NOWRA HIGH SCHOOL

YEAR 11

ASSESSMENT BOOKLET

2025 FINAL DRAFT

WISDOM THROUGH KNOWLEDGE

LEARNING
RESPECT
RESPONSIBILITY
SAFETY

YEAR 11 PRELIMINARY COURSE ASSESSMENT BOOKLET

CONTENTS

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://www.nsw.gov.au/education-and-training/nesa/leaving-school/rosa

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 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 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. 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

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 NESA 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 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

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 **ICT Task** Aboriginality and the Land	Task 2 **Research and inquiry** Indigenous Community Project	Task 3 **End of course Examination** 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.	
Component				
Knowledge and understanding of course content	15%	10%	15%	**40%**
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5%	5%	5%	**15%**
Research and inquiry methods, including aspects of the local community case study.		15%	5%	**20%**
Communication of information, idea and issues in appropriate forms	10%	10%	5%	**25%**
Weighting %	**30%**	**40%**	**30%**	**100%**

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 Aboriginals 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 Knowledge, Research and Problem Solving	Task 2 Case Study	Task 3 Preliminary Examination	Weighting
		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%**
Weighting %		**30%**	**30%**	**40%**	**100%**

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

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

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** Practical Task	**Task 2** Depth Study	**Task 3** Preliminary Exam	**Weighting**
Timing		Term 1 Week 10	Term 3 Week 2	Term 3 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%**
Weighting		**35%**	**30%**	**35%**	**100%**

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

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

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 Knowledge, Research and Problem Solving	Task 2 Depth Study	Task 3 Preliminary Examination	Weighting
		Term 1, Week 10	Term 3, Week 1	Term 3, Week 9/10	
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	30%	25%	5%	**60%**
Knowledge and Understanding	CH11-8, CH11-9, CH11-10, CH11-11	5%	5%	30%	**40%**
Weighting		**35%**	**30%**	**35%**	**100%**

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

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

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

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

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

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

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** Practical Task	**Task 2** Depth Study	**Task 3** Preliminary Examination	**Weighting**
		Term 1, Week 7	**Term 3, Week 2**	**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	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7	25%	30%	5%	**60%**
Knowledge and Understanding	EES11-8 EES11-9 EES11-10 EES11-11	5%	5%	30%	**40%**
Weighting		**30%**	**35%**	**35%**	**100%**

Outcomes
A student will develop the skills:

EES11/12-1	develops and evaluates questions and hypotheses for zscientific 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

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 Engineering Fundamentals	Task 2 Collaborative Engineering Report on Braking Systems	Task 3 Yearly Examination	Weighting %
Timing	**Week 10, Term 1**	**Week 3, Term 3**	**Week 9, Term 3**	
Outcomes	P1.2, P2.2, P4.1, P6.1	P2.1, P3.1, P3.2, P6.2	P1.1, P3.3, P4.2, P4.3	
Component				
Knowledge	15%	20%	25%	**60%**
Understanding	5%	20%	15%	**40%**
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** Creative Writing/Digital Multimodal Hand-in Task	**Task 2** Analytical Essay In- Class Task	**Task 3** End of Course Exam Common Module: Reading to Write Module A: Narratives that Shape our World Module B: Critical Study of Literature	**Weighting %**
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9-10	
Outcomes	1, 2, 3, 4, 5	3, 4, 6, 7, 8	1, 2, 3, 4, 5. 6, 7, 8	
Component				
Reading to Write: 'Dystopian Worlds'	30%		10%	**40%**
Module A: Narratives that Shape our World		30%	10%	**40%**
Module B: Critical Study of Literature			20%	**20%**
Weighting %	**30%**	**30%**	**40%**	**100%**

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** Imaginative Response	**Task 2** Related Project: Multimodal Task	**Task 3** Preliminary Examination	**Weighting %**
Timing	Term 1 Week 9	Term 3 Week 1	Term 3 Week 9-10	
Outcomes	1, 2, 3, 6	1,3,4,5	1, 2, 3	
Component				
Module: Text, Culture and Value	30%		30%	**60%**
Related Project		40%		**40%**
Weighting %	**30%**	**40%**	**30%**	**100%**

Outcomes
A student develops the skills to:

EE1 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 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 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 1-4	Develop skills in research methodology to undertake effective independent investigation\
EE1 1-5	Articulate understanding of how and why texts are echoed, appropriated and valued in a range of contexts
EE1 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 Creative Writing/Digital Multimodal	Task 2 Extended Response	Task 3 Preliminary Examination	Weighting %
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9-10	
Outcomes	1, 2, 3, 4, 5	3, 4, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	
Component				
Reading to Write: 'Dystopian Worlds'	30%		10%	**40%**
Module B: Close Study of Literature		30%	10%	**40%**
Module A: Contemporary Possibilities			20%	**20%**
Weighting %	**30%**	**30%**	**40%**	**100%**

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** Resume + cover letter + interview	**Task 2** Portfolio - Collection of Class Work	**Task 3** Preliminary Examination	**Weighting %**
Timing	Term 1 Week 8	Term 3 Week 6	Term 3 Week 9-10	
Outcomes	1, 2, 3, 6	4, 5, 6, 7,10	1, 2, 8, 9	
Component				
Mandatory Module: Achieving Through English-English & The Worlds of Education, Careers & Community	30%			**30%**
Module F - MiTunes and Text		30%		**30%**
Module G - Local Heroes			40%	**40%**
Weighting %	**30%**	**30%**	**40%**	**100%**

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 and 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
ES11- 10	Monitor and reflect on aspects of their individual and collaborative processes in order to plan for future learning

EXPLORING EARLY CHILDHOOD

Year 11 Course Assessment

COURSE DESCRIPTION:

Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.

Assessment Schedule

Nature of Task	**Task 1** Core 1 Report Pregnancy & Childbirth 40%	**Task 2** Core 2 Placement/ Research Task Child Growth and Development 40%	**Task 3** Core 3 Yearly Examination Promoting Positive Behaviour 30%
Timing	Term 1 Week 9	Term 2 week 9	Exam Week
Outcomes	1.1, 2.1, 5.1, 6.1, 6.2	1.2, 1.3, 1.4 , 1.5, 2.2, 2.3, 2.4, 4.1, 4.2, 5.1	1.2, 1.3, 1.4, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2

Outcomes

A student develops the skills to:

1.1	analyses prenatal issues that have an impact on development
1.2	examines major physical, social-emotional, behavioural, cognitive and language development of young children
1.3	examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
1.4	analyses the ways in which family, community and culture influence the growth and development of young children
1.5	examines the implications for growth and development when a child has special needs
2.1	analyses issues relating to the appropriateness of a range of services for different families
2.2	critically examines factors that influence the social world of young children
2.3	explains the importance of diversity as a positive issue for children and their families
2.4	analyses the role of a range of environmental factors that have an impact on the lives of young children
2.5	examines strategies that promote safe environments
3.1	evaluates strategies that encourage positive behaviour in young children
4.1	demonstrates appropriate communication skills with children and/or adults
4.2	interacts appropriately with children and adults from a wide range of cultural backgrounds
4.3	demonstrates appropriate strategies to resolve group conflict
5.1	analyses and compares information from a variety of sources to develop an understanding of child growth and development
6.1	demonstrates an understanding of decision making processes
6.2	critically examines all issues including beliefs and values that may influence interactions with others
V1.1	displays a willingness to respond to the individual needs of young children and families
V1.2	interacts with children and adults in a positive non-judgemental and accepting manner
V2.1	appreciates the importance of facilitating responsible and supportive interactions with young children

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** Food Availability Selection	**Task 2** Food Quality Experiment	**Task 3** Preliminary Examination	**Weighting** %
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9-10	
Outcome	P1.1, P1.2, P4.2	P4.4	P2.1, P2.2	
Component				
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%
Weighting %	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** Listening - Reading Exam	**Task 2** Speaking Task Written Exam	**Task 3** Preliminary Exam	**Weighting**
Timing	Term 1 Week 9	Term 2 Week 2	Term 3 Week 9 & 10	
Outcomes	P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	P3.1, P3.2, P3.3, P3.4	P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1,P3.2, P3.3, P3.4	
Component				
Listening: Interacting and understanding spoken texts	10%		20%	**30%**
Reading: Interacting and understanding written texts	20%		10%	**30%**
Speaking: Interacting and producing spoken texts		20%		**20%**
Writing: Interacting and producing written texts		10%	10%	**20%**
Weighting	**30%**	**30%**	**40%**	**100%**

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

HEALTH AND MOVEMENT SCIENCE

Preliminary Course Assessment

COURSE DESCRIPTION: Health and Movement Science draws on a multitude of fields and the application of scientific concepts to actively engage students in learning about the factors that influence health and movement. In this syllabus, students investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students explore the factors that influence movement and performance, and develop the skills to enhance movement for themselves and others throughout their lifetime.

Assessment Components and Weightings

Nature of Task	**Task 1** In Class Task – The Body in Motion	**Task 2** Collaborative Investigation - Health for Individuals and Communities	**Task 3** Yearly Examination	**Weighting %**
Timing	Term 1 Week 11	Term 3 Week 10	Term 4	
Outcomes	HM-11-03, HM-11-06	HMS 11-05, HM-11-07, HM-11-09, HM-11-XX*	HMS11-01, HMS11-02, HMS11-03, HMS11-04,	
Component				
Knowledge and understanding of: course content	10	10	20	**40%**
Skills in critical thinking, research and analysis	10	30	20	**30%**
Weighting %	**20%**	**40%**	**40%**	**100%**

Outcomes

A student develops the skills to:

HM-11-01	interprets meanings, measures and patterns of health experienced by Australians
HM-11-02	analyses methods and resources to improve and advocate for the health of young Australians
HM-11-03	analyses the systems of the body in relation to movement
HM-11-04	investigates movement skills and psychology to improve participation and performance
HM-11-05	Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
HM-11-06	Analysis: analyses the relationships and implications of health and movement concepts
HM-11-07	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
HM-11-08	Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
HM-11-09	Problem-solving: proposes and evaluates solutions to health and movement issues
HM-11-10	Research: analyses a range of sources to make conclusions about health and movement concepts

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

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

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 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** Class Test	**Task 2** Investigative Style Task	**Task 3** Class Test	**Task 4** Final Examination	**Weight** **%**
Timing	Week 8 Term 1	Week 5/6 Term 2	Week 3 Term 3	Week 9/10 Term 3	
Component					
Understanding, fluency and communication	10%	15%	10%	15%	**50%**
Problem solving, reasoning and justification	10%	10%	15%	15%	**50%**
Weighting	**20%**	**25%**	**25%**	**30%**	**100%**

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

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** Class Test	**Task 2** Investigative Style Task	**Task 3** Class Test	**Task 4** Final Examination	**Weight %**
Timing	Week 8 Term 1	Week 5/6 Term 2	Week 3 Term 3	Week 9/10 Term 3	
Component					
Understanding, fluency and communication	10%	15%	10%	15%	**50%**
Problem solving, reasoning and justification	10%	10%	15%	15%	**50%**
Weighting	**20%**	**25%**	**25%**	**30%**	**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, determines the derivative of functions and applies these to solve simple practical problems
MA 11-6	manipulate and solve expressions using the logarithmic and index laws, and uses 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** Investigative Style Task	**Task 2** Class Test	**Task 3** Final Examination	**Weighting** **%**
Timing	Week 9/10 Term 1	Week 8/9 Term 2	Week 9/10 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:

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

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** In class Investigative Prepared Task	**Task 2** In class Investigative Prepared Task	**Task 3** In class Investigative Prepared Task	**Weighting**
Timing	Week 9/10 Term 1	Week 8/9 Term 2	Week 8 Term 3	**%**
Component				
Concepts, skills and techniques	15%	15%	20%	**50%**
Reasoning and communication	15%	15%	20%	**50%**
Weighting	**30%**	**30%**	**40%**	**100%**

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

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 Aural	Task 2 Composition and Musicology Portfolio	Task 3 Performance and Vive Voce	Weighting %
Timing	Week 10 Term 1	Week 10 Term 2	Week 10 Term 3	
Outcomes	P4, P5, P6	P2, P3, P4, P5, P7, P8	P1, P2, P9, P6	
Component				
Performance			25%	25%
Composition		25%		25%
Aural	25%			25%
Musicology		10%	15%	25%
Weighting %	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

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** Making	**Task 2** Theory	**Task 3** Making	**Weighting %**
Timing	Term 1, Week 9	Term 2, Week 6	Term 3, Week 8	
Outcomes	M3, CH1	M1, M5	CH3, M6	
Component				
Making	30%	30%		60%
Critical and Historical study	20%		20%	40%
Weighting %	50%	30%	20%	100%

Outcomes
A student develops the skills to:

M1	Generates a characteristic style that is increasingly self-reflective in their photographic practice
M3	Investigates different points of view in the making of photographic images
M5	Develops different techniques suited to artistic intentions in the making of photographs
M6	Takes into account issues of occupational health and safety in the making of photographs
CH1	Generates in their critical and historical practice ways to interpret and explain photography
CH3	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 Depth Study **Term 2, Week 10**	Task 2 Prac **Term 3, Week 10**	Task 3 Preliminary Examination **Term 3, Week 9/10**	Weighting
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, PH11-5, PH11-6, PH11-7	**25%**	**25%**	**10%**	**60%**
Knowledge and Understanding	PH11-9, PH11-10, PH11-11	**5%**	**5%**	**30%**	**40%**
Weighting		**30%**	**30%**	**40%**	**100%**

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

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 Fitness	Task 2 Resistance Training	Task 3 First Aid	Weighting %
Timing	Week 10 Term 1	Week 10 Term 2	Week 5 Term 3	
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%	**40%**
Skills	10%	5%	15%	**30%**
Skills in Critical Thinking, Research and Analysis	5%	10%	15%	**30%**
Weighting %	**20%**	**40%**	**40%**	**100%**

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** **Topic Test** The Social and Cultural World	**Task 2** **Research Task** Personal and Social Identity	**Task 3** **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** VAPD and artist studies	**Task 2** Body of Work and Essay in class	**Task 3** Yearly Examination	**Weighting %**
Timing	Week 10, Term 1	Week 8, Term 2	Week 9/10, Term 3	
Outcomes	P3	P1, P2, P6, P8, P9	P7, P8, P9, P10	
Component				
Artmaking	30%	20%		50%
Art criticism and art history		20%	30%	50%
Weighting %	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

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 NESA 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 NESA 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 **Joinery** **Assessment Schedule Year 11 – 2025**

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year			**Task 1** White card	**Task 2** Tools and equipment	**Task 3** Work safe	**Task 4** Working it out
			Term 1 Date TBC	Term 1 Week 3 – Term 2 Week 10	Term 1 Week 3 – Week 11	Term 2 Week 1 – Week 10
Code	**Unit of Competency**	**HSC Examinable**				
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	✓		X		
CPCCCA2011	Handle carpentry materials			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

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

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

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 - 2025

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

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

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

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 - 2025

Assessment Tasks for MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *__Task 2__ completion may be carried over to HSC year		**Task 1** Welcome to the industry	**Task 2** Right tool right job	**Task 3** Engineering in practice
		Term 1 Week 3 – Term 2 Week 5	Term 1 Week 3 – Term 1 2026 Week 10	Term 2 Week 6 – Term 3 Week 10
Code	**Unit Name**			
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 computer technology			X
MEM07032	Use workshop machines for basic operations			X

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

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? ❒ Yes ❒ No ❒ Other supporting documentation

Student Signature: Date:_____

_____

Parent/Caregiver Signature:

_____

RECOMMENDATION:

Teacher: ❒ Hand in ❒ Undertake task ❒ Extension ❒ Estimate ❒ Zero mark ❒ Percentage Loss

New Date: Term:_____ Week:_____ Day: M T W T F Date: _____

Reason: _____

Head Teacher: ❒ Hand in ❒ Undertake task ❒ Extension ❒ Estimate ❒ Zero mark ❒ Percentage Loss

[NB: Percentage Loss as per policy: Year 7 =10%/day late; Year 8 = 20%/day late; Year 9 = 25%/day late]

Agreed Date: ❒ As per c/r/t recommendation **OR** Term:____Week:____Day: M T W T F Date:_____

Reason: _____

HT Name: _____ HT Signature: _____ Date: _____
DP Name: _____ DP Signature: _____ Date: _____

❒ Student copy ❒ Faculty copy ❒ Office copy ❒ Letter of concern Date: Date:

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: ___________________________	
❒ School ❒ Academic ❒ Sport ❒ Other __________________________	
Supporting documentation supplied ❒ Yes ❒ No	

Subject: **Task:** **Original Date:**	**Teacher:** **Signature:** **Date:**	**Re-scheduled Date:** **Time:**	**Head Teacher:** **Signature:** **Date:**	**Deputy:** **Signature:** **Date:**
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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:_____

Parent/Caregiver Signature: _____ Date: _____

Appeal Decision

Review Panel Recommendation: ☐ Granted ☐ Denied

Reason: _____

_____

_____

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.

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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>.

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.ccgm.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.