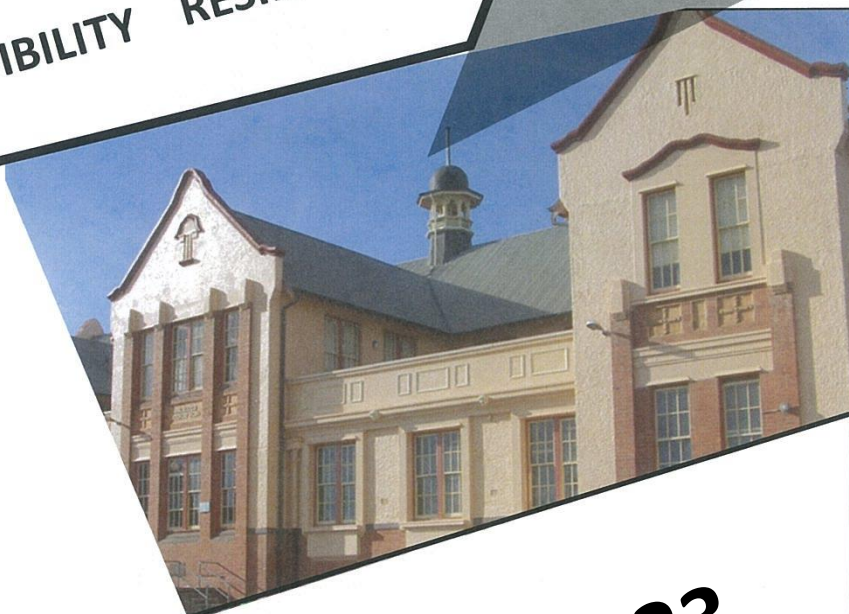


# **GOULBURN HIGH SCHOOL**

**RESPECT   RESPONSIBILITY   RESILIENCE**



## **YEAR 11 ASSESSMENT SCHEDULE**

**2023**

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# Welcome to Year 11

## 2023 Preliminary Certificate Course

This assessment handbook for the Preliminary Course is provided in order to:

- Assist students in understanding the place of assessment in their Preliminary Course credential.
- Explain the processes of how assessment marks are determined and for requesting a review, if necessary.
- Assist students in planning and organising their time, by informing them of when assessment tasks are due.

It is **our** responsibility to provide you with these guidelines and explain them to you.

It is **your** responsibility to read and ensure that you understand them.

The links throughout this document provide extensive and further information. I strongly suggest you use them to ensure you are fully informed of your rights and responsibilities for Stage 6.

Mr Yogesh Mani

**Principal**

### NSW Education Standards Authority (NESA) requirements

Full details may be obtained from the NESA website: <http://educationstandards.nsw.edu.au>

This site will also allow you to access full copies of each syllabus, assessment requirements, lists of prescribed texts, specifications for each course, as well as publications including past examination papers, specimen papers and *Notes from the Marking Centre*.

In order for you to qualify for the HSC course, the principal must certify to NESA that you have:

1. satisfactorily completed a pattern of courses which meets NESA's requirements
2. completed the requirements for each course, including any set practicals, projects or work placement
3. Made a genuine attempt and completed the tasks designed by the school for the Preliminary assessment program set by the school.

### Pattern of study

**The Preliminary course must be successfully completed before a student can commence the HSC course. It is regarded as assumed knowledge covered by all candidates prior to commencing the HSC course.**

The Preliminary course runs for three terms. Terms' 1, 2 and 3. Students must complete

- at least 6 units of NESA developed courses (i.e. courses with an external HSC examination)
- at least 2 units of a NESA developed course in English, or English Studies
- at least 3 courses of a 2 unit value or greater (either NESA developed or NESA endorsed courses)
- 4 subjects (including English)

## School-based assessment: NESA's policy and procedures

### What is the assessment for?

The award of the Preliminary Certificate involves a combination of internal examinations, and other school-based assessment in all subject areas. Your Record of School Achievement ( Ro SA) will be updated with your Preliminary course achievements. NESA will state that you have satisfactorily completed the Preliminary Course. VET and Life Skills courses have different requirements.

School-based assessment tasks follow NESA's policy and procedures and are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. VET courses are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification, but not towards your HSC course mark.

The assessment requirements for each NESA developed course are set out in each syllabus and are on the NESA website.

### Final assessment rank

At the end of the Preliminary examinations, you can obtain your rank order in each course you have studied based on the school assessment program.

### Appeal against final assessment rank

If you feel that your rank in any course is not correct, you may apply to the school principal for a review. The review can only address any clerical or process errors that may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgement of the teachers in marking your work.

### Satisfactory completion of a course

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:

- a) **followed** the course developed or endorsed by NESA; 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 course outcomes

For the satisfactory completion of a course, NESA does not mandate an attendance requirement. As a guide, however, student attendance falling below 85% of a school's programmed lesson time for a course, the principal may determine that, as a result of absence, the above course completion criteria may not be met. Clearly, the principal will regard absences seriously.

If at any time it appears that a student is at risk of receiving an 'N' determination - a non-successful completion of a course - the principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be ISSUED in time for the problem to be corrected.

Periodically, each student's progress will be monitored by their Student Support Officer, class teacher, subject head teachers, head teacher Wellbeing, Careers teacher and the deputy principal. Students who are in danger of receiving an N- determination will be interviewed to create an improvement plan, if possible, and have information sent home informing parents/guardians of their child's status.

Students who have not complied with the above requirements and have received at least two (2) written warnings may be regarded as not having satisfactorily completed the course. The principal will then issue the N- determination.

## N determinations

Students are responsible in all courses for regular attendance, completion of all coursework and completion of assessment tasks. A student who fails to fulfil his/her responsibilities in attendance, coursework or assessment will face the following consequences:

1. The student's parents will be contacted and the student will receive a formal "N" determination warning from the class teacher.
2. If a student fails to fulfil his/her responsibilities a number of times, the student will receive further "N" determination warnings and will be interviewed by the deputy principal or the head teacher, teaching and learning and an improvement plan will be created. Parents will be provided with a copy of this plan.
3. There will be a second interview to assess if the student has successfully met the improvement plan requirements. If the student has not improved accordingly, parents will be involved in the interview at this point. This will be the final opportunity for the student to correct the situation.

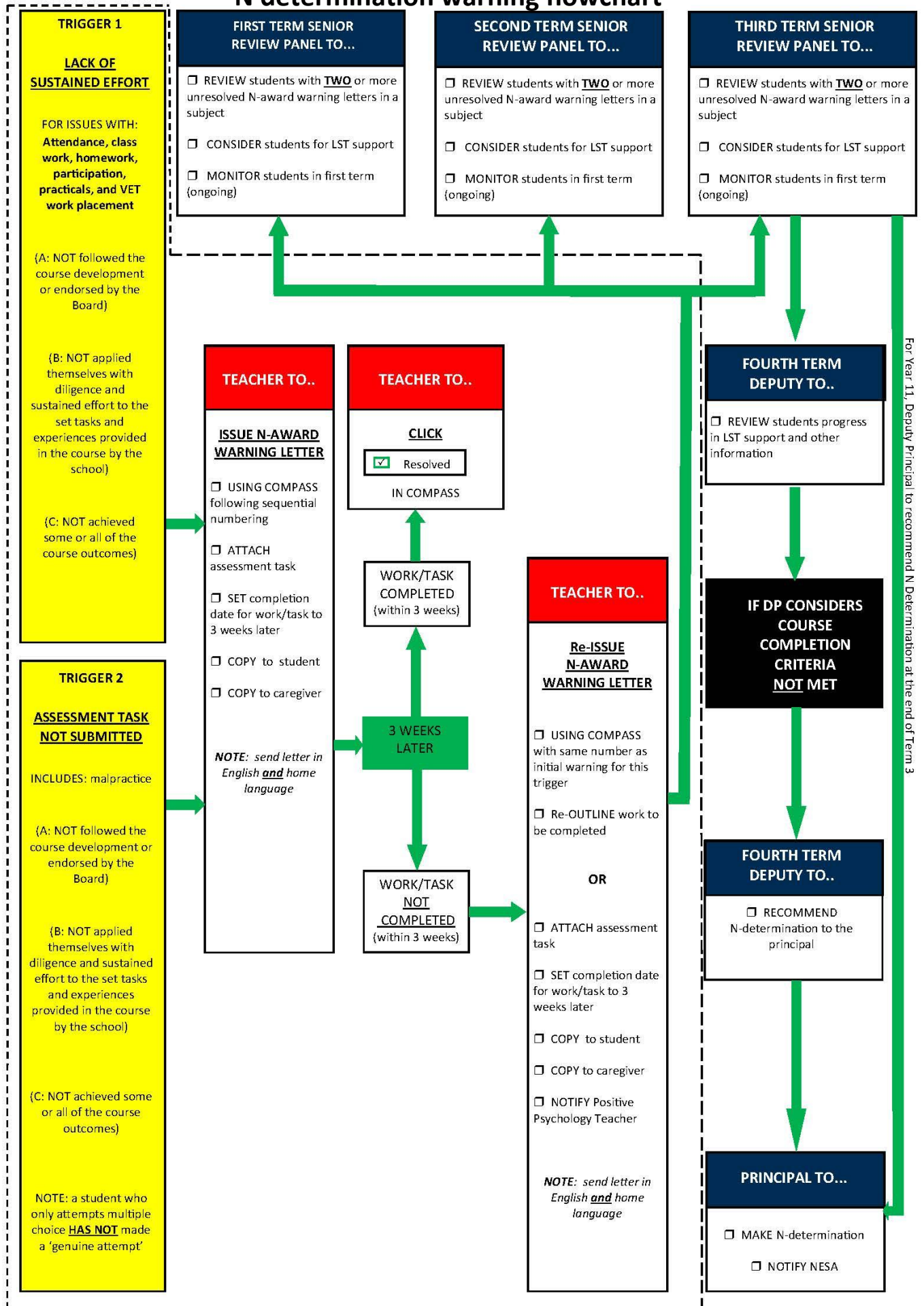
If the situation is not corrected following an interview with the deputy principal, the student will be issued with an "N" determination by the principal. This means that the course will not count towards the completion of their Higher School Certificate.

The purpose of all interviews will be to provide support and encouragement in helping students to meet their responsibilities. Please note, that while you will be required to submit any missing assessment tasks, those tasks will not be included in your assessment mark.

**Ultimately, it is the student's responsibility to ensure all requirements are being met for all courses. Please make every effort to ensure you achieve a successful record of study.**



# N determination warning flowchart



## Malpractice

Cheating of any kind is unacceptable. Behaving dishonestly to gain unfair advantage in assessments or exams is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable. We treat these allegations very seriously. Detected malpractice may result in losing marks for a section of a task or receiving zero for the whole task.

Malpractice includes:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without giving its source
- building on someone else's ideas without giving their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an HSC exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- being responsible for actions done or omitted to be done that confer an unfair advantage in relation to the outcome of any HSC exam – or irrespective of whether such actions occur before, during or after such an exam or assessment.

If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:

- prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
- answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills



# Common grade scale for preliminary courses

The Common Grade Scale is used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The scale describes performance at each of the five grade levels.

## A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

## B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

## C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

## D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

## E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

## Students requiring additional support

### Disability Provisions

Any Preliminary student with a disability recognised in the [Commonwealth Disability Standards for Education 2005](#) can apply for disability provisions. Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation. Disability provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination. Students who become ill during an examination period may be eligible to make an [illness/misadventure application](#) rather than a disability provisions application.

To apply for provisions, schools must submit an online application, with evidence, to NESA. At Goulburn High, these provisions are applied for and coordinated by the staff in Wellbeing faculty. Most eligible students may have already had support prior to Year 11 and will be consulted during the course of the preliminary year. Final applications for the HSC will be prepared for submission to NESA during Term 1 of the HSC year. It is important that medical evidence and documentation is provided to support the school's application.

Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. We make that judgement based on the likelihood of a successful NESA application so that eligible students receive provisions for school-based tasks throughout Year 11 and 12. Please see your deputy principal if you want further information.

### Life Skills

Life Skills courses have been developed by NESA to extend the stage 6 curriculum to meet the special educational needs of students. This is in recognition of the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

To meet this commitment, NESA has developed Life Skills courses for Stage 6 in each broad area of learning. These courses have NESA developed status and can be used along with other NESA developed courses to meet requirements for the award of the Higher School Certificate.

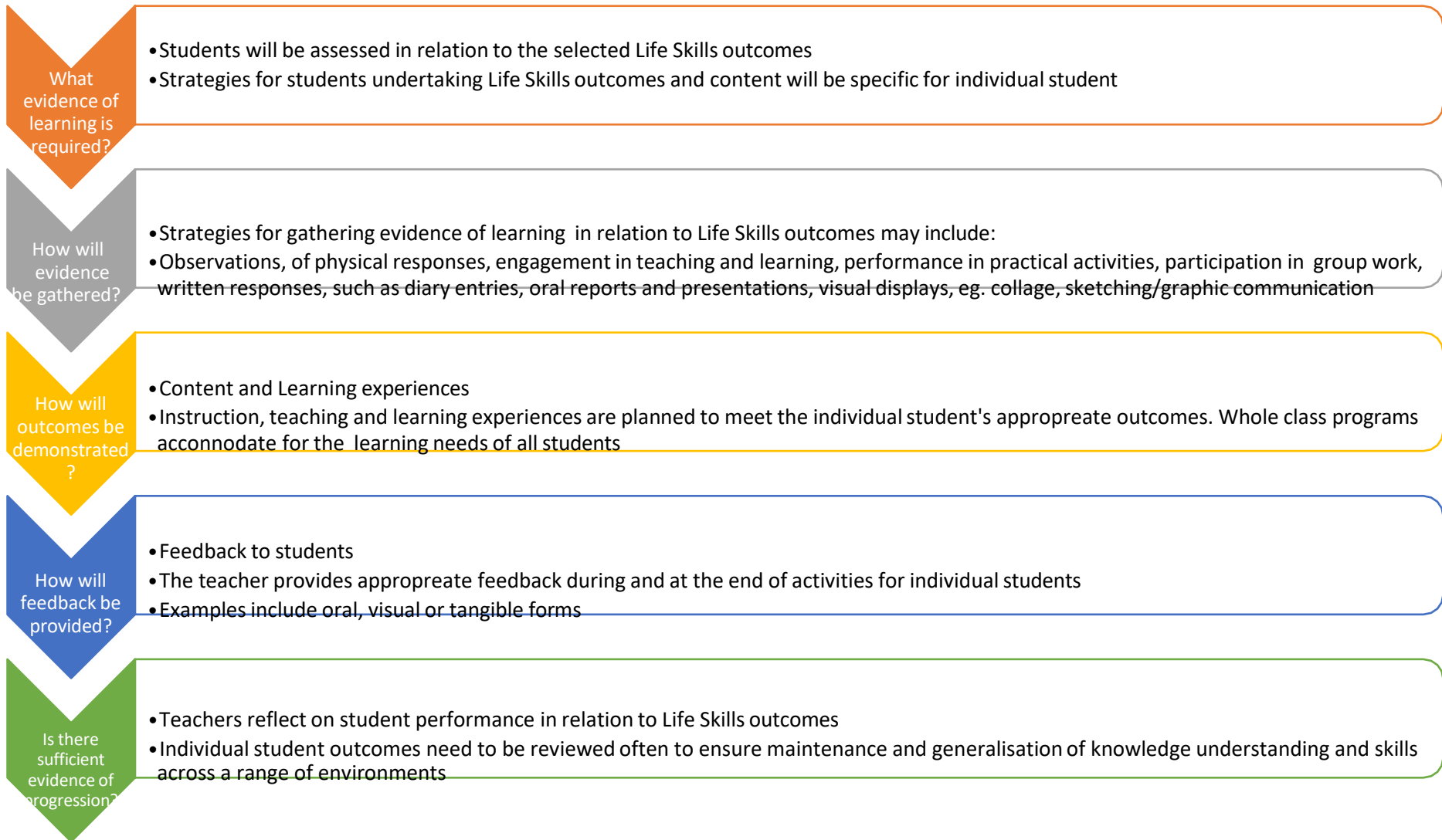
Each Life Skills course is comprised of 2–Unit Preliminary and HSC courses. There is no external examination for Life Skills courses.

An individual learning plan will be developed collaboratively with the student, teacher and a representative from the Wellbeing team to select the outcomes, content and appropriate assessment of the course that will be covered, specific to that students' learning needs.

**Students studying a Life Skills pattern of study are also subject to N Award warnings and determinations**

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## Life Skills assessment



## Assessment notification and receipt

Students are given at least 2 weeks notice in writing of assessment tasks and their relative weighting. A teacher may apply for a change to an assessment task which will be consulted with the Deputy Principal. New Assessment Task Cover Sheets will be issued when changes to a task or date due become necessary.

## Task submission

All tasks are to be handed in as per the assessment notification. Tasks can be handed in before that time. The set time is at the **beginning of the period in which the subject occurs**. However, when the same task is set for classes on different lines the head teacher of that subject will establish a common set time.

If you are absent and cannot personally deliver a task to school, then arrangements must be made to ensure it arrives **before the period on the due date**.

On the day of a task it is expected that **all students are present for their normal timetable**, in line with school policy. If a student is not present to hand in or complete an assessment task then a completed Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances form with a medical certificate, or other appropriate documentation, will be required.

## Issues regarding the marking of work

Any complaint relating to the marking of a task can only be considered at the time the task results are ISSUED. To formalise your complaint, complete the Task/Result Appeal form

The process to follow is:

- discuss first with the teacher – request an explanation of how the mark was arrived
- if not satisfied, discuss with the head teacher
- if still not satisfies, see the deputy principal
- if still not satisfied, see the principal

## Late submission of an assessment task

The precise due date for an assessment task will be provided by your classroom teacher, at least **TWO WEEKS before it is due**.

If your assessment task is not submitted on the due date **you will receive a ZERO mark**.

- If you receive a ZERO, you may lodge an Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances form to the head teacher for the deputy principal
- An extension of time for the submission of an assessment task will only be granted in exceptional circumstances and only after the deputy principal has reviewed the student's Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances

If you fail to submit assessment tasks amounting to a significant percentage of your total assessment mark for the course, the Principal will deem you to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you will not be eligible to receive the award of a HSC Certificate.

## Examination procedures

The Preliminary year at Goulburn High School culminates with a two week exam period towards the end of Term 3. These exams are intended to give students an experience as close as possible to the HSC style questions and examinations. The examination timetable will be distributed two weeks before the examination period.

During the examination period students are expected to adhere to the following rules and conditions:

- Attendance is compulsory.
- Make sure that you are ready to enter the examination room no later than 10 minutes before the examination is due to start.
- Once you are told, move into the room quietly. You are not allowed to speak whilst moving to your seat.
- Full school uniform must be worn. Hats or hoodies must not be worn inside the examination room.
- During the examination time all students must remain silent.
- Eating and drinking in the examination room is banned. Water in a clear container is allowed.
- Any misbehaviour, such as turning around or distracting others, may result in your dismissal from the examination room and the cancellation of your exam paper.
- Make sure that you have been to the toilet beforehand. If you need to go to the toilet, raise your hand.
- If you have a question about the paper, raise your hand and wait for a supervisor to see you.
- No student will be allowed to leave the examination room during the examination time.
- Read all instructions carefully.
- Mobile phones and smart watches are not allowed out during exams and must be turned off and handed to the teacher on duty or remain in bags away from the exam area.
- All calculators to be used during examinations must be NESA approved. If unsure, check with the Mathematics Department.
- Make sure that you sign on and off for every examination.
- If you are absent for an examination, you must contact the school as soon as practical so that an alternative time within the examination period can be arranged. On your first day of return to school you will need to provide the deputy principal with a completed Application for Special Consideration for Accident/Illness/ Misadventure/Special Circumstances and provide supporting documentation (usually a medical certificate).

## Accident/Illness/Misadventure/Special Circumstances

This process ensures that students are treated fairly and equitably across the school. It is vital that any student who does not hand in or sit a task at the appointed time uses this process. Students cannot negotiate ANY changes, no matter how small, in timing of the handing in or sitting of a task with their teacher or head teacher, no matter what the circumstances.

You may lodge an **Application for Special Consideration for Accident/ Illness/ Misadventure/ Special Circumstances** if you believe that circumstances occurring immediately prior to or during an assessment task or exam, and which were beyond your control, affected your performance. The right to submit and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

**Students should complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.**

All **Applications for Special Consideration** relating to assessment tasks are to be lodged to the relevant head teacher within **48 hours** of the **due date** of the task. Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the head teacher of the faculty concerned.

**Applications for Special Consideration** *may be in respect of:*

Illness or accident – i.e. illness or physical injuries suffered directly by you, which affected your performance in the assessment task (e.g. influenza, an asthma attack, cut hand).

Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member, car accident, witness to an accident).

Regional or State representation at a sporting or cultural event.

**Applications for Special Consideration** *process does not cover:*

Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.

Matters that could have been avoided by the student (e.g. misreading of timetable).

Long-term illness such as glandular fever, asthma and epilepsy.

**In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task.** Your application must include:

1. A statement explaining how you were affected during the assessment task
2. A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, evidence from other sources (e.g. police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided
3. A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal

The head teacher will first consider applications for Special Consideration by making a recommendation and submitting the form to the deputy principal. The final decision on an appeal will be made by the deputy principal in consultation with the principal and communicated to you by the head teacher.

If the appeal is upheld, you will receive either the mark you actually gained on the task, or an estimated mark, on the judgement of the teacher and head teacher or arrangements will be made for you to re-sit or resubmit the assessment. Since students often perform better under stressful conditions than they expect, **it is important to complete the task if possible, rather than rely on predictions or estimates.**

If an **exam** is missed the student must follow the same procedure as outlined above.

## Goulburn High School – assessment task/exam scenarios

Students should always complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.

Scenario	Action	Follow-up
<i>You are absent on day a task is held due to illness e.g. examination, practical assessment, oral assessment.</i>	<ul style="list-style-type: none"> <li>Parent or caregiver should phone or contact the school to notify the teacher/head teacher of the illness. <i>This must be done on the day of the task.</i></li> <li>To verify the seriousness of the illness, you will require a medical certificate</li> </ul>	<ul style="list-style-type: none"> <li>Upon the first day of return to school you should see your teacher and complete/hand in the task/exam</li> <li>Complete an <b>Application for Special Consideration</b> and submit to the head teacher, with evidence, within 48 hours.</li> <li>After the deputy principal considers your appeal, you will be notified of the outcome (whether you will receive the marks gained/re sit the task/receive zero marks)</li> </ul>
<i>You are absent on day a task is to be submitted.</i>	<ul style="list-style-type: none"> <li>Parent or caregiver should phone or contact the school to make arrangements with the teacher/head teacher for submission of the task. <i>This must be done on the day of the task.</i></li> </ul>	<ul style="list-style-type: none"> <li>The task needs to be delivered to the school on (or before) the due date.</li> </ul>
<i>You become aware of an upcoming absence on the day of a scheduled task.</i>	<ul style="list-style-type: none"> <li>You are to notify class teacher as early as possible.</li> <li>Note: You should avoid medical appointments, driving tests, family holidays that conflict with published assessment items.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the <b>Application for Special Consideration</b> and submit it to the subject head teacher, with supporting evidence, including parent's signature.</li> <li>After the deputy principal considers your appeal, you will be notified of the outcome</li> </ul>
<i>You become aware that you have taken home and/or in class tasks due when you have work placement for another subject</i>	<ul style="list-style-type: none"> <li>You are to notify class teacher as early as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Hand in task: make arrangements with the teacher of that subject to hand the task in earlier or for a reliable friend/family member to hand it in on the due date on your behalf.</li> <li>In class task/exam: complete the <b>Application for Special Consideration</b> before you start work placement and submit it to the subject head teacher, with supporting evidence. The deputy principal will make a decision about when to re sit the task/exam</li> </ul>
<i>You fail to submit an assessment task at the appropriate time.</i>	<ul style="list-style-type: none"> <li>Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher will notify the head teacher.</li> <li>N-determination warning letter will be sent to your parents along with notification of a ZERO grade.</li> <li>If you believe you have good reasons complete the <b>Application for Special Consideration</b> and submit it to the subject head teacher, with supporting evidence.</li> <li><b>You must still submit the task to satisfy HSC requirements.</b></li> </ul>
<i>You arrive at school to become aware you have accidentally left your task or equipment at home.</i>	<ul style="list-style-type: none"> <li>You are to notify teacher/head teacher immediately. Provision may be made for you to return home or parents contacted.</li> </ul>	<ul style="list-style-type: none"> <li>If you follow all procedures promptly, no penalty will be incurred, as long as you return in time to complete the set task.</li> </ul>



Scenario	Action	Follow-up
<i><b>You experience technical difficulties in publication of a task.</b></i>	<ul style="list-style-type: none"> <li>Always back up work on a computer disk.</li> <li>Keep draft copies of <u>all</u> work.</li> </ul>	<ul style="list-style-type: none"> <li>No provision can be made for computer problems.</li> <li>You <b>submit</b> hand written copy and any available draft copies.</li> <li>Complete the <b>Application for Special Consideration</b> if relevant and submit it to the subject head teacher, with supporting evidence/explanation.</li> </ul>
<i><b>You are experiencing difficulty in completing a research task.</b></i>	<ul style="list-style-type: none"> <li>You must discuss any difficulties with your class teacher well before the due date.</li> <li><b>Written</b> application for extension may be made to the teacher/head teacher via the <b>Application for Special Consideration</b>. The deputy principal will consider this.</li> <li>This must be submitted at least THREE days prior to due date.</li> </ul>	<ul style="list-style-type: none"> <li>You will be advised if you have been granted an extension.</li> <li>If an extension is granted, you must submit the task by the new due date.</li> </ul>
<i><b>You submit work which is not your own.</b></i>	<ul style="list-style-type: none"> <li>All materials used in research must be appropriately referenced (including Internet).</li> </ul>	<ul style="list-style-type: none"> <li>Using the work of others and presenting it as your own is a serious offence. The consequence will be zero marks awarded for the task, N-determination warning letter and an interview.</li> </ul>
<i><b>You complete task of poor quality.</b></i>	<ul style="list-style-type: none"> <li>Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Your teacher/head teacher will notify you and your parents/caregivers that a non-serious attempt was made and you will be issued with an N Warning.</li> <li>Complete the <b>Application for Special Consideration</b> if you believe you have reason and submit it to the subject head teacher, with supporting evidence.</li> <li>You will need to resubmit the task at an appropriate standard to satisfy HSC requirements. The marks awarded from your initial submission will stand without alteration unless the Application for Special Consideration is granted.</li> </ul>
<i><b>You are unprepared for an oral task presentation.</b></i>	<ul style="list-style-type: none"> <li>You must be prepared to present the task on the first day listed, regardless of your position in the published order.</li> </ul>	<ul style="list-style-type: none"> <li>If you are not prepared to deliver the task when called upon, a ZERO grade will be awarded and you will be issued with an N-determination warning letter.</li> <li>Complete the <b>Application for Special Consideration</b> if you believe you have reason and submit it to the subject head teacher, with supporting evidence.</li> </ul>
<i><b>You attend school on the day task is due but you go home sick prior to the lesson when the task is to be submitted.</b></i>	<ul style="list-style-type: none"> <li>It is your responsibility to submit the task to your teacher/head teacher prior to leaving school.</li> </ul>	<ul style="list-style-type: none"> <li>If you fail to submit the task on date due it will receive a ZERO grade/mark and you will be issued with an N-determination warning letter.</li> <li>Complete the <b>Application for Special Consideration</b> if you believe you have reason and submit it to the subject head teacher, with supporting evidence.</li> </ul>

## Student support at Goulburn High School

### The Library

*"In the nonstop tsunami of global information, Librarians provide us with floaties and teach us how to swim."* Linton Weeks

The Library is a great place for research and study. Use your time wisely when you have a study period. It is important that you **follow the protocol** for study. Students must always report to the librarian.

If you do come to the Library ask the librarian for help to find that extra bit of information that will help you write that essay or understand what you are learning in class. There is more to research than Wikipedia and the librarian can show you the tricks to researching smarter not harder, how to find books, journal articles and credible websites. If you need assistance with your assessment tasks just ask. The Library is still a **great place to chill and read a book** but only if your assessment tasks are up to date and you need some R&R.

### Wellbeing team

In Year 11 students your Wellbeing teacher offer a range of support. As students know, wellbeing is a major concern of theirs. Some of the things they can assist with include:

- stress
- an unexpected change of circumstances
- family issues
- pressure from work, home, friends
- financial hardship
- study

Essentially, they will listen, support students practically where they can and refer students to more specialised help where necessary.

## **Classroom teacher and Head Teacher**

Our teaching staff understand the pressures of the Preliminary and HSC courses. If students are worried about classwork or assessment tasks, they should speak with their teacher promptly rather than worry, they are able to clarify expectations and tasks. Head teachers are also available if further clarification, support or an application for Special Consideration is needed.

## **Principal and Deputy Principal**

Both Mr Mani and the Year 11 Deputy Principal are always available to discuss any issues or queries that may be concerning students. Please call in and have a chat. It is always better to discuss a concern than let something become a major issue. The office staff can always pass on a message if they are not available when students call in.

## **Counsellors and school psychologist**

The counselling team at Goulburn High are available to discuss any concerns that require more specialised support. Students can self-refer by using the forms outside the counsellor office, but a conversation with the principal or deputy may speed up the referral process. Our counsellors can help with a range of concerns including stress, anxiety and relationship issues with friends, family and others. Counsellor support can help manage an issue that maybe was getting out of control. It can be challenging to accept this support, but it is often very worthwhile.

## Rights and responsibilities

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any faculty at Goulburn High School

### **The school is responsible for providing:**

- set tasks that will measure your performance in each component of the course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination on time
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- we must also keep records of your performance in these tasks

### **As a student, you are responsible for:**

- Meeting all course requirements.
- Applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course by being present for all timetabled classes, positive psychology assemblies, year meetings and work placements.
- Being on time for all classes and maintaining a high level of attendance.
- Making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you may receive an N determination in a course.
- Attending all exams punctually with the appropriate equipment or communicate with school if there is an issue.
- Integrity – work submitted must be your own and sources consulted must be acknowledged.
- Submitting all tasks on or before the due date, including those due during work placement.
- In the case of VET students, ensure you are properly equipped and dressed.
- Ensuring appointments are made at times when there are no scheduled assessment tasks.
- Explaining all absences to your teachers and the office, by providing documentation such as a medical certificate and a note.
- Contacting your teacher if there is an issue with work placement or other offsite requirements.
- Follow the Application for Special Consideration process where appropriate

# Assessment of VET courses

## FRAMEWORKS

VET courses are competency based. No internal assessment mark is required for these courses. The Board of Studies and the Australian Skills Quality Authority (ASQA) require that, for each student, a competency-based approach to assessment is used.

In a competency-based course, assessment of competencies is criterion referenced. Thus, a student's performance is judged against a prescribed standard, not against the performance of other students.

The purpose of assessment is to judge competencies on the basis of performance. A student is judged as either competent or not yet competent against the performance criteria set out for the elements of competency within each unit of competency. This judgement is made on the basis of evidence which may be in a variety of forms. Achievement of competence is recorded in a competency record book (student logbook).

Students may be assessed when they are ready, rather than at a prescribed time and may be reassessed for competency if they are deemed "not yet competent".

For a student to be considered to have satisfactorily completed their VET course, there must be sufficient evidence that the student has:

- followed the course as specified by attempting the required units of competency
- demonstrated that they have applied themselves to the set tasks and experiences with diligence and sustained effort
- undertaken the mandatory work placements
- achieved all of the course outcomes.

**Provision for N determination and student warnings applies to these courses.**

- a) Students will nominate during the HSC year whether they will attempt the external examination. The written examination is independent of the competency-based assessment undertaken during the course and has no relevance to the student's eligibility to receive AQF qualifications. The marks achieved by the students in the examination are used as the sole basis for determining the contribution of the course to the student's ATAR. Marks obtained in the Trial HSC VET Examinations are submitted to the NSW Educational Students Authority (NESA); and to be used only in cases where an estimate is required due to illness or misadventure during the HSC.

## Glossary of key words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Preliminary documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

FACULTY: ENGLISH

ENGLISH ADVANCED

Tasks:		Task 1	Task 2	Task 3
Task Description:		Written Response (creative & reflection)	Multimodal presentation	Yearly Examination
Outcomes:		EA11-1, EA11-2 EA11-3, EA11-5	EA11-4, EA11-6, EA11-7, EA11-8	EA11-2, EA11-3, EA11-8, EA11-9
Syllabus Requirements	Syllabus Weighting	Date Due: Term 1, Week 10	Date Due: Term 2, Weeks 10	Date Due: Term 3, Weeks 8 & 9
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%



# ENGLISH ADVANCED

## Preliminary Course Outcomes

### A Student:

- EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- 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
- EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA11-6 investigates and evaluates the relationships between texts
- EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- 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

FACULTY: ENGLISH

ENGLISH STANDARD

Tasks:		Task 1	Task 2	Task 3
Task Description:		Written Response (creative & reflection)	Multimodal presentation	Yearly Examination
Outcomes:		EN11-1, EN11-2, EN11-3, EN11-5	EN11-4, EN11-6, EN11-7, EN11-8	EN11-2, EN11-3, EN11-8, EN11-9
Syllabus Requirements	Syllabus Weighting	Date Due: Term 1, Week 10	Date Due: Term 2, Weeks 10	Date Due: Term 3, Weeks 8 & 9
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

# ENGLISH STANDARD

## Preliminary Course Assessment Outcomes

A Student:

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

## ENGLISH STUDIES

Tasks:		Task 1	Task 2	Task 3
Task Description:		Multimodal Presentation	Written Response	Portfolio
Outcomes:		ES11-1, ES11-4, ES11-6, ES11-7	ES11-2, ES11-5, ES11-8, ES11-9	ES11-2, ES11-3, ES11-4, ES11-10
Syllabus Requirements	Syllabus Weighting	Date Due: Term 1, Week 10	Date Due: Term 2, Week 10	Date Due: Term 3, Weeks 8 & 9
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# ENGLISH STUDIES

## Preliminary Course Assessment 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
- ES11-2 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

FACULTY: ENGLISH

ENGLISH EXTENSION

Tasks:		Task 1	Task 2	Task 3
Task Description:		Written Response (creative & reflection)	Multimodal presentation	Yearly Examination
Outcomes:		EE11-1, EE11-2, EE11-3, EE11-5	EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5
Syllabus Requirements	Syllabus Weighting	Date Due: Term 1, Week 10	Date Due: Term 2, Week 10	Date Due: Term 3, Weeks 8 & 9
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
TOTAL	100%	30%	40%	30%

## **ENGLISH EXTENSION**

### **Preliminary Course Assessment Outcomes**

- 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



**FACULTY: SCIENCE**

**AGRICULTURE**

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Description:</b>		Experimental Design Report	Farm Case Study	Yearly Examination
<b>Outcomes:</b>		P1.2, P2.1, P4.1	P1.1, P1.2, P2.3, P3.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: Term 1, Week 10	Date Due: Term 2, Week 10	Date Due: Term 3, Weeks 9 & 10
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Knowledge, understanding and skills required to manage agricultural production systems	<b>40%</b>	10%	20%	10%
Skills in effective research, experimentation and communication	<b>20%</b>	10%		10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# **AGRICULTURE**

## **Preliminary Course Assessment Outcomes**

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

FACULTY: HSIE

## ANCIENT HISTORY

Tasks:		Task 1	Task 2	Task 3
Task Description:		Source Analysis Task	Historical Investigation	Preliminary Exam
Outcomes:		AH11-1, AH11-2, AH11-3, AH11-9	AH11-1, AH11-2, AH11-3, AH11-9	AH11-1, AH11-3, AH11-4, AH11-6, AH11-10
Syllabus Requirements	Syllabus Weighting	Date Due: Term 2, Week 10	Date Due: Term 3, Week 7	Date Due: Term 3, Weeks 8 & 9
Knowledge and understanding of course content	40%	5%	5%	30%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	5%	5%
Historical inquiry and research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%	5%	10%	5%
TOTAL	100%	30%	30%	40%

# ANCIENT HISTORY

## Preliminary Course Outcomes

A student develops the skills to: -

- AH11-1 describe the nature of continuity and change in the ancient world
- AH11-2 propose ideas about the varying causes and effects of events and developments
- AH11-3 analyse the role of historical features, individuals and groups in shaping the past
- AH11-4 account for the different perspectives of individuals and groups
- AH11-5 examine the significance of historical features, people, places, events and developments of the ancient world
- AH11-6 analyse and interpret different types of sources of evidence to support an historical account or argument
- AH11-7 discuss and evaluate differing interpretations and representations of the past
- AH11-8 plan and conduct historical investigations and present reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 communicate historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10 discuss contemporary methods and issues involved in the investigation of ancient history

FACULTY: SCIENCE

**BIOLOGY**

Tasks:		Task 1	Task 2	Task 3
Task Description:		Depth Study	Research Task	Yearly Examination
Outcomes:		BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8	BIO11-4, BIO11-5, BIO11-7, BIO11-10	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
Syllabus Requirements	Syllabus Weighting	Date Due: Term 1, Week 10	Date Due: Term 2, Week 9	Date Due: Term 3, Weeks 8 & 9
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding	40%	10%	10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# BIOLOGY

## Preliminary Course Outcomes

A student:

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

FACULTY: HSIE

## BUSINESS STUDIES

Tasks:		Task 1	Task 2	Task 3
Task Description:		Business Investigation	Business Research Task	Preliminary Exam
Outcomes:		P1, P2, P5	P6, P7, P8, P9	P3, P4, P10
Syllabus Requirements	Syllabus Weighting	Date Due: Term 1, Week 7	Date Due: Term 2, Weeks 8	Date Due: Term 3, Weeks 8 & 9
Knowledge and understanding of course content	40%	10%	10%	20%
Inquiry & Research	20%	10%	10%	
Stimulus Based Skills	20%	5%	5%	10%
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	10%
TOTAL	100%	30%	30%	40%

# BUSINESS STUDIES

## Preliminary Course Assessment Outcomes

The student:

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



**FACULTY: SCIENCE**

**CHEMISTRY**

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Description:</b>		Practical Test	Depth Study	Yearly Examination
<b>Outcomes:</b>		CH11-1, CH11-2, CH11-3, CH11-4, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-9, CH11-10	CH11-1 to CH11-7 and CH11-8 to CH11-11
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: Term 1, Week 8	Date Due: Term 2, Week 10	Date Due: Term 3, Weeks 9 & 10
Skills in Working Scientifically	<b>60%</b>	20%	30%	10%
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

## **CHEMISTRY**

### **Preliminary Course Assessment Outcomes**

- 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 & FAMILY STUDIES**

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Description:</b>		Wellbeing Task	Leader Study	Yearly Exam
<b>Outcomes:</b>		P1.1, 1.2, 4.1, 4.2	P2.3, 3.2, 4.1, 4.2, 6.2	P1 – 7.4
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: Term 1, Week 6	Date Due: Term 2, Weeks 10	Date Due: Term 3, Weeks 8 & 9
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	<b>60%</b>	20%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# COMMUNITY & FAMILY STUDIES

## Preliminary Course Outcomes

The 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
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision-making
- P7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- P7.2 develops a sense of responsibility for the wellbeing of themselves and others
- 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

**DANCE**

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Description:</b>		Safe Dance Practice	Appreciating Dance	Performance
<b>Outcomes:</b>		P1.2, P2.2, P2.3	P4.1, P4.2, P4.3	P3.2, P3.3, P3.6
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: Term 1, Week 8	Date Due: Term 2, Week 7	Date Due: Term 3, Week 5
Performance	<b>40%</b>	30%		10%
Composition	<b>30%</b>			30%
Appreciation	<b>30%</b>		30%	
<b>TOTAL</b>	<b>100%</b>			

# **DANCE**

## **Preliminary Course Assessment Outcomes**

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

**EXPLORING EARLY CHILDHOOD**

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Description:</b>		Preparation for Parenting	Parenting Challenge	Literature Creative Task
<b>Outcomes:</b>		1.1, 5.1, 6.1	V1.1, V1.2	1.2, 1.3, 1.4, 6.1
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: Term 1, Weeks 6	Date Due: Term 2, Week 3	Date Due: Term 3, Week 6
Knowledge and understanding	<b>60%</b>	20%	20%	20%
Process Skills	<b>40%</b>	10%	10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# EXPLORING EARLY CHILDHOOD

## Preliminary Course Outcomes

The student:

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



**INDUSTRIAL TECHNOLOGY (TIMBER PRODUCTS & FURNITURE INDUSTRIES)**

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Description:</b>		Industry Study	Planning /construction	Yearly Examination
<b>Outcomes:</b>		P1.2, P3.3, P4.1, P4.2, P5.1	P2.1, P3.1, P3.3, P4.1, P4.2, P5.1	P1.1, P1.2, P2.1, P4.3, P5.1, P6.1, P6.2, P7.1, P7.2
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: Term 1, Week 9	Date Due: Term 3, Week 5	Date Due: Term 3, Week 8/9
Knowledge and understanding of course content	<b>40%</b>	15	5	20
Knowledge and skills in the management, communication, and production of projects	<b>60%</b>	5	35	20
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

# **INDUSTRIAL TECHNOLOGY**

## **(Timber Products and Furniture Industries)**

Preliminary Course Outcomes

The student:

- P1.1 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
- 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

FACULTY: MATHEMATICS

**MATHEMATICS STANDARD**

Tasks:		Task 1	Task 2	Task 3
Task Description:		In-class open book test	Assignment/Investigation	Yearly Examination
Outcomes:		MS11-1, MS11-5	MS11-3, MS11-4, MS11-10	MS11-1 to MS11-10
Syllabus Requirements	Syllabus Weighting	Date Due: Term 1, Week 7	Date Due: Term 2, Week 6	Date Due: Term 3, Weeks 8 & 9
Understanding, Fluency and Communicating	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# MATHEMATICS STANDARD

## Preliminary Course Outcomes

### A student

- 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, organise and interpret information in a range of contexts
- MS11-10** Justifies a response to a given problem using appropriate mathematical terminology and/or calculations

## FACULTY: MATHEMATICS

## MATHEMATICS ADVANCED

Tasks:		Task 1	Task 2	Task 3
Task Description:		Assignment/Investigation	In-class test	Yearly Examination
Outcomes:		MA11-1, MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-9	MA11-1 to MA11-9
Syllabus Requirements	Date Due: Term 2, Week 6	Date Due: Term 1, Week 7	Date Due: Term 2, Week 6	Date Due: Term 3, Weeks 8 & 9
Concepts, skills and techniques	15%	15%	15%	20%
Reasoning and communication	15%	15%	15%	20%
<b>TOTAL</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# MATHEMATICS ADVANCED

## Preliminary Assessment Outcomes

### Year 11 Mathematics Advanced Outcomes:

#### A student

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

**MODERN HISTORY**

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Description:</b>		Source Analysis Report	Presentation & Essay	Yearly Examination
<b>Outcomes:</b>		MH11-6, MH11-7, MH11-10	MH11-4, MH11-5, MH11-6, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: Term 1, Week 9	Date Due: Term 2, Week 6	Date Due: Term 3, Weeks 8 & 9
Knowledge and understanding of concepts	<b>40%</b>	15%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretations	<b>20%</b>	5%	5%	10%
Historical inquiry and research	<b>20%</b>	5%	15%	
Communication of historical understanding in appropriate forms	<b>20%</b>	5%	10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

# Modern History

## Preliminary Course Outcomes

- 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 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 conclusion, using relevant evidence from a range of sources
- MH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structures forms
- MH11-10** discusses contemporary methods and issues involved in the investigation of modern history.



**FACULTY: MUSIC****MUSIC 1**

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Description:</b>		Performance & Musicology	Viva Voce & Composition	Preliminary Examination
<b>Outcomes:</b>		P1, P3	P4, P5, P6, P8	P1, P4, P6
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: Term 1, Week 8	Date Due: Term 2, Week 9	Date Due: Term 3, Weeks 9 & 10
Composition	<b>25%</b>		25%	
Aural	<b>25%</b>			25%
Musicology	<b>25%</b>	10%	15%	
Performance	<b>25%</b>	10%		15%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

# MUSIC

## *Preliminary Course Outcomes*

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

FACULTY: MATHEMATICS

**NUMERACY**

Tasks:		Task 1	Task 2	Task 3
Task Description:		In-class investigation	Guided investigation	Independent Project
Outcomes:		N6-1, N6-2, N6-3	N6-1, N6-2, N6-3	N6-1, N6-2, N6-3
Syllabus Requirements	Syllabus Weighting	Date Due: Term 1, Week 7	Date Due: Term 2, Week 6	Date Due: Term 3, Weeks 8 & 9
Understanding, Fluency and Communicating	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# NUMERACY

## Preliminary Course Outcomes

### Numeracy Outcomes:

#### A student

- N6-1.1** recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2** applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3** determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1** chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2** chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3** chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4** chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5** chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-2.6** chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations

**PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION**

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Description:</b>		Written Task	Report	Yearly Examination
<b>Outcomes:</b>		P1, P2, P3, P4, P5, P6, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1 – P17
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: Term 1, Week 9	Date Due: Term 2, Week 8	Date Due: Term 3, Weeks 8 & 9
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	<b>60%</b>	20%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

## Preliminary Course Outcomes

A student:

- P1 identifies and examines why people give different meanings to health and to physical activity
- P2 explains how nutrition, physical activity, drug use and relationships affect personal health
- P3 recognises that health is determined by socio-cultural, economic and environmental factors
- P4 identifies aspects of health over which individuals can exert some control
- P5 plans for and can implement actions that can support the health of others
- P6 proposes actions that can improve and maintain personal health
- P7 explains how body structures influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 utilises a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

## PHOTOGRAPHY AND DIGITAL MEDIA

Tasks:		Task 1	Task 2	Task 3
Task Description:		Darkroom Print and Journal (Photos and documented process)	Digital Images and Visual Journal (Photoshop steps to create series of images)	Project G1 Student orientated Project (Darkroom, digital, animation, video)
Outcomes:		M1, M2	M3, M4, M5	M1, M2, CH1, M6
Syllabus Requirements	Syllabus Weighting	Date Due: Term 1, Week 8	Date Due: Term 2, Week 6	Date Due: Term 3, Week 8
Generates a characteristic style that is self-reflective and looks at ways to interpret and explain works.	15%	5%	5%	5%
Explores concept of photographer and investigates concept of artist-artwork-audience-world.	15%		10%	5%
Investigates and distinguishes between different points of view in both practice and theory	15%		5%	10%
Explores ways in which history can be built to explain practice and generates ideas as representation.	10%		10%	
Explores and recognises different techniques suited to artistic intentions and practice.	30%	15%		15%
Take into account issues of work health and safety in the making of works.	15%	10%		5%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# PHOTOGRAPHY AND DIGITAL MEDIA

## Preliminary Course Outcomes

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



FACULTY: SCIENCE

PHYSICS

Tasks:		Task 1	Task 2	Task 3
Task Description:		Practical Task	Depth Study	Yearly Examination
Outcomes:		PH11-3, PH11-4, PH11-5, PH11-8	PH11-1, PH11-2, PH11-3, PH11-7, One out of PH11-8, PH11-9, PH11-10, PH11-11	PH11-2, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11
Syllabus Requirements	Syllabus Weighting	Date Due: Term 1, Week 9	Date Due: Term 3, Week 3	Date Due: Term 3, Weeks 9 & 10
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
TOTAL	100%	30%	30%	40%

# PHYSICS

## Preliminary Course Assessment Outcomes

- 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

Tasks:		Task 1	Task 2	Task 3
Task Description:		Personal Reflection Research Task	Social Research Project	Yearly Exam
Outcomes:		P1, P2, P9	P6, P7, P8, P10	P3, P4, P5
Syllabus Requirements	Syllabus Weighting	Date Due: Term 1, Week 9	Date Due: Term 2, Week 9	Date Due: Term 3, Week 9 & 10
Knowledge and Understanding of Course Content	50%	5%	10%	35%
Application and evaluation of social and cultural research methods	30%	15%	10%	5%
Communication of information, ideas and issues in appropriate forms	20%	10%	10%	
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# SOCIETY AND CULTURE

## *Preliminary Course Outcomes*

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

**SPORT, LIFESTYLE AND RECREATION**

<b>Tasks:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Description:</b>		Practical Assessment	Theory Assessment	Practical Participation Assessment (ongoing)
<b>Outcomes:</b>		1.1 – 5.5	1.1 – 5.5	1.1 – 5.5
<b>Syllabus Requirements</b>	<b>Syllabus Weighting</b>	Date Due: Term 1, Week 5	Date Due: Term 2, Week 5	Date Due: Terms 1-3 (ongoing)
Understanding	<b>30%</b>	10%	10%	10%
Skills	<b>30%</b>	10%	10%	10%
Participation	<b>40%</b>	10%	10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# SPORT, LIFESTYLE AND RECREATION (SLR)

## Preliminary Course Outcomes

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

FACULTY: TAS

## VISUAL ARTS

Tasks:		Task 1	Task 2	Task 3
Task Description:		Artist Case Study	Major Body of Work and Art Diary	Final Exam
Outcomes:		P7, P8, P9, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10
Syllabus Requirements	Syllabus Weighting	Date Due: Term 1, Week 8	Date Due: Term 2, Week 6	Date Due: Term 3, Week 8/9
Artmaking	50%	10%	25%	15%
Art criticism and art history	50%	15%	15%	20%
TOTAL	100%	25%	40%	35%

# VISUAL ARTS

## Preliminary Course Outcomes

The 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 art making
- 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



## HSC Assessment Advice for 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 will be deemed Competent if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. 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 an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. You will also receive a report from the school each semester indicating competency achievement.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment 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)** apply on the RTO RPL form with the evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer who will forward it to the RTO manager for review.

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

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

### **Work placement - Advice from NESA in response to COVID-19**

**"Students undertaking VET courses in 2020 will remain eligible for the Preliminary or HSC credit units if unable to complete work placement. Students are no longer required to undertake NESA-mandated VET work placements."**  
NESA update, 29 April 2020.

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

Workplacement 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).

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- a 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or 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.
- you will complete a workplace journal of your placement.

**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 examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

## 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 3, Weeks 5-6 2021
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Weeks 9 -10 2021

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment,	Role-play. Oral presentation	Self-Assessment	HSC examinable
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### Cluster 1 Working Safely in the Construction Industry

CPCOHS2001A Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y
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### Cluster 2 Carpentry Basics

CPCCCA2011A Handle carpentry materials	Y	Y	Y	Y		Y	
CPCCA2002B Use carpentry tools and equipment	Y	Y	Y	Y			**

### Cluster 3 White Card

CPCCWHS1001 Prepare to work safely in the construction industry	Y		Y	Y	Y		Y
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### Cluster 4 Levelling

CPCCCM2006B Apply basic levelling procedures	Y		Y	Y			
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### Cluster 5 Reading Plans

CPCCCM2001A Read and interpret plans and specifications	Y		Y	Y			Y
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### Cluster 6 Prepare for Concreting

CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground	Y	Y		Y		Y	
CPCCCM1015A Carry out measurements and calculations	Y	Y		Y		Y	Y

### Cluster 7 Group Project

CPCCCM1013A Plan and organise work	Y	Y		Y		Y	Y
CPCCM2004A Handle construction materials	Y			Y			

### Cluster 8 Skills Into Action

CPCCCM1012A Work effectively and sustainably in the construction industry				Y		Y	Y
CPCCCM1014A Conduct workplace communication				Y	Y		Y

### Cluster 9 Option 1: Joinery Option 1 or 2 must be completed to gain the qualification and be eligible for the HSC (delete units not being delivered)

CPCCJN2001A Assemble components	Y	Y		Y		Y	
CPCCJN2002B Prepare for off-site manufacturing process	Y	Y		Y		Y	

### Cluster 9 Option 2: Brick and Block Laying

CPCCBL2001A Handle and prepare bricklaying material	Y	Y		Y		Y	
CPCCBL2002A Use bricklaying and blocklaying tools and equipment	Y	Y		Y		Y	

\*\* [CPCCCM2005B](#) Use construction tools and equipment – syllabus content to be delivered

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 Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3, Weeks 4-5 2021
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Weeks 9-10 2021

	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable
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### Cluster 1 **Working Together** new cluster

BSBWOR203 Work effectively with others				Y	Y		Y
BSBCMM201 Communicate in the Workplace				Y	Y		

### Cluster 2 **Safe and hygienic food preparation**-new cluster

Part A Hygienic Food Preparation							
SITXFSA001 Use hygienic practices for food safety	Y			Y			Y
Part B Safe Food Preparation							
SITHCCC001 Use food preparation equipment	Y	Y		Y			
SITXFSA002 Participate in safe food handling practices	Y	Y		Y			

### Cluster 3 **Café Skills**- new assessment requirement

SITHFAB005 Part A Prepare and serve espresso coffee	Y	Y		Y		Y	Y Portfolio
SITHFAB004 Part B Prepare and serve non-alcoholic beverages	Y	Y		Y		Y	Y Portfolio

### Cluster 4 **Safe and Sustainable work practices**

SITXWHS001 Participate in safe work practices	Y			Y	Y		Y
BSBSUS201 Participate in environmentally sustainable work practices				Y			

### Cluster 5 **Interacting with diverse customers**

SITXCCS003 Interact with customers	Y			Y	Y		Y
SITXCOM002 Show social and cultural sensitivity	Y			Y	Y		

### Cluster 6 **Serving food and beverages** – new assessment requirement

SITHFAB007 Serve food and beverage	Y			Y		Y	Y Portfolio
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### Cluster 7 **Keeping up to date with industry**

SITHIND002 Source and use information on the hospitality industry				Y			Y
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### Cluster 8 **Use hospitality skills effectively** – new assessment requirement

SITHIND003 Use hospitality skills effectively	Y			Y		Y	Portfolio
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## Assessment Summary for AHC21216 Certificate II in Rural Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3, Weeks 4-5 2021
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Weeks 9-10 2021

Cluster name and unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, Oral Presentation	Third Party Report	Self-assessment	HSC examinable
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**Qualification Packaging Rules:** <https://training.gov.au/Training/Details/AHC21216>

### Cluster 1 Participate in WHS Processes

AHCWHS201 Participate in WHS Processes	Y		Y	Y		Y		Y
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### Cluster 2 Working in the Industry

AHCWRK209 Participate in environmentally sustainable work practices	Y		Y	Y	Y	Y		Y
AHCWRK204 Work effectively in the industry	Y		Y	Y	Y	Y		Y

### Cluster 3 Weather

AHCWRK201 Observe and report on weather	Y			Y		Y		Y
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### Cluster 4 Chemicals

AHCCHM201 Apply chemicals under supervision	Y			Y	Y			Y
AHCCPM201 Treat Weeds	Y			Y	Y			Y

### Cluster 5 Healthy Animals (for students following the livestock stream)

AHCLSK202 Care for health and welfare of livestock	Y			Y		Y		Y
AHCLSK205 Handle livestock using basic techniques	Y			Y		Y		Y
AHCLSK206 Identify and mark livestock	Y			Y		Y		Y

### Cluster 6 Healthy Plants (for students following the plant stream)

AHCPMG202 Treat plant pests, diseases and disorders	Y	Y		Y		Y		Y
AHCNSY202 Care for nursery plants	Y	Y		Y		Y		Y
AHCPCM201 Recognise plants	Y	Y		Y		Y		Y

### Cluster 7 Tractors

AHCMOM202 Operate tractors	Y		Y	Y				
AHCMOM304 Operate machinery and equipment	Y		Y	Y				

### Cluster 9 Fencing

AHCINF202 Install, maintain and repair farm fencing	Y	Y		Y				
AHCINF201 Carry out basic electric fencing operations	Y	Y		Y				

### Cluster 10 Grow Plants

AHCNSY201 Pot up plants	Y	Y		Y				
AHCSOL202 Assist with soil or growing media sampling and testing	Y	Y		Y				
AHCNSY203 Undertake propagation activities	Y	Y		Y				

### Cluster 12 Clean Machinery

AHCBIO201 Inspect and clean machinery for plant, animal and soil	Y		Y	Y				
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Depending on the achievement of units of competency; the possible AQF qualification outcome is AHC21216 Certificate II in Rural Operations or a Statement of Attainment towards AHC21216 Certificate II in Rural Operations.

## Assessment Summary for FSK20112 Certificate II in Skills for Work and Vocational Pathways

Requirements for HSC purposes	
Work Placement	Mandatory NESAs work placement is NOT required in this course
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 Collection		
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Foundation Skills Core 1	FSKDIG03 FSKWTG09	Use digital technology for routine workplace tasks Write routine workplace texts	X		X
Foundation Skills Core 2	FSKLRG09 FSKOCM07	Use strategies to respond to routine workplace problems Interact effectively with others at work	X		X
Foundation Skills Core 3	FSKRDG10 FSKNUM15	Read and respond to routine workplace information Estimate, measure and calculate routine metric measurements for work	X		X
Foundation Skills Core 4	FSKLRG11	Use routine strategies for work-related learning	X		X
Foundation Skills Core 5	FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	X		X
	FSKLRG10	Use routine strategies for career planning		X	X
	FSKOCM04	Use oral communication skills to participate in workplace meetings	X		X
	FSKRDG09	Read and respond to routine standard operating procedures	X		X
	FSKWTG07	Write routine formal workplace texts			X
	BSBITU211	Produce digital text documents	X		X
	BSBWOR204	Use business technology	X		X
	BSBITU212	Create and use spreadsheets	X		X
	FNSFLT202	Develop and use a saving plan			X

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the FSK20113 Certificate II in Skills for Work and Vocational Pathways. The Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways will only be the possible AQF outcome if at least one UoC has been achieved.



## Malpractice Appeal Form

Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal

### ☐ **Step One: Appeal to Deputy Principal**

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Task Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Reason/s for Appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

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### **For Office Use Only:**

#### **Deputy Principal Decision**

☐ No change to HT decision: Reason/s:

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☐ Change to decision: Reason/s and decision outcome: Malpractice Register updated

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☐ HT Informed

☐ Student informed

Signed: \_\_\_\_\_ (Deputy Principal) Date: \_\_\_\_\_ (Deputy Principal)

Step Two: Appeal to Principal

Please attach/provide only new evidence to the Principal in relation to your appeal and your reasons for the appeal below:

For Office Use Only:

Principal Decision

☐ No change to DP decision: Reason/s:

☐ Change to DP decision: Reason/s and decision outcome: Malpractice Register updated

☐ DP and HT Informed

☐ Student informed

Principal Signature:

Date:



## Task/Result Appeal Form

**Please submit within 2 school days of the task being returned to you**

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

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

Task Name: \_\_\_\_\_

☐ **Step One – Course Teacher contacted: YES/NO** Date of Contact: \_\_\_\_\_

☐ **Step Two – Appeal to Head Teacher**

Reasons for appeal of mark (clear reference to task administration breakdown/marketing guidelines/course outcomes/feedback to be made here):

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☐ No change to mark. Reasons: \_\_\_\_\_

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☐ Change to mark. Reasons: \_\_\_\_\_

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☐ New Mark: \_\_\_\_\_

☐ Updated result recorded

☐ Student informed

☐ Teacher informed

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_



☐ **Step Three – Appeal Deputy Principal: Attach any new or additional information.**

☐ No change to mark. Reasons: \_\_\_\_\_

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

☐ Change to mark. Reasons: \_\_\_\_\_

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

☐ New Mark: \_\_\_\_\_ ☐ Updated result recorded

☐ Student informed ☐ Head Teacher informed

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

☐ **Step Four - Appeal Principal: Attach any new or additional information.**

☐ No change to mark. Reasons: \_\_\_\_\_

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

☐ Change to mark. Reasons: \_\_\_\_\_

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

☐ New Mark: \_\_\_\_\_ ☐ Updated result recorded

☐ Student informed ☐ Head Teacher informed ☐ Deputy Principal informed

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## NON-COMPLETION OF AN ASSESSMENT TASK

### Application for Special Consideration for an Accident/Misadventure/Illness/Special Circumstances

#### PART A: TO BE COMPLETED BY STUDENT

To: Mr / Mrs / Miss / Ms \_\_\_\_\_

Head Teacher of subject: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Class /subject: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Description of the task: \_\_\_\_\_

Due Date for Uncompleted Task: \_\_\_\_\_ (day) \_\_ / \_\_ / \_\_

Delete one: I have been unable to

- complete the task on the required date (for in-school assessment tasks)
- submit the task by the required date (for assignments etc)

#### REASON

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Supporting documents are / are not attached eg. Doctor's Certificate

Student's Signature: \_\_\_\_\_

Parent / Guardian's Signature: \_\_\_\_\_ Date: \_\_ / \_\_ / \_\_

PART B: **TO BE COMPLETED BY THE CLASS TEACHER / HEAD TEACHER BEFORE THE APPLICATION IS SUBMITTED**

Recommendation by Class Teacher / Head Teacher

Teachers are requested to write a recommendation with regard to this application. Alternatively, the teacher could refer this application to the Head Teacher or discuss it directly with the Assessment Coordinator.

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Class Teacher Signature: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

NOTE: Head Teacher KLA then passes the completed form onto the assessment coordinator.

PART C: **RECOMMENDATION OF ASSESSMENT COORDINATOR**

- ☐ Same task to be completed
- ☐ Estimate based on all other assessment tasks
- ☐ Estimate based on substitute task being set and completed
- ☐ Extension of time granted until \_\_\_\_\_
- ☐ Zero mark to be given
- ☐ Show as non-attempt: N Determination Warning to be issued
- ☐ Other \_\_\_\_\_

Signature of Assessment Coordinator: \_\_\_\_\_

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

# PRELIMINARY ASSESSMENT CALENDAR

2023

## PRELIMINARY ASSESSMENT CALENDAR

<b>Term 1 Week</b>	<b>Assessment tasks due each week</b>
Week 1B	
Week 2A	
Week 3B	
Week 4A	
Week 5B	SLR
Week 6A	CAFS, Exploring Early Childhood
Week 7B	Business Studies, Mathematics Standard, Mathematics Advanced, Numeracy
Week 8A	Ancient History, Investigating Science, Photography and Digital Media, Visual Arts
Week 9B	Modern History, PD/H/PE
Week 10A	English Advanced, English Standard, English Studies, Biology
Week 11B	

<b>Term 2 Week</b>	<b>Assessment tasks due each week</b>
Week 1A	
Week 2B	Exploring Early Childhood
Week 3A	Exploring Early Childhood, Design and Technology, Industrial Technology (Timber)
Week 4B	
Week 5A	SLR
Week 6B	Mathematics Standard, Mathematics Advanced, Modern History, Numeracy, Photography and Digital Media
Week 7A	Investigating Science
Week 8B	Ancient History, Business Studies, PD/H/PE
Week 9A	Biology
Week 10B	English Advanced, English Standard, English Studies, CAFS

<b>Term 3 Week</b>	<b>Assessment tasks due each week</b>
Week 1A	
Week 2B	
Week 3A	
Week 4B	Hospitality, Rural Operations
Week 5A	Industrial Technology (Timber), Construction, Hospitality, Live Production and Services, Rural Operations
Week 6B	Exploring Early Childhood, Visual Arts, Construction
Week 7A	Ancient History, Design and Technology
Week 8B	Yearly Exams, English Advanced, English Standard, PD/H/PE, Photography and Digital Media
Week 9A	Yearly Exams, English Advanced, English Standard, English Studies (Portfolio), Biology, Business Studies, CAFS, Design and Technology, Investigating Science, Mathematics Standard, Mathematics Advanced, Modern History, Numeracy, PD/H/PE, Construction, Hospitality, Live Production and Services, Rural Operations
Week 10B	Business Studies, CAFS, Design and Technology, Mathematics Standard, Mathematics Advanced, Numeracy, Construction, Hospitality, Live Production and Services, Rural Operations