the Principal, immediately upon the student’s return to school;**
  - vi. documentation submitted at a later date **(not on the first day that the student returns to school)** will not be accepted and the student will be awarded a zero mark.

### Medical Certificates must:

- be written on a named doctor’s pad;
- include the date of the missed tasks;
- show in detail, the nature of the illness;
- state that the student is **“unable to complete the PHSC assessment task”**. It is the student’s responsibility to bring this to the attention of the medical practitioner;

- show the length of time the student will be unfit for school, and
- be produced immediately on return to school.

**If the student does not make the application to the Principal on their next school day of attendance after the due date of the missed assessment task, a zero mark will be recorded.**

Before the Mid Year and Final Reporting period, the Faculty Head Teacher consults with the Principal to consider student appeals. Once the Principal determines the action to be taken, the Head Teacher will inform the student and classroom teacher of the decision. The School Administrative Officer will generate an outcome letter which will be sent to the parent.

**The Illness/Misadventure appeals process does not cover:**

- difficulties in preparation or loss of preparation time;
- alleged deficiencies in tuition;
- loss of study time prior to the formal study vacation;
- misreading the Exam timetable;
- misreading of Exam instructions;
- **attendance at a sporting or cultural event, or family holiday;**
- long-term illness such as Glandular Fever, Asthma and Epilepsy, unless there is evidence of a sudden reoccurrence during the examination period; and
- **Illnesses covered by special provisions, unless there is evidence of an unforeseen episode during the examination.**

**Technology and/or computer equipment failure are not valid grounds for misadventure. It is the student's responsibility to keep hard copies of submitted assessment tasks.**

To assist students in the use of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure;
- back-up files regularly;
- print out copies of drafts and keep them while the assignment is in progress, and
- bring a copy of the file to school by either USB or CD.

Students may lodge an Illness/Misadventure Appeal if they believe that **circumstances during the assessment task**, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to provide documentary evidence such as a doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the application.

**If the Assessment Task Illness/Misadventure Application is not accepted**, then the student will be awarded a zero mark and a NESA Warning Letter will be sent home to advise parents.

Students may appeal against the decision by lodging an appeal form to the Principal within three (3) days of initial determination.

The Principal may:

- a. reject the appeal and order the zero mark to stand;
- b. grant a limited extension;
- c. order that a substitute task be performed, or
- d. award an estimate

## Work Placement

- Students are required to see the appropriate Head Teacher before work placement to organise alternate arrangements for tasks scheduled during work placement.
- **If an assessment task is due during work placement, the student must see the Deputy Principal before work placement** to negotiate whether the task will be submitted on the due date or on return to school at the end of the work placement.
- Receipt to acknowledge that the Head Teacher has received the assessment task must be kept by the student.

## 12. Procedures relating to Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, will lead to students receiving zero marks and will jeopardise their PHSC results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own;
- using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as their own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date, and
- assisting another student to engage in malpractice.

(Rules and procedures for HSC candidates)

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness.

To avoid malpractice, including plagiarism, students should:

- check how to cite sources with their teacher.

Students must give credit whenever they:

- use another person's idea, opinion or theory;
- use pieces of information, facts, statistics, graphs or drawings that are not common knowledge;
- use quotations from another person's spoken or written words, and
- paraphrase another person's spoken or written words.

Malpractice, including plagiarism is cheating and a zero mark will be awarded. It violates our school values, beliefs and expectations from students and will not be tolerated at Strathfield Girls High School.

### 13. Students behaviour during assessment tasks, including examinations

Students must behave in a way that does not disrupt the task, exam or disturb the work of any other students. They must behave in a polite and courteous manner towards other students and the supervisor(s) of the task(s), including examinations.

During any assessment task/examination, if a student is involved in any of the following behaviours, a zero assessment mark will be awarded:

- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher;
- makes a non-serious attempt, or
- cheats in any way.

### 14. Examination Procedures

- During any assessment task/examination students must follow the examination supervisor's instructions at all times.
- Students must not take into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher.
- Students must make a serious attempt at all questions in the examination/assessment task and remain in the examination venue until the end of the exam. Answers must not contain offensive language.
- Students must not take any electronic devices, including mobile phones or iPods into any examination room.

Failure to observe these rules will result in a mark of zero for the examination.

### 15. Students Absent from PHSC Examinations

- Students who are absent from examination(s) for any serious reason must notify the Principal on the timetabled day of the examination(s).
- The student must present the illness/misadventure form to the Principal immediately after the missed exam/s for the appeal to be considered, and course of action determined.

### 16. Equipment for the PHSC Examination

Staff will advise PHSC students of:

- equipment, that students are expected to provide; and
- optional items that students may bring if they wish.

Information concerning equipment for examinations is on the NESA website at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Note that students **must** clear memory from calculators before examinations.

### 17. N Award Warning Letter

NESA warning letters are issued to students and their parents/caregivers if students are in danger of not meeting the Course Completion Criteria in any course. The NESA requires the school to issue official warning letters in order to give the students the opportunity to redeem themselves.

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

## 18. Assessment Schedules

Students are expected to carefully read assessment schedules for all courses which are published in this handbook and complete an Assessment Plan based on each task / course for the year.

## 19. Notifications

Students are expected to carefully read the notification of tasks that they will receive two weeks prior to the date of assessment tasks.

Students are required to sign for and check the following details on all notifications for assessment tasks:

- a. the nature of the task;
- b. syllabus outcomes to be assessed;
- c. the weighting of the task;
- d. the assessment marking criteria, and
- e. the date of the task.

## 20. Special examination provisions for students with special needs

If students have a special need that would, in a normal examination situation prevent them from:

- reading the examination questions, and/or
- communicating responses,

NESA may approve special examination provisions.

Students seeking special examination provisions need to approach the Head Teacher Learning and Engagement and **lodge an application by April or earlier.**

**Special examination provisions are not available:**

- as compensation for difficulties in undertaking a course and preparing for the examination, and
- for lack of familiarity with the English language.

**21. Failure to comply with the school assessment policy and the procedures outlined in this handbook will result in a zero mark being awarded and students will be notified in writing.**



# SECTION B: THE SCHOOL'S RESPONSIBILITIES

## 1. A Standard Referenced Approach to Assessment

This document has been developed to assist teachers in developing, implementing and conducting quality assessment programs that will capture an accurate image of individual student achievement in a standards referenced framework.

“Schools are to undertake assessment to collect information about student’s learning. This will occur through both formal and informal activities.”

(Policy Standards for Curriculum Planning and Programing, Assessing and Reporting to Parents K-12)

### Assessment Schedules

Each course will have its own assessment schedule developed within the guidelines provided by NESA. NESA requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they are enrolled.

This means that teachers are required to provide students with assessment schedules for courses studied which will:

- inform each student of the assessment requirements for each course;
- indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
- outline the outcomes and the weightings for each syllabus component; and
- specify values of each of these tasks, and
- incorporate a range of tasks and may cover:
  - i. examinations which may take a written, practical, oral and aural form;
  - ii. class and/or homework assignments, including essays and practical tasks;
  - iii. projects of varying degrees of length and complexity, and
  - iv. oral presentations.

These assessment schedules are published in this handbook and provide valuable information for teachers to compare student achievement against syllabus standards that remain constant over time.

Exact timing of tasks will be confirmed in Task Notifications, issued at least two weeks prior to the task.

### Head Teachers are required to put processes in place to:

- a. ensure tasks meet NESA requirements of courses;
- b. ensure students sign when a task is submitted;
- c. ensure students sign when a task is returned;
- d. record marks on faculty system before marks are returned, and
- e. ensure NESA Warning Letters are issued when appropriate or in accordance with Point 9 in this section.

### More than one class following the same course

This refers to groups of students within the same year across different timetabled lines and accelerated groups of students from different years.

Common assessment programs should be followed with common tasks, conditions and marking procedures.



Assessment tasks should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

### **Assessment Notifications**

Students will be notified, at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.

Under extenuating circumstances variations to a task (including timing and date and other details of the task) may occur when:

- approval from the Principal has been gained, and
- all students (including absent students) have been notified of the variation in writing with a new notification. This notification should, where possible, be issued at least 14 calendar days in advance of the due date of the assessment task.

The due date for assessment tasks should not be scheduled any closer than 7 calendar days either side of Mid Year Examinations.

### **Marking Guidelines**

Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded Marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

### **Providing Meaningful Feedback**

Teachers provide feedback to students to assist their learning.

Marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions. Marks earned on individual tasks are expressed on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Feedback to students will incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards. Students should be provided meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance.

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not yet competent.

### **Recording and Reporting Student Marks**

Teachers and Head Teachers will keep records of each student's performance in each task in the electronic markbook available on the school's network and should provide students after each task with information concerning their performance on individual tasks.

Head Teachers will inform students at the completion of the course of their Final Assessment Rank.

## **2. Non-Discriminating Tasks**

When a task fails to satisfactorily discriminate the candidature, a second task will be set. The second task will be called "supplementary task". Students, parents and caregivers will be informed in writing that the supplementary task has been set. As no task can be discarded, a percentage of the original and supplementary task will constitute the Final Mark for the particular assessed task.

## **3. The Award of "Zero Marks"**

A zero mark is noted as a non-attempt for a particular course and will be awarded in two instances:

- a. non-presentation of a task without approved reason, or
- b. an attempt to gain unfair advantage (malpractice, such as plagiarism).

## **4. Non presentation/Non Attempt**

If a task is not attempted/submitted by the due date and the student is not exempt, the student will be awarded a zero mark. Teachers are required to generate a NESAs Warning Letter and to request that students complete missed assessment tasks. Feedback on their performance will be presented with written comments.

## **5. Malpractice**

It is expected that work submitted in fulfilment of Assessment requirements shall be the student's own work. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged;
- copying – using the work of another person and submitting it as their own;
- not own work – having someone else complete the task. This includes submitting work which another person such as a parent or tutor has contributed significantly or ideas of another person without reference to the source;
- falsifying receipt documents;
- offering false documentation in support of an appeal;
- cheating during an assessment task or examination, and
- misbehaving during exam.

Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher. The Head Teacher will discuss the malpractice with the Principal and if they are in agreement, then the student will be awarded a zero mark for the task and given a full explanation of the decision. The student may then proceed through established appeal procedures.

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness.

## **6. During any assessment task/examination if a student is involved in any of the following behaviours, a zero assessment will be awarded:**

- does anything that disrupts the task or disturbs another student;
- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher;
- makes a non-serious attempt, or
- cheats in any way.

## 7. Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late during an examination/assessment task without a valid reason she must undertake the task in the remaining time.

## 8. NSW Education Standards Authority (NESA) Warning Letters

NSW Education Standards Authority (NESA) Warning Letters are issued to students **who are not meeting course requirements**.

Course requirements are that the student:

- **follows** the course development or endorsed by the Board;
- **applies** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school, and
- **achieves** some or all of the outcomes.

**These letters are a warning to students that they are in danger of not meeting the course requirements.**

If a student is awarded a zero mark for a task or has not attempted the task, they may be at risk of not meeting the **assessment** requirements for a course. In this case, the student will also be sent a NESA warning letter.

When a NESA Warning Letter is required, the school will:

- advise the student in writing with the NESA Warning Letters (Teacher and Head Teacher);
- ensure NESA warning letters are sent to parents informing them their daughter/ward has missed an assessment task and informing them if attendance and performance have been unsatisfactory (Head Teacher);
- ensure that written acknowledgement from the student and her parents/caregivers is requested and received;
- ensure a copy of the NESA Warning Letter is placed on the faculty file and on the student's central file.

**When a first warning letter is sent**, the teacher and Head Teacher will arrange a meeting with the student to discuss the student's progress in that subject and notify the parents.

**When a second warning letter is sent**, the Deputy Principal will arrange a meeting with the student and parents/caregivers to discuss the student's progress in that subject.

**If a student has two active NESA warning letters**, the student **may be awarded an 'N' determination in that course**. If the letters remain active following the interview with the Deputy Principal, the Deputy Principal will organise an interview with the Head Teacher, the Principal, the student and the parents/caregivers to discuss the award of an 'N' determination in that subject.

## SECTION C: STUDENT REVIEWS/APPEALS

1. A student may appeal:
  - Against her mark in the course assessed on the grounds of a clerical error, and/or
  - If the school has varied from its stated Assessment Policy.
2. No appeal may be entered against Marks allocated for a particular task or piece of work.
3. A student who wishes to appeal must do so in writing. The appeal must be submitted through the Head Teacher of the subject concerned and should be completed by mid-November of the HSC year. Details of methods of appeal are available from the Principal.
4. An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following personnel:

Principal;  
Deputy Principal;  
The Head Teacher of another faculty, and  
The Head Teacher of that faculty.

In conducting a review, the Board requires the panel to ascertain whether:

- a. The weightings specified by the school in its assessment program conform to the Board's requirements as detailed in the subject guides;
- b. The procedures used by the school for determining the Final Assessment Program conform to its stated assessment program; and
- c. There are no computational or other clerical errors in the determination of the assessment mark.

(ACE Manual)

Provided the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the reviews, there is provision for appeal to the NESA.

The only grounds for appeals will be judged on whether the procedures followed by Strathfield Girls High School complied with NESA policy and whether the conduct of the review was proper in all respects.



# SECTION D: VOCATIONAL EDUCATION AND TRAINING

## Introduction

Strathfield Girls High School (SGHS) Vocational Educational and Training (VET) Assessment Policy is based on the NSW Education Standards Authority (NESA) Guidelines and National Assessment Principles. All VET courses follow SGHS Preliminary and HSC Assessment Policies which include a schedule of assessment tasks, 'N' Award notification and appeals procedures. VET curriculum framework courses are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

## Rationale

All VET Industry Curriculum Framework courses offered in Years 11 and 12, use competency based assessment. This means that student achievement is assessed against industry competency standards. Industry competency standards describe the tasks performed by competent workers in the workplace.

**Competency is the performance of outcomes (knowledge/skills/attitudes) under particular conditions (preferably workplace conditions) to a required standard (specific to a particular industry).**

## The Purpose of Assessment

Assessment for the VET framework courses has two distinct purposes:

- a. Assessment for the Australian Quality Training Framework (AQTF) – Competency based:
  - applies to all courses within frameworks, and
  - is a means for industry recognition.
- b. Assessment for Australian Tertiary Admission Rank
  - optional for the 240 hour course only.

## Assessment for the Australian Quality Training Framework (AQTF)

To gain an AQTF Certificate I or II, students must:

- satisfactorily complete the mandatory workplace hours for their industry framework, and
- provide evidence that they have reached the competency standards for **every** unit chosen by their teacher in their industry framework.

The focus of the assessment of accredited vocational courses at SGHS is on assessing what students can actually do and the standards at which they are able to perform.

Assessment of competencies is criterion referenced, which means performance is measured in terms of whether students meet the prescribed levels of competency, not how well they carry out tasks relative to each other, or how long it takes to obtain the skill. Competence also implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. Students will be deemed 'Achieved' or 'Not yet Achieved' in each unit of competency.

VET courses contain both core and elective units of competency. The course of study will be determined by negotiation between students and teachers for each industry framework. To gain AQTF Certificate I or II students must provide evidence of completion in **all units of competency** as part of the qualification. To provide competency, students must satisfactorily complete all Assessment Cluster Tasks set for their industry framework. Standard school assessment procedures must be followed. However, as VET courses are competency based, students may attempt assessment tasks to demonstrate each competency more than once.

If a student is unsuccessful, they will be deemed not competent in that unit, and it will not appear on their record. This will result in the student being ineligible for the AQTF Certificate in the course.

Students who do not satisfy the performance criteria in the competency standards for every module chosen by their teacher in their industry framework will be eligible for a Statement of Attainment at the end of the course. The Statement of Attainment will state all units of competency in which the student has successfully completed.

## **NSW Education Standards Authority (NESA) Requirements**

Students undertaking a VET course must meet the requirements of the NESA for the Preliminary and HSC, along with the requirements of the AQTF for the award of a certificate of attainment or a statement of attainment.

The NESA has mandated work placement as a requirement of the Preliminary HSC. Student must achieve the hours of work placement required for the course undertaken.

The rules and processes related to an 'N' award for a Board Developed Course are applicable to students undertaking a VET course.

VET teachers must maintain appropriate documentation and follow the school's procedures when a student is not meeting course requirements.

## **Recognition of Prior Learning**

Students who already have some knowledge or experience that is covered in detail in a VET course at SGHS, may apply for recognition of prior learning. School Recognition of Prior Learning (RPL) policies and procedures are in the line with Strathfield School Education Area policies and procedures. Students must contact the school VET coordinator to obtain further information and application for RPL.

## **Assessment Principles and Procedures**

The assessment program for each framework is integral to the overall teaching and learning program and has direct links with the elements of competency. Assessment tasks are designed to be valid and reliable indicators of student competence in a manner that is flexible in order to be fair and equitable for all students. Constructive feedback to students is included in all assessment tasks.

A range of assessment opportunities will be provided to enable all students to demonstrate achievement in all units of competency contained in their VET course of study. Assessment may take the form of observation, assignment, portfolio, oral tasks, simulations, role-playing, journal, examination, presentation, practical demonstration or any other appropriate assessment strategies. Assessment tasks may be designed to integrate elements of competencies from different modules.

Assessment moderation and validation strategies are incorporated into the delivery of all VET courses at the school.

## **Work Placement**

Mandatory work placement meets part of the assessment criteria for all VET courses conducted at the school and is structured learning out of school in workplaces. As the work placement is compulsory, students who do not complete the required hours of work placement to the satisfaction of the employer and the school will not have the course recognised by NESA. This will affect the Preliminary HSC outcome if the student fails to meet the minimum requirement of 12 units in the Preliminary HSC year. The student will be sent a NESA warning letter.

The minimum required hours of work placement are 35 hours for each 120 hour course or 70 hours over a 2 year, 240 hour course. In general, required hours are equal to one week for each 120 hours of the course.

If a student does not attend or complete the work placement provided for them by the school or is not deemed satisfactory by the employer or the school, the student is responsible for providing an alternative work placement. The VET coordinator must approve this work placement before being undertaken by the student.

In the event of illness or misadventure, which hinders the student's attendance at work placement for one or more days, the student must follow the Illness/Misadventure Procedures laid down in the SGHS Assessment Policy.

The policy requires that the student:

- notifies the employer of the absence on the morning of the absence before normal work start time by telephone;
- notifies the class teacher on the morning of the absence by telephone; and

- completes the Illness/Misadventure Form found in the SGHS Preliminary and HSC Assessment **handbooks with a Doctor's Certificate attached. This must be given to the class teacher on the first day** the student returns to school after completing work placement, to be approved by the VET coordinator.

### **Student Reviews/Appeals**

A student may appeal against the award of “not yet competent” in a unit of work. The student may firstly discuss the issue with the VET teacher. If still not satisfied, the student should discuss the issue with the Head Teacher or VET coordinator. If the issue is still not resolved the student has a right to appeal the process.

A student who wishes to make a formal appeal must do so in writing. The VET coordinator will provide the student with the school Appeal Form. The form must be filled in and submitted with supporting documentation to the Principal within 3 working days of the determination.



Date Issued:  
Signature:



## STRATHFIELD GIRLS HIGH SCHOOL ILLNESS / MISADVENTURE APPEAL

This form is to be completed by students who are unable to attend an assessment task.

The completed form must be submitted to the Principal the first day back at school immediately after the due date of the assessment task.

*NB: If the Principal is absent, this form must be submitted to the Deputy Principal*

Name: ..... Year: .....

Subject / Course: .....

Head Teacher: ..... Class Teacher: .....

Assessment Title: .....

Select relevant option:  Task missed  Task not submitted  Task completed

Seeking special consideration because of:  Illness  Misadventure

Details of appeal: ..... Task Due Date: .....

.....

.....

Supporting Documents Attached. Refer to the SGHS Assessment Policy.

Student signature: ..... Date: .....

Parent / Carer signature: ..... Date: .....

### OFFICE USE ONLY

Date form issued to student: ..... Date appeal submitted: .....

Response:

Head Teacher signature: ..... Date: .....

### School Procedure

- Principal issues Illness / Misadventure form
- Principal receives Illness / Misadventure form on time
- Principal discusses with faculty Head Teacher and makes a determination
- School Admin Officer will enter details on SENTRAL and generate outcome letter for parent. A copy will be placed into the students file
- Principal will sign the letter and give to the front office to be mailed to parents

Principal signature: ..... Date: .....





# STRATHFIELD GIRLS HIGH SCHOOL

TEL:(02) 9746 6990 (02) 9746 9219  
116/146 Albert Road, Strathfield 2135

DATE

Dear

## **OFFICIAL WARNING – Non-completion of a Preliminary Higher School Certificate Course**

I am writing to advise you that your daughter, **(Student name)** is in danger of not meeting the Course Completion Criteria for the Preliminary Higher School Certificate in **(Course)**.

The NSW Education Standards Authority (NESA) requires schools to issue students who are not meeting course requirements with official warnings in order to give them the opportunity to redeem themselves.

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

**Please regard this letter as the 1st official warning we have issued concerning (Student name)'s performance in (Course).**

### **Criteria for satisfactory completion of a course**

To date, **(Student name)** is not currently meeting one or more of the Course Completion Criteria.

The student has not:

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

**Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving an 'N' (non-completion of course) determination.**

This will mean that the course will not be listed on the student's Record of School Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he/she has not satisfactorily completed the Preliminary Course.

### **Opportunity to correct the problem**

The table below lists the tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. **(Student name)** needs to complete the listed tasks, requirements or outcomes:



# STRATHFIELD GIRLS HIGH SCHOOL



## ACADEMIC INTEGRITY REPORT

Students need to complete and attach this cover sheet to every assessment task that is submitted

<b>Student name</b>		<b>Year</b>
<b>Assessment Task Title</b>		<b>Date submitted</b>
<b>Course</b>	<b>Teacher</b>	
<p><b>Academic Integrity Statement</b></p> <p>I _____ declare that this work is my own and  <small>(Your name in block letters)</small></p> <p>that any quotations, information or works have been properly acknowledged and cited in the bibliography or as footnotes.</p> <p><i>I understand that any work suspected of plagiarism will be placed under review and a zero mark awarded if found to be plagiarised.</i></p> <p><i>I have read and understand the school assessment procedures.</i></p> <p><i>Any dispute in marks must be taken to classroom teacher who will then take the question in dispute to the marking teacher and Head Teacher.</i></p> <p>Student signature: _____ Date: _____</p> <p style="text-align: center;"><b>Warning</b></p> <p>Students are required to keep a hard copy of this assessment task in case of any unforeseen accident to original submissions.</p>		



Please complete and retain the following receipt as evidence of submission of task.

Name: .....

Task: .....

Teacher's name: .....

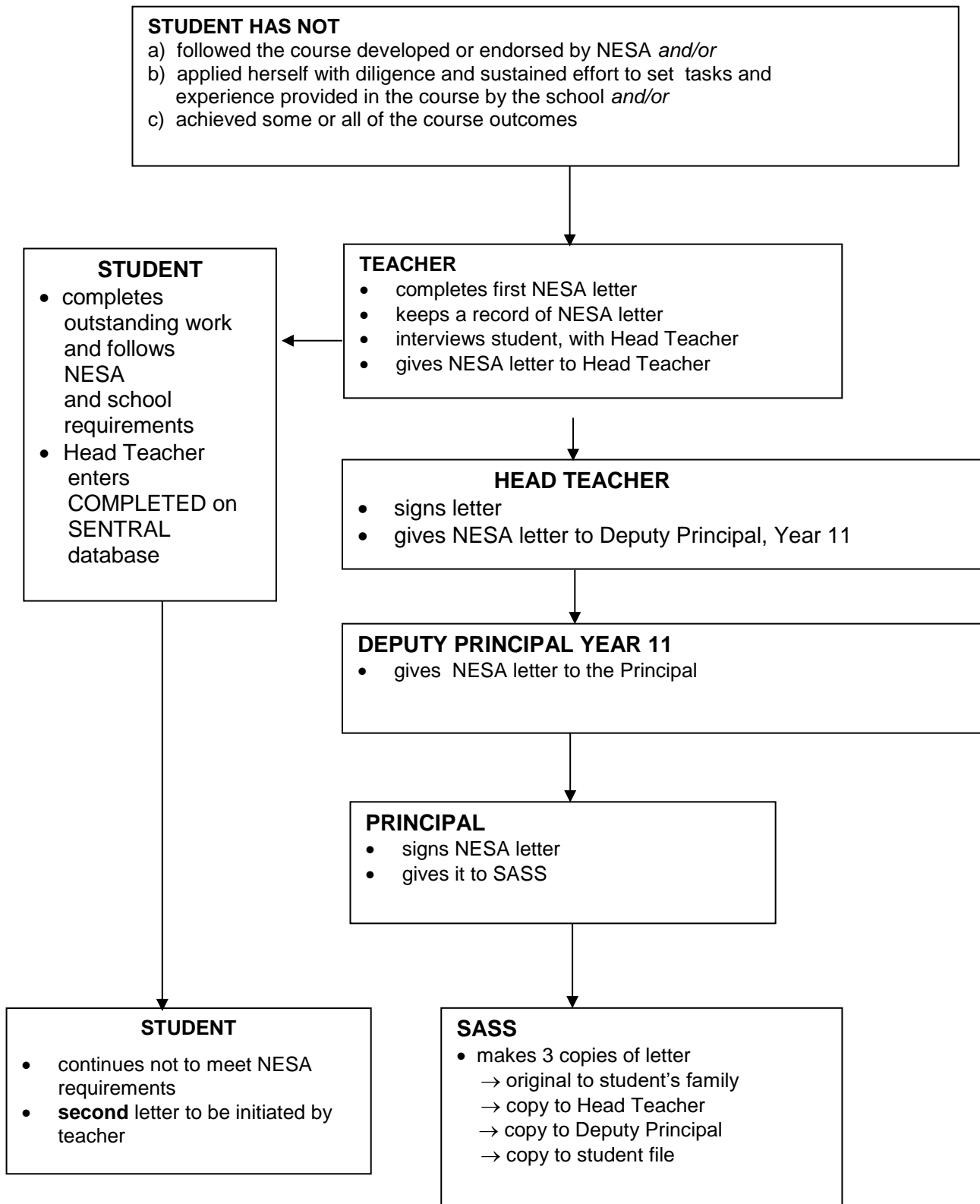
Date: .....

Teacher's signature: .....

# STRATHFIELD GIRLS HIGH SCHOOL

## PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

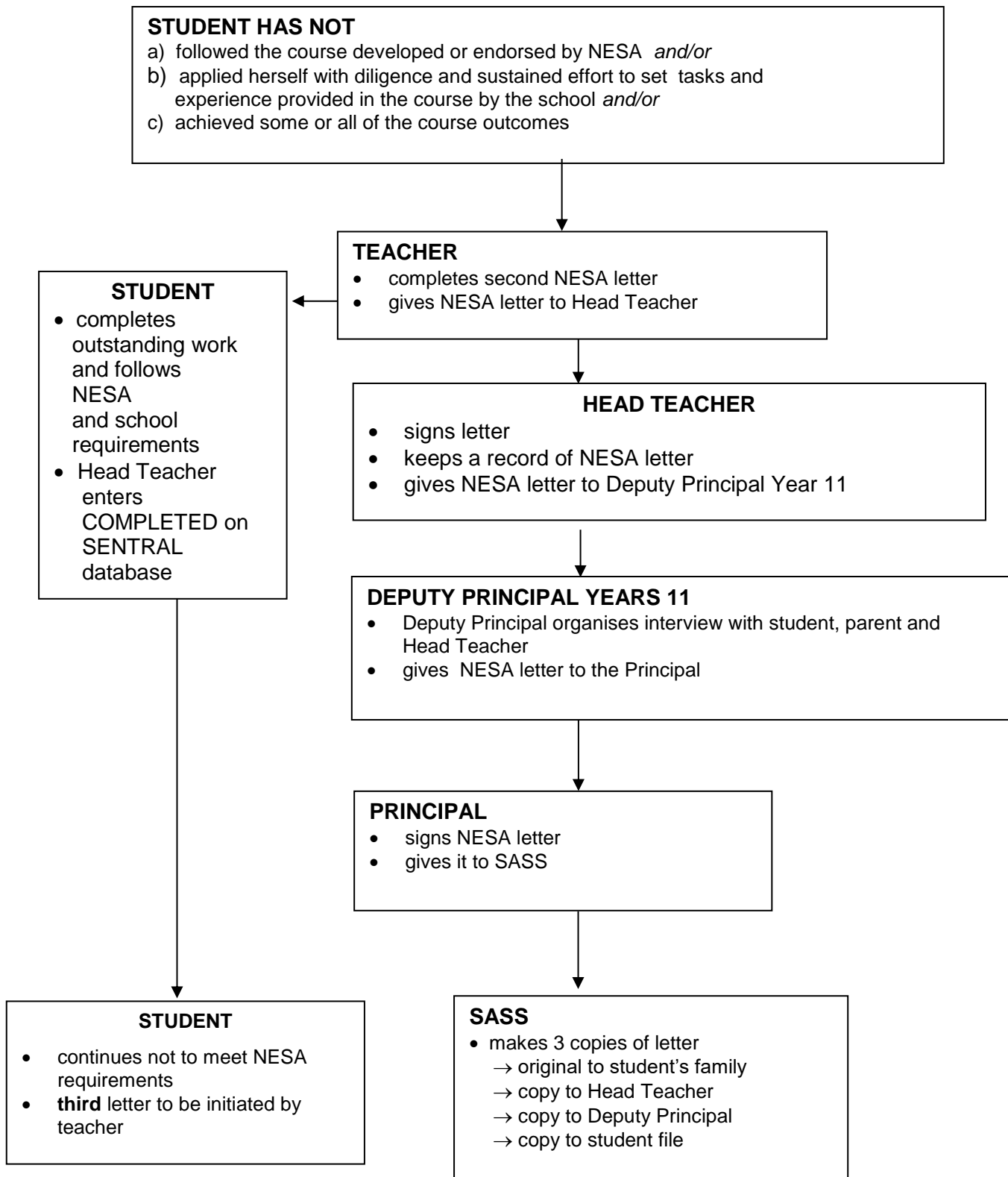
### FIRST LETTER (OFFICIAL NESA WARNING)



# STRATHFIELD GIRLS HIGH SCHOOL

## PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

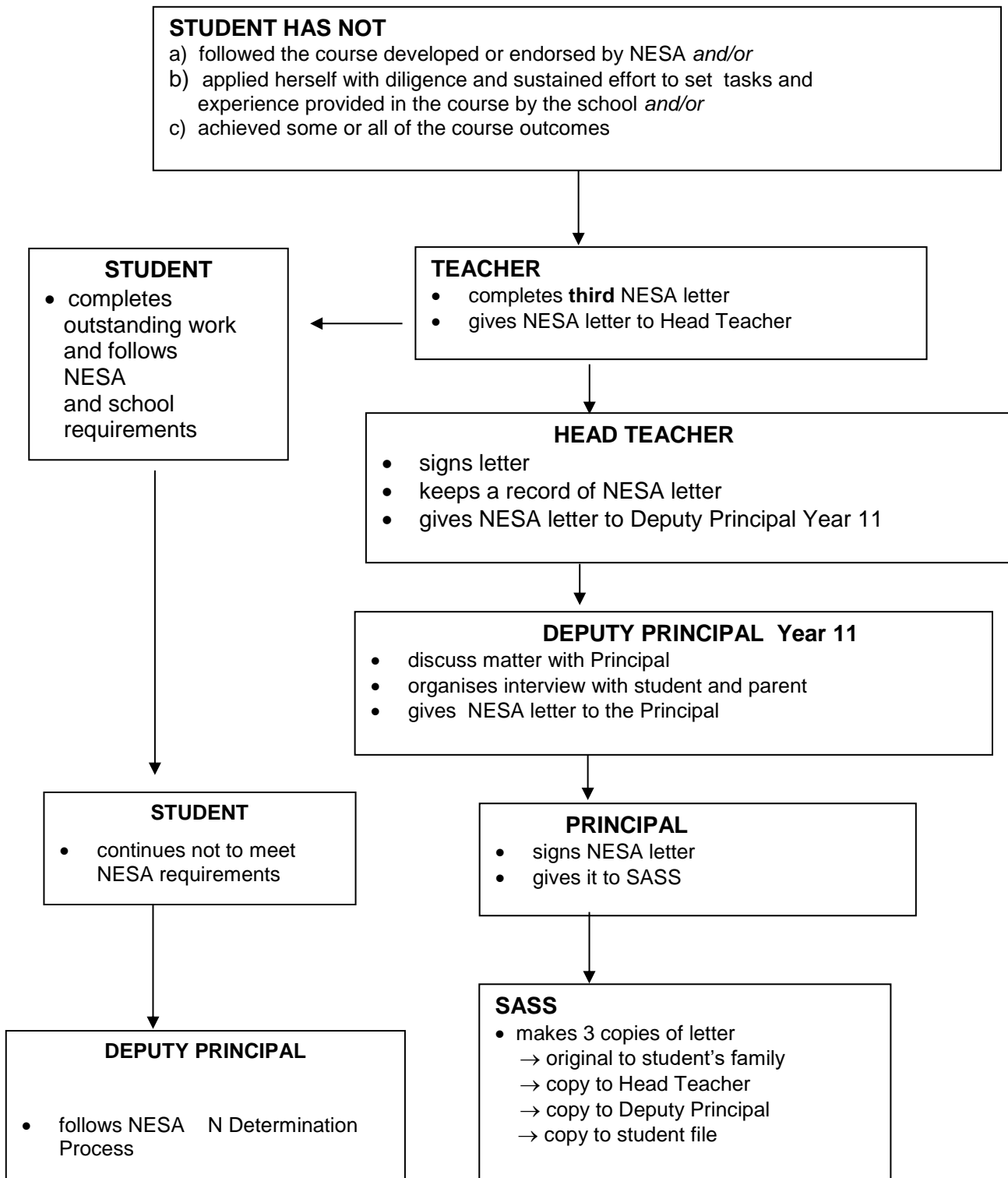
### SECOND LETTER (OFFICIAL NESA WARNING)



# STRATHFIELD GIRLS HIGH SCHOOL

## PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

### THIRD LETTER (OFFICIAL NESA WARNING)





# SGHS High School Stage 6 Assessment

## Student Review/Appeals

*To be completed by a student who wishes to lodge an appeal about marks in a course, or if the school has varied from its Assessment Policy.*

**This form must be submitted to the Principal by:**

Name:	
Student Signature:	Date:
Parent signature:	Date:
Subject/Course:	
Head Teacher:	
Assessment Title:	Due Date:
Details of student appeal:	

*(Attach all necessary medical and other certificates and refer to the SGHS Assessment Policy)*

*Appeal Panel Response:*

*Principal signature:.....*

DP consults P; DP gives copy of Student Appeal with completed School Response to HT; HT informs teacher and student of School Response; DP gives original to SASS to enter data in SENTRAL and generate an Appeal Outcome letter; Principal to sign; SASS sends original letter to parent, gives copies to the DP and HT and places one in student file.

# ENGLISH

## KEY LEARNING AREA

### PRELIMINARY ASSESSMENT – COURSE SUMMARY

**COURSE: ENGLISH ADVANCED**

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#### COMPONENTS

Common Module: Reading to Write – Transition to Senior English	<b>30%</b>
Module A: Narratives that Shape our World	<b>40%</b>
Module B: Critical Study of Literature	<b>30%</b>

#### The course has two sections:

Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.

Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

#### OUTCOMES

A student:

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



## ASSESSMENT SCHEDULE ADVANCED ENGLISH

Task number	Task 1	Task 2	Task 3	
<b>Task</b>	<b>Common Module: Reading to Write</b> Extended Response with Reflection	<b>Module B: Critical Study of Literature</b> Critical Response	<b>Module A: Narratives that shape our world</b> Multimodal Task	
<b>Outcomes assessed</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 8</b>	<b>Term 3 Week 8/9</b>	
	EA11-1, EA11-2 EA11-3, EA11-4 EA11-5, EA11-6 EA11-7, EA11-9	EA11-1, EA11-3 EA11-4, EA11-5 EA11-7, EA11-8	EA11-1, EA11-2 EA11-3, EA11-4 EA11-5, EA11-6 EA11-7, EA11-8	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# PRELIMINARY ASSESSMENT – COURSE SUMMARY

## COURSE: ENGLISH STANDARD

### COMPONENTS

Common Module: Reading to Write – Transition to Senior English	30%
Module A: Contemporary Possibilities	30%
Module B: Close Study of Literature	40%

### The course has two sections:

Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.

Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* in which students explore and examine texts and analyse aspects of meaning.

### 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 and arguments
EN11-6 investigates and explains the relationships between texts
EN11-7 understands and explains the diverse ways texts can represent personal and public worlds
EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning
EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

## ASSESSMENT SCHEDULE ENGLISH STANDARD

Task number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	<b>Common Module: Reading to Write</b>  Imaginative text with reflection	<b>Module B: Close Study of Literature</b>  Analytical response	<b>Module A: Contemporary Possibilities</b>  Multimodal presentation with related material	
	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8-9	
<b>Outcomes assessed</b>	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-7, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-4, EN11-5, EN11-7, EN11-8	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# PRELIMINARY ASSESSMENT – COURSE SUMMARY

**COURSE: ENGLISH EALD**

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## COMPONENTS

Module A: Language, Texts and Contexts	<b>30%</b>
Module B: Close Study of Text	<b>40%</b>
Module C: Texts & Society	<b>30%</b>

### The course has two sections:

**Module A:** Language and texts in Context – This module focuses on comprehension, language analysis and developing students’ personal, critical and creative responses through interpreting and responding to short texts.

**Module B:** Close Study of Text - In this module, students develop understanding, knowledge and appreciate on a substantial literary text.

**Module C:** Texts and Society – In this module, students analyse, respond to and compose a selection of texts that are commonly encountered in community, vocational and academic settings.

## OUTCOMES

A student:

<b>EAL11-1A</b> responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EAL11-1B</b> communicates information, ideas and opinions in familiar personal, social and academic contexts
<b>EAL11-2</b> uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
<b>EAL11-3</b> identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
<b>EAL11-4</b> applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
<b>EAL11-5</b> thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
<b>EAL11-6</b> investigates and explains the relationships between texts
<b>EAL11-7</b> understands and assesses the diverse ways texts can represent personal and public worlds
<b>EAL11-8</b> identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
<b>EAL11-9</b> reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

## ASSESSMENT SCHEDULE ENGLISH EALD

	Task 1	Task 2	Task 3	
<b>Task</b>	<b>Extended Response</b>	<b>Multimodal presentation</b>	<b>Final Examination (including Listening)</b>	
	<b>MOD A:</b> Language, Texts and Context  Place & Displacement	<b>MOD C:</b> Texts & Society	<b>MOD B:</b> Close Study of Text (20)  & other modules	
	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 8/9</b>	
<b>Outcomes assessed</b>	EAL11-1A EAL11-3 EAL11-4 EAL11-6 EAL11-7	EAL11-1B EAL11-2 EAL11-3 EAL11-5 EAL11-9	EAL11-1A EAL11-3 EAL11-5 EAL11-6 EAL11-8	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## PRELIMINARY ASSESSMENT – COURSE SUMMARY

### COURSE: ENGLISH EXTENSION 1

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#### Course Description:

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

#### OUTCOMES

A student:

EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
EE11-4 develops skills in research methodology to undertake effective independent investigation
EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

## ASSESSMENT SCHEDULE ENGLISH EXTENSION 1

Task number	Task 1	Task 2	Task 3	
<b>Task</b>	<b>Imaginative Response</b>	<b>Comparative Essay</b>	<b>Multimodal Presentation</b>	
	<b>Term 1 Week 10</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 8/9</b>	
<b>Outcomes assessed</b>	EE11-2 EE11-3 EE11-6	EE11-1 EE11-2 EE11-3 EE11-5	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# MATHEMATICS

## KEY LEARNING AREA

### PRELIMINARY ASSESSMENT - COURSE SUMMARY

**COURSE: MATHEMATICS STANDARD 2**

#### COMPONENTS

Understanding, fluency and communication      **50%**  
 Problem-solving, reasoning and justification      **50%**

#### OUTCOMES

A student:

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

#### ASSESSMENT SCHEDULE MATHEMATICS STANDARD 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Assignment/ investigation	Mid Year Examination	Topic Test	Final Examination	
<b>Task Due</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 2</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 8/9</b>	
<b>Outcomes Assessed</b>	MS11-3, MS11-9 MS11-10	MS11-1, MS11-2 MS11-3, MS11-5 MS11-6, MS11-9 MS11-10	MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-7, MS11-9 MS11-10	All outcomes	
Understanding, Fluency and Communicating	5	20	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	15	15	<b>50</b>
Total %	15	30	25	30	100



## PRELIMINARY ASSESSMENT - COURSE SUMMARY

**COURSE: MATHEMATICS ADVANCED**

### COMPONENTS

Understanding, fluency and communication **50%**

Problem-solving, reasoning and justification **50%**

### OUTCOMES

A student:

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

### ASSESSMENT SCHEDULE MATHEMATICS ADVANCED

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Topic Test	Mid Year Examination	Topic Test	Final Examination	
<b>Week Due</b>	<b>Term 1 Week 6</b>	<b>Term 2 Week 2</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 8/9</b>	
<b>Outcomes Assessed</b>	MA11-1, MA11-2	MA11-1, MA11-2 MA11-3, MA11-9	MA11-1, MA11-2 MA11-3, MA11-4 MA11-8, MA11-9	All outcomes	
Understanding, Fluency and Communicating	5	20	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>

# PRELIMINARY ASSESSMENT - COURSE SUMMARY

## COURSE: MATHEMATICS EXTENSION 1

### COMPONENTS

Understanding, fluency and communication	<b>25%</b>
Problem-solving, reasoning and justification	<b>25%</b>

### OUTCOMES

A student:

<b>ME11-1</b> uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
<b>ME11-2</b> manipulates algebraic expressions and graphical functions to solve problems
<b>ME11-3</b> applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
<b>ME11-4</b> applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
<b>ME11-5</b> uses concepts of permutations and combinations to solve problems involving counting or ordering
<b>ME11-6</b> uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
<b>ME11-7</b> communicates making comprehensive use of mathematical language, notation, diagrams and graphs

### ASSESSMENT SCHEDULE EXTENSION 1 MATHEMATICS

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Topic Test	Mid Year Examination	Topic Test	Final Examination	
<b>Week Due</b>	<b>Term 1 Week 6</b>	<b>Term 2 Week 2</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 8/9</b>	
<b>Outcomes Assessed</b>	ME11-1, ME11-2	ME11-1, ME11-2 ME11-3, ME11-7	ME11-1, ME11-2 ME11-3, ME11-4 ME11-6, ME11-7	All outcomes	
Understanding, Fluency and Communicating	5	20	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>

# SCIENCE

## KEY LEARNING AREA

### PRELIMINARY ASSESSMENT – COURSE SUMMARY

**COURSE: BIOLOGY**

COMPONENTS	Weighting
<ul style="list-style-type: none"><li>Students develop knowledge and understanding of:<ul style="list-style-type: none"><li>the structure and function of organisms</li><li>the Earth's biodiversity and the effect of evolution</li></ul></li></ul>	40%
<ul style="list-style-type: none"><li>Students develop skills in:<ul style="list-style-type: none"><li>applying the processes of Working Scientifically</li></ul></li></ul>	60%

#### 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 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 interrelationships of organisms within the ecosystem

## ASSESSMENT SCHEDULE – BIOLOGY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Assessment	Module Test	Processing and Analysing Secondary Information	Final Examination	
	<b>Term 1 Week 8/9</b>	<b>Term 2 Week 2</b>	<b>Term 2 Week 7/8</b>	<b>Term 3 Weeks 8-9</b>	
	BIO11-1, BIO11-2 BIO11-3, BIO11-4 BIO11-5, BIO11-6 BIO11-7, BIO11-8	BIO11-1, BIO11-2 BIO11-3, BIO11-4 BIO11-5, BIO11-6 BIO11-7, BIO11-8	BIO11-4, BIO11-5 BIO11-6, BIO11-7 BIO11-9	BIO11-1, BIO11-2 BIO11-3, BIO11-4 BIO11-5, BIO11-6 BIO11-7, BIO11-8 BIO11-9, BIO11-10 BIO11-11	
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• The structure and function of organisms</li> <li>• The Earth's biodiversity and the effect of evolution</li> </ul>	5	10	5	20	<b>40</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• Applying the processes of Working Scientifically</li> </ul>	20	10	20	10	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# PRELIMINARY ASSESSMENT – COURSE SUMMARY

## COURSE: CHEMISTRY

COMPONENTS	Weighting
<ul style="list-style-type: none"><li>Students develop knowledge and understanding of:<ul style="list-style-type: none"><li>- the fundamentals of chemistry</li><li>- the trends and driving forces in chemical reactions</li></ul></li></ul>	40%
<ul style="list-style-type: none"><li>Students develop skills in:<ul style="list-style-type: none"><li>- applying the processes of Working Scientifically</li></ul></li></ul>	60%

## OUTCOMES

A student:

CH11-1	develops and evaluates questions and hypotheses for scientific investigation
CH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11-5	analyses and evaluates primary and secondary data and information
CH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11-7	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

## ASSESSMENT SCHEDULE – CHEMISTRY

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Processing and Analysing Secondary Information	Module Test	Practical Assessment	Final Examination	
	<b>Term 1 Week 8/9</b>	<b>Term 2 Week 2</b>	<b>Term 2 Week 9/10</b>	<b>Term 3 Weeks 8-9</b>	
	CH11-4, CH11-5 CH11-6, CH11-7 CH11-8	CH11-1, CH11-2 CH11-3, CH11-4 CH11-5, CH11-6 CH11-7, CH11-8	CH11-1, CH11-2 CH11-3, CH11-4 CH11-5, CH11-6 CH11-7, CH11-10	CH11-1, CH11-2 CH11-3, CH11-4 CH11-5, CH11-6 CH11-7, CH11-8 CH11-9, CH11-10 CH11-11	
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• The fundamentals of chemistry</li> <li>• The trends and driving forces in chemical reactions</li> </ul>	5	10	5	20	<b>40</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• Applying the processes of Working Scientifically</li> </ul>	20	10	20	10	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# PRELIMINARY ASSESSMENT – COURSE SUMMARY

**COURSE:** **PHYSICS**

COMPONENTS	Weighting
<ul style="list-style-type: none"><li>Students develop knowledge and understanding of:<ul style="list-style-type: none"><li>- fundamental mechanics</li><li>- energy</li></ul></li></ul>	40%
<ul style="list-style-type: none"><li>Students develop skills in:<ul style="list-style-type: none"><li>- applying the processes of Working Scientifically</li></ul></li></ul>	60%

## OUTCOMES

A student:

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

## ASSESSMENT SCHEDULE – PHYSICS

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Assessment	Module Test	Processing and Analysing Secondary Information	Final Examination	
	<b>Term 1 Week 8/9</b>	<b>Term 2 Week 2</b>	<b>Term 2 Week 7/8</b>	<b>Term 3 Weeks 8-9</b>	
	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8	PH11-4, PH11-5, PH11-6, PH11-7, PH11-10	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11	
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• Fundamental mechanics</li> <li>• Energy</li> </ul>	5	10	5	20	<b>40</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• Applying the processes of Working Scientifically</li> </ul>	20	10	20	10	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>



**KEY LEARNING AREA**

**PRELIMINARY ASSESSMENT - COURSE SUMMARY**

**COURSE: ANCIENT HISTORY**

**COMPONENTS**

	<b>Ancient History</b>	<b>Indicative Hours</b>
<b>Year 11 Course (120 hours)</b>	Investigating Ancient History <ul style="list-style-type: none"> <li>● The Nature of Ancient History</li> <li>● Case Studies</li> </ul> <i>Each case study should be a minimum of 10 indicative hours.</i>	60
	Features of Ancient Societies	40
	Historical Investigation	20

**OUTCOMES:** A student:

<b>AH11-1</b> describes the nature of continuity and change in the ancient world
<b>AH11-2</b> proposes ideas about the varying causes and effects of events and developments
<b>AH11-3</b> analyses the role of historical features, individuals and groups in shaping the past
<b>AH11-4</b> accounts for the different perspectives of individuals and groups
<b>AH11-5</b> examines the significance of historical features, people, places, events and developments of the ancient world
<b>AH11-6</b> analyses and interprets different types of sources for evidence to support an historical account or argument
<b>AH11-7</b> discusses and evaluates differing interpretations and representations of the past
<b>AH11-8</b> plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>AH11-9</b> communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
<b>AH11-10</b> discusses contemporary methods and issues involved in the investigation of ancient history

## ASSESSMENT TASKS - ANCIENT HISTORY

Component	Task 1	Task 2	Task 3	Weighting %
	Nature of Ancient History: Case Study  Research Task	(HIP) Historical Investigation Project	Final Examination	
	<b>Term 1 Week 7</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 8/9</b>	
	<b>AH11-1, AH11-2 AH11-3, AH11-4 AH11-5, AH11-6 AH11-7, AH11-9 AH11-10</b>	<b>AH11-1, AH11-2 AH11-3, AH11-4 AH11-5, AH11-6 AH11-7, AH11-8 AH11-9, AH11-10</b>	<b>AH11-1, AH11-2 AH11-3, AH11-4 AH11-5, AH11-6 AH11-7, AH11-9</b>	
Knowledge & understanding of course content	15		25	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	<b>20</b>
Historical inquiry and research	5	15		<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## PRELIMINARY ASSESSMENT - COURSE SUMMARY

**COURSE: MODERN HISTORY**

### COMPONENTS

	Modern History	Indicative Hours
<b>Year 11 Course (120 hours)</b>	Investigating Modern History <ul style="list-style-type: none"> <li>● The Nature of Modern History</li> <li>● Case Studies</li> </ul> <i>Each case study should be a minimum of 10 indicative hours.</i>	60
	Historical Investigation	20
	The Shaping of the Modern World	40

### OUTCOMES

A student develops the skills to:

<b>MH11-1</b> describes the nature of continuity and change in the modern world
<b>MH11-2</b> proposes ideas about the varying causes and effects of events and developments
<b>MH11-3</b> analyses the role of historical features, individuals, groups and ideas in shaping the past
<b>MH11-4</b> accounts for the different perspectives of individuals and groups
<b>MH11-5</b> examines the significance of historical features, people, ideas, movements, events and developments of the modern world
<b>MH11-6</b> analyses and interprets different types of sources for evidence to support an historical account or argument
<b>MH11-7</b> discusses and evaluates differing interpretations and representations of the past
<b>MH11-8</b> plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>MH11-9</b> communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
<b>MH11-10</b> discusses contemporary methods and issues involved in the investigation of modern history

## ASSESSMENT TASKS – MODERN HISTORY

Component	Task 1	Task 2	Task 3	Weighting %
	Historical Investigation Project (HIP)	Nature of Modern History: Case Study  Research Task	Final Examination	
	Term 2 Week 2	Term 2 Week 9	Term 3 Week 8/9	
	MH11-1, MH11-2 MH11-3, MH11-4 MH11-5, MH11-6 MH11-7, MH11-9 MH11-10	MH11-1, MH11-2 MH11-3, MH11-4 MH11-5, MH11-6 MH11-7, MH11-8 MH11-9, MH11-10	MH11-1, MH11-2 MH11-3, MH11-4 MH11-5, MH11-6 MH11-7, MH11-9	
Knowledge and understanding of course content	15		25	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	<b>20</b>
Historical inquiry and research	5	15		<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## PRELIMINARY ASSESSMENT - COURSE SUMMARY

### COURSE: SOCIETY AND CULTURE

#### COMPONENTS

- |    |                               |     |
|----|-------------------------------|-----|
| 1. | The Social and Cultural World | 30% |
| 2. | Personal and Social Identity  | 40% |
| 3. | Intercultural Communication   | 30% |

#### OUTCOMES

A student:

P1	identifies and applies social and cultural concepts
P2	describes personal, social and cultural identity
P3	identifies and describes relationships and interactions within and between social and cultural groups
P4	identifies the features of social and cultural literacy and how it develops
P5	explains continuity and change and their implications for societies and cultures
P6	differentiates between social and cultural research methods
P7	selects, organises and considers information from a variety of sources for usefulness, validity and bias
P8	plans and conducts ethical social and cultural research
P9	uses appropriate course language and concepts suitable for different audiences and contexts
P10	communicates information, ideas and issues using appropriate written, oral and graphic forms

#### ASSESSMENT TASKS - SOCIETY AND CULTURE

Component	Task 1	Task 2	Task 3	Weighting %
	Multimodal presentation	Mini Personal Interest Project	Final Examination	
	Term 1 Week 8	Term 3 Week 3	Term 3 Week 8/9	
	P1, P2, P3, P5, P6, P8, P9, P10	P2, P3, P4, P6, P7, P8, P9, P10,	P1, P2, P3, P4, P5, P6, P9	
Knowledge and understanding of course content	10	10	30	<b>50</b>
Application and evaluation of social and cultural research methods		20	10	<b>30</b>
Communication of information, ideas and issues in appropriate forms	10	10		<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



# PRELIMINARY ASSESSMENT - COURSE SUMMARY

**COURSE: STUDIES OF RELIGION 2 UNIT**

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## COMPONENTS

1.	Nature of Religion and Beliefs	15%
2.	Religions of Ancient Origins	20%
3.	Religions Depth Study 1	} 50%
4.	Religious Depth Study 2	
5.	Religious Depth Study 3	
6.	Religion in Australia Pre 1945	15%

## OUTCOMES

A student:

P1	describes the characteristics of religion and belief systems
P2	identifies the influence of religion and belief systems on individuals and society
P3	investigates religious traditions and belief systems
P4	examines significant aspects of religious traditions
P5	describes the influence of religious traditions in the life of adherents
P6	selects and uses relevant information about religion from a variety of sources
P7	undertakes effective research about religion, making appropriate use of time and resources
P8	uses appropriate terminology related to religion and belief systems
P9	effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

## ASSESSMENT TASKS - STUDIES OF RELIGION 2 UNIT

Component	Task 1	Task 2	Task 3	Weighting %
	Research and Oral presentation	Research and related in-class essay	Final Examination	
	Term 1 Week 2	Term 2 Week 9	Term 3 Week 8/9	
	P1, P2, P5, P8, P9	P1, P3, P4, P5, P6, P7, P8	P1, P2, P5, P8	
Knowledge and understanding of course content	15	5	20	<b>40</b>
Source-based skills	5		15	<b>20</b>
Investigation and research	5	15		<b>20</b>
Communication of information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# PRELIMINARY ASSESSMENT - COURSE SUMMARY

**COURSE: BUSINESS STUDIES**

## COMPONENTS

Knowledge and Understanding of Course Content	40%
Stimulus-Based Skills	20%
Inquiry and Research	20%
Communication of Business Information, Ideas and Issues in Appropriate Forms	20%

## 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 process 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

## ASSESSMENT SCHEDULE- BUSINESS STUDIES

Component	Task 1	Task 2	Task 3	Weighting %
	Nature of Business	Business Planning	All Topics	
	Research and hand in essay	Final Report	Final Examination	
	Term 1 Week 7	Term 2 Week 10	Term 3 Week 8/9	
	P1, P2, P4, P5, P7	P3, P6, P8, P9, P10	P1-P10	
Knowledge and Understanding of Course Content	10	10	20	<b>40</b>
Stimulus-Based Skills	10		10	<b>20</b>
Inquiry and Research	10	10		<b>20</b>
Communication of Business information, ideas and issues in appropriate forms		10	10	<b>20</b>
Total	30	30	40	100

# PRELIMINARY ASSESSMENT - COURSE SUMMARY

## COURSE: ECONOMICS

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### COMPONENTS

Knowledge and Understanding of Course Content	40%
Inquiry and Research	20%
Stimulus Based Skills	20%
Communication of Economic Information, Ideas and Issues in Appropriate Forms	20%

### OUTCOMES

A student:

P1	demonstrates understanding of economic terms, concepts and relationships
P2	explains the economic role of individuals, firm and government in an economy
P3	describes, explains and evaluates the role and operation of markets
P4	compares and contrasts aspects of different economies
P5	analyses the relationship between individuals, firms, institutions and government in the Australian economy
P6	explains the role of government in Australian economy
P7	identifies the nature and causes of economic problems and issues for individuals, firms and governments
P8	applies appropriate terminology, concepts and theories in economic contexts
P9	selects and organises information from a variety of sources for relevance and reliability
P10	communicates economic information, ideas and issues in appropriate forms
P11	applies mathematical concepts in economic contexts
P12	works independently and in groups to achieve appropriate goals in set timelines

## ECONOMICS ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Weighting %
	Group Presentation (Economies: similarities & differences)	Research Task Government and the Economy (Hand in essay)	Final Examination	
	<b>Term 1 Week 6</b>	<b>Term 2 Weeks 10</b>	<b>Term 3 Week 8-9</b>	
	P1, P4, P9, P10, P12	P2, P6, P9, P10, P12	P3, P4, P5, P6, P8, P11	
Knowledge and Understanding of Course Content	10	10	20	<b>40</b>
Inquiry and research	10	10		<b>20</b>
Stimulus based skills		10	10	<b>20</b>
Communication of economic information, ideas	10		10	<b>20</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# PRELIMINARY ASSESSMENT - COURSE SUMMARY

## COURSE: LEGAL STUDIES

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### COMPONENTS

Knowledge and Understanding of Course Content	40%
Analysis and Evaluation	20%
Inquiry and Research	20%
Communication	20%

### OUTCOMES

A student:

P 1	identifies and applies legal concepts and terminology to appropriate legal contexts
P 2	describes the key features of Australian and international law
P 3	describes the operation of domestic and international legal systems
P 4	discusses the effectiveness of the legal system in addressing issues
P 5	describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
P 6	explains the nature of the interrelationship between the legal system and society
P 7	evaluates the effectiveness of the law in achieving justice
P 8	locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
P 9	communicates legal information using well-structured responses
P 10	accounts for differing perspectives and interpretations of legal information and issues

## ASSESSMENT SCHEDULE- LEGAL STUDIES

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Research &amp; Presentation</b> Law Reform	<b>Case Study</b> The Individual & Technology Take home essay	<b>Final Examination</b> All topics	
	<b>Term 1</b> <b>Week 9</b>	<b>Term 2</b> <b>Week 9</b>	<b>Term 3</b> <b>Week 8/9</b>	
Outcomes assessed	P4, P7, P8, P9, P10	P4, P6, P7, P8, P9	P1- P10	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	<b>40</b>
Analysis and evaluation		10	10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of legal information, ideas and issues in appropriate forms	10		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**KEY LEARNING AREA  
PRELIMINARY ASSESSMENT - COURSE SUMMARY**

**COURSE: CHINESE AND LITERATURE**

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**COMPONENTS**

Speaking in Chinese	10%	Listening and Respond	20%
Reading and Responding	40%	Writing in Chinese	30%

**OUTCOMES:**

A student:

1.1	conveys information, opinions and ideas appropriate to context, purpose and audience
1.2	exchanges and justifies opinions and ideas
1.3	uses appropriate features of language in a variety of contexts
2.1	sequences and structures information and ideas
2.2	uses a variety of features to convey meaning
2.3	produces texts appropriate to context, purpose and audience
2.4	produces texts appropriate which are persuasive, creative and discursive
3.1	identifies main points and detailed items of specific information
3.2	summarises and interprets information and ideas
3.3	infers points of view, values, attitudes and emotions from features of language in texts
3.4	compares and contrasts aspects of texts
3.5	presents information in a different form and/or for a different audience
3.6	explains the influence of context in conveying meaning
3.7	recognises, analyses and evaluates the effectiveness of a variety of features in texts
3.8	responds to texts personally and critically
4.1	examines and discusses sociocultural elements in texts
4.2	recognises and employs language appropriate to different sociocultural contexts
4.3	compares and contrasts Australian and Chinese communities

## ASSESSMENT SCHEDULE – CHINESE AND LITERATURE

Component	Task 1 Speaking	Task 2 Responding to texts	Task 3 Final Examination	Weighting %
	Term 1 Week 8-9	Term 2 Week 2	Term 3 Week 8/9	
<b>Speaking in Chinese</b> Outcomes: 1.1, 1.2, 1.3, 4.1, 4.2, 4.3	10			<b>10</b>
<b>Listening and Responding</b> Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3		20		<b>20</b>
<b>Reading and Responding</b> Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3		15	25	<b>40</b>
<b>Writing in Chinese</b> Outcomes: 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3	15		15	<b>30</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

# PRELIMINARY ASSESSMENT - COURSE SUMMARY

## COURSE: CHINESE IN CONTEXT

### COMPONENTS

LISTENING	25%
READING	25%
SPEAKING	30%
WRITING	20%

### OUTCOMES: A student:

1.1	uses strategies to maintain communication
1.2	exchanges information and justifies opinions and ideas
1.3	expresses personal opinions, emotions and feelings
1.4	presents information and ideas appropriate to context, purpose and audience
1.5	recognises and uses language appropriate to different cultural contexts
1.6	develops bilingual and bicultural identity through interacting with others.
2.1	sequences and structures information and ideas
2.2	uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions
2.3	creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences
2.4	applies knowledge of cultural concepts and perspectives to the creation of texts
2.5	expresses ideas and opinions from a bilingual and bicultural perspective.
3.1	summarises information and ideas from texts
3.2	synthesises information and ideas from texts
3.3	infers points of view, opinions and attitudes expressed in texts
3.4	responds to texts personally and critically
3.5	analyses the way in which culture and identity are expressed through language
3.6	reflects own and others' on values, beliefs, practices and ideas expressed in texts.

### ASSESSMENT SCHEDULE – CHINESE IN CONTEXT

Component	Task 1	Task 2	Task 3	Weighting %
	Conversation/Presentation	Responding to Texts Creating Texts	Final Examination	
	<b>Term 1 Week 8-9</b>	<b>Term 2 Week 2</b>	<b>Term 3 Weeks 8-9</b>	
<b>Listening</b> Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6		15	10	<b>25</b>
<b>Reading</b> Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6		15	10	<b>25</b>
<b>Speaking</b> Outcomes: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	20		10	<b>30</b>
<b>Writing</b> Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5		10	10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



## PRELIMINARY ASSESSMENT - COURSE SUMMARY

### COURSE: JAPANESE BEGINNERS

#### COMPONENTS

Speaking	20%	Reading	30%
Listening	30%	Writing	20%

#### OUTCOMES: A student:

1.1	establishes and maintains communication in Japanese
1.2	manipulates linguistic structures to express ideas effectively in Japanese
1.3	sequences ideas and information
1.4	applies knowledge of the culture of Japanese-speaking communities to interact appropriately
2.1	understands and interprets information in texts using a range of strategies
2.2	conveys the gist of and identifies specific information in texts
2.3	summarises the main points of a text
2.4	draws conclusions from or justifies an opinion about a text
2.5	identifies the purpose, context and audience of a text
2.6	identifies and explains aspects of the culture of Japanese-speaking communities in texts
3.1	produces texts appropriate to audience, purpose and context
3.2	structures and sequences ideas and information
3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
3.4	applies knowledge of the culture of Japanese-speaking communities to the production of texts

#### ASSESSMENT SCHEDULE - JAPANESE BEGINNERS

Component	Task 1	Task 2	Task 3	Weighting %
	Mid Year Exam Listening Writing	Speaking Reading	Final Examination All Components	
	Term 2 Week 2	Term 2 Week 9	Term 3 Week 8/9	
<b>Speaking</b> Outcomes: 1.1, 1.2, 1.3, 1.4		10	10	<b>20</b>
<b>Listening</b> Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	20		10	<b>30</b>
<b>Reading</b> Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6		20	10	<b>30</b>
<b>Writing</b> Outcomes: 3.1, 3.2, 3.3, 3.4	10		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# PRELIMINARY ASSESSMENT - COURSE SUMMARY

## COURSE: KOREAN IN CONTEXT

### COMPONENTS

Listening	25%	Speaking	30%
Reading	25%	Writing	20%

### OUTCOMES: A student:

1.1	uses strategies to maintain communication
1.2	exchanges information and justifies opinions and ideas
1.3	expresses personal opinions, emotions and feelings
1.4	presents information and ideas appropriate to context, purpose and audience
1.5	recognises and uses language appropriate to different cultural contexts
1.6	develops bilingual and bicultural identity through interacting with others.
2.1	sequences and structures information and ideas
2.2	uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions
2.3	creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences
2.4	applies knowledge of cultural concepts and perspectives to the creation of texts
2.5	expresses ideas and opinions from a bilingual and bicultural perspective.
3.1	summarises information and ideas from texts
3.2	synthesises information and ideas from texts
3.3	infers points of view, opinions and attitudes expressed in texts
3.4	responds to texts personally and critically
3.5	analyses the way in which culture and identity are expressed through language
3.6	reflects own and others' on values, beliefs, practices and ideas expressed in texts.

### ASSESSMENT SCHEDULE – KOREAN IN CONTEXT

Component	Task 1	Task 2	Task 3	Weighting %
	Presentation	Responding to Texts Creating Texts	Final Examination	
	Term 1 Weeks 8-9	Term 2 Week 2	Term 3 Week 8/9	
<b>Listening</b> Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6		15	10	<b>25</b>
<b>Reading</b> Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6		15	10	<b>25</b>
<b>Speaking</b> Outcomes: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	20		10	<b>30</b>
<b>Writing</b> Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5		10	10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

# CREATIVE AND PERFORMING ARTS

## KEY LEARNING AREA

### PRELIMINARY ASSESSMENT - COURSE SUMMARY

**COURSE:** DANCE

**COMPONENTS:**

Performance	40%
Composition	30%
Appreciation	30%

**OUTCOMES:** A student:

P1.1	understands dance as the performance and communication of ideas through movement and in written and oral form
P1.2	understands the use of dance terminology relevant to the study of dance as an artform
P1.3	develops the skills of dance through performing, composing and appreciating dance
P1.4	values the diversity of dance as an artform and its inherent expressive qualities
P2.1	identifies the physiology of the human body as it is relevant to the dancer
P2.2	identifies the body's capabilities and limitations
P2.3	recognises the importance of the application of safe dance practice
P2.4	demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
P2.5	performs combinations, phases and sequences with due consideration of safe dance practices
P2.6	values self-discipline, commitment and consistency in technical skills and performance
P3.1	identifies the elements of dance composition
P3.2	understands the compositional process
P3.3	understands the function of structure as it relates to dance composition
P3.4	explores the elements of dance relating to dance composition
P3.5	devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P3.6	structures movement devised in response to specific concept/intent
P3.7	values their own and others' dance activities as worthwhile
P4.1	understands the sociohistoric context in which dance exists
P4.2	develops knowledge to critically appraise and evaluate dance
P4.3	demonstrates the skills of gathering, classifying and recording information about dance
P4.4	develops skills in critical appraisal and evaluation
P4.5	values the diversity of dance from national and international perspectives

## ASSESSMENT SCHEDULE – DANCE

Component	Task 1	Task 2	Task 3	Weighting %
	Performance of a Dance -Safe Dance Practices and Interview	Composition, Rationale and Journal	Final Examination Dance Analysis	
	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8/9	
	P1.4, P2.1 P2.2, P2.3 P2.4, P2.5 P2.6	P1.1, P1.3 P3.1, P3.2 P3.3, P3.4 P3.5, P3.6 P3.7	P1.1, P1.2 P1.4, P4.1 P4.2, P4.3 P4.4, P4.5	
Performance	30	10		<b>40</b>
Composition		30		<b>30</b>
Appreciation			30	<b>30</b>
<b>TOTAL</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# PRELIMINARY ASSESSMENT - COURSE SUMMARY

**COURSE: DRAMA**

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## COMPONENTS:

Improvisation, Playbuilding, Acting	40%
Elements of Production in Performance	30%
Theatrical Traditions and Performance Styles	30%

## OUTCOMES:

### *Improvisation, Playbuilding and Acting*

A student:

P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form
P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts to perform
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in process of collaboration
P1.8	recognises the value of individual contributions to the artistic effectiveness of the whole
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, dramaturge, designers, front-of-house staff, technical staff and producers
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P2.5	understands and demonstrates the commitment, collaboration and energy required for a production
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques

### *Elements of Production in Performance*

A student:

P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts to perform
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in process of collaboration
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, drama, designers, front-of-house staff, technical staff and producers
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action

P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P2.5	understands and demonstrates the commitment, collaboration and energy required for a production
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques

### ***Theatrical Traditions and Performance Styles***

A student:

P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P3.3	analyses and synthesises research and experience of dramatic and theatrical styles, traditions and movements
P3.4	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

### **ASSESSMENT SCHEDULE – DRAMA**

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	Group Performance; Acting, Improvisation, Movement & Mime skills	Scripted Performance Submit individual Production Portfolio	<b>Final Examination</b> Drama logbooks	
	<b>Term 1 Weeks 9-10</b>	<b>Term 2 Week 8</b>	<b>Term 3 Week 8/9</b>	
	P1.1-8, P2.1; P2.3-6 P3.2-3	P1.1-8, P2.1 ;P2.3-6 P3.2-3	P2.2, P2.4, P2.6 P3.1-4	
Improvisation, Playbuilding and Acting	15	25		<b>40</b>
Elements of Production in Performance	10		20	<b>30</b>
Theatrical Traditions and Performance Styles	5	5	20	<b>30</b>
<b>TOTAL</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# PRELIMINARY ASSESSMENT - COURSE SUMMARY

## COURSE: MUSIC 1

### COMPONENTS

Performance	25%	Musicology	25%
Composition	25%	Aural	25%

### OUTCOMES:

A student:

P1	performs music that is characteristic of the topics studied
P2	observes, reads, interprets and discusses simple musical scores characteristics of topics studied
P3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
P4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles
P5	comments on and constructively discusses performances and compositions
P6	observes and discusses concepts of music in works representative of the topics studied
P7	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
P8	identifies, recognises, experiments with and discusses the use of technology in music
P9	performs as a means of self-expression and communication
P10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
P11	demonstrates a willingness to accept and use constructive criticism

### ASSESSMENT SCHEDULE - MUSIC 1

Component	Task 1	Task 2	Task 3	Weighting %
	Performance and Musicology	Composition	Final Examination Aural Analysis	
	Term 1 Weeks 9	Term 2 Week 10	Term 3 Week 8/9	
	P1, P5, P6, P9	P2, P3, P4, P5, P7	P4, P6	
Performance	25			25
Composition		25		25
Musicology	10		15	25
Aural			25	25
<b>Marks</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

## PRELIMINARY ASSESSMENT - COURSE SUMMARY

### COURSE: MUSIC 2

#### COMPONENTS

Performance	25%	Musicology	25%
Composition	25%	Aural	25%

#### OUTCOMES:

A student:

P1 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
P6 discusses and evaluates music making constructive suggestions about performances and compositions
P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
P8 understands the capabilities of performing media, explores and uses current technologies as appropriate to the contexts studied
P9 identifies, recognises, experiments with and discusses the use of technology in music
P10 performs as a means of self-expression and communication
P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
P12 demonstrates a willingness to accept and use constructive criticism

#### ASSESSMENT SCHEDULE - MUSIC 2

Component	Task 1	Task 2	Task 3	Weighting %
	Performance and Aural Analysis – Mandatory and Additional Topic	Composition Activity	Final Examination Musicology and Aural Analysis	
	Term 1 Weeks 9	Term 2 Week 10	Term 3 Week 8/9	
	P1, P6, P9, P10	P2- P8	P2, P7, P8	
Performance	25			<b>25</b>
Composition		25		<b>25</b>
Musicology	10		15	<b>25</b>
Aural			25	<b>25</b>
Marks	35	25	40	100



# PRELIMINARY ASSESSMENT - COURSE SUMMARY

## COURSE: VISUAL ARTS

### COMPONENTS

Artmaking	50%
Art History	50%

### 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 historical investigations of art
P9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

### ASSESSMENT SCHEDULE- VISUAL ARTS

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<p><b>Practical</b></p> <p>Large painting(s) plus a series of exploratory artworks</p> <p>Minor Research Task of Case Study Artists using the Frames, Conceptual Framework and Practice</p>	<p><b>Practical</b></p> <p>Body of Work - Submitted series of artworks based on a set theme in a variety of media</p>	<p><b>Final Examination</b></p> <p>Art Criticism and Art History Written examination</p>	
	Term 2 Week 4	Term 3 Week 4	Term 3 Week 8/9	
<b>Outcomes</b>	P1- P10	P1-P6	P7-P10	
<b>Components</b>				<b>Weighting %</b>
Artmaking	20	30		<b>50</b>
Critical and Historical Study	10		40	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## PRELIMINARY ASSESSMENT - COURSE SUMMARY

### COURSE: PHOTOGRAPHY, VIDEO & DIGITAL IMAGING 1 UNIT

#### COMPONENTS

Making Photographs	70%
Critical / Historical Study	30%

#### OUTCOMES: A student:

M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	explores concepts of artist/photographic, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	investigates different points of view in the making of photographs and/or videos and/or digital images
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works
CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
CH4	explores ways in which histories, narratives and other accounts can be build to explain practices and interests in the fields of photography and/or video and/or digital imaging
CH5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Component	Task 1	Task 2	Task 3	Weighting %
	Theory Task	Practical Task	Practical Task	
	<b>Term 1 Weeks 8</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 8</b>	
	CH1,2,3,4,5	M1,2,3,4,5	M1,2,3,4,5	
Making Photos		15	20	<b>35</b>
Criticism and History	15			<b>15</b>
Marks	15	15	15	50

# PRELIMINARY ASSESSMENT - COURSE SUMMARY

## COURSE: VISUAL DESIGN ELEMENTS 1 UNIT

### COMPONENTS

DESIGN and MAKING	70%
Graphic Design	
Product Design	
CRITICAL and HISTORICAL STUDIES	30%

### OUTCOMES: A student:

DM1	generates a characteristic style that is increasingly self-reflective in their design and practice
DM2	explores concepts of artist/design, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed work
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 occupational health and safety in making 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

**Note:** DM – Designing and Making  
CH – Critical and Historical Studies

### ASSESSMENT SCHEDULE VISUAL DESIGN ELEMENTS

Component	Task 1	Task 2	Task 3	Weighting %
	Theory Task	Practical Task	Practical Task	
	<b>Term 1 Week 9</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 7</b>	
	DM1, DM2	CH2, CH3, CH4 DM4, DM5, DM6	CH1, CH2, CH3	
Design Making	10	10	15	35
Criticism and History		10	5	15
<b>Marks</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>50</b>

**KEY LEARNING AREA  
PRELIMINARY ASSESSMENT - COURSE SUMMARY**

**COURSE: COMMUNITY AND FAMILY STUDIES**

**COMPONENTS**

- Knowledge and Understanding of how the following impact on wellbeing: 40%
- resource management
  - positive relationships
  - range of societal factors
- Skills in: 60%
- applying management processes to meet the needs of individuals, groups, families and communities
  - planning to take responsible action to promote wellbeing

**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
P2.3	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

## ASSESSMENT SCHEDULE - COMMUNITY AND FAMILY STUDIES

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Interview Task	Mid Year Examination	Families and Communities Research Task	Final Examination	
	<b>Term 1 Week 9</b>	<b>Term 2 Week 2</b>	<b>Term 3 Week 1</b>	<b>Term 3 Week 8/9</b>	
	P4.1, P4.2 P6.1, P6.2	P1.1, P1.2, P4.1, P4.2, P6.1, P6.2	P2.3, P3.1, P3.3, P3.4, P4.1, P5.1	P1.1, P1.2, P2.1, P2.3, P3.1, P3.2, P5.1, P6.1, P6.2	
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Skills in critical thinking, research methodology, analyzing and communicating	15	10	15	20	<b>60</b>
<b>MARKS</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

# PRELIMINARY ASSESSMENT - COURSE SUMMARY

## COURSE: FOOD TECHNOLOGY

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### COMPONENTS

- |                                    |     |
|------------------------------------|-----|
| 1. Food Availability and Selection | 30% |
| 2. Food Quality                    | 40% |
| 3. Nutrition                       | 30% |

### OUTCOMES

A student:

P1.1	identifies and discusses a range of historical and contemporary factors which influence the availability of particular food
P1.2	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
P2.1	explains the role of food nutrients in human nutrition
P2.2	identifies and explains the sensory characteristics and functional properties of food
P3.1	assess the nutrient value of meals/diets for particular individuals and groups
P3.2	presents ideas in written, graphic and oral form using computer software where appropriate
P4.1	selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food
P4.2	plans, prepares and presents food which reflect a range of influences on food selection
P4.3	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
P4.4	applies an understanding of sensory characteristics and functional properties of food to the preparation of food products
P5.1	examine ideas and develops solutions to a range of food situations

## ASSESSMENT SCHEDULE – FOOD TECHNOLOGY

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Mid Year Examination</b>	<b>Food Quality Experiment and Preparation</b>	<b>Nutrition Investigation</b>	<b>Final Examination</b>	
<b>Timing</b>	Term 2, Week 2	Term 2 Week 9	Term 3, Week 4	Term 3, Week 8/9	
<b>Outcomes assessed</b>	P1.1 P1.2 P2.2 P4.4	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P1.1, P1.2, P2.2, P3.1 P4.4, P5.1	
<b>Components</b>		<b>Weighting %</b>			
Knowledge and understanding of course content	10		10	20	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating		10	10	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts		20	10		<b>30</b>
<b>Total %</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>100</b>

# PRELIMINARY ASSESSMENT - COURSE SUMMARY

## COURSE: INFORMATION PROCESSES AND TECHNOLOGY

### COMPONENTS

- Knowledge and Understanding of Course Content 60%
- Knowledge and Skills in the Design and Development of Information Systems 40%

### OUTCOMES

A student:

P1.1	describes the nature of information processes and information technology
P1.2	classifies the functions and operations of information processes and information technology
P2.1	identifies the information processes within an information system
P2.2	recognises the interdependence between each of the information processes
P3.1	identifies social and ethical issues
P4.1	describes the historical developments of information systems and relates these to current and emerging technologies
P5.1	selects and ethically uses computer based non-computer based resources and tools to process information
P6.1	analyses and describes an identified need
P6.2	generates ideas, considers alternatives and develops solutions for a defined need
P7.1	recognises and applies management and communication techniques to project work
P7.2	uses technology to support group work

### ASSESSMENT SCHEDULE - INFORMATION PROCESSES AND TECHNOLOGY

Components	Task 1	Task 2	Task 2	Task 5	Weighting %
	Research Assignment	Mid Year Examination	Preliminary Project	Final Examination	
	Term 1 Week 10	Term 2 Week 2	Term 2 Week 9	Term 3 Week 8/9	
	P1.1, P2.1 P6.1, P6.2	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1	P2.1, P5.1, P6.2 P7.1, P7.2	P1.1, P2.2, P3.1 P4.1, P6.1, P7.1	
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in the design and development of information systems	5	5	15	15	40
<b>TOTAL</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>35</b>	<b>100</b>



# PRELIMINARY ASSESSMENT - COURSE SUMMARY

## COURSE: SOFTWARE DESIGN AND DEVELOPMENT

### COMPONENTS

#### Concepts and Issues in the Design and Development of Software 30%

- Social and ethical issues
- Hardware and software
- Software development approaches

#### Introduction to Software Development 50%

- Defining and understanding the problem
- Planning and designing software solutions
- Implementing software solutions
- Testing and evaluating software solutions
- Maintaining software solutions

#### Developing Software Solutions 20%

### OUTCOMES:

A student:

P1.1	describes the functions of hardware and software
P1.2	describes and uses appropriate datatypes
P1.3	describes the interactions between the elements of a computer system
P2.1	describes developments in the levels of programming languages
P2.2	describes the effects of program language developments on current practices
P3.1	identifies the issues relating to the use of software solutions
P4.1	analyses a given problem in order to generate a computer-based solution
P4.2	investigates a structured approach in the design and implementation of a software solution
P4.3	uses a variety of development approaches to generate software solutions and distinguishes between these approaches
P5.1	uses and justifies the need for appropriate project management techniques
P5.2	uses and develops documentation to communicate software solutions to others
P6.1	describes the skills involved in software development
P6.2	communicates with appropriate personnel throughout the software development process
P6.3	designs and constructs software solutions with appropriate interfaces

### ASSESSMENT SCHEDULE – SOFTWARE DESIGN AND DEVELOPMENT

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Assignment	Mid Year Examination	Preliminary Project	Final Examination	
	<b>Term 1 Week 10</b>	<b>Term 2 Week 2</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 8/9</b>	
	P1.1, P2.1, P3.1	P1.1, P1.3, P2.1, P2.2, P3.1	P1.2, P4.1, 4.2, 5.1, P5.1, P6.2, P6.3	P1.1, P1.3, P2.1, P2.2, P3.1, P4.3, P5.1, P6.1	
Knowledge and understanding of course content	10	10	5	25	50
Knowledge and skills in the design and development of software solutions	-	10	30	10	50
<b>TOTAL</b>	<b>10</b>	<b>20</b>	<b>35</b>	<b>35</b>	<b>100</b>

## PRELIMINARY ASSESSMENT - COURSE SUMMARY

**COURSE: TEXTILES AND DESIGN**

### COMPONENTS

Knowledge and understanding of course content	50 %
Skills and knowledge in the design, manufacture and management of textiles projects	50 %

### OUTCOMES

A student:

P1.1	describes the elements and principles of design and uses them in a variety of applications
P1.2	identifies the functional and aesthetic requirements and features of a range of textile items
P2.1	demonstrates the use of a variety of communication skills, including computer-based technology
P2.2	develops competence in the selection and use of appropriate manufacturing techniques and equipment
P2.3	manages the design and manufacture of textile projects
P3.1	identifies properties of a variety of fabrics, yarns and fibres
P3.2	justifies the selection of fabrics, yarns and fibres for end-uses
P4.1	identifies and selects textiles for specific end-uses based on analysis of experimentation
P5.1	examines the status of the Australian Textile, Clothing, Footwear and allied Industries within the global context
P5.2	investigates the range of career options in design, consumerism, Manufacturing and retail sectors of the Australian Textile, Clothing Footwear and Allied Industries
P6.1	identifies and appreciates the factors that contribute to the quality and value of textiles in society

### ASSESSMENT SCHEDULE – TEXTILES AND DESIGN

Components	Task 1	Task 2	Task 3	Task 3	Weighting %
	Term 1 Week 9	Term 2 Week 2	Term 3 Week 5	<b>Term 3</b> Week 8/9	
	<b>E&amp;P of Design Experiments</b>	<b>Mid Year Examination</b>	<b>Preliminary Textiles Project</b>	<b>Examination</b>	
	P1.1, P2.1, P4.1	P1.1, P1, P3.1	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	
Knowledge and understanding of course content	5	15	5	25	<b>50</b>
Skills and knowledge in the design, manufacture and management of textiles projects	15	5	25	5	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**KEY LEARNING AREA****PRELIMINARY ASSESSMENT - COURSE SUMMARY****COURSE: PDHPE****COMPONENTS**

Knowledge and understanding of course content	40%
Skills in critical thinking, research, analysing and communicating	60%

**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

## ASSESSMENT SCHEDULE - PDHPE

Component	Task 1	Task 2	Task 3	Weighting %
	Core 1 Better Health for Individuals	Core 2 The Body in Motion	Combined Task Option 1 First Aid And Option 4 Outdoor Recreation	
	<b>Term 1 Week 8</b>	<b>Term 2 Weeks 7</b>	<b>Term 3 Week 6</b>	
	P1, P2, P3, P4 P5, P6, P15, P16	P7, P8, P9 P10, P11, P16, P17	P6, P10, P12 P14, P15, P16 P17	
Knowledge and understanding of course content	15	15	10	<b>40</b>
Skills in critical thinking, research, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

**VET COURSE ASSESSMENT SCHEDULES****Preliminary 2021– HSC 2022****Vocational Education and Training (VET) Courses**

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.



Education

**ULTIMO 90072**  
**BUSINESS SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE**  
**Preliminary Year 2021 - HSC 2022**  
 QUALIFICATION: BSB20115 Certificate II in Business  
 Training Package: BSB Business Services (version 6.1)

**NESA Course Code:**  
 2 U X 2 YR - 26101  
**2021 HSC Exam: 26199**  
**LMBR UI Code:**  
 BSB20115226101B

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>7 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 yrs  35 hrs Work placement
	BSBWHS201 BSBWOR204	Contribute to health and safety of self and others Use business technology	C E	M E	15 15	<b>Cluster A: At the Office</b> Written task, scenario, observation of practical work, risk assessment	
Term 2	BSBCUS201 BSBCMM201	Deliver a service to customers Communicate in the workplace	E	M	15	<b>Cluster B: Service with a Smile</b> Scenario, written task, presentation, role play	10% Preliminary MID YEAR Exam
			E	E	15		
Term 3	BSBSUS201 BSBITU213 BSBITU312	Participate in environmentally sustainable work practices Use digital technologies to communicate remotely Create electronic presentations	E	M	15	<b>Cluster C: Quality presentations</b> Scenario, written task, case studies, self-assessment	20% Preliminary FINAL Exam
			E	E	10		
			E	E	15		
Term 3-4	<b>7 HSC UOCs</b>						35 hrs Work placement 30% HSC MID YEAR EXam 40% Trial HSC Exam  The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	BSBITU307 BSBITU211	Develop keyboarding speed and accuracy Produce digital text documents	E E	E E	25 20	<b>Cluster D: Fast and On Task</b> Written task, teacher observation, portfolio of evidence, product assessment	
Term 5-6	BSBITU212 BSBINM201 TLIP2029	Create and use spread sheets Process and maintain workplace information Prepare and process financial documents	E	E	15	<b>Cluster E: Minding Your Own Business</b> Written task, scenario, observation of practical work, portfolio of evidence	
			E	M	20		
Term 7	BSBINN201 BSBIND201	Contribute to workplace innovation Work effectively in a business environment	E	M	15	<b>Cluster F: Back to the Future</b> Written task, case study, scenario	
			E	M	25		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination.		



Education

ULTIMO 90072  
 HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE  
 Preliminary Year 2021 - HSC 2022  
 QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2)  
 Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA Course Code  
 2 U X 2 YR – 26511  
 2021 HSC Exam: 26589  
 LMBR UI Code  
 SIT20316126511B

Term	Unit Code	Units Of Competency	AQF / CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>						<b>Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: SITHIND003 Use hospitality skills effectively</b>	240 Indicative Hours over 2 years  35 hrs Work placement
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b> Scenario, written task, case study, observation of practical work	10% Preliminary MID YEAR Exam  20% Prelim FINAL Exam
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	<b>Cluster C: Working Relationships</b> Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
<b>6 HSC UOCs</b>							35 hrs Work placement 30% HSC MID YEAR Exam 40% HSC Trial Exam
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	<b>Cluster D: Café Culture</b> Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



## PHSC COUNTDOWN: QUICK TIPS – *how to study well and stay sane*

### **Study techniques**

- Learn and use techniques to maximise your recall ability: Mind-mapping – brings out the connections between different ideas.  
Memory cards – write key words or ideas and stick them up on your walls.
- The Q-S-R technique; QUICKLY read the chapter, then SCAN each page noting key words, then READ carefully, making notes as you go.
- Never study beyond your concentration span (the time your mind starts wondering). Take a short break to refresh your brain

### **Plan of action**

- Make a timetable of things you do: school, homework, study, part-time work, watching TV, meals, sport, leisure, music and household responsibilities.
- Give yourself an allocated time for these activities each week – and stick to the schedule.
- Prioritise – what must be done now; what can wait till later.
- Cramming can be counterproductive. Don't stay up all night; get a good night's sleep.
- Ask a trusted teacher, school counsellor, librarian, older sibling or relative for advice.
- Deal with anxiety by learning relaxation techniques such as deep breathing or yoga.
- Avoid caffeine and prescription drugs to keep you awake as they can make you feel more nervous.
- Cut down hours spent at a part-time job and don't be afraid to say no to friends or family commitments.

### **Essential tips**

- Get organised now: jot down important dates in a diary or planner.
- Become familiar with the language or terminology used in each subject.
- Create a study area that is quiet, comfortable, well lit and ventilated and free of distractions.
- Download past exam papers and copies of the syllabus from the NSW Education Standards Authority (NESA) website.
- Be realistic about what you can achieve. Act on comments and suggestions your teacher makes about your work.
- If doing a major work, ensure you're regularly adding to your journal.
- Study in short, frequent sessions and take breaks every hour.
- Revise regularly; go over new material on a daily basis to ensure it stores in your long-term memory.

**DON'T PANIC! Balance  
is the key to D-day  
success**



# Assessment Planner 2021

TERM 1	
WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	

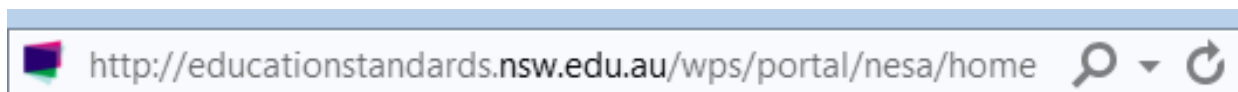
# Assessment Planner 2021

TERM 2	
WEEK 1	
WEEK 2	MID YEAR EXAMINATION
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	

# Assessment Planner 2021

TERM 3	
WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	FINAL EXAMINATION
WEEK 9	FINAL EXAMINATION
WEEK 10	

# NESA WEBSITE: ESSENTIAL INFORMATION




KINDERGARTEN – YEAR 10

YEAR 11 – YEAR 12

TEACHER ACCREDITATION

REGULATION

ABOUT

LOG IN

## HSC minimum standard

This guide covers everything students need to know who will sit the HSC in or after 2020. The minimum standard won't affect students sitting the HSC in 2018 and 2019.

- What is the HSC minimum standard?
- How to meet it
- What to expect
- Online minimum standard tests
- Support and resources

[View HSC minimum standard guide](#)

## Teacher accreditation

From 2018 all NSW teachers must be accredited. This guide covers everything teachers need to know during their accreditation journey.

- Pre-2004 teachers
- Stages of accreditation
- Maintenance 2018 and beyond
- Early childhood teachers
- Teacher resources

[View teacher accreditation guide](#)



## YEAR 11 – YEAR 12

KINDERGARTEN – YEAR 10

YEAR 11 – YEAR 12

TEACHER ACCREDITATION

REGULATION

ABOUT

LOG IN

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Mathematics

Science

Technologies

HSIE

Creative Arts

PDHPE

Languages

VET

HSC

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Exam advice and resources

Rules and processes

HSC: All My Own Work

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Results, merit lists and certificates

HSC minimum standard

Leaving school

Literacy and numeracy tests

Record of School Achievement

Extra-curricular activities

Understanding the curriculum

NSW curriculum and syllabuses

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Awarding Grades

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Special education

Gifted and talented

English as an additional language or dialect

Advanced search

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News Archive

# ***NOTES***



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Education  
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