



**Preliminary HSC  
Assessment Schedule  
2022**



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## General Information

### NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC. Any time a student or school wants an up-to-date snapshot of a student's academic progress, a transcript called a Student eRecord can be accessed via Schools Online or Students Online and printed or emailed. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

### WHAT IS ASSESSMENT?

- Assessment consists of a series of tasks which measure a student's achievement in a particular course. The NSW syllabuses state what students at each stage are expected to learn.
- The purpose of HSC assessment is to compare the achievement of all students within a course against the outcomes of the course and rank students accordingly.
- Assessment should include practical and performance work; research, assignments and essays; formal examinations and in class tests; oral presentations, seminars, and other relevant activities.

### RULES YOU MUST KNOW

1. At the commencement of each course, each faculty is required to provide students with a list of all assessment tasks to be completed through the course and the value (weighting) of each task. The schedule issued at the beginning of Term 4 will indicate the week in which each task is due.
2. Students must be notified in writing of the details and specific due date (as well as any changes) of each assessment task, including examinations, a **minimum of 10 school days prior to the date** the task is due. Marking criteria and rubrics will be included with the task when it is issued.
3. Unless otherwise stated, any assessment task will be due by the end of the school day (3:18 pm) on the due date stated on the assessment task. On submission, a receipt will be issued confirming submission, signed by the class teacher or the faculty Head Teacher. In the event of dispute, the student must produce the receipt.
4. There is a **ONE week amnesty** from assessment tasks before examination periods.
5. Students who are absent on the day the class is notified of an assessment task are responsible for obtaining details from their teachers immediately on their return to school. They will be expected to complete the task on time, unless granted an extension by the Head Teacher of the relevant faculty. See the appendix for the extension request form. No request will generally be granted on or after the due date of the assessment task, except by the relevant faculty Head Teacher or the Principal, and only in extenuating circumstances.
6. The same or equivalent tasks will be undertaken by all students in a course, regardless of the class in which they are placed. Marking procedures will include consultation between teachers and double marking where appropriate.
7. Students will be provided their marked assessments, with feedback, no later than two weeks after submission.

### STUDENT RESPONSIBILITIES

- You are expected to complete all assessment tasks by the stated due time and date.
- Some assessment tasks involve attendance at excursions or field studies. Attendance may be compulsory. Where financial hardship is a factor, please see the principal for assistance.
- All work submitted for assessment must be your own work. Any breach of this rule will result in a mark of zero.
- It is your responsibility to be aware of assessment task dates for all your courses and to organise your schedule accordingly.

- Assessment tasks must be submitted directly to, and receipted by, your class teacher or the Head Teacher of that course. See the appendix for the assessment task cover sheet.

#### **WHAT DO I DO IF I MISS AN ASSESSMENT TASK?**

1. If you fail to submit an assessment task when it is due without a valid reason supported by documentation, you will receive a mark of zero. You must not miss lessons to complete an assessment task.
2. It is your responsibility to ensure that you make several backup copies of your work. Technology failure is not a valid reason for late submission of a task.
3. It is your responsibility to print and submit a hard copy of your assessment task, unless otherwise required for a specific task.
4. If you are sick on the day when an assessment task is due, you must arrange, where possible, to submit the task by the task deadline.
5. Where you think there is a valid reason, such as serious illness, for missing a task or being unable to submit a task, you must:
  - a. Where possible, inform the school on the day of the task – phone or email the school and leave a message for your teacher or the Head Teacher of the relevant faculty.
  - b. Complete an Illness/Misadventure form (see appendix) and submit to the relevant teacher or Head Teacher immediately upon your return to school with supporting documentation, such as a medical certificate, to discuss your case.  
N.B. Documentation submitted at a later date cannot generally be accepted.
  - c. Be prepared to complete the task (or an alternative task) at the earliest available time or if the task is a take-home task, hand it in with your documentation immediately upon your return to school.

If you do not follow the above procedure you will be awarded ZERO for the task, unless there are extenuating circumstances validated by the relevant Head Teacher or the Principal. Even if you receive zero, you must complete and submit the task to avoid an N award determination in the course. See page 5 for N award information.

If you do follow the above procedure and the reason for your absence is accepted, the choice of completing the original task, completing an alternative task or receiving an estimate for the task rests with the Head Teacher of the relevant faculty.

#### **WHAT DO I DO IF I KNOW IN ADVANCE THAT I AM GOING TO MISS AN ASSESSMENT TASK?**

Either hand in the assessment task before the absence or complete an Assessment Task Extension Application form and submit to the Head Teacher of the faculty. Documentation explaining the absence (as outlined above) will be required.

**\*\*\* NESA EXPECTS STUDENTS TO ATTEMPT ALL ASSESSMENT TASKS SET \*\*\***

#### **Note:**

- Minor illness or illness that would not physically prevent you from completing a task will generally not be considered a valid reason for missing a task even if there is a medical certificate. The medical certificate needs to state that you were unfit to complete the specific task. It is your responsibility to bring this to the attention of your medical practitioner when you request a medical certificate.
- Overseas trips, extended holidays, dental appointments, meeting relatives and other similar reasons will not generally be accepted as a valid reason for failing to submit assessment tasks on the due date.
- A proven case of copying, plagiarism or cheating will result in a zero mark.
- Misconduct during a formal examination or in-class task may result in a zero mark being awarded.
- If you will be absent from school for an extended period, for family reasons or because of severe illness or injury, you must request leave from the Principal in advance. If leave is granted you will need to negotiate assessment task completion with each Head Teacher responsible for each course you are studying.

- If you are attending work experience for an extended period of time, such as a week or more, you will need to negotiate assessment task completion with each Head Teacher responsible for each course you are studying.

#### **WHAT DO I DO IF I AM UNHAPPY WITH MY MARK?**

- See your classroom teacher **within two school days of receiving your mark** and explain the reason for your unhappiness. Attempt to negotiate a solution.
- If you are still unhappy after the interview, see the Head Teacher of the faculty immediately. If necessary the Head Teacher may refer the problem to the School Assessment Review Panel.

#### **GROUNDINGS FOR APPEAL**

- Students may appeal, within the school, against a specific mark according to the conditions above.
- NESAs has three grounds for appeal for students in a course:
  - The weightings in the school's assessment for the course do not correspond with those required by NESAs.
  - The procedures used by the teacher or faculty are not consistent with the school's stated policy.
- There is a computational or clerical error in determining or recording a mark.

#### **ESSENTIAL ORGANISATION**

- Be positive and optimistic.
- Take responsibility for managing your assessment schedule and meeting deadlines.
- Use the calendar/yearly planner at the end of this booklet to record your own assessment tasks.
- Ensure that you are familiar with all relevant sections of this assessment booklet.
- Keep a record of tasks completed for each subject so that you know exactly what proportion of your course assessment has been completed and how much remains.
- Seek feedback from teachers about what you need to do to improve and make further progress.

# Policy for Satisfactory Completion of Preliminary HSC Courses

## **COURSE COMPLETION CRITERIA**

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESAs; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

## **WARNINGS OF NON-COMPLETION (N AWARD WARNINGS)**

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, including VET courses, the principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing.

This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences on RoSA eligibility of an 'N' determination in a course.

The principal must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent or guardian in writing (if the student is under 18 years of age);
- request from the student or parent/guardian a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the issue has not been corrected; and
- retain copies of the warning notice(s) and other relevant documentation.

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 a non-completion determination and advise NESAs via Schools Online.

## **NON-COMPLETION (N) DETERMINATIONS**

NESA has delegated to principals the authority to determine if students seeking the award of the RoSA at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESAs.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

For post-compulsory students, principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied.

While NESAs do not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

'N' determinations may not be made for reasons related to school management or codes of conduct, such as non-payment of fees, participation in prohibited activities, non-wearing of school uniform or misuse of school equipment.

## **GRANTING LEAVE TO PRELIMINARY HSC STUDENTS**

The principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is



substantial and that the progress of the student towards course outcomes will not be unduly affected.

Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved.

## ENGLISH STANDARD

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Common Module – Reading to Write	Module A – Contemporary Possibilities	Common Module, Module A, Module B	
Task	Responding to and Composing Texts	Multimodal Presentation	Yearly Examination	
Task Date	Term 2, Week 1	Term 3, Week 6	Term 3, Weeks 9-10	
Outcomes	EN11-3, EN11-7, EN11-8, EN11-9	EN11-2, EN11-4, EN11-5, EN11-8	EN11-1, EN11-4, EN11-5, EN11-6, EN11-7	
Components				
Knowledge and understanding of course content	10%	30%	10%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	30%	10%	10%	50%
<b>Total Value (%)</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>	<b>100%</b>

## COURSE OUTCOMES

A student:

- |        |   |        |   |
|--------|---|--------|---|
| EN11-1 | responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure                            | EN11-5 | thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments |
| EN11-2 | uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies              | EN11-6 | investigates and explains the relationships between texts   |
| EN11-3 | analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning | EN11-7 | understands and explains the diverse ways texts can represent personal and public worlds  |
| EN11-4 | applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts   | EN11-8 | identifies and explains cultural assumptions in texts and their effects on meaning  |
|        |   | EN11-9 | reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner                                    |

## ENGLISH ADVANCED

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Common Module – Reading to Write	Module A – Narratives that Shape Our World	All syllabus content	
Task	Multimodal Presentation	Portfolio	Yearly Examination	
Task Date	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9-10	
Outcomes	EA11-2, EA11-4, EA11-7	EA11-3 EA11-5 EA11-9	EA11-1, EA11-6, EA11-8	
Components				
Knowledge and understanding of course content	10%	30%	10%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	30%	10%	10%	50%
<b>Total Value (%)</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>	<b>100%</b>

### COURSE OUTCOMES

A student:

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

## ENGLISH EXTENSION 1

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Texts, Culture and Value	Related Research Project	All components	
Task	Critical Analysis	Multimodal Presentation	Yearly Examination	
Task Date	Term 2, Week 1	Term 3, Week 6	Term 3, Weeks 9-10	
Outcomes	EE11-1, EE11-2	EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3	
Components				
Knowledge and understanding of complex texts and of how and why they are valued	10%	30%	10%	50%
Skills in complex analysis, sustained composition and independent investigation	30%	10%	10%	50%
Total Value (%)	40%	40%	20%	100%

### COURSE 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	EE11-4	develops skills in research methodology to undertake effective independent investigation
EE11-2	analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts	EE11-5	articulates understanding of how and why texts are echoed, appropriated and valued in a range of 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	EE11-6	reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

## ENGLISH STUDIES

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Module A: Achieving Through English	Module B	All syllabus components	
Task	Portfolio	Multimodal Presentation	Yearly Examination	
Task Date	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9-10	
Outcomes	ES11-4, ES11-7, ES11-8, ES11-10	ES11-3, ES11-5, ES11-6	ES11-1, ES11-2, ES11-9	
Components				
Knowledge and understanding of course content	10%	30%	10%	50%
Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately and effectively</li> </ul>	30%	10%	10%	50%
Total Value (%)	40%	40%	20%	100%

## COURSE OUTCOMES

A student:

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	ES11-6	uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and 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	ES11-7	represents own ideas in critical, interpretive and imaginative texts
ES11-3	gains skills in accessing, comprehending and using information to communicate in a variety of ways	ES11-8	identifies and describes relationships between texts
ES11-4	composes a range of texts with increasing accuracy and clarity in different forms	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
ES11-5	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts	ES11-10	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

## ENGLISH EAL/D

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Language, Texts and Context	Close Study of Text	Module C	
Task	Wide Reading Journal	Multimodal Presentation	Yearly Examination	
Task Date	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9-10	
Outcomes	EAL11-1A, EAL11-3, EAL11-4, EAL11-7, EA11-9	EAL11-1B, EAL11-2, EAL11-5, EAL11-8	EAL11-1A, EAL11-3, EAL11-6	
Components				
Knowledge and understanding of course content	10	30	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	30	10	10	50
Total Value (%)	40	40	20	100

### COURSE OUTCOMES

A student:

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

## MATHEMATICS STANDARD

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Possible Topics: Earning and managing money F1.2, Formulae & Equations A1, Units of Measurement M1.1, M1.2	Possible Topics: Relative Frequency and Probability S2, Perimeter, Area and Volume M1.2, Classifying and Representing Data S1.1	All syllabus content	
Task	OB Class Test	Assignment/Investigative Task	Yearly Examination	
Task Date	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9-10	
Outcomes	Possible: MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	Possible: MS11-2, MS11-3, MS11-4, MS11-7, MS11-8, MS11-9, MS11-10	Possible: MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Components				
Understanding, fluency, and communication	15%	15%	20%	50%
Problem-solving, reasoning, and justification	10%	15%	25%	50%
Total Value (%)	25%	30%	45%	100%

### COURSE OUTCOMES

A student:

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

## MATHEMATICS ADVANCED

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Possible topics: MA-F1.1, Algebraic techniques, MA-F1.2 Introduction to functions, MA-F1.4 Further functions and relations	Possible topics: MA-C1, Introduction to differentiation, MA-C1, Introduction to differentiation, MA-T1, Trigonometry and measure of angles	All Syllabus Content	
Task	OB Test	Investigation/Assignment	Yearly Examination	
Task Date	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 9-10	
Outcomes	Possible: MA11-1, MA11-2, MA11-8, MA11-9	Possible: MA11-1, MA11-3, MA11-5, MA11-8, MA11-9	Possible: MA11-1, MA11-2, MA11-3 MA11-5, MA11-8, MA11-9	
Components				
Understanding, fluency, and communication	15%	15%	20%	50%
Problem-solving, reasoning, and justification	15%	15%	20%	50%
Total Value (%)	30%	30%	40%	100%

## COURSE OUTCOMES

A student:

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



## MATHEMATICS EXTENSION 1

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Possible: ME-F1.2 Inequalities, ME-F2 Polynomials	Possible: ME-F1.1 Graphical relationships, ME-A1 Combinatorics, ME-C1.1 Rates of change with respect to time	All Syllabus Content	
Task	OB Test	Investigation/Assignment	Yearly Examination	
Task Date	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9-10	
Outcomes	Possible: ME11-1, ME11-2, ME11-6, ME11-7,	Possible: ME11-1, ME11-2, ME11-4, ME11-5, ME11-6, ME11-7,	Possible: ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Components				
Understanding, fluency, and communication	15%	15%	20%	50%
Problem-solving, reasoning, and justification	15%	15%	20%	50%
Total Value (%)	30%	30%	40%	100%

### COURSE OUTCOMES

A student:

ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

ME11-2 manipulates algebraic expressions and graphical functions to solve problems

ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering

ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts

ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

## AGRICULTURE

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Farm Management Proposal	Agricultural Cropping Plant Trial	All Content	
Task	Literacy/Oral Presentation	Investigation	Yearly Examination	
Task Date	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes	P1.1, P1.2, P2.3, P3.1, P5.2	P2.1, P3.1, P4.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1, P5.2	
Components				
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge, understanding and skills required to manage agricultural production systems	15%	15%	10%	40%
Skills in effective research, experimentation and communication	10%	10%		20%
<b>Total Value (%)</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

## COURSE OUTCOMES

A student:

- |      |   |      |   |
|------|---|------|---|
| P1.1 | describes the complex, dynamic and interactive nature of agricultural production systems                                  | P2.3 | describes the farm as a basic unit of production  |
| P1.2 | describes the factors that influence agricultural systems   | P3.1 | explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements |
| P2.1 | describes the biological and physical resources and applies the processes that cause changes in plant production systems  | P4.1 | applies the principles and procedures of experimental design and agricultural research  |
| P2.2 | describes the biological and physical resources and applies the processes that cause changes in animal production systems | P5.1 | investigates the role of associated technologies and technological innovation in producing and marketing agricultural products                |

## BIOLOGY

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Module 1 – Cells as the basis of life	Module 2 – Organisation of living things Module 3 – Biological diversity	Modules 1-4	
Task	Practical Investigation	Depth Study	Yearly Examination	
Task Date	Term 1, Week 7	Term 2, Week 10	Term 3, Weeks 9-10	
Outcomes	11/12-1, 11/12-2, 11/12-3, 11/12-5	11/12-1, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 11-10	11/12-4, 11/12-5, 11/12-6, 11/12-7, 11-8, 11-9, 11-10, 11-11	
Components				
Knowledge and Understanding	10%	10%	20%	40%
Skills in Working Scientifically	20%	20%	20%	60%
Total Value (%)	30%	30%	40%	100%

## COURSE OUTCOMES

A student:

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation	BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information	BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information	BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11/12-5	analyses and evaluates primary and secondary data and information	BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		

## CHEMISTRY

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Module 1 – Properties and Structure of Matter	Module 2 – Quantitative Chemistry Module 3 – Reactive Chemistry	Modules 1-4	
Task	Practical Test	Depth Study Report	Yearly Examination	
Task Date	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 9-10	
Outcomes	11/12-1, 11/12-2, 11/12-4, 11/12-7, 11-8	11/12-1, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 11-9	11/12-1 to 11/12-7 11-8 to 11-11	
Components				
Knowledge and Understanding	10%	10%	20%	40%
Skills in Working Scientifically	20%	30%	10%	60%
Total Value (%)	30%	40%	30%	100%

## COURSE OUTCOMES

A student:

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation	CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information	CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information	CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	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
CH11/12-5	analyses and evaluates primary and secondary data and information	CH11-11	analyses the energy considerations in the driving force for chemical reactions
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		

## MARINE STUDIES

Task Number	Task 1		Task 2		Task 3		Weighting (%)
Syllabus Content	Core Modules 1 and 4 Optional Modules 1, 2, 13 and 16		Core Module 2 Optional Modules 4, 8, 13		Core Modules 3 and 5 Optional Modules 3 and 14		
Task	Practical and Skills Competency First Aid Certificate		Field Report and Skills Competency Local Area Study		Internet Research and Skills Competency Dangerous Marine Creatures		
Task Date	Term 1, Week 8		Term 2, Week 8		Term 3, Week 8		
Outcomes	1.2, 1.3, 2.1, 3.1, 4.1		2.2, 2.3, 3.2, 3.3, 3.4		1.1, 1.4, 1.5, 3.3		
	Ongoing: 4.1, 4.2, 5.1, 5.2, 5.3, 5.4						
Components	Core	Option	Core	Option	Core	Option	
Knowledge and Understanding	3%	10%	4%	10%	4%	20%	51%
Skills	6%	15%	4%	15%	4%	5%	49%
<b>Total Value (%)</b>	<b>9%</b>	<b>25%</b>	<b>8%</b>	<b>25%</b>	<b>8%</b>	<b>25%</b>	<b>100%</b>

## COURSE OUTCOMES

A student:

- |     |   |     |   |
|-----|---|-----|---|
| 1.1 | relates with a respectful and caring attitude to the ocean and its life forms   | 3.2 | collects and organises data by accurately reading instruments, signals and charts; by                                     |
| 1.2 | identifies the roles of individuals or groups involved in maritime activities   | 3.3 | systematic recording, summarising, tabulating and graphing  |
| 1.3 | recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course | 3.4 | generates information from data by calculating, inferring, interpreting and generalising                                  |
| 1.4 | recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea   | 4.1 | carries out planned research activities using appropriate measurements, observations, classification and recording skills |
| 1.5 | demonstrates an awareness of the value of the ocean as a source of historical information                                     | 4.2 | identifies marine vocations and a range of leisure pursuits   |
| 2.1 | appreciates the importance of effective management practice   | 5.1 | appreciates marine environments as sources of employment and leisure  |
| 2.1 | works effectively within a group  | 5.2 | values the rules and operating principles of marine equipment and applies them  |
| 2.2 | communicates information by writing reports, giving short talks and contributing to discussions                               | 5.3 | applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment    |
| 2.3 | evaluates information, situations, equipment manuals and written or manual procedures   | 5.4 | interprets and follows instructions, with accuracy  |
| 3.1 | relates with a respectful and caring attitude to the ocean and its life forms   |     |   |

## ANCIENT HISTORY

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	The Nature of Ancient History	Historical Investigation	All Content	
Task	Take Home Extended Response Source-based Analysis	Historical Investigation	Yearly Examination	
Task Date	Term 1, Week 7	Term 3, Week 6	Term 3, Weeks 9-10	
Outcomes	AH11-6, AH11-7, AH11-9, AH11-10	AH11-6, AH11-7, AH11-8, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5	
Components				
Knowledge and understanding of course content	10%		20%	30%
Historical skills in the analysis and evaluation of sources and interpretations	10%	10%	10%	30%
Historical inquiry and research	10%	10%		20%
Communication of historical understanding in appropriate forms		10%	10%	20%
<b>Total Value (%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## COURSE OUTCOMES

A student:

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

## BUSINESS STUDIES

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Nature of Business	Business Planning	Nature of Business, Business Management, Business Planning	
Task	Business Report	Business Plan	Yearly Examination	
Task Date	Term 1, Week 9	Term 3, Week 7	Term 3, Weeks 9-10	
Outcomes	P1, P2, P7, P9	P4, P8, P9	P1, P2, P3, P4, P5, P6, P10	
Components				
Knowledge and Understanding	10%	10%	20%	40%
Analysis and Evaluation		5%	10%	15%
Inquiry and Research	10%	10%		20%
Communication	10%	5%	10%	25%
Total Value (%)	30%	30%	40%	100%

## COURSE OUTCOMES

A student:

- |    |   |     |   |
|----|---|-----|---|
| P1 | discusses the nature of business, its role in society and types of business structure       | P6  | analyses the responsibilities of business to internal and external stakeholders |
| P2 | explains the internal and external influences on businesses                                 | P7  | plans and conducts investigations into contemporary business issues             |
| P3 | describes the factors contributing to the success or failure of small to medium enterprises | P8  | evaluates information for actual and hypothetical business situations           |
| P4 | assesses the processes and interdependence of key business functions                        | P9  | communicates business information and issues in appropriate formats             |
| P5 | examines the application of management theories and strategies                              | P10 | applies mathematical concepts appropriately in business situations              |

## MODERN HISTORY

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Investigating Modern History	Historical Investigation	All Content	
Task	Skills Test	Historical Investigation Oral/Multimodal Presentation	Yearly Examination	
Task Date	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9-10	
Outcomes	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5	MH11-6, MH11-8, MH11-9, MH11-10	All outcomes	
Components				
Knowledge and understanding of course content	5%	5%	20%	30%
Historical skills in the analysis and evaluation of sources and interpretations	10%	5%	10%	25%
Historical inquiry and research	10%	10%		20%
Communication of historical understanding in appropriate forms	5%	10%	10%	25%
<b>Total Value (%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## COURSE OUTCOMES

A student:

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 and groups in shaping the past

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

MH11-5 examines the significance of historical features, people, places, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

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



## COMMUNITY AND FAMILY STUDIES

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Resource Management and Wellbeing	Individuals and Groups	All syllabus content	
Task	Case Study	Research Task and Presentation	Yearly Examination	
Task Date	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 9-10	
Outcomes	P1.1, P1.2, P4.2, P5.1, P6.1, P7.3	P2.1, P2.3, P4.1, P4.2	P1.1 – P7.4	
Components				
Knowledge and Understanding	15%	15%	10%	40%
Skills	20%	20%	20%	60%
Total Value (%)	35%	35%	30%	100%

### COURSE OUTCOMES

A student:

- |   |  |
|---|--|
| P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals     | P4.1 utilises research methodology appropriate to the study of social issues   |
| P1.2 proposes effective solutions to resource problems  | P4.2 presents information in written, oral and graphic form  |
| P2.1 accounts for the roles and relationships that individuals adopt within groups  | P5.1 applies management processes to maximise the efficient use of resources   |
| P2.2 describes the role of the family and other groups in the socialisation of individuals                                      | P6.1 distinguishes those actions that enhance wellbeing  |
| P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement | P6.2 uses critical thinking skills to enhance decision-making  |
| P2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning              | P7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society |
| P3.1 explains the changing nature of families and communities in contemporary society   | P7.2 develops a sense of responsibility for the wellbeing of themselves and others   |
| P3.2 analyses the significance of gender in defining roles and relationships  | P7.3 appreciates the value of resource management in response to change  |
|   | P7.4 values the place of management in coping with a variety of role expectations  |

## EXPLORING EARLY CHILDHOOD

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Core 1: Pregnancy and Childbirth	Core 2: Child Growth and Development	Module 12 Food and Nutrition	
Task	Part A: Virtual Baby Performance Part B: Reflection Diary	Part A: Pre and Post Natal Timeline Part B: Factors Affecting Development	Part A: Plan a Childcare Menu Part B: Toddler Friendly Recipe	
Task Date	Term 1, Week 10	Term 2, Week 5	Term 3, Weeks 9-10	
Outcomes	1.1, 1.4, 2.1, 2.2, 5.1, 6.1, 6.2	1.2, 1.4, 1.5, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2	1.3, 1.4, 1.5, 2.5, 6.1, 6.2	
Components				
Knowledge and Understanding	10%	25%	15%	50%
Skills	20%	10%	20%	50%
<b>Total Value (%)</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

### COURSE OUTCOMES

A student:

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

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Better Health for Individuals (Core 1)	The Body in Motion (Core 2)	Core 1, Core 2, Option 1, Option 4	
Task	Written Report Core 1	In-class Task	Yearly Examination	
Task Date	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 1-11	
Outcomes	P5, P6, P15, P16	P7, P8, P9, P10, P11, P17	P1 – P16 excluding P13 & P17	
Components				
Knowledge and Understanding	10%	10%	20%	40%
Skills	25%	25%	10%	60%
Total Value (%)	35%	35%	30%	100%

### COURSE OUTCOMES

A student:

- |    |   |     |   |
|----|---|-----|---|
| P1 | identifies and examines why people give different meanings to health and to physical activity | P9  | describes biomechanical factors that influence the efficiency of the body in motion   |
| P2 | explains how nutrition, physical activity, drug use and relationships affect personal health  | P10 | plans for participation in physical activity to satisfy a range of individual needs   |
| P3 | recognises that health is determined by sociocultural, economic and environmental factors     | P11 | assesses and monitors physical fitness levels and physical activity patterns  |
| P4 | identifies aspects of health over which individuals can exert some control                    | P12 | demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)                          |
| P5 | plans for and can implement actions that can support the health of others                     | P14 | demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4) |
| P6 | proposes actions that can improve and maintain personal health                                | P15 | forms opinions about health-promoting actions based on a critical examination of relevant information                                       |
| P7 | explains how body structures influence the way the body moves                                 | P16 | utilises a range of sources to draw conclusions about health and physical activity concepts   |
| P8 | describes the components of physical fitness and explains how they are monitored              | P17 | analyses factors influencing movement and patterns of participation   |

## SPORT, LIFESTYLE AND RECREATION

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Aquatics	First Aid and Injuries	Games and Sports Application	
Task	Research Task	Examination (Practical and Theory)	Practical Assessment	
Task Date	Term 1, Week 10	Term 2, Week 8	Term 1, Week 10 (30%) Term 3, Week 8 (30%)	
Outcomes	P1.1, P1.3, P2.2, P3.6, P4.4	P1.3, P2.5, P3.6, P4.2, P4.5	P1.1, P2.3, P3.1, P3.4, P4.2, P5.2, P5.3	
Components				
Knowledge and Understanding	10%	10%	30%	50%
Skills	10%	10%	30%	50%
Total Value (%)	20%	20%	60%	100%

### COURSE OUTCOMES

A student:	P3.3 measures and evaluates physical performance capacity
P1.1 applies the rules and conventions that relate to participation in a range of physical activities	P3.4 composes, performs and appraises movement
P1.2 explains the relationship between physical activity, fitness and healthy lifestyle	P3.5 analyses personal health practices
P1.3 demonstrates ways to enhance safety in physical activity	P3.6 assesses and responds appropriately to emergency care situations
P1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia	P3.7 analyses the impact of professionalism in sport
P1.5 critically analyses the factors affecting lifestyle balance and their impact on health status	P4.1 plans strategies to achieve performance goal
P1.6 describes administrative procedures that support successful performance outcomes	P4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
P2.1 explains the principles of skill development and training	P4.3 makes strategic plans to overcome the barriers to personal and community health
P2.2 analyses the fitness requirements of specific activities	P4.4 demonstrates competence and confidence in movement contexts
P2.3 selects and participates in physical activities that meet individual needs, interests and abilities	P4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
P2.4 describes how societal influences impact on the nature of sport in Australia	P5.1 accepts responsibility for personal and community health
P2.5 describes the relationship between anatomy, physiology and performance	P5.2 willingly participates in regular physical activity
P3.1 selects appropriate strategies and tactics for success in a range of movement contexts	P5.3 values the importance of an active lifestyle
P3.2 designs programs that respond to performance needs	P5.4 values the features of a quality performance
	P5.5 strives to achieve quality in personal performance

## WORK STUDIES

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Team Enterprise Project	Experiencing Work	All content	
Task	Staging a School Event	Employer Evaluation	Yearly Examination	
Task Date	Term 2, Week 9	Term 3, Week 7	Term 3, Weeks 9-10	
Outcomes	P5, P6, P7	P1, P2, P3, P5, P6, P7, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9	
Components				
Knowledge and Understanding	15%		10%	30%
Skills	15%	50%	10%	70%
Total Value (%)	30%	50%	20%	100%

## COURSE OUTCOMES

A student:

- |    |   |    |  |
|----|---|----|--|
| P1 | Investigates a range of work environments                           | P6 | applies self-management and teamwork                               |
| P2 | examines different types of work and skills for employment          | P7 | utilises strategies to plan, organise and solve problems           |
| P3 | analyses employment options and strategies for career management    | P8 | assesses influences on people's working lives                      |
| P4 | assesses pathways for further education, training and life planning | P9 | evaluates personal and social influences on individuals and groups |
| P5 | communicates and uses technology effectively                        |    |  |

## **INDUSTRIAL TECHNOLOGY – AUTOMOTIVE**

Please see class teacher for assessment schedule.

## TEXTILES AND DESIGN

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Elements and Principles of Design	Fabric and Fibre Properties and Testing	Textile Project	
Task	Elements and Principles of Design Experimentation	Fabric and Fibre Properties and Testing	Preliminary Textile Project	
Task Date	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	
Outcomes	P1.1, P2.1, P4.1	P2.1, P3.1, P3.2, P4.1	P1.2, P2.1, P2.2, P2.3, P4.1, P6.1	
Components				
Knowledge and understanding	10%	10%	30%	50%
Skills	10%	30%	10%	50%
Total Value (%)	20%	40%	40%	100%

## COURSE OUTCOMES

A student:

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

## DANCE

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Composition	Appreciation	Composition	
Task	Solo choreographed in relation to a set stimulus, to be performed on the due date including a process diary and a 300-word statement	Critical evaluation of selected choreographers and major dance works including the understanding of socio-historical context	Presentation of Core Performance piece including a process diary, Safe Dance Research Paper and Practical Demonstration of Warm Up	
Task Date	Term 2, Week 3	Term 2, Week 10	Term 3, Week 9	
Outcomes	P1.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6	P1.2, P1.3, P4.1, P4.2, P4.3, P4.4	P1.1, P1.3, P2.1, P2.2, P2.3, P2.4, P2.5	
Components				
Performance			40%	40%
Composition	30%			30%
Appreciation	10%	20%		30%
Total Value (%)	40%	20%	40%	100%

## COURSE OUTCOMES

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



## DRAMA

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Improvisation, Playbuilding and Acting	Theatrical Traditions and Performance Styles	Elements of Production	
Task	Devised Group Performance Group Log	Extended response: Lachlan Philpott's contemporary playwriting influence on Australian audiences	PART 1 Performance Monologue PART 2 Costume Design/Poster Design, Sound Design/Set Design/Lighting Design	
Task Date	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	
Outcomes	P1.1, P1.2, P.1.4, P1.5, P1.6, P1.7, P1.8, P2.1	P3.1, P3.2, P3.3, P3.4	P1.3, P2.3, P2.4, P2.5, P2.6	
Components				
Making	10%	20%	10%	40%
Performing	20%		10%	30%
Critically Studying		10%	20%	30%
Total Value (%)	30%	30%	40%	100%

### COURSE OUTCOMES

A student:

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

## VISUAL ARTS

Task Number	Task 1	Task 2	Task 3	Weighting (%)
Syllabus Content	Practice	Practice/Art Criticism and Art History	Art Criticism and Art History	
Task	<b>Developing a Contemporary Practice</b> Submitted Documented Forms: Installation/ Performance/Interactive/ Multimedia VAPD record of the development of a research-based practice	<b>Exploring Representation</b> Submitted artwork(s) exploring historical and contemporary representations of the body VAPD including the selection of 5–10 seminal artworks annotated to account for historical changes in the representation of the body over time	Yearly Examination	
Task Date	Term 1, Week 10	Term 3, Week 4	Term 3, Weeks 9-10	
Outcomes	P1, P4, P5, P6	P1, P2, P3, P4, P7, P10	P8, P9, P10	
Components				
Art Making	20%	30%		
Art Criticism and Art History		10%	40%	50%
<b>Total Value (%)</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>

## COURSE OUTCOMES

A student:

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

**VET: HOSPITALITY (FOOD AND BEVERAGE)**

Please see class teacher for assessment schedule

## **VET: HOSPITALITY (KITCHEN OPERATIONS)**

Please see class teacher for assessment schedule.

# Appendix

You will find examples of proformas you will require throughout the Preliminary HSC. You will find soft copies of these documents, and this assessment schedule handbook, on the school website in Learning \ Year 11.

Assessment Task Cover Sheet.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
Illness/Misadventure Form.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
Assessment Task Extension Application .....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
Student Assessment Appeal .....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
Official Warning Non-Completion of a Preliminary Higher School Certificate Course.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>



ASSESSMENT TASK COVER SHEET

**INSTRUCTIONS**

Attach to the front of your submission (whether electronically or hard copy) before submission.

**COURSE:**

---

**UNITS (PLEASE CIRCLE):**

2 units

1 unit

**STUDENT NAME:**

---

**ASSESSMENT TASK:**

---

**DUE DATE:**

---

**DATE SUBMITTED:**

**IS SUBMISSION LATE (please circle)?**

YES	NO
-----	----

**TEACHER'S SIGNATURE:**

---

**EXTENSION DATE GRANTED BY HEAD TEACHER:**

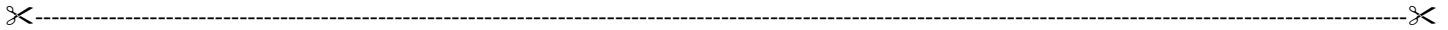
---

**HEAD TEACHER'S SIGNATURE:**

---

**STUDENT'S SIGNATURE:**

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ASSESSMENT TASK SUBMISSION RECEIPT

**INSTRUCTIONS**

To be detached and retained as proof of submission.

**COURSE:**

---

**UNITS (please circle):**

2 units

1 unit

**STUDENT NAME:**

---

**ASSESSMENT TASK:**

---

**DATE SUBMITTED:**

---

**TEACHER'S SIGNATURE:**

---

**EXTENSION DATE GRANTED BY HEAD TEACHER:**

---

**HEAD TEACHER'S SIGNATURE:**

---





**\*\*\* DO NOT PRINT BACK TO BACK \*\*\***

**SECTION A: DETAILS OF APPLICANT AND APPLICATION**

**STUDENT NAME:**

---

**COURSE:**

---

**ASSESSMENT TASK:**

---

**ORIGINAL DUE DATE:**

---

**FACULTY:**

---

**CLASS TEACHER:**

---

**HEAD TEACHER:**

---

**SECTION B: DETAILS OF ILLNESS/MISADVENTURE**

For the task in which you are claiming special consideration, describe how your illness or misadventure affected your performance in, or prevented your attendance at, that assessment task. All relevant information must be written below. Give details of any action you took to report this. If this section is not completed, your application cannot be accepted.

Illness

Misadventure

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**SECTION C: INDEPENDENT EVIDENCE OF ILLNESS/MISADVENTURE**

Independent evidence of illness must be supplied by a medical practitioner who is NOT related to the student. If you are lodging this form due to illness you must provide a medical certificate.

Independent evidence of misadventure should be supplied by a relevant person. If you are lodging an appeal due to misadventure you must provide written documentation by a relevant person explaining the reasons for misadventure.

Please attach all required documentation to this form prior to submission. If the required documentation is not submitted with this form, your application cannot be accepted.

RELEVANT DOCUMENTS ATTACHED (PLEASE CIRCLE):

YES	NO
-----	----

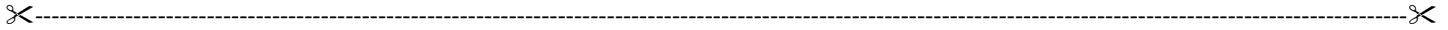
**SECTION D: DECLARATION OF ACCURACY**

I declare that, to the best of my knowledge, the information provided on this application is true, accurate and complete. I fully understand that I jeopardise my RoSA and/or HSC by making a false statement or representation on this application.

NAME (PRINTED): \_\_\_\_\_

DATE: \_\_\_\_ / \_\_\_\_ / 20\_\_\_\_

SIGNATURE: \_\_\_\_\_



Orara High School

**ILLNESS/MISADVENTURE FORM SUBMISSION RECEIPT**

**INSTRUCTIONS**

To be detached and retained as proof of submission.

STUDENT NAME: \_\_\_\_\_

COURSE: \_\_\_\_\_

ASSESSMENT TASK: \_\_\_\_\_

ORIGINAL DUE DATE: \_\_\_\_\_

FACULTY: \_\_\_\_\_

CLASS TEACHER: \_\_\_\_\_

RECEIVED BY: \_\_\_\_\_ (OFFICE ONLY)

SIGNED: \_\_\_\_\_ (OFFICE ONLY)

DATE RECEIVED: \_\_\_\_\_ (OFFICE ONLY)





**ASSESSMENT TASK EXTENSION APPLICATION**

I, \_\_\_\_\_, WISH TO APPLY FOR AN EXTENSION FOR:

**ASSESSMENT TASK:**

\_\_\_\_\_

**PRELIMINARY COURSE:**

\_\_\_\_\_

**DUE:**

\_\_\_\_\_

**FOR THE FOLLOWING REASON(S):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DOCUMENTATION IS ATTACHED (E.G. MEDICAL CERTIFICATE)**

YES	NO
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**CLASS TEACHER SIGNATURE (IF SUPPORTING APPLICATION):**

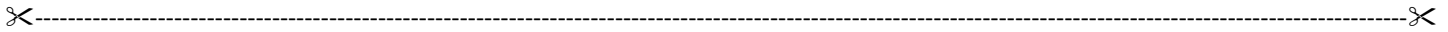
\_\_\_\_\_

**STUDENT SIGNATURE:**

\_\_\_\_\_

**HEAD TEACHER SIGNATURE:**

\_\_\_\_\_



**ASSESSMENT TASK EXTENSION APPLICATION RECEIPT**

**STUDENT NAME:**

\_\_\_\_\_

**ASSESSMENT TASK:**

\_\_\_\_\_

**PRELIMINARY COURSE:**

\_\_\_\_\_

**EXTENSION GRANTED:**

YES	NO
-----	----

**NEW DUE DATE:**

\_\_\_\_\_

**FOR THE FOLLOWING REASON(S):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**HEAD TEACHER SIGNATURE:**

\_\_\_\_\_





**SECTION A: DETAILS OF APPLICANT AND APPLICATION**

STUDENT NAME:

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COURSE:

---

ASSESSMENT TASK:

---

CLASS TEACHER:

---

ORIGINAL DUE DATE:

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**SECTION B: NATURE OF THE APPLICATION**

- Appeal against refusal of extension of time (where application is made before the task is due).
- Appeal against refusal of additional time (where application is made after the task is due).
- Appeal against result of application for consideration of extenuating circumstances.
- Appeal against the result of a missed in class assessment, test or examination.
- Other (please write a reason):

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**SECTION C: STUDENT COMMENT**

Please provide reasons explaining and supporting your appeal (and include appropriate documentation as required):

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SECTION D: HEAD TEACHER COMMENT

Four horizontal lines for writing a comment.

SECTION E: PRINCIPAL (OR DELEGATE) COMMENT

Four horizontal lines for writing a comment.

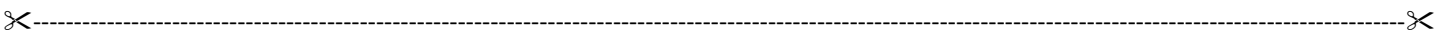
APPEAL UPHELD

APPEAL DENIED

PRINCIPAL: MALCOLM MCFARLANE OR DELEGATE \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

DETERMINATION DATE: \_\_\_\_\_



STUDENT NAME: \_\_\_\_\_

COURSE: \_\_\_\_\_

ASSESSMENT TASK: \_\_\_\_\_

RECEIVED BY: \_\_\_\_\_ (OFFICE ONLY)

SIGNED: \_\_\_\_\_ (OFFICE ONLY)

DATE RECEIVED: \_\_\_\_\_ (OFFICE ONLY)



Mr & Mrs Smith  
1 First Street  
Sydney NSW 2000

30 October 2018

Dear Mr and Mrs Smith

**RE: OFFICIAL WARNING Non-Completion of a Preliminary Higher School Certificate Course**

I am writing to advise that **John Smith** is in danger of not meeting the Course Completion Criteria for the **Preliminary Higher School Certificate in English Standard**.

The New South Wales Education and Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **1st Official Warning we have issued concerning English Standard**.

A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.

**Course Completion Criteria**

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

To date, John has not satisfactorily met **(a, b and c)** of the Course Completion Criteria.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for John to satisfy the Course Completion Criteria, the following task requirements or outcomes need to be satisfactorily completed/achieved.

<b>Task Name/Course Requirement/Course Outcome</b>	<b>Percentage Weighting</b>	<b>Date Task Initially Due</b>	<b>Action Required by Student</b>	<b>Date to be Completed by</b>
Assessment task 1 – Multimodal presentation	40%	17/08/2018	Complete and submit this essay.	31/08/2018



Please discuss the matter with John and contact the school if further information or clarification is needed.

Yours sincerely,

Mr A Alpha

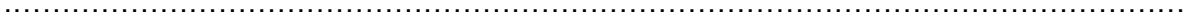
Class Teacher

Mr B Bravo

Head Teacher Arts

Mr C Charlie

Principal



Please detach this section and have John return it to the school.

Requirements for the satisfactory completion of a Higher School Certificate Course.

I have received the letter dated Thursday, 17th August 2018 indicating that John is in danger of not satisfactorily completing English Standard.

I am aware that this course may not appear on John's Higher School Certificate Record of Achievement.

I am also aware that the 'N' determination may make my child ineligible for the award of the Higher School Certificate.

Parent / Carer signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_