

# NOWRA HIGH SCHOOL



YEAR 11

## ASSESSMENT BOOKLET

2024

WISDOM THROUGH KNOWLEDGE

LEARNING  
RESPECT  
RESPONSIBILITY  
SAFETY

# YEAR 11 PRELIMINARY COURSE ASSESSMENT BOOKLET

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# 1. NSW EDUCATION STANDARDS AUTHORITY (NESA) information for Preliminary Course Students

## A. What is a Preliminary Course?

Preliminary courses in the subjects you have selected begin in [Term 1, 2024](#) and finish at the end of [Term 3, 2024](#). Preliminary courses in every subject must be satisfactorily completed before you can commence study of Higher School Certificate (HSC) courses. Preliminary Course work is regarded as assumed knowledge and is a prerequisite for undertaking the HSC course.

## B. When do HSC Courses commence?

HSC courses will commence at the beginning of [Term 4, 2024](#).

## C. To be eligible for the HSC, you must:

- a) have been granted a RoSA or equivalent that NESA considers satisfactory,
- b) complete HSC: All My Own Work (or its equivalent),
- c) demonstrate a minimum standard of literacy and numeracy.

## D. What does “Satisfactorily Completed a Preliminary Course” mean?

Satisfactory completion of a Preliminary course requires you to:

- a) ‘followed a Year 11 pattern of study as set down by NESA, with a minimum of 12 units’,
- b) ‘applied yourself with diligence and sustained effort to the set task and experiences provided in the course by the school,’
- c) ‘achieved some or all of the course outcomes.’

In order to achieve this you should:

- a) have an acceptable record of attendance which shows that you are making a genuine effort. As a general rule, a student who has missed in excess of 15% of the available school days is not likely to have achieved the outcomes established for the course and therefore would not be deemed to have satisfactorily completed the Preliminary Course requirements.
- b) strive to fully participate and complete the requirements in ALL aspects of each course. This includes components such as classwork, homework, oral, practical, project work and assessment tasks etc. You must make a serious attempt at all tasks. Even if you have handed in a task on time, if your teacher deems it to be **non-serious**, it will be considered that you have not done the task at all.
- c) make a genuine attempt at assessment tasks, which together add up to more than 50% of the available assessment tasks in each subject; completing assessment tasks worth exactly 50% is not enough.
- d) sit for and make a serious attempt at the End of Preliminary Course Examinations.

NB: If the Principal considers that you have not satisfactorily completed a Preliminary course, you may not be considered for entry into the HSC course for that subject. Students who complete all course work to a satisfactory standard will receive a Certificate of Achievement at the end of the year

## **2. NHS ASSESSMENT POLICIES AND PROCEDURES**

The following information is provided with the aim of supporting students through their schooling experience. Please aim to become familiar with, and adhere to, the policy requirements outlined in the assessment booklet that is relevant to the schooling year that you are in. Typical questions asked by students and parents regarding requirements are set out below:

### **A. What will my assessment tasks look like?**

Schools are required by (NESA) to set tasks which will be used to measure your performance in all the components of a course, not just those which can be measured in an examination. This means that assessment tasks are designed in different ways, in order to measure your performance against the outcomes specified within the syllabus for each course. As such, assessment tasks may take various forms, such as: fieldwork, research skills, laboratory tasks, extended essays, multi-modal presentations, oral work and/or project work etc.

The individual components of a course have a weighting specified by the NSW Education Standards Authority (NESA). These weightings form the basis of the assessment schedules formulated by Nowra High School

Students in Years 10, 11 and 12 can apply for a RoSA [Record of School Achievement] which is a cumulative credential of a student's record of achievement up until the day they leave school. This could be between the end of Year 10 up until and including some results from Year 12. For more information see:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

### **B. When Does Assessment Occur in the Preliminary Course?**

- a) Assessment in Preliminary courses begins in **Term 1, 2024** and continues until the end of **Term 3, 2024**. Specific details are given in the individual subject guides which follow these introductory notes.
- b) You are advised to use a year planner on which you will enter YOUR personalised assessment task schedule, based on your subject selection. In subjects where the timing of assessment tasks is not specified in this booklet, a timetable of assessment tasks will be negotiated between students, the classroom teacher, and the Head Teacher. Any concerns with the timing of tasks can be taken to your Deputy Principal for consideration.
- c) The weeks specified in this booklet are a guide only. You should know the exact date and nature of an assessment task at least 5 school days prior to the task. NHS reserves the right to make any changes as are deemed necessary. You will be notified in writing of any changes.
- d) Should details of an assessment task be given when you are absent, it is YOUR responsibility to ensure that you seek out those details on your return. This can be done by speaking directly to your teacher or the Head Teacher of the faculty.

### **C. What happens if I do not complete a task or hand in an assessment late and do not have a valid reason?**

- a) You will lose **100%** of the total assessment mark for your assessment and receive a zero mark,
- b) You will still be required to complete the assessment task,
- c) An 'N-Warning – Non-Completion of Course' letter will be sent home. This letter will outline what you need to do to resolve the situation. This might include completing an assessment that you failed to hand in, catching up on the work you have missed through absence, or because of an unsatisfactory

attempt or non-completion of coursework. This letter will have a new due date for the completion of the required task. You should complete the task by this new due date,

- d) If the task is not completed you will receive another N-Warning with a new due date for completion,
- e) Once this second letter is sent home, you are required to contact the Head Teacher of the faculty and negotiate a suitable way of resolving the issue.
- f) If you *still* don't resolve the situation, you risk receiving an '**N-Determination**' (Non-completion of course requirements) for that subject.
- g) Upon the satisfactory completion of the assessment task, within the specified time period outlined in the N-Warning letter, the task will be marked and feedback given.

## **D. What do I do if I am absent on the day an assessment task is due or is to be completed?**

It is your responsibility to submit tasks by the due date. In the case of unexpected illness or exceptional circumstances, application for leave (with the appropriate corroborating evidence such as a medical certificate) may be made to the Deputy Principal (DP), after the date set down for the assessment task. The Deputy Principal will advise you to approach the Head Teacher (HT) concerned, to arrange the time for you to complete the assessment task. You should aim to arrange to complete missed assessment tasks **on the day that you return to school.**

If you are absent, you must:

- (a) **Ring** the school to notify of your absence on the morning of the day of the task or the due date. You should aim to speak directly with your classroom teacher or the Head Teacher of the faculty.
- (b) If the task is a 'Take Home Task' you should make arrangements for the task to be handed in by a friend, a sibling, your parent, or your carer to the school's front office administration staff on the day that it is due. The task should be clearly labelled with your name and subject. Alternatively, you should submit the task by uploading it into the teacher's Google classroom or email the school at nowrah.school@det.nsw.edu.au. If there are exceptional circumstances, your Deputy will advise you about submission procedures, which may require you to hand it in on the morning of the day you return.
- (c) If the task is an 'Examination or Practical Task' you are to complete the form '**Appendix 1: Assessment Missed Due to Illness/Misadventure**'. You can print one from the back of this document or obtain one of these from Head Teachers or a Deputy Principal. Attach your supporting documentation, such as a medical certificate to this form. Hand the completed form to the Head Teacher of the subject from which the assessment task was missed as soon as you return to school – even if you don't have that particular subject on the day you return. Once signed and completed by the Head Teacher, take this form to your DP for sign-off. You will be required to sit the task, or a substitute task, at the soonest possible date as arranged between you and the Head Teacher (this could be a lunch time). Where the task is difficult to duplicate, the Principal may authorise the use of an estimate based on the evidence provided.
- (d) If there are exceptional circumstances, the Head Teacher and Deputy will discuss if there are valid grounds for an estimate to be granted and will make a recommendation to, and seek approval from, the Principal, to authorise the use of an estimate based on the evidence provided.

NOTE: It is not acceptable to miss timetabled classes on the day an assessment task is due, in order to complete the assessment task. If you are absent on the day of an assessment task, you must still complete a 'Task Missed Due to Illness/Misadventure' form. Valid documentation, such as a medical certificate, must be provided for absence from school on the day of an assessment task. It is unfair to other students if you miss classes in order to complete an assessment task and you risk receiving a zero mark.

NOTE: Computer or printing problems are NOT considered valid reasons for failure to hand in an assessment task on the due date. Where practical, tasks completed at home should be uploaded into the teacher's Google classroom or emailed to the school.

## E. What if I will be attending a school event or am involved in other school related activities?

If you will be absent, you must:

- (a) **BEFORE** the scheduled assessment task is due complete the form '**Appendix 2: Assessment To Be Missed Due to School/Other Business**'. You can print one from the back of this document or obtain one of these from Head Teachers or a Deputy Principal. To complete this form, you are required to meet with EACH of your teachers and Head Teachers to make arrangements regarding missed classwork or assessments. They will discuss the requirements for submission with you and will write these on the form, sign the form and return it to you. Once each Head Teacher has signed the form you are then required to take it to your Deputy for application for approval.
- (b) If the task is a 'Take Home Task' you should make arrangements for the task to be handed in by a friend, a sibling, your parent, or your carer to the school's front office administration staff on the day that it is due. The task should be clearly labelled with your name and subject. Alternatively, you should submit the task by uploading it into the teacher's Google classroom or email the school at [nowra-h.school@det.nsw.edu.au](mailto:nowra-h.school@det.nsw.edu.au). If there are exceptional circumstances, your Deputy will advise you about submission procedures; which may require you to hand it in on the morning of the day you return.
- (c) If the task is an 'Examination or Practical Task' you should expect to be asked to either submit or sit the task on a day PRIOR to your planned leave. You may be provided with or asked to sit a substitute task. The Head Teacher and classroom teacher will arrange with you an alternate designated date and time, (this could be a lunch time). If exceptional circumstances apply, the Deputy may determine that there are valid grounds for an estimate and may make a recommendation to the Principal for approval to be granted, for example, if the missed task is difficult to duplicate.

NOTE: If the leave is over an extended period for participation in the entertainment industry, elite sports or elite arts, see Section (F) below:

## F. What if I am planning to take extended leave during the school term?

If the leave is for **family reasons**, for example, your family is planning to have a holiday during the school term, you should be aware that the NSW Department of Education does not support leave for students outside of the designated term breaks, however, under exceptional circumstances the Principal may give approval for leave for 5 days or more.

If you are taking family leave you are required to make application through the front office school administration and complete the form called '**Application for Extended Leave: Travel**'. You are also required to complete '**Appendix 2: Assessment To Be Missed Due to School/Other Business**'. This means you are to meet with each of your teachers and make arrangements regarding missed classwork or assessments and follow the process outlined in Sections D and E above. The 'Application for Extended Leave: Travel' form is to be signed off by the Principal/Deputy and returned to the front office for processing. You will receive a copy of this form to carry with you on your travels.

If the leave is for **elite sports or performing arts representation**, you are required to make application through the front office school administration and complete the form called, '**Application for Exemption**

**from attendance/enrolment at school'** which allows you to apply for an exemption. See your Deputy to discuss your circumstances and the arrangements. You are also required to complete '**Appendix 2: Assessment To Be Missed Due to School/Other Business'**. This means you are to meet with EACH of your teachers and make arrangements regarding missed classwork or assessments and follow the process outlined in Sections D and E above or if you are unable to complete the task, the Principal is able to authorise that an estimate is granted because of the exceptional circumstances. The application form is to be signed off by the Principal/Deputy and returned to the front office for processing. You will receive a copy of this form to carry with you whilst on leave.

### **G. What if I am suspended at the time an assessment task is due?**

If you are suspended at the time an assessment task is due, you are still required to submit the task on the due date. You must:

- (a) Arrange for the task to be handed in by a friend, a sibling, your parent, or your carer to the school's front office administration staff on the day that it is due. The task should be clearly labelled with your name and teacher's or Head Teacher's name.
- (b) Submit the task by uploading it into the teacher's Google classroom or
- (c) email the school at [nowra-h.school@det.nsw.edu.au](mailto:nowra-h.school@det.nsw.edu.au)

If the task is an in-class assessment (for example, a test), you will be required to sit the task, or a substitute task, at the soonest possible date upon your return, as arranged between you and the Head Teacher (this could be a lunch time). If there are valid grounds for exceptional circumstances, you may be granted consideration for you to receive an estimated mark.

### **H. Do assessment tasks contribute towards my reports?**

Yes. School-based assessment, as indicated in your assessment booklet, is used throughout the year to allocate a mark and grade for the purpose of reporting.

### **I. How much warning should I be given about an upcoming task?**

The school policy states that you should be given a minimum of at least 5 school days notification. You should receive this in writing.

### **J. What happens if the assessment booklet says a task is due, but the class has not received a notification of the task?**

- a) Ask your teacher, or the Head Teacher, about it immediately
- b) Your classroom teacher is to provide you with a written notification if the due date for an assessment task changes from the due date set down in the assessment booklet.

### **K. What am I required to do during assessment tasks?**

The following rules laid down by NESAs should be adhered to. They apply to ALL assessment tasks conducted at NHS, including 'In-School Assessment Tasks, Half-Yearly Examinations and Trial HSC Examinations and the HSC Examination. An 'In-School Assessment Task' may take the form of a written task, class essay, practical work, field work, oral

presentation or report, skills test, topic test, open book test, examination, etc. When undertaking assessment tasks, you should conduct yourself in an acceptable manner. This means:

You **MUST**

- Follow the supervisor's instructions
- Behave in a polite and courteous manner towards the supervisor and other candidates

You **MUST NOT**:

- Take a mobile phone into an examination or attempt to view your phone during an assessment task
- Eat in a room when an examination or assessment is taking place.
- Speak to any person other than the supervisor during the examination or assessment task
- Behave in any way likely to disturb the work of other candidates or upset the conduct of the task
- Attend an examination or assessment task while under the influence of alcohol or illegal drugs.
- Take into the examination room, or the room where the assessment is being conducted, any books, notes or equipment other than those specified prior to the task.
- Cheat, or in any other way behave dishonestly during an assessment or examination.

NB: If you do not comply with these rules, your paper may be cancelled, and you will receive a zero mark. 'In-School' assessments will also receive an N-Warning. See Sections 1:D, Section 2:C above and Section 2:M below

## **L. What should I do if I feel the assessment task should be reviewed after it has been marked?**

Complete a copy of the form '**Appendix 3: Assessment Appeal**' and return it to your Deputy Principal. You can print one from the back of this document or obtain one of these from Head Teachers or a Deputy Principal.

Marks gained in assessment tasks can only be queried at the time the tasks are returned to you.

Any review undertaken of a specific assessment task will NOT look at marks awarded. Rather, the review will consider if the assessment task and processes were appropriate.

## **M. NHS HSC ACADEMIC MALPRACTICE POLICY [published 2017]**

The following policy is to be read in conjunction with the completion of the NSW Education Standards Authority (NESA) endorsed All My Own Work Modules and other supporting documents in the ACE Manual. <http://ace.nesa.nsw.edu.au/>

Nowra High School is committed to providing an educational approach to academic integrity through support and guidance to develop students' academic skills. Student academic integrity means acting in accordance with the core values of honesty, fairness, respect and responsibility in learning. It is imperative students act in a truthful manner; are accountable for their actions, and show fairness in every aspect of their work.

All work presented in assessment tasks, internal and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. If academic malpractice is detected during the marking process, it will result in students **receiving a zero mark for the task** and this may jeopardise their Higher School Certificate.

To prevent academic malpractice, students are encouraged to utilise free plagiarism software to check their work prior to submission. Suggested software includes [https://www.turnitin.com/login\\_page.asp?lang=en\\_us](https://www.turnitin.com/login_page.asp?lang=en_us) or <https://searchenginereports.net/plagiarism-checker/> or <http://smallseotools.com/plagiarism-checker/>



## 1. Malpractice Definition

Academic malpractice undermines the core values of honesty, fairness, respect and responsibility in academic integrity. Breaches of academic integrity can occur by either inadvertent or intentional conduct.

Academic malpractice incorporates, but is not limited to, dishonest behaviour carried out for the purpose of gaining an unfair advantage in the assessment process. Malpractice in any form is unacceptable.

Academic malpractice includes but is not limited to the following:

### 1.1 Cheating in Examinations, inclusive of in-class tests and assessments by either;

- a) Behaving in a dishonest manner during an examination which includes possessing and or accessing prohibited equipment such as mobile phones and notes;
- b) Communicates or attempts to communicate with peers;
- c) Copies or attempts to copy from peers;
- d) Falsifying explanations to explain work not handed in (including medical certificates).

**1.2 Fabrication of results** includes student misrepresentation of having conducted research, experiments, surveys, or observations, which have not occurred, and/or submits results not supported by evidence.

**1.3 Plagiarism** occurs when the work of another, for example (ideas, designs, words, sounds or images) is represented, either inadvertently or intentionally, as one's own original work and without appropriate citation of the author or the source. Unless advised otherwise by the Faculty issuing the Assessment Task, students should use the Harvard Referencing Guide. For correct citation guidelines see Appendix 4: Referencing or visit the following website -

[https://library.sydney.edu.au/subjects/downloads/citation/Harvard\\_Complete.pdf](https://library.sydney.edu.au/subjects/downloads/citation/Harvard_Complete.pdf)

This category of academic malpractice includes but is not limited to;

- a) collusion; preparing work with one or more students, or in a group, and presenting this work as their own which can include;
  - Preparing a piece of work together;
  - Determination of methods/approach to an assessment task;
  - Distribution of questions and/or answers for completed assessment tasks.
- b) obtaining or requesting a piece of work, which is not his/her own and representing it as if it were, by:
  - Engaging the use of commercial services including the internet for pre-written or specially prepared work;
  - Use of another person's work for example a peer or person who is not a member of the school.
- c) self-plagiarism, reusing your own work previously submitted in another assessment task
- d) paraphrasing a paper either in electronic or printed form, without appropriate citation; See Appendix 4 for citation guidelines;
- e) direct copying of material, cutting, pasting or piecing information from single or multiple sources and presenting the information as original work;
- f) submission of a peer's work either partially or completely as one's own work, even with the student's knowledge or consent.

## 2. Inadvertent or intentional academic malpractice

On occasion, students that plagiarise may do so inadvertently as a result of inadequate study skills and/or lack of familiarity with academic writing skills. In response to an incident of unintentional plagiarism detected during the marking process, Nowra High School may require the students to revisit the All My Own Work Modules and seek assistance from staff or the Learning Support Team.

On the first occasion of plagiarism, students will be required to resubmit the task and will be eligible to receive half the value of the original assessment task. If the student fails to resubmit the task, they will receive **a mark of zero**. Repeated incidents of plagiarism detected during the marking process will result in the student **receiving a zero mark for the task**.

Some students that plagiarise do so intentionally, with the aim to deceive. This constitutes a cognisant and pre-meditated form of academic malpractice and demonstrates a significant breach of the core values of academic integrity. Students who are found to repeatedly engage in academic malpractice conduct will be subject to the consequences of the school's discipline policy.

## 3. Consequences of Academic Malpractice

- a) If you are guilty of malpractice, you will get **zero** for the entire assessment task and receive an N warning for that task. Continued instances of malpractice may result in you getting an N determination for the subject.
- b) Although you will receive no marks, you will need to resubmit the task in order to meet the NSW Education Standards Authority (NESA) requirements for the satisfactory completion of assessment tasks leading to the award of the HSC.
- c) Your parents/carers will be informed.
- d) Repeated instances of malpractice will be dealt with using the school's discipline policy and may result in suspension or possible expulsion for continued disobedience.

*This document was created in consultation with NSW Education Standards Authority (NESA) and various university policies on academic malpractice.*

## N. Principal's Decision

In all matters relating to the satisfactory completion of assessed and non-assessed tasks, the decision of the Principal is final.

## O. VET Courses and assessment programs

Students undertaking a School VET and/or TAFE VET course will be given details of the assessment program in that course by their VET teacher and the school's SVET and/or TVET Coordinator or teachers.

## P. Where to Get Advice

Students who require information on assessment tasks are advised to see classroom teachers, Subject Coordinators and Head Teachers first, and then consult with the Deputy Principal in charge of your year group.

For advice in relation to all other matters, students can seek assistance from your Year Adviser, the Careers Adviser and/or the Deputy Principal for your year group.

Students can find further information at NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

## **Q. Summary of Student Responsibilities**

It is your responsibility to:

- a) Keep this booklet in a safe place for reference throughout the year.
- b) Familiarise yourself with NESA requirements for the satisfactory completion of a course and for satisfactory attendance.
- c) Ensure you refer to the assessment schedule for EACH course you are studying and that you are aware of specific course requirements.
- d) Be aware of the assessment policies and procedures of Nowra High School as detailed in this booklet and abide by them.
- e) Make a genuine attempt at all assessment tasks.
- f) Ensure that you conduct yourself in a manner that does not interfere with the progress of other students.

# ABORIGINAL STUDIES

## Preliminary Course Assessment

**COURSE DESCRIPTION:** The Preliminary course focuses on Aboriginal peoples' relationship to the Land and Aboriginal heritage and identity from pre-contact times to the 1960s which are explored through case studies. The course also includes the development of skills in culturally appropriate research and inquiry methods.

### Assessment Components and Weightings

| Nature of Task  | Task 1<br>ICT<br>Task<br>Aboriginality and the Land | Task 2<br>Research and inquiry<br>Indigenous<br>Community Project | Task 3<br>End of course<br>Examination<br>Aboriginality and the Land, Heritage and identity, Comparative study, | Weighting % |
|---|---|---|---|-------------|
| Timing  | Week 10, Term 1                                     | Week 10, Term 2   | Week 9/10, Term 3   |             |
| Outcomes  | P1.1, P1.2, P1.3, P2.1, P2.2                        | P2.2, P3.2, P3.3, P4.1, P4.2, P4.3.                               | P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3.   |             |
| <b>Component</b>  |   |   |   |             |
| Knowledge and understanding of course content   | 15%   | 10%   | 15%   | <b>40%</b>  |
| Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 5%  | 5%  | 5%  | <b>15%</b>  |
| Research and inquiry methods, including aspects of the local community case study.                          |   | 15%   | 5%  | <b>20%</b>  |
| Communication of information, idea and issues in appropriate forms  | 10%   | 10%   | 5%  | <b>25%</b>  |
| <b>Weighting %</b>  | <b>30%</b>  | <b>40%</b>  | <b>30%</b>  | <b>100%</b> |

### Outcomes

#### A student develops the skills to:

|      |   |
|------|---|
| P1.1 | identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples             |
| P1.2 | explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights                               |
| P1.3 | explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures                        |
| P2.1 | explains the meaning of the Dreaming to Aboriginal peoples  |
| P2.2 | explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples |
| P3.1 | describes government policies, legislation and legal decisions in relation to racism and discrimination   |
| P3.2 | explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity                     |
| P3.3 | explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions                       |
| P4.1 | plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives           |
| P4.2 | undertakes community consultation and fieldwork and applies ethical research practices  |
| P4.3 | investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples   |

# AGRICULTURE

## Preliminary Course Assessment

**Course Description:** The Preliminary course shows the relationship between agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

### Assessment Components and Weightings

| Nature of Task   |  | Task 1                                  | Task 2         | Task 3                  | Weighting   |
|--|--|---|----------------|-------------------------|-------------|
|  |  | Knowledge, Research and Problem Solving | Case Study     | Preliminary Examination |             |
|  |  | Term 1, Week 10                         | Term 3, Week 1 | Term 3, Week 9/10       |             |
| Component  | Outcome  |   |                |                         |             |
| Skills: Questioning and predictions, Planning investigations, Conducting investigations, Processing data and information, Analysing data and information, Problem solving, Communicating | CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7 | 25%                                     | 25%            | 10%                     | 60%         |
| Knowledge and Understanding  | CH11-8, CH11-9, CH11-10, CH11-11                       | 5%                                      | 5%             | 30%                     | 40%         |
| <b>Weighting %</b>   |  | <b>30%</b>                              | <b>30%</b>     | <b>40%</b>              | <b>100%</b> |

### Outcomes

A student develops the skills to:

|         |   |
|---------|---|
| CH11-1  | develop and evaluate questions and hypotheses for scientific investigation  |
| CH11-2  | design and evaluate investigations in order to obtain primary and secondary data and information  |
| CH11-3  | conduct investigation to collect valid and reliable primary and secondary data and information  |
| CH11-4  | select and process appropriate qualitative and quantitative data and information using a range of appropriate media   |
| CH11-5  | analyse and evaluate primary and secondary data and information   |
| CH11-6  | solve scientific problems using primary and secondary data, critical thinking skills and scientific processes   |
| CH11-7  | communicate scientific understanding using suitable language and terminology for a specific audience or purpose   |
| CH11-8  | explore the properties and trends in the physical, structural and chemical aspects of matter  |
| CH11-9  | describe, apply and quantitatively analyse 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 | analyse the energy considerations in the driving force for chemical reactions   |

# ANCIENT HISTORY

## Preliminary Course Assessment

**COURSE DESCRIPTION:** The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world. The *Historical Investigation*, which is a mandated part of course assessment, gives students opportunity to conduct and present a piece of quality research into the Ancient world.

### Assessment Schedule and Weightings

|                             | Task 1                          | Task 2                                   | Task 3                                 | Weighting % |
|-----------------------------|---------------------------------|--|--|-------------|
| <b>Nature of Task</b>       | <b>Sources and Skills Test</b>  | <b>Historical Investigation Research</b> | <b>End of Course Examination</b>       |             |
| <b>Timing</b>               | Week 10, Term 1                 | Week 1, Term 3                           | Week 9/10, Term 3                      |             |
| <b>Outcomes</b>             | AH11-1, AH11-3, AH11-6, AH11-10 | AH11-7, AH11-8, AH11-9                   | AH11-2, AH11-4, AH11-5, AH11-6, AH11-9 |             |
| <b>Component</b>            |                                 |  |  |             |
| Communication               |                                 | 10%                                      | 10%                                    | <b>20%</b>  |
| Historical Inquiry          |                                 | 20%                                      |  | <b>20%</b>  |
| Source-Based Skills         | 15%                             |  | 5%                                     | <b>20%</b>  |
| Knowledge and Understanding | 15%                             | 5%                                       | 20%                                    | <b>40%</b>  |
| <b>Weighting %</b>          | <b>30%</b>                      | <b>35%</b>                               | <b>35%</b>                             | <b>100%</b> |

### Outcomes

A student develops the skills to:

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

# BIOLOGY

## Preliminary Course Assessment

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

### Assessment Schedule and Weightings

| Nature of Task   | Outcome                                  | Task 1<br>Practical Task | Task 2<br>Depth Study | Task 3<br>Preliminary Exam | Weighting   |
|--|--|--------------------------|-----------------------|----------------------------|-------------|
| Timing   |  | Term 1<br>Week 10        | Term 3<br>Week 2      | Term 3<br>Week 9/10        |             |
| Component  |  |                          |                       |                            |             |
| Knowledge and Understanding of course content  | 11-8, 11-9, 11-10, 11-12                 | 5%                       | 5%                    | 30%                        | 40 %        |
| Skills in Questioning and predicting, Planning investigations, Conducting Investigations, Processing data and information, Analysing data and Information, Problem solving and Communicating | 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7 | 30%                      | 25%                   | 5%                         | 60%         |
| <b>Weighting</b>   |  | <b>35%</b>               | <b>30%</b>            | <b>35%</b>                 | <b>100%</b> |

### Outcomes

A student will develop the skills to:

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

# BUSINESS STUDIES

## Preliminary Course Assessment

**COURSE DESCRIPTION:** Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.

### Assessment Schedule and Weightings

| Nature of Task            | Task 1<br>Topic Test | Task 2<br>Business Plan | Task 3<br>End of Course Examination | Weighting % |
|---------------------------|----------------------|-------------------------|-------------------------------------|-------------|
| <b>Timing</b>             | Week 7, Term 1       | Week 8, Term 2          | Week 9/10, Term 3                   |             |
| <b>Outcomes</b>           | P2, P5, P6, P7, P8,  | P4, P8, P9,             | P1, P2, P3, P4, P5, P6, P10.        |             |
| <b>Component</b>          |                      |                         |                                     |             |
| Knowledge & Understanding | 20%                  | 5%                      | 15%                                 | <b>40%</b>  |
| Stimulus-Based Skills     | 5%                   | 5%                      | 10%                                 | <b>20%</b>  |
| Inquiry & Research        | 0%                   | 20%                     |                                     | <b>20%</b>  |
| Communication             | 5%                   | 10%                     | 5%                                  | <b>20%</b>  |
| <b>Weighting %</b>        | <b>30%</b>           | <b>40%</b>              | <b>30%</b>                          | <b>100%</b> |

### Outcomes

A student develops the skills to:

|     |   |
|-----|---|
| P1  | Discuss the nature of business, its role in society and types of business                   |
| P2  | Explains the internal and external influences on businesses                                 |
| P3  | Describes the factors contributing to the success or failure of small to medium enterprises |
| P4  | Assesses the processes and interdependence of key business functions                        |
| P5  | Examines the application of management theories and strategies                              |
| P6  | Analyses the responsibilities of business to internal and external stakeholders             |
| P7  | Plans and conducts investigations into contemporary business issues                         |
| P8  | Evaluates information for actual and hypothetical business situations                       |
| P9  | Communicates business information and issues in appropriate formats                         |
| P10 | Applies mathematical concepts appropriately in business situations                          |



# COMMUNITY AND FAMILY STUDIES

## Preliminary Course Assessment

**COURSE DESCRIPTION:** Community and Family Studies Stage 6 syllabus is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

### Assessment Components and Weightings

| Nature of Task   | Task 1<br>Resource Management<br>Research Task | Task 2<br>Individuals & Groups<br>Research Report | Task 3<br>Yearly Examination | Weighting % |
|--|--|---|------------------------------|-------------|
| Timing   | Week 9, Term 1                                 | Week 7, Term 2                                    | Week 9/10, Term 3            |             |
| Outcomes   | P1.2 P4.1 P5.1<br>P6.1                         | P2.1 P4.1 P 2.3 P 6.1                             | P2.2 P3.1 P2.1 P1.2          |             |
| <b>Component</b>   |  |   |                              |             |
| Knowledge and understanding of course content                                  | 10   | 15  | 15                           | <b>40%</b>  |
| Skills in critical thinking, research methodology, analysing and communicating | 15   | 20  | 25                           | <b>60 %</b> |
| <b>Weighting %</b>   | <b>25%</b>                                     | <b>35%</b>  | <b>40%</b>                   | <b>100%</b> |

**Outcomes: A student develops the skills to:**

|      |   |
|------|---|
| P1.1 | describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals      |
| P1.2 | proposes effective solutions to resource problems   |
| P2.1 | accounts for the roles and relationships that individuals adopt within groups   |
| P2.2 | describes the role of the family and other groups in the socialisation of individuals                                       |
| P2.3 | examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement  |
| P2.4 | analyses the interrelationships between internal and external factors and their impact on family functioning                |
| P3.1 | explains the changing nature of families and communities in contemporary society  |
| P3.2 | analyses the significance of gender in defining roles and relationships   |
| P4.1 | utilises research methodology appropriate to the study of social issues   |
| P4.2 | presents information in written, oral and graphic form  |
| P5.1 | applies management processes to maximise the efficient use of resources   |
| P6.1 | distinguishes those actions that enhance wellbeing  |
| P6.2 | uses critical thinking skills to enhance decision making  |
| 7.1  | appreciates differences among individuals, groups and families within communities and values their contributions to society |
| 7.2  | develops a sense of responsibility for the wellbeing of themselves and others   |
| 7.3  | appreciates the value of resource management in response to change  |
| 7.4  | values the place of management in coping with a variety of role expectations  |

# CHEMISTRY

## Preliminary Course Assessment

The *Chemistry Stage 6 Syllabus* explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

### Assessment Components and Weightings

| Component  | Outcome  | Task 1<br>Knowledge, Research<br>and Problem Solving | Task 2<br>Depth Study | Task 3<br>Preliminary<br>Examination | Weighting   |
|--|--|--|-----------------------|--------------------------------------|-------------|
|  |  | Term 1, Week 10                                      | Term 3, Week 1        | Term 3, Week<br>9/10                 |             |
| Skills: Questioning and predictions, Planning investigations, Conducting investigations, Processing data and information, Analysing data and information, Problem solving, Communicating | CH11-1,<br>CH11-2,<br>CH11-3,<br>CH11-4,<br>CH11-5,<br>CH11-6,<br>CH11-7 | 30%  | 25%                   | 5%                                   | 60%         |
| Knowledge and Understanding  | CH11-8,<br>CH11-9,<br>CH11-10,<br>CH11-11                                | 5%   | 5%                    | 30%                                  | 40%         |
| <b>Weighting</b>   |  | <b>35%</b>   | <b>30%</b>            | <b>35%</b>                           | <b>100%</b> |

### Outcomes

A student develops the skills to:

|         |   |
|---------|---|
| 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  |

# DANCE

## Preliminary Course Assessment

**COURSE DESCRIPTION:** Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

While the course builds on the Stages 4 and 5 Dance Course, it also caters for students with less experience in Dance.

### Assessment Schedule and Weightings

| Nature of Task     | Task 1<br>Core Performance &<br>Interview | Task 2<br>Core Composition,<br>Rationale & Interview | Task 3<br><u>Yearly Exam:</u><br>a) Appreciation Exam<br>b) Major Study Practical  | Weighting % |
|--------------------|---|--|--|-------------|
| Timing             | Week 11, Term 1                           | Week 6, Term 2                                       | a) Week 9-10, Term 3<br>b) Week 8, Term 3  |             |
| Outcomes           | P2.1, P2.2, P2.3, P2.4,<br>P2.5, P2.6     | P3.1, P3.2, P3.3, P3.4,<br>P3.5, P3.6, P3.7          | P4.1, P4.2, P4.3, P4.4, P4.5<br>P1.1, P1.2, P2.1, P2.4, P2.6,<br>or<br>P1.3, P1.4, P3.3, P3.5, P3.7<br>(depending if students choose to<br>major in Performance or<br>composition) |             |
| <b>Component</b>   |   |  |  |             |
| Core Performance   | 40%                                       |  |  | <b>40%</b>  |
| Core Composition   |   | 20%  |  | <b>20%</b>  |
| Core Appreciation  |   |  | 20%  | <b>20%</b>  |
| Core Additional    |   |  | 20%  | <b>20%</b>  |
| <b>Weighting %</b> | <b>40%</b>                                | <b>20%</b>   | <b>40%</b>   | <b>100%</b> |

### Outcomes

**A student will develop the skills to:**

|      |  |
|------|--|
| 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, phrases 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 socio-historic 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                                       |

# DESIGN AND TECHNOLOGY

## Preliminary Course Assessment

**COURSE DESCRIPTION:** Design and Technology Stage 6 is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production

### Assessment Schedule and Weightings

| Nature of Task     | Task 1<br>Designer Case Study | Task 2<br>Preliminary Project                  | Task 3<br>Yearly examination | Weighting % |
|--------------------|-------------------------------|--|------------------------------|-------------|
| Timing             | Term1, week 10                | Term 3, week 6                                 | Term3, weeks 9 & 10          |             |
| Outcomes           | P1.1, P2.1, P2.2, P6.1        | P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2 | P1.1, P2.2, P5.1, P5.2, P5.3 |             |
| <b>Component</b>   |                               |  |                              |             |
| Knowledge          | 10%                           | 10%  | 20%                          | <b>40%</b>  |
| Understanding      | 20%                           | 30%  | 10%                          | <b>60%</b>  |
| <b>Weighting %</b> | <b>30%</b>                    | <b>40%</b>                                     | <b>30%</b>                   | <b>100%</b> |

#### Outcomes

A student develops the skills to:

|      |  |
|------|--|
| P1.1 | examine design theory and practice, and considers the factors affecting designing and producing in design projects                                   |
| P2.1 | identify design and production processes in domestic, community, industrial and commercial settings  |
| P2.2 | explain the impact of a range of design and technology activities on the individual, society and the environment through the development of projects |
| P3.1 | investigate and experiment with techniques in creative and collaborative approaches in designing and producing                                       |
| P4.1 | use design processes in the development and production of design solutions to meet identified needs and opportunities                                |
| P4.2 | use resources effectively and safely in the development and production of design solutions   |
| P4.3 | evaluate the processes and outcomes of designing and producing   |
| P5.1 | use a variety of management techniques and tools to develop design projects  |
| P5.2 | communicate ideas and solutions using a range of techniques  |
| P5.3 | use a variety of research methods to inform the development and modification of design ideas   |
| P6.1 | investigate a range of manufacturing and production processes and relates these to aspects of design projects  |
| P6.2 | evaluate and use computer-based technologies in designing and producing  |

# DRAMA

## Preliminary Course Assessment

**COURSE DESCRIPTION:** Students in Drama study the practices of Making, Performing and Critically Studying.

Students engage with these components through collaborative and individual experiences. Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance, and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

### Assessment Schedule and Weightings

| Nature of Task     | Task 1  | Task 2   | Task 3  | Weighting % |
|--------------------|---|--|---|-------------|
|                    | Theatrical Traditions and Performance Styles:<br>Theatrical Styles<br>Individual<br>Performance | Improvisation,<br>Playbuilding and<br>Acting:<br>Playbuilding Task | Elements of Production in Performance:<br><br><u>Yearly Exam:</u><br>a) Yearly Examination<br>b) Design Project -submission of design project, with log book including script development and/or interpretation, supporting research, drafts and planning |             |
| <b>Timing</b>      | Week 11, Term 1   | Week 9, Term 2   | a) Week 9-10, Term 3<br>b) Week 8, Term 3   |             |
| <b>Outcomes</b>    | P1.1, P1.3, P2.4, P2.6, P3.3, P3.4  | P1.2, P1.5, P1.6, P1.7, P2.1, P2.3, P2.5                           | P1.4, P1.8, P2.2, P3.1, P3.2  |             |
| <b>Component</b>   |   |  |   |             |
| Making             | 10%   | 10%  | 20%   | <b>40%</b>  |
| Performing         | 10%   | 20%  |   | <b>30%</b>  |
| Critical Study     | 10%   |  | 20%   | <b>30%</b>  |
| <b>Weighting %</b> | <b>30%</b>  | <b>30%</b>   | <b>40%</b>  | <b>100%</b> |

### Outcomes

A student will develop the skills to:

|      |   |
|------|---|
| 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 through to performance                 |
| 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 the process of collaboration |
| P1.8 | recognizes the value of individual contributions to the artistic effectiveness of the whole   |
| P2.1 | understands the dynamic of actor-audience relationship  |

|      |  |
|------|--|
| P2.1 | understands the contributions to a production of the playwright, director, dramaturg, 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 | understand 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                                  |
| P3.3 | analyses and synthesizes research and experiences 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. |

# EARTH AND ENVIRONMENTAL SCIENCE

## Preliminary Course Assessment

The *Earth and Environmental Science Stage 6 Syllabus* explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

### Assessment Components and Weightings

| Nature of Task   | Outcome  | Task 1<br>Practical Task | Task 2<br>Depth Study | Task 3<br>Preliminary Examination | Weighting |
|--|--|--------------------------|-----------------------|-----------------------------------|-----------|
|  |  | Term 1, Week 7           | Term 3, Week 2        | Term 3, Week 9/10                 |           |
| <b>Component</b>   |  |                          |                       |                                   |           |
| Skills: Questioning and predictions, Planning investigations, Conducting investigations, Processing data and information, Analysing data and information, Problem solving, Communicating | EES11/12-1<br>EES11/12-2<br>EES11/12-3<br>EES11/12-4<br>EES11/12-5<br>EES11/12-6<br>EES11/12-7 | 25%                      | 30%                   | 5%                                | 60%       |
| Knowledge and Understanding  | EES11-8<br>EES11-9<br>EES11-10<br>EES11-11   | 5%                       | 5%                    | 30%                               | 40%       |
| <b>Weighting</b>   |  | 30%                      | 35%                   | 35%                               | 100%      |

### Outcomes

A student will develop the skills:

|            |   |
|------------|---|
| EES11/12-1 | develops and evaluates questions and hypotheses for scientific investigation  |
| EES11/12-2 | designs and evaluates investigations in order to obtain primary and secondary data and information  |
| EES11/12-3 | conducts investigations to collect valid and reliable primary and secondary data and information  |
| EES11/12-4 | selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media                          |
| EES11/12-5 | analyses and evaluates primary and secondary data and information   |
| EES11/12-6 | solves scientific problems using primary and secondary data, critical thinking skills and scientific processes                                  |
| EES11/12-7 | communicates scientific understanding using suitable language and terminology for a specific audience or purpose                                |
| EES11-8    | describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated |
| EES11-9    | describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries                   |
| EES11-10   | describes the factors that influence how energy is transferred and transformed in the Earth's systems   |
| EES11-11   | describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes                          |



# ECONOMICS

## Preliminary Course Assessment

**COURSE DESCRIPTION:** Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

### Assessment Schedule and Weightings

| Nature of Task              | Task 1  | Task 2   | Task 3                        | Weighting % |
|-----------------------------|---|--|-------------------------------|-------------|
| <b>Not Running<br/>2021</b> | <b>Extended Response</b><br>Consumers and<br>Business | <b>Topic Test</b><br>Markets<br>Labour Markets | <b>Yearly<br/>Examination</b> |             |
| <b>Timing</b>               | Week 9, Term 1  | Week 8, Term 2                                 | Week 9/10, Term 3             |             |
| <b>Outcomes</b>             | P1, P2, P7, P10, P12.                                 | P8, P9, P10, P11.                              | P3, P4, P5, P6, P7, P11.      |             |
| <b>Component</b>            |   |  |                               |             |
| Knowledge & Understanding   | 10%   | 10%  | 20%                           | <b>40%</b>  |
| Stimulus-Based Skills       |   | 10%  | 10%                           | <b>20%</b>  |
| Inquiry & Research          | 10%   | 10%  |                               | <b>20%</b>  |
| Communication               | 10%   |  | 10%                           | <b>20%</b>  |
| <b>Weighting %</b>          | <b>30%</b>  | <b>30%</b>                                     | <b>40%</b>                    | <b>100%</b> |

### Outcomes

A student develops the skills to:

|     |   |
|-----|---|
| P1  | Demonstrates understanding of economic terms, concepts and relationships                                    |
| P2  | Explains the economic role of individuals, firms 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 the 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 organizes 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                             |

# ENGINEERING STUDIES

## Preliminary Course Assessment

Both Preliminary and HSC courses offer student's knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

### Assessment Components and Weightings

| Nature of Task | Task 1<br>Research Task<br>Fundamental in<br>Engineering | Task 2<br>Engineering<br>Report Brakes | Task 3<br>Yearly<br>Examination | Weighting % |
|----------------|--|--|---------------------------------|-------------|
| Timing         | Week 10, Term 1  | Week 3, Term 3                         | Week 9, Term 3                  |             |
| Outcomes       | P1.2, P2.2, P4.1,<br>P6.1                                | P2.1, P3.1, P3.2,<br>P6.2              | P1.1, P3.3, P4.2,<br>P4.3       |             |
| Component      |  |  |                                 |             |
| Knowledge      | 15%  | 30%                                    | 20%                             | 65%         |
| Understanding  | 5%   | 10%                                    | 20%                             | 35%         |
| Weighting %    | 20%  | 40%                                    | 40%                             | 100%        |

### Outcomes

#### A student will develop the skills to:

|      |  |
|------|--|
| P1.1 | identify the scope of engineering and recognises current innovations   |
| P1.2 | explain the relationship between properties, structure, uses and applications of materials in engineering            |
| P2.1 | describe the types of materials, components and processes and explain their implications for engineering development |
| P2.2 | describe the nature of engineering in specific fields and its importance to society                                  |
| P3.1 | use mathematical, scientific and graphical methods to solve problems of engineering practice                         |
| P3.2 | develop written oral and presentation skills and applies these to engineering reports                                |
| P3.3 | apply graphics as a communication tool   |
| P4.1 | describe developments in technology and their impact on engineering products   |
| P4.2 | describe the influence of technological change on engineering and its effect on peoples                              |
| P4.3 | identify the social, environmental and cultural implications of technological change in engineering                  |
| P5.1 | demonstrate the ability to work both individually and in teams   |
| P5.2 | apply management and planning skills related to engineering  |
| P6.1 | apply knowledge and skills I research and problem-solving related to engineering                                     |
| P6.2 | apply skills in analysis, synthesis and experimentation related to engineering                                       |

# ENGLISH ADVANCED

## Preliminary Course Assessment

**COURSE DESCRIPTION:** In the Preliminary English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students explore a range of types of texts drawn from prose fiction, drama, poetry, non-fiction, film, media and/or digital texts, and a wide range of additional related texts and textual forms.

### Assessment Components and Weightings

| Nature of Task                            | Task 1<br>Creative Writing/Multimodal Hand-in Task | Task 2<br>Analytical Essay In-Class Task | Task 3<br>End of Course Exam<br>Reading to Write<br>Module A: Narratives that Shape our World<br>Module B: Critical Study of Literature | Weighting % |
|---|--|--|---|-------------|
| <b>Timing</b>                             | Term 1<br>Week 10                                  | Term 2<br>Week 9                         | Term 3<br>Week 9-10   |             |
| <b>Outcomes</b>                           | 1, 2, 3, 4, 5                                      | 3, 4, 6, 7, 8                            | 1, 2, 3, 4, 5, 6, 7, 8  |             |
| <b>Component</b>                          |  |  |   |             |
| Reading to Write: 'Dystopian Worlds'      | 30%  |  | 10%   | <b>40%</b>  |
| Module A: Narratives that Shape our World |  | 30%                                      | 10%   | <b>40%</b>  |
| Module B: Critical Study of Literature    |  |  | 20%   | <b>20%</b>  |
| <b>Weighting %</b>                        | <b>30%</b>   | <b>30%</b>                               | <b>40%</b>  | <b>100%</b> |

### Outcomes

A student develops the skills to:

|         |  |
|---------|--|
| EA1 1-1 | Respond to, compose and evaluate complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.  |
| EA1 1-2 | use and evaluate processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.                                  |
| EA1 1-3 | analyse and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effect on meaning. |
| EA1 1-4 | strategically use knowledge, skills and understanding of language concepts and literary devices in new and different contexts  |
| EA1 1-5 | think imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.                 |
| EA1 1-6 | investigate and evaluate the relationships between texts.  |
| EA1 1-7 | evaluate the diverse ways texts can represent personal and public worlds and recognises how they are valued.   |
| EA1 1-8 | explain and evaluate cultural assumptions and values in texts and their effects on meaning.  |
| EA1 1-9 | reflect on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop an as independent learner.   |

# ENGLISH EXTENSION

## Preliminary Course Assessment

**COURSE DESCRIPTION:** In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

### Assessment Components and Weightings

| Nature of Task                     | Task 1               | Task 2                              | Task 3                  | Weighting % |
|------------------------------------|----------------------|-------------------------------------|-------------------------|-------------|
|                                    | Imaginative Response | Related Project:<br>Multimodal Task | Preliminary Examination |             |
| Timing                             | Term 1<br>Week 9     | Term 3<br>Week 1                    | Term 3<br>Week 9-10     |             |
| Outcomes                           | 1, 2, 3, 6           | 1,3,4,5                             | 1, 2, 3                 |             |
| <b>Component</b>                   |                      |                                     |                         |             |
| Module:<br>Text, Culture and Value | 30%                  |                                     | 30%                     | <b>60%</b>  |
| Related Project                    |                      | 40%                                 |                         | <b>40%</b>  |
| <b>Weighting %</b>                 | <b>30%</b>           | <b>40%</b>                          | <b>30%</b>              | <b>100%</b> |

#### Outcomes

A student develops the skills to:

|            |  |
|------------|--|
| EE1<br>1-1 | demonstrate and apply considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies      |
| EE1<br>1-2 | analyse and experiment with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts                       |
| EE1<br>1-3 | think deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts |
| EE1<br>1-4 | develop skills in research methodology to undertake effective independent investigation\   |
| EE1<br>1-5 | articulate understanding of how and why texts are echoed, appropriated and valued in a range of contexts   |
| EE1<br>1-6 | reflect on and assesses the development of independent learning gained through the processes of research, writing and creativity   |

# ENGLISH STANDARD

## Preliminary Course Assessment

**COURSE DESCRIPTION:** In the Preliminary English (Standard) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students explore a range of types of texts drawn from prose fiction, drama, poetry, non-fiction, film, media and/or digital texts; and a wide range of additional related texts and textual forms.

### Assessment Components and Weightings

| Nature of Task                       | Task 1<br>Creative<br>Writing/Multimodal | Task 2<br>Extended Response | Task 3<br>Preliminary Examination | Weighting % |
|--------------------------------------|--|-----------------------------|-----------------------------------|-------------|
| <b>Timing</b>                        | Term 1<br>Week 10                        | Term 2<br>Week 9            | Term 3<br>Week 9-10               |             |
| <b>Outcomes</b>                      | 1, 2, 3, 4, 5                            | 3, 4, 6, 7, 8               | 1, 2, 3, 4, 5, 6, 7, 8            |             |
| <b>Component</b>                     |  |                             |                                   |             |
| Reading to Write: 'Dystopian Worlds' | 30%                                      |                             | 10%                               | <b>40%</b>  |
| Module B: Close Study of Literature  |  | 30%                         | 10%                               | <b>40%</b>  |
| Module A: Contemporary Possibilities |  |                             | 20%                               | <b>20%</b>  |
| <b>Weighting %</b>                   | <b>30%</b>                               | <b>30%</b>                  | <b>40%</b>                        | <b>100%</b> |

### Outcomes

A student develops the skills to:

|        |   |
|--------|---|
| EN11-1 | Respond to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.                                    |
| EN11-2 | Use and evaluate processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.                       |
| EN11-3 | Analyse and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains their effect on meaning.    |
| EN11-4 | Apply knowledge, skills and understanding of language concepts and literary devices into new and different contexts.  |
| EN11-5 | Think imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments. |
| EN11-6 | Investigate and explain the relationships between texts.  |
| EN11-7 | Understand and explain the diverse ways texts can represent personal and public worlds.   |
| EN11-8 | Identify and explain cultural assumptions in texts and their effects on meaning.  |
| EN11-9 | Reflect on, assess and monitor own learning and develops individual and collaborative processes to become an independent learner.                                       |

# ENGLISH STUDIES

## Preliminary Course Assessment

**COURSE DESCRIPTION:** Students develop proficiency in their English language skills by responding to and composing a wide range of texts. They develop skills in reading, listening, viewing, writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, careers and citizenship.

### Assessment Components and Weightings

| Nature of Task  | Task 1                            | Task 2                                  | Task 3                  | Weighting % |
|---|-----------------------------------|---|-------------------------|-------------|
|   | Resume + cover letter + interview | Portfolio<br>- Collection of Class Work | Preliminary Examination |             |
| <b>Timing</b>   | Term 1<br>Week 8                  | Term 3<br>Week 6                        | Term 3<br>Week 9-10     |             |
| <b>Outcomes</b>   | 1, 2, 3, 6                        | 4, 5, 6, 7, 10                          | 1, 2, 8, 9              |             |
| <b>Component</b>  |                                   |   |                         |             |
| Mandatory Module:<br>Achieving Through English-English & The Worlds of Education, Careers & Community | 30%                               |   |                         | <b>30%</b>  |
| Module F - MiTunes and Text   |                                   | 35%                                     |                         | <b>35%</b>  |
| Module G - Local Heroes   |                                   |   | 35%                     | <b>35%</b>  |
| <b>Weighting %</b>  | <b>30%</b>                        | <b>35%</b>                              | <b>35%</b>              | <b>100%</b> |

### Outcomes

A student develops the skills to:

|          |  |
|----------|--|
| ES11-1   | Comprehend and respond to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace a social contexts for a variety of purposes |
| ES11-2   | Identify and use strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts                              |
| ES11-3   | Gain skills in accessing, comprehending and using information to communicate in a variety of ways  |
| ES11-4   | Compose a range of texts with increasing accuracy and clarity in different forms   |
| ES11-5   | Develop knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts.                                |
| ES11-6   | Use appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes   |
| ES11-7   | Represent own ideas in critical, interpretive and imaginative texts  |
| ES11-8   | Identify and describe relationships between texts  |
| ES11-9   | Identify and explore ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engages and persuade                               |
| ESS11-10 | Monitor and reflect on aspects of their individual and collaborative processes in order to plan for future learning  |

# FOOD TECHNOLOGY

## Preliminary Course Assessment

**COURSE DESCRIPTION:** Food Technology Stage 6 aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

### Assessment Components and Weightings

| Nature of Task   | Task 1<br>Food Availability and Selection Report and Practical Preparation | Task 2<br>Food Quality Experiment Design and Practical Preparation | Task 3<br>Preliminary Examination | Weighting % |
|--|--|--|-----------------------------------|-------------|
| <b>Timing</b>  | Term 1, Week 9   | Term 2, Week 9   | Term 3, Week 9-10                 |             |
| <b>Outcome</b>   | P1.1, P1.2, P4.1, P4.2, P4.3   | P2.2, P3.2, P4.1, P4.4, P5.1                                       | P1.1, P1.2, P2.1, P2.2, P3.1      |             |
| <b>Component</b>   |  |  |                                   |             |
| Knowledge and understanding of course content                                    | 10%  | 10%  | 20%                               | 40%         |
| Knowledge and skills in designing, researching, analysing and evaluating         | 10%  | 10%  | 10%                               | 30%         |
| Skills in experimenting with and preparing food by applying theoretical concepts | 10%  | 10%  | 10%                               | 30%         |
| <b>Weighting %</b>   | 30%  | 30%  | 40%                               | 100%        |

### Outcomes

A student develops the skills to:

|       |   |
|-------|---|
| P 1.1 | identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods    |
| P 1.2 | accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors |
| P 2.1 | explains the role of food nutrients in human nutrition  |
| P 2.2 | identifies and explains the sensory characteristics and functional properties of food   |
| P 3.1 | assesses the nutrient value of meals/diets for particular individuals and groups  |
| P 3.2 | 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 foods which reflect a range of the 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 the sensory characteristics and functional properties of food to the preparation of food products   |
| P 5.1 | generates ideas and develops solutions to a range of food situations  |

# FRENCH BEGINNERS

## Preliminary Course Assessment

**COURSE DESCRIPTION:** In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, the *personal world* and the *French-speaking communities*, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

### Assessment Components and Weightings

| Nature of Task  | Task 1<br>Listening -<br>Reading Exam | Task 2<br>Speaking Task Written<br>Exam | Task 3<br>Preliminary Exam                                       | Weighting   |
|---|---------------------------------------|---|--|-------------|
| Timing  | Term 1<br>Week 9                      | Term 2<br>Week 2                        | Term 3<br>Week 9 & 10  |             |
| Outcomes  | P2.1, P2.2, P2.3,<br>P2.4, P2.5, P2.6 | P3.1, P3.2, P3.3, P3.4                  | P2.1, P2.2, P2.3, P2.4,<br>P2.5, P2.6, P3.1, P3.2,<br>P3.3, P3.4 |             |
| <b>Component</b>  |                                       |   |  |             |
| Listening: Interacting<br>and understanding<br>spoken texts | 10%                                   |   | 20%  | <b>30%</b>  |
| Reading: Interacting<br>and understanding<br>written texts  | 20%                                   |   | 10%  | <b>30%</b>  |
| Speaking:<br>Interacting and<br>producing spoken<br>texts   |                                       | 20%                                     |  | <b>20%</b>  |
| Writing: Interacting<br>and producing<br>written texts      |                                       | 10%                                     | 10%  | <b>20%</b>  |
| <b>Weighting</b>  | <b>30%</b>                            | <b>30%</b>                              | <b>40%</b>   | <b>100%</b> |

### Outcomes

A student develops the skills to:

|      |   |
|------|---|
| P1.1 | establish and maintain communication in French  |
| P1.2 | manipulate linguistic structures to express ideas effectively in French   |
| P1.3 | sequence ideas and information  |
| P1.4 | apply knowledge of culture of French speaking communities to interact appropriately   |
| P2.1 | understand and interpret information in texts using a range of strategies   |
| P2.2 | convey the gist of and identifies specific information in texts   |
| P2.3 | summarise the main points of a text   |
| P2.4 | draw conclusions from or justifies an opinion about a text  |
| P2.5 | identify the purpose, context and audience of a text  |
| P2.6 | identify and explains aspects of the culture of French-speaking communities in texts  |
| P3.1 | produce texts appropriate to audience, purpose and context  |
| P3.2 | structure and sequence ideas and information  |
| P3.3 | apply knowledge of diverse linguistic structures to convey information and express original ideas in French producing texts |
| P3.4 | apply knowledge of the culture of French speaking communities to the production of texts                                    |



# GEOGRAPHY

## Preliminary Course Assessment

**COURSE DESCRIPTION:** Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world. Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world.

### Assessment Components and Weightings

| Nature of Task   | Task 1                   | Task 2                    | Task 3                                | Weighting % |
|--|--------------------------|---------------------------|---------------------------------------|-------------|
|  | In-class Skills Test     | Senior Geography Project  | End of Course Examination             |             |
| <b>Timing</b>  | Week 10, Term 1          | Week 2, Term 3            | Week 9/10, Term 3                     |             |
| <b>Outcomes</b>  | P1, P2, P3, P8, P10, P12 | P7, P8, P9, P10, P11, P12 | P1, P2, P3, P4, P5, P6, P10, P11, P12 |             |
| <b>Component</b>   |                          |                           |                                       |             |
| Knowledge and understanding of course content.                                     | 5%                       | 10%                       | 25%                                   | <b>40%</b>  |
| Geographical tools and skills.   | 15%                      | 5%                        |                                       | <b>20%</b>  |
| Geographical inquiry and research, including fieldwork.                            |                          | 20%                       |                                       | <b>20%</b>  |
| Communication of geographical information, ideas, and issues in appropriate forms. | 5%                       | 5%                        | 10%                                   | <b>20%</b>  |
| <b>Weighting %</b>   | <b>25%</b>               | <b>40%</b>                | <b>35%</b>                            | <b>100%</b> |

### Outcomes

A student develops the skills to:

|     |  |
|-----|--|
| P1  | differentiates between spatial and ecological dimensions in the study of geography   |
| P2  | describes the interactions between the four components which define the biophysical environment                                |
| P3  | explains how a specific environment functions in terms of biophysical factors  |
| P4  | analyses changing demographic patterns and processes   |
| P5  | examines the geographical nature of global challenges confronting humanity   |
| P6  | identifies the vocational relevance of a geographical perspective  |
| P7  | identifies the vocational relevance of a geographical perspective  |
| P8  | selects, organises and analyses relevant geographical information from a variety of sources                                    |
| P9  | uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries                                  |
| P10 | applies mathematical ideas and techniques to analyse geographical data   |
| P11 | applies geographical understanding and methods ethically and effectively to a research project                                 |
| P12 | Communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic, and graphic forms |

# INDUSTRIAL TECHNOLOGY – Multimedia

## Preliminary Course Assessment

**COURSE DESCRIPTION:** Industrial Technology at Stage 6 is designed to develop in students a knowledge and understanding of the Timber industry and its related technologies with an emphasis on design, management and production through practical applications.

### Assessment Schedule and Weightings

| Nature of Task   | Task 1<br>Industry Study                       | Task 2<br>Preliminary Project                        | Task 3<br>Preliminary exam               | Weighting % |
|--|--|--|--|-------------|
| Timing   | Week 10, Term 1                                | Week 10, Term 3                                      | Week 9-10, Term 3                        |             |
| Outcomes   | P1.1, P1.2, P5.1, P6.2, P7.1, P7.2, P6.1, P5.2 | P3.1, P3.2, P3.3, P4.2, P5.1, P5.2, P2.1, P4.1, P4.3 | P1.1, P1.2, P2.1, P4.3, P6.2, P7.1, P7.2 |             |
| <b>Component</b>   |  |  |  |             |
| Knowledge and skills in the management, communication and production of projects |  | 30%  |  | 30%         |
| Knowledge and Understanding  | 10%  | 10%  | 15%                                      | 35%         |
| Industry Study   | 20%  |  | 15%                                      | 35%         |
| <b>Weighting %</b>   | <b>30%</b>                                     | <b>40%</b>   | <b>30%</b>                               | <b>100%</b> |

#### Outcomes

A student develops the skills to:

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

# INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNISHING

## Preliminary Course Assessment

**COURSE DESCRIPTION:** Industrial Technology at Stage 6 is designed to develop in students a knowledge and understanding of the Timber industry and its related technologies with an emphasis on design, management and production through practical applications.

### Assessment Schedule and Weightings

| Nature of Task   | Task 1<br>Animated toy   | Task 2<br>Desk organiser              | Task 3<br>Preliminary exam           | Weighting % |
|--|--------------------------|---------------------------------------|--------------------------------------|-------------|
| Timing   | Week 10, Term 1          | Week 6, Term 3                        | Week 9-10, Term 3                    |             |
| Outcomes   | P2.1, P2.2<br>P4.1, P4.3 | P3.1, P3.2, P3.3, P4.2,<br>P5.1, P5.2 | P1.1, P1.2, P4.3,<br>P6.2 P7.1, P7.2 |             |
| <b>Component</b>   |                          |                                       |                                      |             |
| Knowledge and skills in the management, communication and production of projects | 30%                      | 30%                                   |                                      | <b>60%</b>  |
| Knowledge and Understanding  |                          |                                       | 25%                                  | <b>25%</b>  |
| Industry Study   |                          |                                       | 15%                                  | <b>15%</b>  |
| <b>Weighting %</b>   | <b>30%</b>               | <b>30%</b>                            | <b>40%</b>                           | <b>100%</b> |

### Outcomes

A student develops the skills to:

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

# LEGAL STUDIES

## Preliminary Course Assessment

**COURSE DESCRIPTION:** The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

### Assessment Schedule and Weightings

| Nature of Task  | Task 1                          | Task 2             | Task 3                    | Weighting % |
|---|---------------------------------|--------------------|---------------------------|-------------|
|   | Research Assignment & essay min | Mid-term test      | End of Course Examination |             |
| <b>Timing</b>   | Week 9, Term 1                  | Week 9, Term 2     | Week 9/10, Term 3         |             |
| <b>Outcomes</b>   | P2, P3, P9                      | P6, P7, P8, P9,P10 | P1, P2, P3 P4,P5,P9       |             |
| <b>Component</b>  |                                 |                    |                           |             |
| Knowledge and Understanding of Course Content                                     | 10%                             | 10%                | 20%                       | <b>40%</b>  |
| Analysis and evaluation   | 5%                              | 5%                 | 10%                       | <b>20%</b>  |
| Inquiry and Research  | 10%                             | 10%                |                           | <b>20%</b>  |
| Communication of Legal Studies information, ideas and issues in appropriate forms | 5%                              | 5%                 | 10%                       | <b>20%</b>  |
| <b>Weighting %</b>  | <b>30%</b>                      | <b>30%</b>         | <b>40%</b>                | <b>100%</b> |

#### Outcomes

A student develops the skills to:

|     |  |
|-----|--|
| P1  | identify and apply legal concepts and terminology  |
| P2  | describe the key features of Australian and international law  |
| P3  | describe the operation of domestic and international legal systems   |
| P4  | discuss the effectiveness of the legal system in addressing issues   |
| P5  | describe the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change                           |
| P6  | explain the nature of the interrelationship between the legal system and society   |
| P7  | evaluate the effectiveness of the law in achieving justice   |
| P8  | locate, select and organise legal information from a variety of sources including legislation, cases, media, international instruments and documents |
| P9  | communicate legal information using well-structured responses  |
| P10 | account for differing perspectives and interpretations of legal information and issues   |

# MATHEMATICS ADVANCED

## Preliminary Course Assessment

### COURSE DESCRIPTION:

The Mathematics Advanced course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of Mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in Science and Commerce. The course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or Commerce. Students who require substantial Mathematics at a tertiary level, supporting the physical sciences, Computer Science or Engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

### Assessment Components and Weightings

| Nature of Task                               | Task 1                   | Task 2             | Task 3              | Weighting<br><br>% |
|--|--------------------------|--------------------|---------------------|--------------------|
| Class Test                                   | Investigative Style Task | Final Examination  |                     |                    |
| Timing                                       | Week 9/10<br>Term 1      | Week 8/9<br>Term 2 | Week 9/10<br>Term 3 |                    |
| Component                                    |                          |                    |                     |                    |
| Understanding, fluency and communication     | 15%                      | 15%                | 20%                 | 50%                |
| Problem solving, reasoning and justification | 15%                      | 15%                | 20%                 | 50%                |
| Weighting                                    | 30%                      | 30%                | 40%                 | 100%               |

### Outcomes

A student develops the skills to:

|         |  |
|---------|--|
| MA11-1  | use algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems  |
| MA 11-2 | use the concepts of functions and relations to model, analyse and solve practical problems   |
| MA 11-3 | use the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes   |
| MA 11-4 | use the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities                                 |
| MA 11-5 | interpret the meaning of the derivative, determine the derivative of functions and apply these to solve simple practical problems                                      |
| MA 11-6 | manipulate and solve expressions using the logarithmic and index laws, and use logarithms and exponential functions to solve practical problems                        |
| MA 11-7 | use concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions |
| MA 11-8 | use appropriate technology to investigate, organise, model and interpret information in a range of contexts  |
| MA 11-9 | provide reasoning to support conclusions which are appropriate to the context  |

# MATHEMATICS EXTENSION 1

## Preliminary Course Assessment

### COURSE DESCRIPTION:

This course provides students with the opportunity to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Students have the opportunity to develop rigorous mathematical arguments and proofs and use mathematical models extensively. Students develop their awareness of the interconnected nature of mathematics, its beauty and its functionality.

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

### Assessment Components and Weighting

| Nature of Task                               | Task 1<br>Investigative Style Task | Task 2<br>Class Test | Task 3<br>Final Examination | Weighting   |
|--|------------------------------------|----------------------|-----------------------------|-------------|
| Timing                                       | Week 9/10<br>Term 1                | Week 8/9<br>Term 2   | Week 9/10<br>Term 3         | %           |
| Component                                    |                                    |                      |                             |             |
| Understanding, fluency and communication     | 15%                                | 15%                  | 20%                         | <b>50%</b>  |
| Problem solving, reasoning and justification | 15%                                | 15%                  | 20%                         | <b>50%</b>  |
| Weighting                                    | <b>30%</b>                         | <b>30%</b>           | <b>40%</b>                  | <b>100%</b> |

### Outcomes

A student develops the skills to:

|        |   |
|--------|---|
| ME11-1 | use algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses  |
| ME11-2 | manipulate algebraic expressions and graphical functions to solve problems  |
| ME11-3 | apply concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems                  |
| ME11-4 | apply 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 |
| ME11-5 | use concepts of permutations and combinations to solve problems involving counting or ordering  |
| ME11-6 | use appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts  |
| ME11-7 | communicate making comprehensive use of mathematical language, notation, diagrams and graphs  |

# MATHEMATICS STANDARD

## Preliminary Course Assessment

### COURSE DESCRIPTION:

The Mathematics Standard courses are focused on enabling students to use Mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of Mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

### Assessment Schedule and Weightings

| Nature of Task                               | Task 1                                | Task 2   | Task 3                                       | Weighting<br><br>% |
|--|---------------------------------------|--|--|--------------------|
| Timing                                       | Class Test<br><br>Week 9/10<br>Term 1 | Investigative Style Task<br><br>Week 8/9<br>Term 2 | Final Examination<br><br>Week 9/10<br>Term 3 |                    |
| Component                                    |                                       |  |  |                    |
| Understanding, fluency and communication     | 15%                                   | 15%  | 20%  | 50%                |
| Problem solving, reasoning and justification | 15%                                   | 15%  | 20%  | 50%                |
| <b>Weighting</b>                             | <b>30%</b>                            | <b>30%</b>   | <b>40%</b>                                   | <b>100%</b>        |

### Outcomes

A student develops the skills to:

|         |  |
|---------|--|
| MS11-1  | use algebraic and graphical techniques to compare alternative solutions to contextual problems       |
| MS11-2  | represent information in symbolic, graphical and tabular form  |
| MS11-3  | solve problems involving quantity measurement, including accuracy and the choice of relevant units   |
| MS11-4  | perform calculations in relation to two-dimensional and three-dimensional figures                    |
| MS11-5  | model relevant financial situations using appropriate tools  |
| MS11-6  | make predictions about everyday situations based on simple mathematical models                       |
| MS11-7  | develop and carry out simple statistical processes to answer questions posed                         |
| MS11-8  | solve probability problems involving multistage events   |
| MS11-9  | use appropriate technology to investigate, organise and interpret information in a range of contexts |
| MS11-10 | justify a response to a given problem using appropriate mathematical terminology and/or calculations |

# NUMERACY Stage 6 CEC

## Preliminary Course Assessment

### COURSE DESCRIPTION:

The Numeracy Stage 6 Content Endorsed Course (CEC) focuses on enabling students to build upon their knowledge, skills and understanding presented in the K–10 curriculum and supports students to develop the functional numeracy skills required to become active and successful participants in society.

Numeracy Stage 6 CEC is designed for those students who want to develop and improve their capability to:

- interpret and use numerical information.
- solve problems using visual, spatial, financial and statistical literacy skills.
- think mathematically in practical situations.
- represent and communicate information.
- use the context to determine the reasonableness of solutions.

This course offers students the opportunity to manage situations and solve problems relating to their present and future needs.

### Assessment Components and Weightings

| Nature of Task                  | Task 1<br>In class Investigative<br>Prepared Task | Task 2<br>In class Investigative<br>Prepared Task | Task 3<br>In class Investigative<br>Prepared Task | Weighting   |
|---------------------------------|---|---|---|-------------|
| Timing                          | Week 9/10<br>Term 1                               | Week 8/9<br>Term 2                                | Week 9/10<br>Term 3                               | %           |
| <b>Component</b>                |   |   |   |             |
| Concepts, skills and techniques | 15%   | 15%   | 20%   | <b>50%</b>  |
| Reasoning and communication     | 15%   | 15%   | 20%   | <b>50%</b>  |
| <b>Weighting</b>                | <b>30%</b>  | <b>30%</b>  | <b>40%</b>  | <b>100%</b> |

### Outcomes

#### A student develops the skills to:

|        |   |
|--------|---|
| N6-1.1 | recognise and apply functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts                         |
| N6-1.2 | apply numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems   |
| N6-1.3 | determine whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions  |
| N6-2.1 | choose and apply appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems                                 |
| N6-2.2 | choose and apply efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature              |
| N6-2.3 | choose and apply efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability   |
| N6-2.4 | choose and apply efficient strategies to analyse and solve everyday problems involving money and finance  |
| N6-2.5 | choose and apply efficient strategies to analyse and solve everyday problems involving location, space and design   |
| N6-3.1 | choose and use appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts |
| N6-3.2 | choose and use appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts   |



# MODERN HISTORY

## Preliminary Course Assessment

**COURSE DESCRIPTION:** The Preliminary Modern History course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world. The *Historical Investigation*, which is a mandated part of course assessment, gives students opportunity to conduct and present a piece of quality research into the Modern world.

### Assessment Schedule and Weightings

| Nature of Task              | Task 1<br>Source Analysis                 | Task 2<br>Historical Investigation | Task 3<br>Final Examination     | Weightings % |
|-----------------------------|---|------------------------------------|---------------------------------|--------------|
| <b>Timing</b>               | Week 10 , Term 1                          | Week 9 , Term 2                    | Week 9, Term 3                  |              |
| <b>Outcomes</b>             | MH11-1, MH11-2,<br>MH11-3, MH11-4, MH11-6 | MH11-1, MH11-7, MH11-8,<br>MH11-9, | MH11-4, MH11-5, MH11-9, MH11-10 |              |
| <b>Component</b>            |   |                                    |                                 |              |
| Knowledge and Understanding | 10%                                       | 5%                                 | 25%                             | <b>40%</b>   |
| Source Analysis             | 15%                                       |                                    | 5%                              | <b>20%</b>   |
| Historical Inquiry/Research |   | 20%                                |                                 | <b>20%</b>   |
| Communication               | 5%  | 5%                                 | 10%                             | <b>20%</b>   |
| <b>Weighting %</b>          | <b>30%</b>                                | <b>30%</b>                         | <b>40%</b>                      | <b>100%</b>  |

### Outcomes

A student develops the skills to:

|          |  |
|----------|--|
| MH11-1   | The nature of continuity and change in the modern world  |
| MH11-2   | Propose ideas about the varying causes and effects of events and developments  |
| MH11-3   | Analyse the role of historical features, individuals, groups and ideas in shaping the past                                     |
| MH11 - 4 | Account for the different perspectives of individuals and groups   |
| MH11-5   | Examine the significance of historical features, people, ideas, movements, events and developments of the modern world         |
| MH11-6   | Analyse and interpret different types of sources for evidence to support an historical inquiry                                 |
| MH11-7   | Discuss and evaluate differing interpretations and representations of the past   |
| MH11-8   | Plan and conduct historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources  |
| MH11 – 9 | Communicate historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms |
| MH11-10  | Discuss contemporary methods and issues involved in the investigation of modern history  |

# MUSIC

## Preliminary Course Assessment

**COURSE DESCRIPTION:** In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

### Assessment Schedule and Weightings

| Nature of Task     | Task 1         | Task 2                               | Task 3                    | Weighting % |
|--------------------|----------------|--------------------------------------|---------------------------|-------------|
|                    | Aural          | Composition and Musicology Portfolio | Performance and Vive Voce |             |
| <b>Timing</b>      | Week 10 Term 1 | Week 9 Term 2                        | Week 10 Term 3            |             |
| <b>Outcomes</b>    | P4, P5, P6     | P2, P3, P4, P5, P7, P8               | P1, P2, P9, P6            |             |
| <b>Component</b>   |                |                                      |                           |             |
| Performance        |                |                                      | 25%                       | 25%         |
| Composition        |                | 25%                                  |                           | 25%         |
| Aural              | 25%            |                                      |                           | 25%         |
| Musicology         |                | 10%                                  | 15%                       | 25%         |
| <b>Weighting %</b> | 25%            | 35%                                  | 40%                       | 100%        |

### Outcomes

A student develops the skills to:

|     |   |
|-----|---|
| P1  | perform music that is characteristic of the topics studied  |
| P2  | observe, read, interpret and discuss simple musical scores characteristic of topics studied   |
| P3  | improvise and create melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied |
| P4  | recognise and identifies the concepts of music and discusses their use in a variety of musical styles   |
| P5  | comment on and constructively discusses performances and compositions   |
| P6  | observe and discusses concepts of music in works representative of the topics studied   |
| P7  | understand the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied                            |
| P8  | identify, recognise experiments with and discusses the use of technology in music.  |
| P9  | perform as a means of self-expression and communication   |
| P10 | demonstrate a willingness to participate in performance, composition, musicology and aural activities.  |
| P11 | demonstrates a willingness to accept and use constructive criticism   |

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

## Preliminary Course Assessment

**COURSE DESCRIPTION:** Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

### Assessment Components and Weightings

| Nature of Task   | Task 1                           | Task 2  | Task 3  | Weighting % |
|--|----------------------------------|---|---|-------------|
|  | Better Health for Individuals    | Mid-Course Assessment<br>Core 2 & Option 4        | Yearly Exam   |             |
| <b>Timing</b>  | Week 8, Term 1                   | Week 9, Term 2                                    | Week 9-10, Term 3   |             |
| <b>Outcomes</b>  | P1, P2, P3, P4, P5, P6, P15, P16 | P6, P7, P8, P9, P10, P11, P12, P14, P15, P16, P17 | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14, P15, P16, P17 |             |
| <b>Component</b>   |                                  |   |   |             |
| Knowledge and understanding of:<br>- Factors that affect health<br>- Capacity to exercise influence over personal and community health outcomes.<br>- How the body moves | 5%                               | 25%   | 10%   | <b>40%</b>  |
| Skills in:<br>- Influencing personal and community health<br>- Taking action to improve participation and performance in physical activity                               | 10%                              | 5%  | 15%   | <b>30%</b>  |
| Skills in critical thinking, research and analysis   | 5%                               | 10%   | 15%   | <b>30%</b>  |
| <b>Weighting %</b>   | <b>20%</b>                       | <b>40%</b>  | <b>40%</b>  | <b>100%</b> |

### Outcomes

A student develops the skills to:

|     |   |
|-----|---|
| P1  | identify and examine why individuals give different meanings to health  |
| P2  | explain how a range of health behaviours affect an individual's health  |
| P3  | describe how an individual's health is determined by a range of factors   |
| P4  | evaluate aspects of health over which individuals can exert some control  |
| P5  | describe factors that contribute to effective health promotion  |
| P6  | propose actions that can improve and maintain an individual's health  |
| P7  | explain how body systems influence the way the body moves   |
| P8  | describe the components of physical fitness and explains how they are monitored   |
| P9  | describe biomechanical factors that influence the efficiency of the body in motion  |
| P10 | plan for participation in physical activity to satisfy a range of individual needs  |
| P11 | assess and monitor physical fitness levels and physical activity patterns   |
| P12 | demonstrate strategies for the assessment, management and prevention of injuries in first aid settings                          |
| P14 | demonstrate the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities |
| 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   |

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGERY

## Preliminary Course Assessment

**COURSE DESCRIPTION:** This course provides students with an introduction to the practice and techniques of Wet photography / Digital Photography. Students are given the opportunity to explore, in critical and historical investigations, advances in the field that affect the nature of photographic practice and interpretations of the world.

### Assessment Components and Weightings

| Nature of Task                | Task 1<br>Making | Task 2<br>Theory | Task 3<br>Making | Weighting % |
|-------------------------------|------------------|------------------|------------------|-------------|
| Timing                        | Term 1, Week 9   | Term 2, Week 6   | Term 3, Week 8   |             |
| Outcomes                      | M3, CH1          | M1, M5           | CH3, M6          |             |
| <b>Component</b>              |                  |                  |                  |             |
| Making                        | 30%              | 30%              |                  | 60%         |
| Critical and Historical study | 20%              |                  | 20%              | 40%         |
| <b>Weighting %</b>            | 50%              | 30%              | 20%              | 100%        |

#### Outcomes

A student develops the skills to:

|            |  |
|------------|--|
| <b>M1</b>  | Generates a characteristic style that is increasingly self-reflective in their photographic practice               |
| <b>M3</b>  | Investigates different points of view in the making of photographic images   |
| <b>M5</b>  | Develops different techniques suited to artistic intentions in the making of photographs                           |
| <b>M6</b>  | Takes into account issues of occupational health and safety in the making of photographs                           |
| <b>CH1</b> | Generates in their critical and historical practice ways to interpret and explain photography                      |
| <b>CH3</b> | Distinguishes between different points of view and offers interpretive accounts in critical and historical studies |

# PHYSICS

## Preliminary Course Assessment

**COURSE DESCRIPTION:** The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

### Assessment Components and Weightings

| Nature of Task   | Outcome  | Task 1                                  | Task 2         | Task 3                  | Weighting   |  |
|--|--|---|----------------|-------------------------|-------------|--|
|  |  | Knowledge, Research and Problem Solving | Depth Study    | Preliminary Examination |             |  |
|  |  | Term 1, Week 10                         | Term 3, Week 1 | Term 3, Week 9/10       |             |  |
| Component  |  |   |                |                         |             |  |
| Skills: Questioning and predictions, Planning investigations, Conducting investigations, Processing data and information, Analysing data and information, Problem solving, Communicating | PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7 | 25%                                     | 25%            | 10%                     | 60%         |  |
| Knowledge and Understanding  | PH11-8, PH11-9, PH11-10, PH11-11                       | 5%                                      | 5%             | 30%                     | 40%         |  |
| <b>Weighting</b>   |  | <b>30%</b>                              | <b>30%</b>     | <b>40%</b>              | <b>100%</b> |  |

### Outcomes

A student develops the skills to:

|         |   |
|---------|---|
| PH11-1  | develop and evaluate questions and hypotheses for scientific investigation  |
| PH11-2  | design and evaluate investigations in order to obtain primary and secondary data and information  |
| PH11-3  | conduct investigations to collect valid and reliable primary and secondary data and information   |
| PH11-4  | select and process appropriate qualitative and quantitative data and information using a range of appropriate media   |
| PH11-5  | analyse and evaluate primary and secondary data and information   |
| PH11-6  | solve scientific problems using primary and secondary data, critical thinking skills and scientific processes   |
| PH11-7  | communicate scientific understanding using suitable language and terminology for a specific audience or purpose   |
| PH11-8  | describe and analyse 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  | describe and explains event in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy  |
| PH11-10 | explain and analyse waves and the transfer of energy by sound, light and thermodynamic principles   |
| PH11-11 | explain and quantitatively analyse electric fields, circuitry and magnetism   |

# SPORT, LIFESTYLE AND RECREATION STUDIES

## Preliminary Course Assessment

**COURSE DESCRIPTION:** Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport, physical activity and recreational pursuits. SLR makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active.

### Assessment Components and Weightings

| Nature of Task                                     | Task 1                            | Task 2                                      | Task 3                            | Weighting % |
|--|-----------------------------------|---|-----------------------------------|-------------|
|  | Games and Sports Applications 1   | Resistance Training                         | Aquatics                          |             |
| Timing   | Week 8 Term 1                     | Week 5 Term 3                               | Week 3 Term 4                     |             |
| Outcomes   | 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4 | 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4 | 1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5 |             |
| Component  |                                   |   |                                   |             |
| Knowledge and Understanding                        | 5%                                | 25%   | 10%                               | <b>40%</b>  |
| Skills   | 10%                               | 5%  | 15%                               | <b>30%</b>  |
| Skills in Critical Thinking, Research and Analysis | 5%                                | 10%   | 15%                               | <b>30%</b>  |
| <b>Weighting %</b>                                 | <b>20%</b>                        | <b>40%</b>                                  | <b>40%</b>                        | <b>100%</b> |

### Outcomes

A student develops the skills to:

|     |   |
|-----|---|
| 1.1 | applies the rules and conventions that relate to participation in a range of physical activities      |
| 1.2 | explains the relationship between physical activity, fitness and healthy lifestyle                    |
| 1.3 | demonstrates ways to enhance safety in physical activity  |
| 1.4 | investigates and interprets the patterns of participation in sport and physical activity in Australia |
| 1.5 | critically analyses the factors affecting lifestyle balance and their impact on health status         |
| 1.6 | describes administrative procedures that support successful performance outcomes                      |
| 2.1 | explains the principles of skill development and training   |
| 2.2 | analyses the fitness requirements of specific activities  |
| 2.3 | selects and participates in physical activities that meet individual needs, interests and abilities   |
| 2.4 | describes how societal influences impact on the nature of sport in Australia                          |
| 2.5 | describes the relationship between anatomy, physiology and performance                                |
| 3.1 | selects appropriate strategies and tactics for success in a range of movement contexts                |
| 3.2 | designs programs that respond to performance needs  |

|     |  |
|-----|--|
| 3.3 | measures and evaluates physical performance capacity             |
| 3.4 | composes, performs and appraises movement                        |
| 3.5 | analyses personal health practices                               |
| 3.6 | assesses and responds appropriately to emergency care situations |

# SOCIETY AND CULTURE

## Preliminary Course Assessment

**COURSE DESCRIPTION:** Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how this shape human behaviour. The course draws on cross-disciplinary concepts and social research methods. In the Preliminary Course, students study the Social and Cultural World, Personal and Social Identity and Intercultural Communication.

### Assessment Schedule and Weightings

| Nature of Task  | Task 1<br>Topic Test<br>The Social and Cultural World | Task 2<br>Research Task<br>Personal and Social Identity | Task 3<br>Yearly Examination | Weighting % |
|---|---|---|------------------------------|-------------|
| Timing  | Term 1, Week 9  | Term 2, Week 8  | Term 3, Week 9-10            |             |
| Outcomes  | P1, P4, P6, P9, P10                                   | P1, P2, P3, P5, P7, P8, P10                             | P1, P2, P3, P4, P6, P9, P10  |             |
| Component   |   |   |                              |             |
| Knowledge and understanding of course content                       | 15%   | 15%   | 20%                          | 50%         |
| Application and evaluation of social and cultural research methods  | 10%   | 15%   | 5%                           | 30%         |
| Communication of information, ideas and issues in appropriate forms | 5%  | 10%   | 5%                           | 20%         |
| Weighting %   | 30%   | 40%   | 30%                          | 100%        |

#### Outcomes

A student develops the skills to:

|     |  |
|-----|--|
| 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             |



# VISUAL ARTS

## Preliminary Course Assessment

**COURSE DESCRIPTION:** Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times

### Assessment Components and Weightings

| Nature of Task                | Task 1<br>In Class Essay +<br>VAPD | Task 2<br>Body of Work | Task 3<br>Yearly Examination | Weighting % |
|-------------------------------|------------------------------------|------------------------|------------------------------|-------------|
| Timing                        | Week 6, Term 2                     | Week 10, Term 2        | Week 9/10, Term 3            |             |
| Outcomes                      | P5, P8, P9,                        | P1, P2, P9             | P7, P8, P9, P10              |             |
| <b>Component</b>              |                                    |                        |                              |             |
| Artmaking                     | 10%                                | 40%                    |                              | 50%         |
| Art criticism and art history | 20%                                |                        | 30%                          | 50%         |
| <b>Weighting %</b>            | 30%                                | 40%                    | 30%                          | 100%        |

### Outcomes

A student develops the skills to:

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

# WORK STUDIES

## Preliminary Course Assessment

**COURSE DESCRIPTION:** The Year 11 course provides students with foundation study in the skills, knowledge, skills, and attitudes that are essential for the preparation for life and work.

### Assessment Components and Weightings

| Nature of Task   | Task 1<br>Core- My Working Life:<br>Portfolio | Task 2<br>Job Application and<br>Cover Letter | Task 3<br>Preliminary Examination  | Weighting |
|--|---|---|------------------------------------|-----------|
| <b>Timing</b>  | Ongoing                                       | Term 2, Week 6                                | Term 3, Week 9-10                  |           |
| <b>Outcome</b>   | ws-1, ws-2, ws-3, ws-4                        | ws-3, ws-5.                                   | ws-2, ws-3, ws-6, ws-7, ws-8, ws-9 |           |
| <b>Component</b>   |   |   |                                    |           |
| Knowledge and Understanding  | 20%   | 5   | 5                                  | 30%       |
| Skills-<br>self-management,<br>teamwork, ICT and<br>communication. | 20%   | 25%   | 25%                                | 70%       |
| <b>Weighting %</b>   | 40%   | 30%   | 30%                                | 100%      |

### Outcomes

A student develops the skills to:

|      |   |
|------|---|
| ws-1 | investigates a range of work environments                           |
| ws-2 | examines different types of work and skills for employment          |
| ws-3 | analyses employment options and strategies for career management    |
| ws-4 | assesses pathways for further education, training and life planning |
| ws-5 | communicates and uses technology effectively                        |
| ws-6 | applies self-management and teamwork skills                         |
| ws-7 | utilises strategies to plan, organise and solve problems            |
| ws-8 | assesses influences on people's working lives                       |
| ws-9 | evaluates personal and social influences on individuals and groups  |

# VOCATIONAL EDUCATION and TRAINING (VET) COURSES

## HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate you have gained and can apply the specific knowledge and skills for the unit of competency (UoC) to be deemed competent in that unit. You will be deemed “Competent”, if performance in all required assessment activities for the unit of competency is satisfactory, or ‘Not Competent’ if you are still developing skills and/or your performance is at an unsatisfactory level. This means a course mark is not allocated for competency-based assessment. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA courses. Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the [VET Student Induction Booklet](#) for additional advice. You will receive a report from the school each semester indicating competency outcomes. After meeting all the assessment requirements, the successful achievement of competency in the units as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level, or if at least one unit of competency is achieved a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 if at least one unit of competency is achieved. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** may be requested by using the Wagga Wagga Application for Recognition of Prior Learning (RPL) for a unit of competency including a portfolio of evidence relevant to each unit. Seek RPL advice from your trainer. This RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review. This UoC must be stated in the RTO’s TAS on commencement of the course. **Credit Transfer (CT)** may be given for a unit of competency

previously achieved with another RTO after verification of the Transcript of Academic Record, or through a viewable verifiable online VET USI transcript. Seek CT advice, from your trainer who will contact the RTO, prior to the commencement of the delivery of this UoC. This UoC must be stated in the RTO's TAS on commencement of the course.

**N Determination** will be issued to a student who does not demonstrate due diligence and sustained effort in the course, and/ or participate in mandatory work placement and /or apply themselves to HSC course outcomes. This process may lead to an N determination for this subject which may prevent the achievement of the HSC. N determination will not be issued for failure to achieve competency but is about fulfilling the requirements of learning for the HSC.

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

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer
- a N determination will be issued if work placement is not satisfactorily completed. This means the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment if one or more unit/s of competency is achieved
- the scheduled date for work placement is shown in the course assessment summary
- you will complete the supplied workplace journal applicable to your placement.

#### **Work placement advice from NESAs in response to COVID-19**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

**The HSC examination is only available in some VET courses. (Refer to the NESAs course outline and the specific course assessment summary for detailed information).** Where applicable this HSC examination is

- optional for students completing the 240-hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- independent of the competency-based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. Where applicable, the satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the trial HSC examination. This mark is only used in the event of misadventure.



School Name: Nowra High School

Assessment Schedule Year 11 - 2024



| Assessment Tasks for<br>CPC20220 Certificate II in Construction Pathways (Release 6) &<br>Statement of Attainment towards CPC20120 Certificate II in Construction<br>(Release 3)<br>Ongoing assessment of skills and knowledge is collected throughout the<br>course and forms part of the evidence of competence of students. |   | Task 1<br>White Card | Task 2<br>Work safe,<br>stay safe | Task 3<br>Working it<br>out | Task 4<br>Project<br>planning | PRELIMINARY<br>EXAM |
|--|---|----------------------|-----------------------------------|-----------------------------|-------------------------------|---------------------|
| Code   | Unit of Competency  | Term 1               | Term 1                            | Week 1-10<br>Term 2         | Week 1-10<br>Term 3           | Week 9-10<br>Term 3 |
| CPCWHS1001   | Prepare to work safely in the construction industry                           | X                    |                                   |                             |                               |                     |
| CPCCWHS2001  | Apply WHS requirements, policies, and procedures in the construction industry |                      | X                                 |                             |                               |                     |
| CPCCCM1011   | Undertake basic estimation and costing  |                      |                                   | X                           |                               |                     |
| CPCCOM1015   | Carry out measurements and calculations                                       |                      |                                   | X                           |                               |                     |
| CPCCOM2001   | Read and interpret plans and specifications                                   |                      |                                   |                             | X                             |                     |
| CPCCOM1013   | Plan and organise work  |                      |                                   |                             | X                             |                     |

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”



School Name: Nowra High School

Assessment Schedule Year 11 - 2024

| Assessment Tasks for<br>SIT20322 Certificate II in Hospitality<br><i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i> |   | Task 1<br>Safety in the kitchen | Task 2<br>Service please | Preliminary<br>EXAM |
|--|---|---------------------------------|--------------------------|---------------------|
|  |   | Week 1-10<br>Term 2             | Week 1-5<br>Term 3       | Week 9-10<br>Term 3 |
| Code   | Unit of Competency                          |                                 |                          |                     |
| SITXFSA005   | Use hygienic practices for food safety      | X                               |                          |                     |
| SITXWHS005   | Participate in safe work practices          | X                               |                          |                     |
| SITXFSA006   | Participate in safe food handling practices | X                               |                          |                     |
| SITHCCC025   | Prepare and present sandwiches              | X                               |                          |                     |
| SITXCCS011   | Interact with customers                     |                                 | X                        |                     |
| SITXCOM007   | Show social and cultural sensitivity        |                                 | X                        |                     |

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: \_\_\_\_\_

Assessment Schedule Year 11 - 2024

| <b>Assessment Tasks for<br/>MEM10119 Certificate I in Engineering (Release 2) &amp;<br/>Statement of Attainment towards MEM20422<br/>Certificate II in Engineering Pathways (Release 1)</b><br><b>Ongoing assessment of skills and knowledge is<br/>collected throughout the course and forms part of<br/>the evidence of competence of students.</b> |  | Task 1                  | Task 2                | Task 3                  | EXAM<br>(Optional) |
|---|--|-------------------------|-----------------------|-------------------------|--------------------|
|   |  | Welcome to the industry | Right tool, right job | Engineering in practice | Week               |
|   |  | Week                    | Week                  | Week                    | Term               |
|   |  | Term                    | Term                  | Term                    | Date               |
| Code  | Unit of Competency   | Date                    | Date                  | Date                    |                    |
| MEM13015  | Work safely and effectively in manufacturing and engineering | X                       |                       |                         |                    |
| MEM16006  | Organise and communicate information                         | X                       |                       |                         |                    |
| MEM11011  | Undertake manual handling                                    | X                       |                       |                         |                    |
| MEM18001  | Use hand tools   |                         | X                     |                         |                    |
| MEM18002  | Use power tools/hand held operations                         |                         | X                     |                         |                    |
| MEM12024  | Perform computations   |                         |                       | X                       |                    |
| MEM16008  | Interact with computing technology                           |                         |                       | X                       |                    |
| MEM07032  | Use workshop machines for basic operations                   |                         |                       | X                       |                    |

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1).

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

# APPENDIX 1: Assessment Missed Due to Illness or Misadventure



|               |                |
|---------------|----------------|
| Student Name: | Year:          |
| Course Name:  | Class:         |
|               | Class Teacher: |

## Task Details

|              |   |
|--------------|---|
| Task Number: | Title:  |
| Weighting:   | Due: Term: ___ Week: ___ Day: M T W T F Date: _____ |

## Details of Illness/Misadventure/Absence

|   |
|---|
| First day of absence: Term: ___ Week: ___ Day: M T W T F Date: _____  |
| Last day of absence: Term: ___ Week: ___ Day: M T W T F Date: _____   |
| Reason for Absence: _____   |
| Doctor's Certificate Attached? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other supporting documentation |

Student Signature: \_\_\_\_\_  
 Parent/Caregiver Signature: \_\_\_\_\_

Date: \_\_\_\_\_  
 Date: \_\_\_\_\_

## RECOMMENDATION:

|   |
|---|
| <b>Teacher:</b> <input type="checkbox"/> Hand in <input type="checkbox"/> Undertake task <input type="checkbox"/> Extension <input type="checkbox"/> Estimate <input type="checkbox"/> Zero mark <input type="checkbox"/> Percentage Loss<br>New Date: Term: _____ Week: _____ Day: M T W T F Date: _____<br>Reason: _____  |
| <b>Head Teacher:</b> <input type="checkbox"/> Hand in <input type="checkbox"/> Undertake task <input type="checkbox"/> Extension <input type="checkbox"/> Estimate <input type="checkbox"/> Zero mark <input type="checkbox"/> Percentage Loss<br>[NB: Percentage Loss as per policy: Year 7 = 10%/day late; Year 8 = 20%/day late; Year 9 = 25%/day late]<br>Agreed Date: <input type="checkbox"/> As per c/r/t recommendation <b>OR</b> Term: _____ Week: _____ Day: M T W T F Date: _____<br>Reason: _____ |

HT Name: \_\_\_\_\_ HT Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 DP Name: \_\_\_\_\_ DP Signature: \_\_\_\_\_ Date: \_\_\_\_\_

- Student copy   
  Faculty copy   
  Office copy   
  Letter of concern



# APPENDIX 2: Assessment Missed Due to School/Other Business



*[NB: Exemption form is required to be attached to this document]*

|   |             |
|---|-------------|
| Student Name: _____   | Year: _____ |
| First day of absence: Term: _____ Week: _____ Day: M T W T F      Date: _____   |             |
| Last day of absence: Term: _____ Week: _____ Day: M T W T F      Date: _____  |             |
| <input type="checkbox"/> School <input type="checkbox"/> Academic <input type="checkbox"/> Sport <input type="checkbox"/> Other _____ |             |
| Supporting documentation supplied <input type="checkbox"/> Yes <input type="checkbox"/> No  |             |

| Subject:<br>Task:<br>Original Date: | Teacher:<br>Signature:<br>Date: | Re-scheduled<br>Date:<br>Time: | Head Teacher:<br>Signature:<br>Date: | Deputy:<br>Signature:<br>Date: |
|-------------------------------------|---------------------------------|--------------------------------|--------------------------------------|--------------------------------|
| *<br>*<br>*                         | *<br>*<br>*                     | *<br>*<br>*                    | *<br>*<br>*                          | *<br>*<br>*                    |
| *<br>*<br>*                         | *<br>*<br>*                     | *<br>*<br>*                    | *<br>*<br>*                          | *<br>*<br>*                    |
| *<br>*<br>*                         | *<br>*<br>*                     | *<br>*<br>*                    | *<br>*<br>*                          | *<br>*<br>*                    |
| *<br>*<br>*                         | *<br>*<br>*                     | *<br>*<br>*                    | *<br>*<br>*                          | *<br>*<br>*                    |
| *<br>*<br>*                         | *<br>*<br>*                     | *<br>*<br>*                    | *<br>*<br>*                          | *<br>*<br>*                    |
| *<br>*<br>*                         | *<br>*<br>*                     | *<br>*<br>*                    | *<br>*<br>*                          | *<br>*<br>*                    |
| *<br>*<br>*                         | *<br>*<br>*                     | *<br>*<br>*                    | *<br>*<br>*                          | *<br>*<br>*                    |
| *<br>*<br>*                         | *<br>*<br>*                     | *<br>*<br>*                    | *<br>*<br>*                          | *<br>*<br>*                    |
| *<br>*<br>*                         | *<br>*<br>*                     | *<br>*<br>*                    | *<br>*<br>*                          | *<br>*<br>*                    |

**I agree that it is my responsibility to complete each task as allocated.**

**Student Name:** .....     
 **Signature:** .....     
 **Date:** .....

Student copy     
  Faculty copy     
  Office copy

# APPENDIX 3: Assessment Appeal



|               |                |
|---------------|----------------|
| Student Name: | Year:          |
| Course Name:  | Class:         |
|               | Class Teacher: |

### Task Details

|              |   |
|--------------|---|
| Task Number: | Title:  |
| Weighting:   | Due: Term: ___ Week: ___ Day: M T W T F Date: _____ |

### Reason(s) for Appeal

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

Date: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Caregiver Signature: \_\_\_\_\_

**Review Panel Recommendation:**       Granted       Denied

### Appeal Decision

**Deputy:**                      Name: \_\_ Signature: \_\_\_\_\_ Date: \_\_

**Course Head Teacher:** Name: \_\_ Signature: \_\_\_\_\_ Date: \_\_

**Head Teacher:**                      Name: \_\_ Signature: \_\_\_\_\_ Date: \_\_

Any review undertaken will NOT look at marks awarded for specific assessment tasks.  
 The review will consider if the assessment task and/or the processes were appropriate for the stage of the course being assessed.

Briefly outline your reasons for lodging an appeal for the task.

.....

.....

.....

|                                       |                                       |                                      |
|---------------------------------------|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Student copy | <input type="checkbox"/> Faculty copy | <input type="checkbox"/> Office copy |
|---------------------------------------|---------------------------------------|--------------------------------------|

## APPENDIX 4: Referencing



The web link referencing service currently provided by NHS can be found at <https://org.slasa.asn.au/harvard>. See the librarian, or your teacher, for the login password.

Harvard Style Referencing uses the 'Author-Date' system, as shown below:

### **Style, Books, Pamphlets and Brochures**

Cutling, K 1991, *A guide to police writing*, Carswell, Canada.

Oscar, K & Noel, JR 2002, *Communicate!*, 10th edn, Wadsworth, Belmont, CA.

### **References cited from a Secondary Source**

Wright, S 1996, *The way to go*, Allen & Unwin, Sydney, quoted in Cowdrey, C 1997,

### **Article or Chapter in an Edited Book**

Barry, P 1992, 'Controlling corruption', in *Policing Australia: Old issues new perspectives*, eds P Moir & H Eijkman, MacMillan, Melbourne.

### **Article within a Journal (periodical)**

Smith, DP 1996, 'Characters and cops', *Australian Policing Journal*, vol. 19, no. 5, pp. 323-342.

### **Newspaper Article**

Smith, DP, Jones, K & Wrightson, R 1999, 'The great English debate', *Sydney Morning Herald*, 8 August, p. 6.

### **Electronic Sources (World Wide Web)**

**Web sites** The group of Web pages and documents that make up a Web site can generally be accessed from a single home or index page.

NSW Police n.d., *NSW Police on-line*, home page, viewed 29 April 2003, <<http://www.police.nsw.gov.au/main/>>.

Another example of a Web page with an author:

Crime Prevention Unit 1999, *Indigenous crime prevention projects*, Attorney-General's Department, South Australia, viewed 29 April 2003, <[http://www.cpu.sa.gov.au/sa\\_indproj.htm](http://www.cpu.sa.gov.au/sa_indproj.htm)>.

A Web page without an author: follow the same process as for anonymous works and begin with the title.

*The nature of cults* 2002, last edited 24 October 2002, Concerned Christians Growth Ministries Inc., Nollamara, WA, viewed 10 November 2002, <<http://www.ccgmm.org.au/articles/TheNatureOfCults1.html>>.

Punctuation must be exact. Be particularly careful in recording stops and slashes. The file address should be typed along the same line if possible.

Web page within a Web site: For a single page or related group of pages within a Web site, add the date (day and month of the most recent update or revision), the date document was viewed, and the URL or Internet address of the site or, if that is not available, URL of the main site.

NSW Police n.d., *Crime prevention in NSW*, viewed 29 April 2003, <<http://www.police.nsw.gov.au/prevention/prevention.cfm>>.

## APPENDIX 5: AIMING TOWARDS ACHIEVING SUCCESS

Success is achievable for everyone. The work habits you develop and refine throughout your schooling years will not only help determine the quality of your overall schooling outcomes they, will also be invaluable skills to draw upon throughout life.

### SOME GENERAL TIPS THAT YOU MIGHT FIND USEFUL:

#### GETTING ORGANISE: STAYING ORGANISED

1. Buy a diary or use your phone as an organiser to record your homework and tasks.
2. Write all your assessment tasks on a large wall calendar and refer to it regularly.
3. Set up a well-organised workspace. Aim for a quiet, well-lit area.
4. Decide on a regular homework/study time and commit to it as best you can.
5. Turn off electronic devices. Listen to music, without lyrics, that is recommended to assist with studying.
6. Consider your personal study preferences. Do you:
  - work better early in the morning or in the evening?
  - like to eat before or after you do your homework?
  - like to be warm or cool?
  - prefer a strong or soft light?
  - like it to be quiet, wear ear plugs, or have some low-level noise around you?

#### SOME STUDY SUGGESTIONS

- ✓ Keep your school books tidy, well organised and up-to-date. You need to be able to find and read your notes.
- ✓ Work efficiently on tasks during lesson time.
- ✓ Find a 'study buddy'. Work with a friend who wants to do well too.
- ✓ Make a study timetable.
- ✓ Start your homework by looking over your class work for that day. Try to recall classroom discussions. Add ideas to your answers. Complete any unfinished activities. Practise a few class tasks again.
- ✓ Undertake some research around topics studied in lessons.
- ✓ Write summaries at the end of units or create mind maps linking concepts.
- ✓ Put summary notes and study cribs up on your walls, the door, the ceiling.....
- ✓ Record your notes and listen to them.

- ✓ Get someone like your carer, a sibling or a friend to ‘hear’ what you need to memorise.
- ✓ Start preparing for assessments several weeks before they are due.
- ✓ Read your task notification carefully and check the details of what is required.
- ✓ Break up assignments into ‘chunks’ and work through them one at a time.
- ✓ Prepare drafts and present them to your teacher for feed-back comments.
- ✓ Do a little often, don’t leave anything to the last minute. Plan ahead.

## **MANAGING YOUR WELLBEING**

- Develop skills in organisation and time management, they will come with practice.
- Prioritise and make plans.
- Be positive! Expect to succeed! Imagine how good you will feel when you complete and submit your work.
- Listen for and block negative self-talk. You can do it! You do deserve success!
- Eat well and get plenty of exercise.
- Remember to schedule in some ‘me’ time. Do things you enjoy and spend time with friends and family.
- Keep a good balance between school, your social life, family and job commitments.
- If you need help, ask for it! Remember that your teachers, your Year Adviser, your Deputy and the whole school community are here to help you achieve your goals.
- Talk to someone you trust if you are feeling overwhelmed.
- Work at keeping positive relationships at home. It’s amazing how understanding and helpful others can be if you let them.
- Congratulate yourself on each achievement. Promise yourself a reward when you complete a difficult task. It doesn’t have to be big
- Remember, not all pressure or stress is bad, managed properly it can help you reach greater heights.