

NOWRA HIGH SCHOOL

YEAR 11 ASSESSMENT BOOKLET 2019



WISDOM THROUGH KNOWLEDGE

RESPECT
RESPONSIBILITY
SAFETY
LEARNING

YEAR 11 PRELIMINARY COURSE ASSESSMENT MANUAL 2019

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1. NSW EDUCATION STANDARDS AUTHORITY (NESA)

A. What is a Preliminary Course?

Preliminary courses in the subjects you have selected will begin in Term 1, 2019 and will finish at the end of Term 3. Preliminary courses in a subject must be satisfactorily completed before you can commence study of Higher School Certificate courses. Although the major focus of the HSC exam is on the HSC course, Preliminary Course work is regarded as assumed knowledge.

B. When Do HSC Courses Commence?

HSC courses will commence at the beginning of Term 4, 2019.

C. What Does “Satisfactorily Completed” mean?

Satisfactory completion of a Preliminary course involves not only the completion of assessment tasks but:

- (a) satisfactory participation and progress in **ALL** aspects of that course,
- (b) have a satisfactory record of attendance,
- (c) complete the requirements of the course as specified in the syllabus. This includes mandatory oral, practical and project work,
- (d) applied yourself with diligence and sustained effort to the set task and experiences provided in the course by the school,
- (e) make a serious attempt at assessment tasks which contribute to more than 50% of available school assessment marks,
- (f) make a genuine attempt at all examinations set as part of the assessment program.

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.

D. What is a “Satisfactory Record of Attendance”?

You must:

- a) Have a pattern of attendance which shows that you are making a **genuine effort**. You cannot, for example, regularly take Friday afternoons off and seriously expect to satisfactorily complete a Preliminary course.
- b) 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.

E. Preliminary Course Assessment Mark.

Your Preliminary course assessment will be based on your performance in what are called “assessment tasks”. Schools are required by the NSW Education Standards Authority (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 you will be assessed on fieldwork, research skills, lab work, extended essays, oral 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 schemes formulated by Nowra High School which are explained in the subject guides following these introductory notes.

Important Note!

The NSW Education Standards Authority (NESA) expects students to undertake all assessment tasks set. Failure to complete assessment tasks will jeopardise your satisfactory completion of the Preliminary Course.

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

A. When Does Assessment Occur?

- i. Assessment in Preliminary courses begins in Term 1, 2019 and continues until the end of Term 3, 2019. Specific details are given in the individual subject guides which follow these introductory notes.
- ii. In subjects where the timing of assessment tasks is not specified in this manual, a timetable of assessment tasks will be negotiated between students and the class teacher. You will be given your own year planner on which you will enter YOUR assessment task schedule. Any problems with clashes, overloads, etc. will be dealt with by your Deputy Principal.
- iii. The times specified in this manual are a guide only. NHS reserves the right to make any changes as are deemed necessary. You will be notified of any changes.
- iv. You should know the exact date and nature of an assessment task at least 5 school days before the task.
- v. You should enter all tasks on your year assessment planner. Should details of an assessment task be given when you are absent, it is YOUR responsibility to ensure that you find out those details on your return. Make sure you check with your teacher to determine if there have been any changes to the assessment schedule when you return to school.

B. NHS HSC Academic Malpractice Policy 2018

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.bostes.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://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 A 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 ? 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 schools 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.

C. Take Home Assessment Tasks

- i. These may take the form of an assignment, project, essay, research essay, etc.
- ii. All tasks are to be submitted by the **due date**. This is **YOUR** responsibility. If for some reason you are unable to attend school on the day a task is due, you must make arrangements for someone else to hand it in for you (brother, sister, parent, neighbour etc) by the due date.
- iii. Extensions will only be granted if **written application** is made to your class teacher **prior to the due date, giving a valid reason for the request**. In the case of exceptional circumstances or unexpected illness, a written application may be made after the due date, which **must include evidence** such as a **medical certificate**. In all cases, extension will NOT automatically be granted simply because an application is made.
- iv. Where an assessment task is submitted after the due date and no extension has been granted, **you will be awarded a "Zero" mark**.
- v. The work submitted must be YOUR OWN! For this reason, you may be asked to discuss your take-home assessment task with your teacher either before or after you submit the final draft for marking.
- vi. 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.
- vii. Students cannot absent themselves from timetabled classes to complete assessment tasks. This type of action will be treated as truancy and dealt with accordingly.

D. In School Assessment Tasks

- i. These 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, exam, etc.
- ii. The following rules laid down by the Board of Studies apply to the HSC, and all assessment tasks conducted at NHS, including Half-Yearly and Trial HSC examinations.

You must follow the supervisor's instructions and must behave in a polite and courteous manner towards the supervisor(s) and other candidates.

You must **NOT**:

- Take a mobile phone into the exam.
- Eat in the exam room.
- Speak to any person other than the supervisor during the exam.
- Behave in any way likely to disturb the work of other candidates or upset the conduct of the exam.
- Attend an exam while under the influence of alcohol or illegal drugs.
- Take into the exam room any books, notes or equipment other than those specified before the exam.
- Cheat, or in any other way behave dishonestly during the exam.

If you do not comply with these rules, your paper may be cancelled.

iii. If you are unable to sit for an assessment task, you must make prior written application for leave to the Head Teacher or Subject Coordinator concerned. However, leave will NOT automatically be granted simply because an application is made.

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, after the date set down for the assessment task. If leave is granted, the Deputy Principal will authorise you to approach the Head Teacher concerned to organise another time for you to complete the assessment task. You should make arrangements to complete missed assessment tasks **as soon as possible after you return to school.**

iv. If leave is granted, you will either be given a substitute task, or, if the missed task is difficult to duplicate, the Principal will authorise the use of an estimate based on other appropriate evidence.

E. Non-Discriminating Tasks

If an assessment task does not sufficiently discriminate between students, a supplementary task may be set. Should this occur, a suitable date will be negotiated.

F. Non-Assessed Tasks

In addition to assessment tasks, you will be given other tasks, which are an integral part of the learning process. If you fail to complete these tasks, you risk being deemed to have not satisfactorily completed the course, thus forfeiting your right to a school assessment mark and an HSC exam mark.

G. Principal's Decision

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

H. Appeals - Reviews

- i. Marks gained in assessment tasks can only be queried at the time the tasks are returned to you.
- ii. Any review undertaken will NOT look at marks awarded for specific assessment tasks. Rather, the review will consider if the assessment tasks and processes were appropriate for the stage of the course being assessed.
- iii. When lodging an appeal you must use the official NHS application form available from the Deputy Principal supervising Yr. 11.

I. Further Notes

- i. 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.

J. Where to Get Advice

- Deputy Principal in charge of Year 11, Yr 11 Year Adviser, Mr S,Fuz (Careers Adviser)
- The Head Teacher or Subject Coordinator of the course concerned or your Class Teacher.

K. Assessment Tasks and Examinations: "N" Warnings

To meet the requirements for a Preliminary Certificate, the NSW Education Standards Authority (NESA) requires that students satisfactorily complete course requirements. Failure to do so means they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and the student will be unable to proceed to the HSC course as he/she has not satisfactorily completed the Preliminary Course. In cases where a Year 11 student fails to complete an assessment task on time, or misses a formal examination without a valid reason, an "N" warning letter will be sent to parents/carers informing them that their son/daughter is in danger of not completing course requirements. The reply slip must be returned to the Head Teacher for that subject. 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.

A 'zero' mark will be awarded. Following the **first** warning letter, if the task is still not satisfactorily completed within the specified time, a **second** warning letter will be issued informing parents/carers that the assessment task needs to be completed. The assessment task will be marked and feedback given. A 'zero' mark will be awarded.

Note that the student is required to complete the assessment task in all cases.

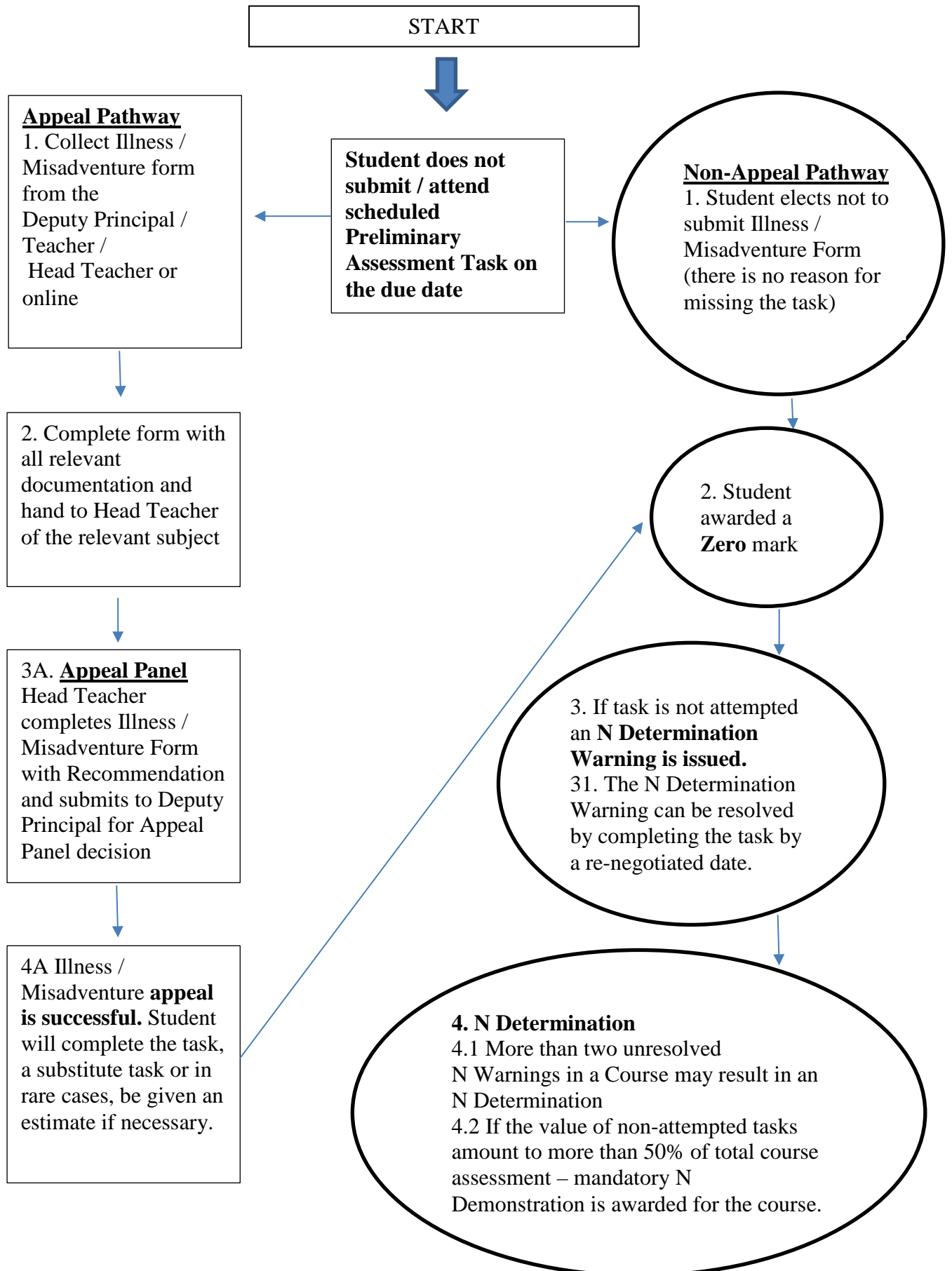
Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination.

L. Summary of Responsibilities

It is your responsibility to:

- i. Familiarise yourself with the Board of Studies requirements for the satisfactory completion of a course and for satisfactory attendance (and stick to them).
- ii. Ensure you have a copy of the assessment schedule for EACH course you are studying and that you are aware of specific course requirements.
- iii. Be aware of the assessment policies and procedures of Nowra High School as detailed in this manual, and abide by them.
- iv.. Ensure that you do not interfere with the progress of other students.
- v. Make a genuine attempt at all assessment tasks.
- vi. **Keep this manual in a safe place for reference throughout the year.**

ASSESSMENT NON-SUBMISSION FLOW CHART



ABORIGINAL STUDIES

Preliminary Course Assessment

The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

Assessment Components and Weightings

Components	Task 1	Task 2	Task 3	Weighting %
	ICT Task Aboriginality and the Land	Research & Inquiry Indigenous Community Project	End of Course Exam Aboriginality & the Land Heritage & Identity Comparative Study	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes assessed P1.1, P1.2, P1.3, P2.1, P2.2	Outcomes assessed P2.2, P3.2, P3.3, P4.1, P4.2, P4.3	Outcomes assessed 1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3,	
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, ideas and issues in appropriate forms	10	10	5	25
Total %	30	40	30	100

Outcomes: A student :

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

AGRICULTURE

Preliminary Course Assessment

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

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

Outcomes: A student :

CH11-1 develops and evaluates questions and hypotheses for scientific investigation

CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11-5 analyses and evaluates primary and secondary data and information

CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter

CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11-11 analyses the energy considerations in the driving force for chemical reactions

ANCIENT HISTORY

Preliminary Course Assessment

The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

	Task 1	Task 2	Task 3	
	Source and Skills Test	Historical Investigation Research	End of Course Examination	
	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9-10	
	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				Weighting
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%

Preliminary Course 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

Assessment Components and Weightings

Components	Weighting
Communication of historical understanding in appropriate forms	20%
Historical inquiry and research	20%
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20%
Knowledge and Understanding of course content	40%
	Total: 100%

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.

		Task 1	Task 2	Task 3	
		Practical Task	Depth Study	Preliminary Exam	
		Term 1 Week 10	Term 3 Week 2	Term 3 Week 9/10	
Component	Outcome				Weighting
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:

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

BUSINESS STUDIES

Preliminary Course Assessment

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 resource in large businesses.

Assessment Components and Weightings

	Task 1	Task 2	Task 3	
	Research Project	Business Plan	End of Course Examination	
	Term 1 Week 7	Term 2 Week 7	Term 3 Week 9	
Outcomes	P2 P5 P6 P7 P8	P4 P8 P9	P1 P2 P3 P4 P5 P6 P10	
Component				Weighting
Knowledge and Understanding of Course Content	10%	15%	15%	40%
Stimulus Based Skills	5%	5%	10%	20%
Inquiry and Research	10%	10%		20%
Communication of Business Information, ideas and issues in appropriate forms	5%	10%	5%	20%
Weighting	30%	40%	30%	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	Communications 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

		Task 1	Task 2	Task 3	
		Knowledge, Research and Problem Solving	Depth Study	Preliminary Examination	
		Term 1, Week 10	Term 3, Week 1	Term 3, Week 9/10	
Component	Outcome				Weighting
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%
		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

Community and Family Studies 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

	Task 1	Task 2	Task 3	Task 4	
	Class Activities Resource Management/Individuals And Groups	Test/Research Task Individuals and Groups	Research Task/Extended Response Families and Communities	End of Preliminary Course Exam Resource Management, Individuals and Groups, Families and Communities	
	Term 1 , Week 8	Term 2, Week 7-8	Term 3, Week 4	Term 3, Week 9-10	
Outcomes					
Component	20%	25%	25%	30%	Weighting
Knowledge and Understanding: Wellbeing	10	10	10	10	40%
Skills in applying management processes and planning to promote wellbeing	5	5	5	10	25%
Knowledge and understanding and skills: Research Methodology, researching, critical thinking, analysing, communicating	5	10	10	10	35%
Weighting	20%	25%	25%	30%	100%

Outcomes

A student:

P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P 2.3	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	analyses the significance of gender in defining roles and relationships
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

CONSTRUCTION (VET) 2 unit, 240 hours

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler. This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.

Code	No.	Unit of Competency	Indicative Hours
CPCCCM1002A	1	Work effectively and sustainably in the construction industry	25
CPCCCM1003A	2	Plan and organise work	10
CPCCCM1004A	3	Conduct workplace communication	10
CPCCCM1005A	4	Carry out measurements and calculations	20
CPCCCM2001A	5	Read and interpret plans and specifications	20
CPCCCA2002A	7	Use carpentry tools and equipment	10
CPCCOHS1001A	6	Work safely in the construction industry	10
CPCCOHS2001A	8	Apply OHS requirements, policies and procedures in the construction industry	15
CPCCCA2001A	9	Handle carpentry materials	20
CPCCCA2003A	10	Erect and dismantle formwork for footings and slabs on ground	25
CPCCCA3002A	11	Carry out setting out	20
CPCCCM2004A	12	Handle construction materials	20
CPCCCM2006A	13	Apply basic levelling procedures	15
CPCCCO2003A	14	Carry out concreting to simple forms	20

Competencies highlighted in grey will be under assessment but will not be completed until the end of the HSC year.

Assessment Schedule – Preliminary Year

Task	Task Description	Term	Week
Task 1	White Card	TBA	
Task 2	Workplace Ready Mandatory	TBA	
Task 3	Work Ready Focus	ONGOING	
Task 4	Work Placement	TBA	

Task 6	End of Course Exam	3	9/10
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All competencies must be achieved to meet course requirements.

Work placement is mandatory in this course. A 35 hour Work Placement must be completed in Year 11.

DANCE

Preliminary Course Assessment

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

Assessment Components and Weightings

	Task 1	Task 2	Task 3	
	Composition Presentation and Interview	Performance and It's Link to interpretation and Interview	Preliminary Course Exam: Appreciation	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9-10	
Outcomes	P1.1,P3.1,P3.2,P3.5	P2.2,P2.3,P2.4, P2.5,P2.6	P1.1, P4.1 P4.3	
Component				Weighting
Performance		40%		40%
Composition	20%		10%	30%
Appreciation	10%		20%	30%
Weighting	30%	40%	30%	100%

Outcomes

A student:

P1.1	understands dance as the performance and communication of ideas through movement and in written and oral form
P1.2	understands the use of dance terminology relevant to the study of dance as an artform
P1.3	develops the skills of dance through performing, composing and appreciating dance
P1.4	values the diversity of dance as an artform and its inherent expressive qualities
P 2.1	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	ns combinations, phrases and sequences with due consideration of safe practices
P2.6	values self-discipline, commitment and consistency in technical skills and performance

DESIGN AND TECHNOLOGY

Preliminary Course Assessment

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

Assessment Components and Weightings

	Task 1	Task 2	Task 3	Task 4	
	Class Activities/Research Task	Design Project 1	Design Project 2	End of Preliminary Course Exam	
	Term 1, Week 6	Term 2, Week 8	Term 3, Week 6	Term 3, Week 9-10	
Outcomes Component					Weighting
Knowledge and skills in designing and producing; Presentation of Research	25%				25%
Knowledge and Skills in designing and producing; Design Projects		25%			25%
Knowledge and skills in designing and producing; Design Projects			25%		25%
Knowledge and Skills in designing and producing; Test				25%	25%
Weighting	25%	25%	25%	25%	100%

Outcomes

A student:

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

DRAMA

Preliminary Course Assessment

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences. The Preliminary Course Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas

Assessment Components and Weightings

Component	Task 1	Task 2	Task 3	Weighting
Task Name	Greek Theatre – Duologue & Written Paper	Melodrama – Script writing & Play building	Realism – Monologue and Written paper	
Due Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 7	
Outcomes	P1.1, P1.2, P1.4, P1.5, P2.3, P2.4, P3.2, P3.3	P1.6, P3.2, P1.3, P1.4, P1.7, P1.8, P2.1, P2.4, P2.6, P2.6, P3.1, P3.2, P3.3	P1.1, P1.2, P1.5, P1.8, P2.1, P2.2, P2.3, P3.1, P3.2, P3.4	
Making	10%	15%	15%	40%
Performing	10%	10%	10%	30%
Critically Studying	10%	10%	10%	30%
Total %	30%	35%	35%	100%

Outcomes

A student:

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

EARTH AND ENVIRONMENTAL SCIENCE

Preliminary Course Assessment

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

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

Assessment Components and Weightings

		Task 1	Task 2	Task 3	
		Practical Task	Depth Study	Preliminary Examination	
		Term 1, Week 7	Term 3, Week 2	Term 3, Week 9/10	
Component	Outcome				Weighting
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%
		30%	35%	35%	100%

Outcomes

A student:

EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation

EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11/12-5 analyses and evaluates primary and secondary data and information

EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated

EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries

EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems

EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

ECONOMICS

Preliminary Course Assessment

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

Assessment Components and Weightings

Components	Task 1	Task 2	Task 3	Weighting %
	Extended Response	Topic Test	Yearly Examination	
	Consumers and Business	Labour Markets		
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	P1, P2, P7, P10, P12	P8, P9, P10, P11	P3, P4, P5, P6, P7, P11	
	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9/10	
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills		10	10	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms	10		10	20
Total %	30	30	40	100

Outcomes:

A student:

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

ENGINEERING STUDIES

Preliminary Course Assessment

Both Preliminary and HSC courses offer students 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

	Task 1	Task 2	Task 3	
	Engineering Products	Biomedical Engineering	Preliminary Exam	
	Term 2 Week 8	Term 3 Week 9 & 10	Term 3 Week 9 & 10	
Outcomes	P1.1, P3.2, P3.4, P4.2	P2.1, P3.1, P4.2, P4.1	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	
Component				Weighting
Knowledge and understanding of engineering principles and developments in technology	15%	20%	15%	50%
Skills in research, problem solving and communication related to engineering	10%	5%	10%	30%
Understanding the scope and role of engineering including management and problem solving	5%	5%	10%	20%
Weighting	30%	30%	40%	100%

Outcomes: A student:

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

Component		Task 1 Reading to Write	Task 2 Module A: Narratives that Shape our world	Task 3 Reading to Write Module A: Narratives that Shape our World Module B: Critical Study of Literature	Total % Weighting
Due Date:	Creative Writing		Analytical Essay	End of Year Exam	
	Multimodal Task		In-Class Task		
	Hand-In Task				
Outcomes:	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9-10		
	1, 2, 3, 4, 5	3, 4, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8		
Syllabus Component	Reading to Write	30%		10%	40%
	Module A Narratives that Shape our World		30%	10%	40%
	Module B Critical Study of Literature			20%	20%
Percentage		30%	30%	40%	100%

ENGLISH ADVANCED – Preliminary Course Assessment

Outcomes:

A student

1	Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
2	Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
3	Analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effect on meaning.
4	Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts.
5	Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.
6	Investigates and evaluates the relationships between texts.
7	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.
8	Explains and evaluates cultural assumptions and values in texts and their effects on meaning.
9	Reflects 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

Component		Task 1 Module: Text, Culture and Value	Task 2 Related Project	Task 3 Module: Text, Culture and Value	Total % Weighting
Due Date:	Imaginative Response		Multimodal Website Viva Voce	End of Year Exam	
	Term 1 Week 10		Term 2 Week 8	Term 3 Week 9-10	
	Outcomes:	1, 2, 3, 6	1,3,4,5	1, 2, 3	
Syllabus Component	Module Text, Culture and Value	30%		30%	60%
	Related Project		40%		40%
Percentage		30%	40%	30%	100%

ENGLISH EXTENSION - Preliminary Course Assessment

Outcomes:

A student

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

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

Component		Task 1 Common Module: Reading to Write	Task 2 Module A: Contemporary Possibilities	Task 3 Common Module: Reading to Write Module A: Contemporary Possibilities Module B: Close Study of Literature	Total % Weighting
Due Date:	Outcomes:	Creative Writing Multimodal Task Hand-in task	Essay In-class task	End of Year Exam	
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9-10	
		1, 2, 3, 4, 5	3, 4, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8	
Syllabus Component	Common Module Reading to Write	30%		10%	40%
	Module A Contemp orary Possibiliti es		30%	10%	40%
	Module B Close Study of Literature			20%	20%
Percentage		30%	30%	40%	100%

ENGLISH STANDARD – Preliminary Course Assessment

Outcomes:

A student

1	Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.
2	Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
3	Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains their effect on meaning.
4	Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.
5	Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments.
6	Investigates and explains the relationships between texts.
7	Understands and explains the diverse ways texts can represent personal and public worlds.
8	Identifies and explains cultural assumptions in texts and their effects on meaning.
9	Reflects on, assesses and monitors 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

Component		Task 1 Resume + Cover letter + Interview	Task 2 Portfolio	Task 3 Final Exam	Total % Weighting
		Writing and speaking response	Collection of class work	Multiple choice, short answer and extended response	
Due Date:		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	
Syllabus Component	Mandatory Module Achieving Through English-English & The Worlds of Education, Careers & Community	30%	5%	5%	40%
	Module F MiTunes and Text		15%	15%	30%
	Module G Local Heros		15%	15%	30%
Percentage		30%	35%	35%	100%

Outcomes

A student develops the skills to:

ES11-1	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES11-2	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES11-3	gains skills in accessing, comprehending and using information to communicate in a variety of ways
ES11-4	composes a range of texts with increasing accuracy and clarity in different forms
ES11-5	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
ES11-6	uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
ES11-7	represents own ideas in critical, interpretive and imaginative texts
ES11-8	identifies and describes relationships between texts
ES11-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
ES11-10	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

FOOD TECHNOLOGY

Preliminary Course Assessment

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

Assessment Components and Weightings

	Task 1	Task 2	Task 3	Task 4	
	Research Task & Practical Application	Experimental work & Report	Design Task	Preliminary Exam	
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 6	Term 3 Week 9 & 10	
Outcomes	P2.1,P3.3,P3.5, P4.1,P4.2	P1.1, P3.2, P3.4, P4.2	P3.1, P3.3, P3.6, P4.2	P2.1, P3.1, P4.2, P4.1	
Component					Weighting
Skills in researching, analysing and communicating food issues	15%			5%	20%
Skills in experimenting with and preparing food by applying theoretical concepts	5%	15%	10%		30%
Skills in designing, implementing and evaluating solutions to food situations.		15%	10%	5%	30%
Knowledge and Understanding of Food Technology			5%	15%	20%
Weighting	20%	30%	25%	25%	100%

Outcomes: A student:

P1.1	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
P1.2	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
P2.1	explains the role of food nutrients in human nutrition
P2.2	identifies and explains the sensory characteristics and functional properties of food
P3.1	assesses the nutrient value of meals/diets for particular individuals and groups
P3.2	presents ideas and 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
P5.1	generates ideas and develops solutions to a range of food situations

FRENCH BEGINNERS

Preliminary Course Assessment

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

	Task 1	Task 2	Task 3	
	Listening - Reading Exam	Speaking Task Written Exam	Preliminary Exam	
	Term 1 Week 9	Term 2 Week 2	Term 3 Week 9 & 10	
Outcomes	P3.1, P3.2, P3.3, P3.4	P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4	
Component				Weighting
Listening: Interacting and understanding spoken texts	15%		20%	35%
Reading: Interacting and understanding written texts	20%		15%	35%
Speaking: Interacting and producing spoken texts		15%		15%
Writing: Interacting and producing written texts		10%	5%	15%
Weighting	35%	25%	40%	100%

Outcomes:

A student:

P1.1	establishes and maintains communication in French
P1.2	manipulates linguistic structures to express ideas effectively in French
P1.3	sequences ideas and information
P1.4	applies knowledge of culture of French speaking communities to interact appropriately
P2.1	understands and interprets information in texts using a range of strategies
P2.2	conveys the gist of and identifies specific information in texts
P2.3	summarises the main points of a text
P2.4	draws conclusions from or justifies an opinion about a text
P2.5	identifies the purpose, context and audience of a text
P2.6	identifies and explains aspects of the culture of French-speaking communities in texts
P3.1	produces texts appropriate to audience, purpose and context
P3.2	structures and sequences ideas and information
P3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in French producing texts
P3.4	applies knowledge of the culture of French speaking communities to the production of texts

HOSPITALITY (VET)

Preliminary Course Assessment

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a **pathway** to work in various hospitality settings – restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. **Possible job titles:** café attendant, catering assistant, food and beverage attendant.

Assessment Components and Weightings

Code	Cluster	Unit of Competency	Indicative Hours
BSBWOR203B	1	Work effectively with others	15
SITHCCC101	2	Use food preparation equipment	20
SITXFSA101	2	Use hygienic practices for food safety	10
SITHFAB204	3	Prepare and serve espresso coffee	15
SITHFAB203	3	Prepare and serve non-alcoholic beverages	15
SITXWHS101	4	Participate in safe work practices	15
SITXCCS202	5	Interact with customers	15
SITXCOM201	5	Show social and cultural sensitivity	10
SITXFSA201	6	Participate in safe food handling practices	15
SITHFAB206	6	Serve food and beverage	40
SITHACS101	9	Clean premises and equipment	10
SITHCCC103	9	Prepare sandwiches	10
BSBSUS201A	7	Participate in environmentally sustainable work practices	15
SITHIND201	8	Source and use information on the Hospitality Industry	20
SITHIND202	10	Use hospitality skills effectively (holistic)	20

Please note that the assessments for units of competency are 'clustered' together, as indicated by the assessment number above.

Assessment Schedule

Assessment Task & Name	Component	Due		Task Value
		Term	Week	
Task 1 - Assessment Getting along	BSBWOR203B Work effectively with others	1	8	Competency Based
Task 2 - Assessment Safe and hygienic food preparation	SITXFSA101 Use hygienic practices for food safety SITHCCC101 Use food preparation equipment	2	Theory Wk 3 Prac Wk 4	Competency Based
Assessment Safe work practices	SITXWHS101 Participate in safe work practices	3	2	Competency Based
Assessment Café skills	SITHFAB204 Prepare and serve espresso coffee SITHFAB203 Prepare and serve non-alcoholic beverages	3	6 Prac Ongong	Competency Based
Assessment Interacting with diverse customers	SITXCCS202 Interact with customers SITXCOM201 Show social and cultural sensitivity	4	8	Competency Based
Hospitality Industry Work Placement	SITHIND202 Use Hospitality skills effectively	2 4	5 3	Mandatory Component

Assessment is competency based and can reassessed throughout the course.

INDUSTRIAL TECHNOLOGY – MULTIMEDIA

Preliminary Course Assessment

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

Assessment Components and Weightings

	Task 1	Task 2	Task 3	
	Industry Case Study	Preliminary Project	Yearly Examination	
	Term 1 , Week 5	Term 2 , Week 2	Term 2 Week 10	
Outcome	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Component				Weighting
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in the management, communication and production of projects	10%	30%	20%	60%
Weighting	20%	40%	40%	100

Outcomes

A student:

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

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNISHING

Preliminary Course Assessment

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

Assessment Components and Weightings

	Task 1	Task 2	Task 3		
	Animated Toy	Drawing Case	Preliminary Exam		
	Term 1 Week 10	Term 3 Week 6	Term 3 Week 9-10		
Component				Weighting	Component
Design	5%			10%	Design
Management and Communication	5%	15%		30%	Management and Communication
Production Industry Related Manufacturing Technology	10%	25%	25%	45%	Production Industry Related Manufacturing Technology
Industry Study			15%	15%	Industry Study
Weighting	20%	40%	40%	100	Weighting

Outcomes

A student:

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

INFORMATION PROCESSES & TECHNOLOGY

Preliminary Course Assessment

Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

Assessment Components and Weightings

	Task 1	Task 2	Task 3	
	Written Task	Project Task	Project Task	
	Term 1 Week 6	Term 2 Week 1/2	Term 3 Week 8	
Outcomes				
Component				Weighting
Information skills and systems	20%			20%
Information Processes		30%		30%
Personal & Group Systems			50%	50%
Weighting	20%	30%	50%	100%

Outcomes:

A student:

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

LEGAL STUDIES

Preliminary Course Assessment

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 have the opportunity to 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 Components and Weightings

	Task 1	Task 2	Task 3	
	Research Assignment	Media File	End of Course Exam	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9 - 10	
Outcomes	P2, P3, P9	P6,P7,P8, P9,P10	P1,P2,P3 ,P4,P5,P9	
Component				Weighting
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	identifies and applies legal concepts and terminology
P2	describes the key features of Australian and international law
P3	describes the operation of domestic and international legal systems
P4	discusses the effectiveness of the legal system in addressing issues
P5	describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
P6	explains the nature of the interrelationship between the legal system and society
P7	evaluates the effectiveness of the law in achieving justice
P8	locates, selects and organises information from a variety of sources including legislation, cases, media, international instruments and documents
P9	communicates legal information using well-structured responses
P10	accounts for differing perspectives and interpretations of legal information and issues.

MATHEMATICS 2 UNIT

Preliminary Course Assessment

The course is intended to give students who have demonstrated competence in the skills of Stage 5 Mathematics, an understanding of, and competence in some further aspects of mathematics that are applicable to the real world. It has educational merit and is also useful for concurrent studies in science and economics.

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.

Assessment Components and Weightings

	Task 1	Task 2	Task 3	
	Test	Investigative Task	Yearly Examination	
	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9/10	
Outcomes	P1, P2, P3	P1, P2, P3, P4	P1, P2, P3 P4 P5 P6 P7 P8	
Component				Weighting
Concepts, skills and techniques (Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts)	15%	15%	20%	50%
Reasoning and Communication (Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models)	15%	15%	20%	50%
Weighting	30%	30%	40%	100%

Assessment Components and Weightings

Components	Weightings
(A) Concepts, skills and techniques (Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts)	50%
(B) Reasoning and Communication (Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.)	50%
	Total: 100%

Outcomes

A student develops the skills to:

P1	Demonstrate confidence in using mathematics to obtain realistic solutions to problems
P2	Provide reasoning to support conclusions which are appropriate to the context
P3	Perform routine arithmetic and algebraic manipulation involving surds, simple, rational expressions and trigonometric identities
P4	Choose and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric technique
P5	Understand the concept of a function and the relationship between a function and its graph
P6	Relate the derivative of a function and the relationship between a function and its graph
P7	Determine the derivative of a function through routine application of the rules of differentiation
P8	Understand and uses the language and notation of calculus

MATHEMATICS STANDARD

Preliminary Course Assessment

The Mathematics Standard courses are focused on enabling student 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 mathematics through a large variety of real-world application.

Mathematics Standard 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 Components and Weightings

	Task 1	Task 2	Task 3	
	Test	Investigative Task	Yearly Examination	
	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9/10	
Outcomes	MS 11-1 MS11-2 MS 11-3	MS11-1 MS11-2 MS11-7 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	
Component				Weighting
Understanding Fluency and Communication	15%	15%	20%	50%
Problem Solving, Resolving and Justification	15%	15%	20%	50%
Weighting	30%	30%	40%	100%

Assessment Components and Weightings

Components	Weightings
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%
	Total: 100%

Outcomes

A student develops the skills to:

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

MATHEMATICS EXTENSION 1

Preliminary Course Assessment

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Assessment Components and Weightings

Components	Weighting
Concepts, skills and techniques	50%
Reasoning and Communication	50%
	Total: 100%

Note this is a 1 unit course

Assessment Components and Weightings

	Task 1	Task 2	Task 3	
	Test	Investigative Task	Yearly Examination	
	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9/10	
Outcomes	P1, P2, P6	P1, P2, P6	P1 to P6	
Component				Weighting
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:

P1	appreciate the role of mathematics in the solution of practical problems
P2	appreciates the role of mathematics in the solution of practical problems
P3	solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
P4	uses the parametric representation together with differentiation to identify geometric properties of parabolas
P5	Determines derivatives which require the application of more than one rule of differentiation
P6	Makes comprehensive use of mathematical language, diagrams and notation for communication in a wide variety of situations

METALS & ENGINEERING (VET) 2 unit, 240 hours

The Construction Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued in and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training in the construction industry. The Construction Curriculum Framework is based on qualifications and units of competency.

	Code	
Core	MEM13014A	
	MEM14004A	
	MEM15002A	
	MEM15024A	
	MEM16007A	
Electives	N/A	
	MEM18001C	
	MEM18002B	
	MEM09002B	
	MEM12023A	
	MEM12024A	
	MEM03001B	
	MEM05005B	
	MEM05050B	
	MEM05052A	
	MEM07032B	

Competencies highlighted in grey will be under assessment but will not be completed until the end of the HSC year.

Assessment Schedule – Preliminary Year

Task	Task Description	Competencies	Term	Week
Task 1	Workplace Ready Mandatory	1,2	TBC	TBC
Task 2	Workplace Ready Focus	3,4	TBC	TBC
Task 3	Work Placement	1,2 & 5	TBC	TBC
Task 4	Preliminary Course Exam	1,2,3,4,5,6,8 & 9	3	9-10

All competencies must be achieved to meet course requirements.

Work placement is mandatory in this course. A 70 hour work placement must be completed in this course.

MODERN HISTORY

Preliminary Course Assessment

The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C19th to the present using the methods of historical inquiry.

Assessment Components and Weightings

	Task 1	Task 2	Task 3	
	Source Analysis	Historical Investigation	Final Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9 & 10	Weighting
Outcomes	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5	
Component				
Knowledge and Understanding	10%	5%	25%	40%
Source Analysis	15%		5%	20%
Historical inquiry/research		20%		20%
Communication	5%	5%	10%	20%
Task Weighting	30%	30%	40%	100%

Outcomes

A student develops the skills to:

MH11-1- Describes the nature of continuity and change in the modern world

MH11-2 - Proposes ideas about the varying causes and effects of events and developments

MH11-3 - Analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 - Accounts for the different perspectives of individuals and groups

MH11-5 - Examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 – Analyses and interprets different types of sources for evidence to support an historical inquiry

MH11-7 – Discusses and evaluates differing interpretations and representations of the past

MH11-8 – Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11 – 9 – Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 – Discusses contemporary methods and issues involved in the investigation of modern history.

MUSIC

Preliminary Course Assessment

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 Components and Weightings

	Task 1	Task 2	Task 3	
	Aural Skills	Composition Portfolio and Musicology Research	Performance and Viva Voce	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 10	
Outcomes	P4, P5, P6	P2, P3, P4, P5, P7, P8, P11		
Component				Weighting
Performance Core			25%	25%
Composition Core		25%		25%
Musicology Core		10%	15%	25%
Aural Core	25%			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, recognises, experiments with and discusses the use of technology in music.
P9	perform as a means of self-expression and communication
P10	demonstrate a willingness to participate in performance, composition, musicology and aural activities.
P11	demonstrates a willingness to accept and use constructive criticism

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Preliminary Course Assessment

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

Assessment Components and Weightings

		Task 1	Task 2	Task 3	
		Better Health for Individuals	Mid Course Assessment Core 1 & Option 4	Yearly Exam	
		Term 1 Week 6	Term 1 Week 10	Term 3 Week 3	
Component	Outcome				Weighting
Knowledge and understanding of: - Factors that affect health - Capacity to exercise influence over personal and community health outcomes. - How the body moves	P1, P2, P3, P4, P5, P6, P7, P8, P9	5%	25%	10%	40%
Skills in: - Influencing personal and community health - Taking action to improve participation and performance in physical activity	P10, P11, P12, P13, P14	10%	5%	15%	30%
Skills in critical thinking, research and analysis	P15, P16, P17	5%	10%	15%	30%
Weighting		20%	40%	40%	100%

Outcomes

A student:

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

PHYSICS

Preliminary Course Assessment

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

		Task 1	Task 2	Task 3	
		Knowledge, Research and Problem Solving	Depth Study	Preliminary Examination	
		Term 1, Week 10	Term 3, Week 1	Term 3, Week 9/10	
Component	Outcome				Weighting
Skills: Questioning and predictions, Planning investigations, Conducting investigations, Processing data and information, Analysing data and information, Problem solving, Communicating	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7	35%	25%	10%	60%
Knowledge and Understanding	PH11-8, PH11-9, PH11-10, PH11-11	5%	5%	30%	40%
		40%	30%	40%	

PH11-1 develops and evaluates questions and hypotheses for scientific investigation

PH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH11-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11-5 analyses and evaluates primary and secondary data and information

PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration

PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy

PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

SOCIETY AND CULTURE

Preliminary Course Assessment

Components	Task 1	Task 2	Task 3	Weighting %	
	Oral/PPT Presentation The Social and Cultural World	Research Task Personal and Social identity	Yearly Examination		
	Term 1, Week 9-10	Term 3, Week 2	Term 3, Week 9-10		
	Outcomes assessed P1, P3, P9, P10	Outcomes assessed P1, P2, P3, P5, P7, P8, P10	Outcomes assessed P1, P2, P3, P4, P6, P9, P10		
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%	
Total %	30%	40%	30%	100%	

Outcomes

A student:

P1	Identifies and applies social and cultural contents
P2	Describes personal, social and cultural identity
P3	Identifies and describes relationships and interactions within and between social and cultural groups
P4	Explains continuity and change and their implications for societies and cultures
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 context
P10	Communicates information, ideas and issues using appropriate written, oral and graphic forms

VISUAL ARTS

Preliminary Course Assessment

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

Task number	Task 1	Task 2	Task 3	
Nature of task	Artmaking Body of Work Portfolio of Experimental Works Submission of 5–10 exploratory artworks Accompanying VAPD	Art Critical and Historical Extended Written Response/In Class Essay Submission of research	Artmaking and Critical and Historical Submitted Artwork with Oral Presentation Submission of completed artwork(s) Accompanying VAPD	
Timing	Term 2, Week 5	Term 2, Week 6	Term 3, Week 9	
Outcomes assessed	P1, P3, P4, P5, P6, P7, P10	P8, P9	P1, P2, P4, P5, P6	
Components				Weighting %
Artmaking	20		30	50
Critical and Historical Study	10	30	10	50
Total %	30	30	40	100

Outcomes

A student:

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

VOCATIONAL EDUCATION and TRAINING (VET) COURSES

Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses.

Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. 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 yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

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).

Note that:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- 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. 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. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

Assessment Summary for SIS20513 Certificate II Sport Coaching

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC)	35 hours in total
There is NO HSC Examination available in this Board Endorsed Course	This VET course cannot be used in the calculation of an ATAR

Assessment Plan		Evidence gathering techniques			
		Observation of practical work	Product assessment	Oral questioning	Written Test,
Competency codes	Units of competency				
Work Health Safety SISXWHS101	Follow work health and safety policies			✓	✓
Daily Work Industry BSBWOR202A	Organise and complete daily work activities	✓			✓
SISXIND211	Develop and update sport, fitness and recreation industry knowledge				
Coaching and ICTs SISSSCO101	Develop and update knowledge of coaching practices				
ICPDMT263	Access and use the Internet		✓		✓
ICTICT203	Operate application software packages				
HLTAID003	Provide First Aid Credit Transfer				
Coaching skill sessions SISSSCO202	Coach beginner or novice participants to develop fundamental motor skill.				
SISXCAI101A	Provide equipment for activities	✓			✓
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions				
Sport Injury SISSSPT201A	Implement sport injury prevention	✓			✓
Athletics SISATH201A	Teach the fundamental skills of Athletics				
SISSSDE201	Communicate effectively with others in a sport environment	✓		✓	✓
SISSSPT303A	Conduct basic warm-up and cool-down programs				
Basketball SISBBSB202A	Teach the fundamental basketball tactics and game strategy				
SISBBSB201A	Teach fundamental basketball skills	✓			✓
SISBBSB205	Interpret and apply the rules of basketball				
Rugby League SISRRGL204A	Teach the skills of rugby league for modified games	✓		✓	✓
Netball SISNTB204A	Teach foundation netball skills	✓			✓
Australian Football SISAFLL201A	Perform the intermediate skills of Australian Football	✓		✓	✓
SISAFLL202A	Perform the intermediate tactics of Australian Football				
Tennis SISSTNS204	Conduct red stage tennis activities				
SISSTNS205	Interpret and apply the rules and regulations of tennis	✓		✓	✓
SISSTN206	Develop and update knowledge of tennis development programs				
Surf Life Saving SISOSRF201A	Demonstrate surf survival skills and self-rescue skills	✓		✓	✓

Depending on the achievement of units of competency the possible AQF qualification outcome is SIS20513 Certificate II in Sport Coaching or a Statement of Attainment towards SIS20513 Certificate II in Sport Coaching.

Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. 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 yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

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).

Note

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- 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. 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. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

Assessment Summary for SIR30216 Certificate III in Retail Services

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	TBA
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 2-3 2018

Assessment Plan		Evidence gathering techniques								
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Other	HSC Examination
Cluster 1 SIRXIND001 SIRXCOM002	Teamwork in a service environment Work effectively in a service environment Work effectively in a team	✓		✓	✓	✓	✓		✓ Simulated work place environment	YES
Cluster 2 SIRXWHS002 SIRXIND002	Safely maintain the store environment Contribute to workplace health and safety Organise and maintain the store environment	✓		✓	✓	✓			✓ Simulated retail scenarios	YES
Cluster 3 SIRXSLS002 SIRXRSK001	Point of sale procedures and security Follow point-of-sale procedures Identify and respond to security risks	✓		✓	✓	✓			✓ Simulated work place environment	YES
Cluster 4 SIRXCEG001 SIRXCEG002 SIRXCEG003	Serving the customer Engage the customer Assist with customer difficulties Build customer relationships and loyalty	✓			✓	✓	✓	✓	✓ Work Place Journal	YES
Cluster 5 SIRRINV001 SIRRINV002	Handling retail stock Receive and handle retail stock Control stock	✓			✓				✓ Create a display in class or in a simulated work place environment	YES
Cluster 6 SIRXSLS001 SIRXPDK001	Selling and advising the retail customer Sell to the retail customer Advise on products and services				✓	✓			✓ Simulated retail scenarios	YES
Cluster 7 SIRRMER001	Merchandise displays Produce visual merchandise displays		✓ Product portfolio	✓	✓	✓		✓	✓ simulated or real work place environment	YES

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIR30216 Certificate III in Retail Services a Statement of Attainment SIR30216 Certificate III in Retail Services.

Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. 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 yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

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).

Note

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- 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. 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. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	Term 4 Week 6 and 7 2018
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 2/3 2019

Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	HSC Examinable
CPCCOHS1001A	Work safely in the construction industry (white card)	✓		✓	✓		✓	✓	Yes
Cluster 1: Getting Started in the Construction Industry									
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	✓		✓	✓		✓	✓	Yes
CPCCCA2011A	Handle carpentry materials	✓	✓	✓	✓		✓	✓	
Cluster 2: Measure up									
CPCCCM1015A	Carry out measurements & calculations	✓	✓		✓			✓	Yes
CPCCCA2002B	Use carpentry tools and equipment	✓	✓	✓	✓		✓		
Cluster 3: Reading plans and levelling									
CPCCCM2001A	Read and interpret plans and specifications	✓		✓	✓				Yes
CPCCCM2006B	Apply basic levelling procedures	✓		✓	✓				
Cluster 4: Prepare to Concrete									
CPCCO2021A*	Handle concreting materials	✓	✓		✓			✓	
CPCCCM2004A	Handle construction materials	✓			✓		✓		
Cluster 5: Group Project									
CPCCCM1013A	Plan and organise work	✓	✓		✓		✓	✓	Yes
CPCCCM2005B	Use construction tools and equipment	✓	✓		✓		✓	✓	Yes
Cluster 6: Working Effectively									
CPCCCM1012A	Work effectively and sustainably in the construction Industry				✓		✓	✓	Yes
CPCCCM1014A	Conduct workplace communication				✓	✓	✓		Yes
Cluster 7: Option 1- Joinery									
CPCCJN2001A	Assemble components	✓	✓		✓			✓	
CPCCJN2002B	Prepare for off-site manufacturing process	✓	✓		✓			✓	
Cluster 7: Option-2 - Brick and block laying-									
CPCCBL 2001 A	Handle and prepare brick laying material	✓	✓		✓			✓	
CPCCBL 2002 A	Use bricklaying and block laying tools and equipment	✓	✓		✓			✓	

Depending on the achievement of units of competency; the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. 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 yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

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).

Note

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- 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. 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. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

Assessment Summary for MEM10105 Certificate I in Engineering

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	Term 3 Week 2 and 3 2018
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 2/3 2019

Assessment Plan		Evidence Gathering Techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test.	Worksheets	Self-assessment	HSC examinable
Prerequisite - Manufacturing, engineering and related services industries induction. (HSC unit only)					✓	✓		YES
Cluster 1-Working Safely in the Metals Industry								
MEM13014A	Apply principles of occupational health and safety in the work environment	✓			✓	✓		YES
MEM 11011B	Undertake manual handling	✓	✓		✓	✓		
Cluster 2-Using Hand Tools								
MEM14004A	Plan to undertake a routine task	✓	✓		✓	✓		YES
MEM18001C	Use hand tools	✓	✓		✓	✓		YES
Cluster 3-Using Power Tools								
MEM18002B	Use power tools/hand held operations	✓	✓		✓	✓		YES
MEM12023A	Perform engineering measurements	✓	✓		✓	✓		YES
Cluster 4-Calculating and Cutting								
MEM05005B	Carry out mechanical cutting	✓	✓		✓	✓		
MEM12024A	Perform computations	✓	✓		✓	✓		YES
Cluster 5-Worshop Machines								
MEM05012C	Perform routine manual metal arc welding	✓	✓		✓	✓		
MEM07032A	Use workshop machines for basic operations	✓	✓		✓	✓		
Cluster 6-Skills in Action								
MEM15002A	Apply quality systems	✓	✓		✓	✓		YES
MEM15024A	Apply quality procedures	✓	✓		✓	✓		YES
MEM16007A	Work with others in a manufacturing, engineering or related environment	✓	✓		✓	✓		YES
Cluster 7-Technical Drawing (HSC unit only)								
MEM09002B	Interpret technical drawing				✓	✓		YES
Cluster 8a, 8b, 8c, Options - Select one competency only from Option 8a, 8b or 8c to qualify for Certificate 1.								
MEM05007C	Perform manual heating and thermal cutting (2 units)	✓	✓		✓	✓		

Depending on the achievement of units of competency; the possible AQF qualification outcome is MEM10105 Certificate I in Engineering or a Statement of Attainment towards MEM10105 Certificate I in Engineering

Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. 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 yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

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).

Note

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- 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. 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. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	Term 2 Week 9 2018 and Term 4 Week 4 2018
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 2/3 2019

Assessment Plan		Evidence gathering techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test.	Third party report	Self-assessment	HSC examinable
Cluster: Working Together								
BSBWOR203	Work effectively with others			✓	✓			YES
BSBCMM201	Communicate in the Workplace							
Cluster: Safe and hygienic food preparation								
SITXFSA001	Use hygienic practices for food safety							YES
SITHCCC001	Use food preparation equipment	✓	✓		✓			
SITXFSA002	Participate in safe food handling practices							
Cluster: Café skills –assessed as single units								
SITHFAB005	Prepare and serve espresso coffee	✓	✓	✓	✓	✓		YES
SITHFAB004	Prepare and serve non-alcoholic beverages	✓	✓	✓	✓	✓		YES
Cluster : Safe and sustainable work practices								
SITXWHS001	Participate in safe work practices	✓		✓	✓			YES
BSBSUS201	Participate in environmentally sustainable work practices							
Cluster: Interacting with diverse customers								
SITXCCS003	Interact with customers	✓		✓	✓			YES
SITXCOM002	Show social and cultural sensitivity							
Cluster: Safely serving food and beverages								
SITHFAB007	Serve food and beverage	✓	✓	✓	✓	✓		YES
Cluster: Keeping up to date with industry								
SITHIND002	Source and use information on the hospitality industry				✓			YES
Cluster: Use hospitality skills effectively								
SITHIND003	Use hospitality skills effectively (holistic)	✓	✓			✓	✓	

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIT20316 Certificate II in Hospitality or a Statement of Attainment towards SIT20316 Certificate II in Hospitality



Appendix 1: Sample MARKING GUIDELINES to be provided with tasks

FACULTY:

SUBJECT:

ASSESSMENT TASK NO:

YEAR:

DATE GIVEN:

DATE DUE:

Marking Guidelines	BAND
	6
	5
	4
	3
	2
	1

STUDENT RECEIPT

(It is your responsibility to ensure this is filled in and kept as proof of handing in this task.)

ASSESSMENT TASK NO:	
DATE TASK HANDED TO TEACHER:	
TEACHERS NAME RECEIVING TASK:	
TEACHER SIGNATURE:	



Appendix 2: Assessment Missed Due to Illness/Misadventure

Student Name:
Course Name:
Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Original Due Date:

Details of Illness/Misadventure/Absence

Date/s of Absences: to
Reason for Absence:
Doctor's Certificate Attached? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other documentation

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Reply to Request to hand in/perform missed task

Teacher Recommendation: _____

New Date: _____

Head Teacher Recommendation: Mark awarded No mark awarded

Reason: _____

Head Teacher Signature: _____ Date: _____

Head Teacher Name: _____ DP: _____

- Student copy Faculty copy Office copy Letter of concern



Appendix 3: Assessment To Be Missed Due to School/Other Business Rescheduling Tasks due to Absence

Name:..... Date/s of Absences:to

Reason for Absence:

Evidence provided

Task Rescheduled Original Date	Head Teacher	New date, time and place	Submitted (DP to sign and date)

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

Name: Signature: Date:/...../.....



Appendix 4: Assessment Appeal

Student Name:
Course Name:
Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Due Date:

Reason(s) for Appeal

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

Briefly, outline your reasons for lodging an appeal for this task

.....

.....

.....

.....

.....

Student Signature: Date:

Parent Signature: Date:

.....

Appeal Decision

Deputy Principal Recommendation: Granted Refused

Reason:.....

.....

Head Teacher Signature: Date:

Head Teacher Name: Deputy Principal:



Appendix 5: Harvard Style Referencing (Author – Date) 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,

An 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.

An Article within a Journal (periodical)

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

A 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 site: 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>>.