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## Forward

Please read in conjunction with **Koorungal High School Assessment Procedures Booklet**.

The Assessment Procedures are located on the school's website as well as through the Year Advisor and Deputy Principal.

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This Handbook includes the assessment schedules for each course of study which students are expected to complete.

Periodic assessment is an important way for students to demonstrate that they have successfully achieved the outcomes of the course being studied. Assessment tasks also allow teachers to find out where students are having problems with course work, concepts and skills so that they may intervene if necessary to correct student misunderstanding.

All staff at the school will provide support for students in their learning, or to help inform decisions and to overcome problems should they arise. There are some key staff that will have particular responsibilities and interest in the general well-being of students.

These include:

Classroom teachers  
Head Teachers of all faculties  
Year Advisor: Mrs Cheryl Bennett  
Deputy Principal Year 11: Mr Peter McCartan  
Learning and Support Teacher: Ms Anna Swift and Ms Bernadette Howard  
Student Support Officer: Josh Larwood and Kelsie Hodges  
Careers Advisor: Mrs Kirsten Fitzgerald  
School Counsellor: Mr Aaron Johnston Mr Paul Wetherbee  
Principal: Mr Kyle Bryant

Students should feel confident to seek their advice and guidance should question or issues arise, or simply to clarify issues if uncertain.

Parents are also welcome to contact the school if they have concerns regarding their children's academic progress. For general concerns, please contact the Year Advisor. For concerns regarding a particular subject, please contact the Head Teacher of that subject. The Head Teacher's name is listed on the subject assessment schedule.

Mr Kyle Bryant  
Principal  
February, 2021



## Koorringal High School – Planner – Term One – 2021 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>			<u>Staff Development Day</u> 27-Jan	<u>Staff Development Day</u> 28-Jan	29-Jan
<b>Week 2 B</b>	1-Feb	2-Feb	3-Feb	4-Feb	5-Feb
<b>Week 3 A</b>	8-Feb	9-Feb	10-Feb	11-Feb	12-Feb
<b>Week 4 B</b>	15-Feb	16-Feb	17-Feb	18-Feb	19-Feb
<b>Week 5 A</b>	22-Feb	23-Feb	24-Feb	25-Feb	26-Feb
<b>Week 6 B</b>	1-Mar	2-Mar	3-Mar	4-Mar	5-Mar
<b>Week 7 A</b>	8-Mar	9-Mar	10-Mar	11-Mar	12-Mar
<b>Week 8 B</b>	15-Mar	16-Mar	17-Mar	18-Mar	19-Mar
<b>Week 9 A</b>	22-Mar	23-Mar	24-Mar	25-Mar	26-Mar
<b>Week 10 B</b>	29-Mar	30-Mar	31-Mar	1-Apr	<b>Public Holiday</b> 2-Apr



## Koorungal High School Planner – Term Two – 2021 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>	<u>Staff Development Day</u>  19-Apr	20-Apr	21-Apr	22-Apr	23-Apr
<b>Week 2 B</b>	26-Apr	27-Apr	28-Apr	29-Apr	30-Apr
<b>Week 3 A</b>	3-May	4-May	5-May	6-May	7-May
<b>Week 4 B</b>	10-May	11-May	12-May	13-May	14-May
<b>Week 5 A</b>	17-May	18-May	19-May	20-May	21-May
<b>Week 6 B</b>	24-May	25-May	26-May	27-May	28-May
<b>Week 7 A</b>	31-May	1-June	2-June	3-June	4-June
<b>Week 8 B</b>	7-June	8-June	9-June	10-June	11-June
<b>Week 9 A</b>	14-June	15-June	16-June	17-June	18-June
<b>Week 10 B</b>	21-June	22-June	23-June	24-June	25-June



## Koorungal High School – Planner – Term Three – 2021 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>	<b>Staff Development Day</b> 12-Jul	13-Jul	14-Jul	15-Jul	16-Jul
<b>Week 2 B</b>	19-Jul	20-Jul	21-Jul	22-Jul	23-Jul
<b>Week 3 A</b>	26-Jul	27-Jul	28-Jul	29-Jul	30-Jul
<b>Week 4 B</b>	2-Aug	3-Aug	4-Aug	5-Aug	6-Aug
<b>Week 5 A</b>	9-Aug	10-Aug	11-Aug	12-Aug	13-Aug
<b>Week 6 B</b>	16-Aug	17-Aug	18-Aug	19-Aug	20-Aug
<b>Week 7 A</b>	23-Aug	24-Aug	25-Aug	26-Aug	27-Aug
<b>Week 8 B</b>	30-Aug	31-Aug	1-Sep	2-Sep	3-Sep
<b>Week 9 A</b>	6-Sep	7-Sep	8-Sep	9-Sep	10-Sep
<b>Week 10 B</b>	13-Sep	14-Sep	15-Sep	16-Sep	17-Sep

WK	Term 1	Term 2	Term 3
1		Biology – Task 1 due Chemistry – Task 1 due Drama – Task 1 notification EEC – Task 2 notification Multimedia – Task 1 notification	Multimedia – Task 2 notification
2	EEC – Task 1 notification Numeracy – Task 1 notification	Agriculture – Task 1 notification Industrial Technology – Task 1 due	Agriculture – Task 2 notification Business Studies – Task 2 notification Drama – Task 2 notification Numeracy – Task 3 notification
3		Drama – Task 1 due SLR – Task 2 notification Society & Culture – Task 2 notification	EEC – Task 3 notification Industrial Technology – Task 2 notification SLR – Task 3 notification
4	SLR – Task 1 notification	Agriculture – Task 1 due EEC – Task 2 due Mathematics Advanced and Standard – Task 2 notification Numeracy – Task 2 notification PDHPE – Task 2 notification	Agriculture – Task 2 due Business Studies – Task 2 due Drama – Task 2 due Numeracy – Task 1 due
5	Music – Task 1 notification	Biology – Task 2 notification Chemistry – Task 2 notification Mathematics Extension 1 – Task 2 notification Modern History – Task 2 notification SLR – Task 2 due <u>Weeks 5-10</u> Society and Culture – Task 2 due	Multimedia – Task 2 due
6	Business Studies – Task 1 notification EEC – Task 1 due Mathematics Advanced – Task 1 notification SLR – Task 1 due Society and Culture – Task 1 notification	Legal Studies – Task 2 notification Music – Task 2 notification Physics – Task 2 notification	English Studies – Task 3 notification EEC – Task 3 due Industrial Technology – Task 2 due SLR – Task 3 due
7	Biology – Task 1 notification CAFS – Task 1 notification English Extension 1 – Task 1 notification Investigating Science – Task 1 notification Mathematics Extension 1 – Task 1 notification Modern History – Task 1 notification Music – Task 1 due PDHPE – Task 1 notification Physics – Task 1 notification	CAFS – Task 2 notification English (All) – Task 2 notification Investigating Science – Task 2 notification PDHPE – Task 2 due	Numeracy – Task 3 due <b><u>Notification for all Exams</u></b>

8	Business Studies – Task 1 due Chemistry – Task 1 notification English Advanced, Standard and Studies – Task 1 notification Legal Studies – Task 1 notification Mathematics Advanced – Task 1 due Mathematics Standard – Task 1 notification Society and Culture – Task 1 due	Chemistry – Task 2 due Legal Studies – Task 2 due Modern History – Task 2 due Multimedia – Task 1 due Music – Task 2 due	English Studies – Task 3 due
9	CAFS – Task 1 due Investigating Science – Task 1 due Mathematics Extension 1 – Task 1 due Modern History – Task 1 due Physics – Task 1 due	Biology – Task 2 due CAFS – Task 2 due Mathematics Advanced and Standard –Task 2 due Numeracy – Task 2 due Physics – Task 2 due	<b><u>Exams Week 9/10</u></b>
10	English (All) – Task 1 due Industrial Technology – Task 1 notification Legal Studies – Task 1 due Mathematics Standard – Task 1 due PDHPE – Task 1 due	English (All) – Task 2 due Investigating Science – Task 2 due Mathematics Extension 1 –Task 2 due	



## Koorringal High School Preliminary Assessment Policy

### Requirements for the Award of an HSC and Satisfactory Completion of a Course

It is expected that:

- the student's attendance, conduct and progress will be satisfactory
- the student will follow a pattern of study that makes him/her eligible for the award of the HSC
- the student will study appropriate courses as approved by the NESA NSW
- the student will complete all the requirements of each course including any necessary oral, aural, practical, field work, project work, class work
- the student will have completed, and made a genuine attempt at, all tasks required as part of the assessment program
- the student will avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is their own or acknowledges the contribution of others
- the student will sit for, and make a genuine attempt at, any examination set as part of the course including the Higher School Certificate examination.

### The Courses

Two types of courses are approved for study in the Higher School Certificate:

- NESA Board Developed Courses - are the courses for which the NESA develops a syllabus, setting out the objectives, outcomes, structure and content. NESA also sets Higher School Certificate examinations for most of these courses.
- NESA Content Endorsed Courses - all of which form part of an approved HSC program of study and are listed on your Record of Achievement. Content Endorsed Courses don't have a HSC examination, so therefor, cannot be used in the calculation of the ATAR.

Extension study is available in English, Mathematics, History, Music and some language courses. Extension courses build on the content of the 2-unit course, and require students to study beyond the 2-unit course. A second unit of Extension English and Mathematics may also be studied.

### Assessment Marks

Your school submits your assessment marks for each NESA Board Developed Course studied to the NESA. These marks are calculated from your results on each assessment task you undertake as part of your HSC course and outlined in this booklet.

In the case of VET courses studied at school, there is no assessment mark. A student record of achievement for the competencies for each module is kept as a soft copy. **VET course competencies and outcomes are included in this booklet.**

### School-Based Assessment

The assessment marks submitted by a school for each course are intended to indicate students' achievements relative to each other and the standards of the course. The assessment marks will be based on achievements measured at points throughout the course. This measure of students' achievements is based upon:

- *a wider range of syllabus outcomes than may be measured by the external examination, although it must cover all the outcomes measured by the examination;*
- *multiple measures and observations made throughout the HSC course rather than at a single, final examination.*

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It increases the accuracy of the final assessment of each student's achievement by using multiple measures. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.





## Plagiarism

Plagiarism is when you present work or create work as yours that is the work or creation of someone else. Students should particularly note the definition and application of the rules found in the Koorungal High School Assessment Policy and in the NESA publication “All My Own Work” found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>.

## Honesty in Assessment – the Standard

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student’s mark will be determined by the quality of the work produced by the student only. Any component of a student’s work that has been written, created or developed by others must be acknowledged in accordance with the NESA subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. Koorungal High School treats allegations of malpractice very seriously and detected malpractice will limit a student’s marks and jeopardise their HSC.

Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, students will be reported further. These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. Details can be found on the NESA website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

## NESA’s Responsibilities

For each course, NESA produces a syllabus, a statement of subject rules, a list of prescribed texts (if applicable), works and projects and an assessment guide. The NESA Higher School Certificate rules and requirements are covered in the Assessment, Certification and Examination (ACE) Manual. This and many other NESA publications, including syllabi, can be found on the NESA website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au). It is recommended that students regularly access this site.

## Review of Final Assessment Ranks

Following submission of assessment marks from the school in each HSC course and the completion of the HSC examinations, the NESA will provide students with their relative position in each course, through their NESA Students Online account.

If the position assigned by the school differs significantly from what was expected by a student, based on information provided during the course, the student may seek a review in that course. The teacher’s professional judgement of the achievement level in individual assessments as reflected in the marks or grades awarded, will not be considered in any part of the review.

## Number of Assessment Tasks

It is not the intention of the NESA to distort the normal learning processes by the introduction of these assessments. For this reason, schools are advised to use the least number of measures possible to arrive at a fair assessment. It is deemed by NESA that up to 4 tasks should be sufficient for assessment.

Teachers will use other activities for diagnostic purposes and to establish success in the teaching/learning of a particular concept, topic or unit. These are essential parts of the course and should be carried out by all students. It should further be noted that not all tasks are weighted equally and a poor level of achievement in a major task may have significant consequences. At the same time, it should be recognised that significant variation in a student’s rank may occur during the HSC year as a consequence of relatively small mark differences.



Students, therefore, who take lightly their responsibility to submit their best work in all tasks, do so at serious risk. A pattern of non-serious attempt or non-attempt might well prejudice such student's eligibility to receive a Higher School Certificate.

### **Non-Assessment Tasks**

Not all homework, assignments and tests provide assessment marks. The purpose of non-assessment tasks is to give you practice and so help you improve your result. You need to complete all your assigned work in order to have satisfactorily completed the course – not just the tasks specified for assessment. As these tasks are part of a course, their completion is required for you to meet course requirements.

### **Concerns**

If you are experiencing any difficulty in assessments for a course you should seek help from your teacher, Year Advisor or the Head Teacher responsible for that course.

### **Satisfactory Completion of a Course**

#### Course Completion Criteria

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

- (a) **followed** the course developed or endorsed by NESAs; 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.
- (d) VET Courses only – **completed** mandatory work placement of 70 hours.

While the NESAs do not mandate attendance requirements, Principals may determine that, as a result of absence or lack of sustained effort, the course completion criteria may not be met. Clearly, absences and lack of application will be regarded seriously by Principals who must give students early warning of the consequences of such circumstances. Warning letters must relate to students' meeting the completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or carer (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination.

**"For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 per cent is not sufficient; tasks worth in excess of 50 per cent must be attempted. Furthermore, the student must fulfil the course completion criteria. It is only when both of these conditions are met that the course is listed on the Record of Achievement.**

**Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses which satisfy the NESAs pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate." (ACE Manual).**

### **Disability Provisions**

The NESAs assesses applications from students with special assessment needs in order to provide eligible students with practical support in NESAs assessments and examinations. Applications may be made by students for the RoSA, Preliminary HSC and Higher School Certificate according to procedures determined by the NESAs. The coordinators of these applications are the Head Teacher Wellbeing and the Learning Support Teacher. They will be able to provide Year 9 - 12 students with Disabilities Provisions Application forms and Information Guides. Students who wish to apply for disabilities provisions should see a member of the Learning Support Team.



Parents are encouraged to contact the Head Teacher Wellbeing or the Learning Support Teacher with any questions regarding the process. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. The due date is always the last day of Term 1 for pre-existing conditions, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation also dated July.

For more details, refer to the NESA website on <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions> or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school. Supporting documents, e.g. medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time, e.g. permanent vision loss, diabetes. Provisions for emergencies (e.g. a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/misadventure appeals, not disability provisions. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time. However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Where a student has a condition that might manifest itself during an examination session (e.g. epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.



## Common Grade Scale for Preliminary Courses

The Common Grade Scale describes performance at each of five grade levels.

<b>Grade A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this. 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>Grade B</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.
<b>Grade C</b>	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.
<b>Grade D</b>	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.
<b>Grade E</b>	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.

**This Preliminary Assessment Information and Schedule should be read in conjunction with the Koorringal High School Assessment Policy.**

**This can be found at <http://www.koorringal-h.schools.nsw.edu.au/> – “Curriculum & Activities” – “Assessment & reporting”.**



# **Individual Preliminary Course Assessment Schedules**

## **Board Developed Courses**

## Agriculture

### 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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 2, Week 2	Term 3, Week 2	Term 3, Week 7	
<b>Due Date</b>	Term 2, Week 4	Term 3, Week 4	Term 3, Week 9/10	
<b>Task Description</b>	Plant Trial	Animal Production Pest Research	Preliminary Examination	
<b>Outcomes Assessed</b>	P2.1, P4.1,	P2.2, P3.1,	P1.1 P1.2 P2.1 P2.2 P2.3 P4.1 P5.1	
Component				Weighting
<b>Knowledge and understanding of course content</b>	10	10	20	40
<b>Knowledge, understanding and skills required to manage agricultural production systems</b>		20	20	40
<b>Skills in effective research, experimentation and communication</b>	20			20
<b>TOTAL</b>	30	30	40	100

Head Teacher contact: Mr Andrew Upton

## Biology

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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 7	Term 2, Week 5	Term 3, Week 7	
<b>Due Date</b>	Term 2, Week 1	Term 2, Week 9	Term 3, Weeks 9/10	
<b>Task Description</b>	Depth Study	Practical Investigation	Preliminary Examination	
<b>Outcomes Assessed</b>	BIO11 10-11 BIO11/12 1-7	BIO11 8,9 BIO11/12 1-7	BIO11 8-11 BIO11/12 1-7	
Component				<b>Weighting</b>
<b>Skills</b>	25	20	15	60
<b>Knowledge and Understanding</b>	10	10	20	40
<b>TOTAL</b>	35	30	35	100

**Head Teacher contact: Mrs Michele McArthur**

## Business Studies

### Outcomes

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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 6	Term 3, Week 2	Term 3, Week 7	
<b>Due Date</b>	Term 1, Week 8	Term 3, Week 4	Term 3, Week 9/10	
<b>Task Description</b>	Nature of Business – Case Study	Business Planning – Small Business Plan	Preliminary Examination	
<b>Outcomes Assessed</b>	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10	
Component				Weighting
<b>Knowledge and understanding of course content</b>	5	15	20	40
<b>Stimulus-based skills</b>	10		10	20
<b>Inquiry and research</b>	10	10		20
<b>Communication of business information, ideas and issues in appropriate forms</b>		10	10	20
<b>TOTAL</b>	25	35	40	100

Head Teacher contact: Mr Joshua Celi



## Chemistry

### Outcomes

- CH11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5** analyses and evaluates primary and secondary data and information
- CH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7** 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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1 Week 8	Term 2, Week 5	Term 3, Week 7	
<b>Due Date</b>	Term 2, Week 1	Term 2, Week 8	Term 3, Weeks 9/10	
<b>Task Description</b>	Model and Poster Presentation	Depth Study	Preliminary Examination	
<b>Outcomes Assessed</b>	CH11/12-1-7 CH11 8	CH11/12-1-7 CH11 9-10	CH11/12-1, 4 CH11 11	
Component				Weighting
<b>Skills</b>	20	30	10	60
<b>Knowledge and Understanding</b>	10	10	20	40
<b>TOTAL</b>	30	40	30	100

Head Teacher contact: Mrs Michele McArthur

## Community and Family Studies

### Outcomes

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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 7	Term 2, Week 7	Term 3, Week 7	
<b>Due Date</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10	
<b>Task Description</b>	Resource Planning and Essay	Media Collection	Preliminary Examination	
<b>Outcomes Assessed</b>	P1.1 P4.1 P4.2 P1.2	P2.1 P2.3 P3.2 P4.2	P1.1 - P6.2	
Component				<b>Weighting</b>
<b>Knowledge and understanding of course content</b>	10	10	30	50
<b>Skills in critical thinking, research methodology, analysing and communicating</b>	20	20	10	50
<b>TOTAL</b>	30	30	40	100

**Head Teacher contact: Miss Rosemary Teakel**

## Drama

### Outcomes

- P1.1** develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2** explores ideas and situation, expressing them imaginatively in dramatic form
- P1.3** demonstrates performance skills appropriate to a variety of styles and media
- P1.4** understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively.
- P1.5** understands, demonstrates and records the process of developing and refining ideas and script through to performance
- P1.6** demonstrates directorial and acting skills to communicate meaning through dramatic actions
- P2.1** understands the dynamics of actor-audience relationship
- P2.2** understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3** demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4** performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P3.1** critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2** understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3** analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 2, Week 1	Term 3, Week 2	Term 3, Week 7	
<b>Due Date</b>	Term 2, Week 3	Term 3, Week 4	Term 3, Week 9/10	
<b>Task Description</b>	Extended Response – Theatrical Style	Performance Night, IP and GP	Design Folio	
<b>Outcomes Assessed</b>	P2.1 P2.2 P3.2 P3.3	P1.1 P1.2 P1.3 P1.5 P2.1 P2.4	P2.1 P2.2 P3.2 P3.3	
<b>Component</b>				<b>Weighting</b>
<b>Making</b>		20	20	40
<b>Performing</b>		20		20
<b>Critically Studying</b>	30		10	40
<b>TOTAL</b>	30	40	30	100

**Head Teacher contact: Mr Joel Lowrie**

## English Advanced

### Outcomes

- 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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 8	Term 2, Week 7	Term 3, Week 7	
<b>Due Date</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10	
<b>Task Description</b>	Timed Task <i>Reading to Write</i> Writing task	'Narratives That Shape Our World' Multi-modal review And presentation	Preliminary Examination	
<b>Outcomes Assessed</b>	EN11-6 EN11-7 EN11-8 EN11-9	EN11-2 EN11-3 EN11-4	EN11-1 EN11-5 EN11-7	
Component				Weighting
<b>Knowledge and understanding of course content</b>	15	15	20	50
<b>Skills in responding to texts, communication of ideas across all modes</b>	15	15	20	50
<b>TOTAL</b>	30	30	40	100

Head Teacher contact: Mr Damian Quinn

## English Extension 1

### 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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 7	Term 2, Week 7	Term 3, Week 7	
<b>Due Date</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10	
<b>Task Description</b>	Timed Task Writing task	Multimedia Task	Preliminary Examination	
<b>Outcomes Assessed</b>	EE11-1 EE11-2 EE11-5 EE11-6	EE11-1 EE11-3 EE11-4	EE11-1 EE11-2 EE11-3 EE11-5	
Component				Weighting
<b>Knowledge and understanding of course content</b>	15	15	20	50
<b>Skills in responding to texts, communication of ideas across all modes</b>	15	15	20	50
<b>TOTAL</b>	30	30	40	100

Head Teacher contact: Mr Damian Quinn

## English Standard

### Outcomes

- 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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 8	Term 2, Week 7	Term 3, Week 7	
<b>Due Date</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10	
<b>Task Description</b>	Timed Task <i>Reading to Write</i> Writing task	Multi-modal review and presentation	Preliminary Examination	
<b>Outcomes Assessed</b>	EN11-6 EN11-7 EN11-8 EN11-9	EN11-2 EN11-3 EN11-4	EN11-1 EN11-5 EN11-7	
Component				Weighting
<b>Knowledge and understanding of course content</b>	15	15	20	50
<b>Skills in responding to texts, communication of ideas across all modes</b>	15	15	20	50
<b>TOTAL</b>	30	30	40	100

Head Teacher contact: Mr Damian Quinn

## Industrial Technology

### Outcomes

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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 10	Term 3, Week 3	Term 3, Week 7	
<b>Due Date</b>	Term 2, Week 2	Term 3, Week 6	Term 3, Week 9/10	
<b>Task Description</b>	Industry Study	Project and Folio	Preliminary Examination	
<b>Outcomes Assessed</b>	P1.1 P5.1 P6.1 P6.2 P7.1 P7.2	P1.2 P2.1 P2.2 P3.1 P3.2 P3.3 P4.1 P4.2 P4.3 P5.1 P5.2	P1.1 P1.2 P2.1 P6.1 P6.2 P7.1 P7.2	
<b>Component</b>				<b>Weighting</b>
<b>Knowledge and understanding of course content</b>	10		30	40
<b>Knowledge and skills in designing, managing, producing and evaluating design projects</b>	10	40	10	60
<b>TOTAL</b>	20	40	40	100

Head Teacher contact: Mr Andrew Upton

## Investigating Science

<b>Outcomes</b>	
<b>INS11/12-1</b>	develops and evaluates questions and hypotheses for scientific investigation
<b>INS11/12-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>INS11/12-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information
<b>INS11/12-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>INS11/12-5</b>	analyses and evaluates primary and secondary data and information
<b>INS11/12-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>INS11/12-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>INS11/12-7</b>	identifies that the collection of primary and secondary data initiates scientific investigations
<b>INS11-9</b>	examines the use of inferences and generalisations in scientific investigations
<b>INS11-10</b>	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
<b>INS11-11</b>	describes and assesses how scientific explanations, laws and theories have developed

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Notification Date</b>	Term 1, Week 7	Term 2, Week 7	Term 3, Week 7	
<b>Due Date</b>	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9/10	
<b>Task Description</b>	Depth Study	Practical Investigation	Preliminary Examination	
<b>Outcomes Assessed</b>	INS11/12 1, 3-5, 7 INS11 7-8	INS11/12 1-5, 7, INS11 9-10	INS 11/12 5-7 INS11 8-11	
<b>Component</b>				<b>Weighting</b>
<b>Skills</b>	20	30	10	60
<b>Knowledge and Understanding</b>	10	10	20	40
<b>TOTAL</b>	30	40	30	100

**Head Teacher contact: Mrs Michele McArthur**



## Legal Studies

### Outcomes

- P1** identifies and applies legal concepts and terminology
- P2** describes the key features of Australian and international law
- P3** describes the operation of domestic and international legal systems
- P4** discusses the effectiveness of the legal system in addressing issues
- P5** describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6** explains the nature of the interrelationship between the legal system and society
- P7** evaluates the effectiveness of the law in achieving justice
- P8** locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9** communicates legal information using well-structured responses
- P10** accounts for differing perspectives and interpretations of legal information and issues

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 8	Term 2, Week 6	Term 3, Week 7	
<b>Due Date</b>	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9/10	
<b>Task Description</b>	Research Task – The Legal System	Case Study – The Individual and the Law	Preliminary Examination	
<b>Outcomes Assessed</b>	P1 P2 P3 P4	P5 P6 P7 P8	All	
Component				Weighting
<b>Knowledge and understanding of course content</b>	10	10	20	40
<b>Analysis and evaluation</b>		10	10	20
<b>Inquiry and research</b>	10	10		20
<b>Communication of legal information, issues and ideas in appropriate forms</b>	10	10		20
<b>TOTAL</b>	30	40	30	100

Head Teacher contact: Mr Joshua Celi

## Mathematics Advanced

### Outcomes

- 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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 6	Term 2, Week 4	Term 3, Week 7	
<b>Due Date</b>	Term 1, Week 8	Term 2, Week 9	Term 3, Week 9/10	
<b>Task Description</b>	Open Book Test: Functions	Investigative Assignment: Trigonometry and Probability	Preliminary Examination: All Preliminary Topics	
<b>Outcomes Assessed</b>	MA11-1 MA11-2 MA11-8 MA11-9	MA11-3 MA11-4 MA11-7 MA11-8 MA11-9	MA11-1 – MA11-9	
Component				<b>Weighting</b>
<b>Understanding, fluency and communication</b>	20	5	25	50
<b>Problem-solving, reasoning and justification</b>	10	25	15	50
<b>TOTAL</b>	30	30	40	100

Head Teacher contact: Mrs Liz Davies

## Mathematics Extension 1

### Outcomes

- ME11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2** manipulates algebraic expressions and graphical functions to solve problems
- ME11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4** applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5** uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6** uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7** communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 7	Term 2, Week 5	Term 3, Week 7	
<b>Due Date</b>	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9/10	
<b>Task Description</b>	Open Book Test: Inequalities and Graphical Relationships	Investigative Assignment: Inverse and Trigonometric Functions	Preliminary Examination: All Preliminary Topics	
<b>Outcomes Assessed</b>	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-6 ME11-7	ME11-1 – ME11-7	
Component				<b>Weighting</b>
<b>Understanding, fluency and communication</b>	20	5	25	50
<b>Problem-solving, reasoning and justification</b>	10	25	15	50
<b>TOTAL</b>	30	30	40	100

Head Teacher contact: Mrs Liz Davies

## Mathematics Standard

### Outcomes

- 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 and three-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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 8	Term 2, Week 4	Term 3, Week 7	
<b>Due Date</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
<b>Task Description</b>	Open Book Test: Finance, Measurement and Equations	Investigative Assignment: Classifying, Representing, Exploring and Describing Data	Preliminary Examination: All Preliminary Topics	
<b>Outcomes Assessed</b>	MS11-1 MS11-2 MS11-3 MS11-5 MS11-9 MS11-10	MS11-2 MS11-6 MS11-7 MS11-9 MS11-10	MS11-1 – MS11-10	
<b>Component</b>				<b>Weighting</b>
<b>Understanding, fluency and communication</b>	20	5	25	50
<b>Problem-solving, reasoning and justification</b>	10	25	15	50
<b>TOTAL</b>	30	30	40	100

Head Teacher contact: Mrs Liz Davies

## Modern History

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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 7	Term 2, Week 5	Term 3, Week 7	
<b>Due Date</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9/10	
<b>Task Description</b>	Source Analysis	Historical Investigation	Preliminary Examination	
<b>Outcomes Assessed</b>	MH11-1 11-2 11-3 11-4 11-5 11-6 11-7 11-9	MH11-1 11-2 11-3 11-4 11-5 11-6 11-7 11-8 11-9 11-10	MH11-1 11-2 11-3 11-4 11-5 11-6 11-7 11-9 11-10	
Component				Weighting
<b>Knowledge and understanding of course content</b>	10	5	25	40
<b>Historical skills in the analysis and evaluation of sources and interpretations</b>	15		5	20
<b>Historical inquiry and research</b>	5	15		20
<b>Communication of historical understanding in appropriate forms</b>	5	10	5	20
<b>TOTAL</b>	35	30	35	100

Head Teacher contact: Mr Joshua Celi

## Multimedia (Industrial Technology)

### Outcomes

- 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
- P2.2** works effectively in team situations
- P3.1** sketches, produces and interprets drawings in the production of projects
- P3.2** applies research and problem-solving skills
- P3.3** demonstrates competency in using relevant equipment, machinery and processes
- 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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 2, Week 1	Term 3, Week 1	Term 3, Week 7	
<b>Due Date</b>	Term 2, Week 8	Term 3, Week 5	Term 3, Week 9/10	
<b>Task Description</b>	Major Work and Management Folio	Industry Study	Preliminary Examination	
<b>Outcomes Assessed</b>	P2.1 P2.2 P3.1 P3.2 P3.3 P4.1 P4.2 P4.3 P5.2	P1.1 P1.2 P5.1 P6.1 P6.2 P7.1 P7.2	P1.1 P1.2 P2.1 P6.1 P7.1 P7.2	
Component				Weighting
<b>Knowledge and understanding of course content</b>	10	10	20	40
<b>Knowledge and skills in the management, communication and production of projects</b>	30	10	20	60
<b>TOTAL</b>	40	20	40	100

Head Teacher contact: Mr Joel Lowrie

## Music 1

### Outcomes

- P1** performs music that is characteristic of the topics studied
- P2** observes, reads, interprets and discusses simple musical scores characteristic of 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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 5	Term 2, Week 6	Term 3, Week 7	
<b>Due Date</b>	Term 1, Week 7	Term 2, Week 8	Term 3, Week 9/10	
<b>Task Description</b>	<b>Performance and Viva Voce</b> Topics 1 and 2 Solo or ensemble performances and viva voce with reference to the use of the concepts within each of the two performances.	<b>Composition Portfolio and Aural Analysis</b> Topic 2 Composition or arrangement, including aural analysis of composition with reference to concepts of music relevant to the chosen topic	<b>Performance and Aural Skills</b> Topic 1, 2 & 3 Solo or ensemble performance Responses to four aural excerpts using a range of concepts.	
<b>Outcomes Assessed</b>	P1 P4 P5 P6	P3 P4 P6 P7 P8	P1 P2 P3 P4 P5 P6 P7 P8	
<b>Component</b>				<b>Weighting</b>
<b>Performance</b>	15		10	25
<b>Composition</b>		15	10	25
<b>Musicology</b>	15		10	25
<b>Aural</b>		15	10	25
<b>TOTAL</b>	30	30	40	100

Head Teacher contact: Mr Joel Lowrie

## Personal Development, Health and Physical Education

### Outcomes

- P1** identifies and examines why individuals give different meanings to health
- P2** explains how a range of health behaviours affect an individual's health
- P3** describes how an individual's health is determined by a range of factors
- P4** evaluates aspects of health over which individuals can exert some control
- P5** describes factors that contribute to effective health promotion
- P6** proposes actions that can improve and maintain an individual's health
- P7** explains how body systems influence the way the body moves
- P8** describes the components of physical fitness and explains how they are monitored
- P9** describes biomechanical factors that influence the efficiency of the body in motion
- P10** plans for participation in physical activity to satisfy a range of individual needs
- P11** assesses and monitors physical fitness levels and physical activity patterns
- P12** demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
- 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
- P15** forms opinions about health-promoting actions based on a critical examination of relevant information
- P16** uses a range of sources to draw conclusions about health and physical activity concepts
- P17** analyses factors influencing movement and patterns of participation

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 7	Term 2, Week 4	Term 3, Week 7	
<b>Due Date</b>	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 9/10	
<b>Task Description</b>	Health Issues Analysis	Practical Investigation	Final Examination	
<b>Outcomes Assessed</b>	P2 P3 P4 P6 P16	P7 P11 P17	P2 P3 P5 P8 P9 P12 P15 P16	
Component				<b>Weighting</b>
<b>Knowledge &amp; Understanding</b>	15	10	15	40
<b>Skills</b>	15	20	25	60
<b>TOTAL</b>	30	30	40	100

Head Teacher contact: Mr Tim Wykes



## Physics

### Outcomes

- PH11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5** analyses and evaluates primary and secondary data and information
- PH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7** 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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 7	Term 2, Week 6	Term 3, Week 7	
<b>Due Date</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
<b>Task Description</b>	Practical Investigation	Depth Study Presentation	Preliminary Examination	
<b>Outcomes Assessed</b>	PH11/12 1-4, 7 PH11 8	PH11/12 1-5, 7 PH11 10	PH11/12 1, 4-7 PH11 8-11	
Component				<b>Weighting</b>
<b>Skills</b>	10	20	10	40
<b>Knowledge and Understanding</b>	20	20	20	60
<b>TOTAL</b>	30	40	30	100

**Head Teacher contact: Mrs Michele McArthur**

## Society and Culture

### 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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 6	Term 2, Week 3	Term 3, Week 7	
<b>Due Date</b>	Term 1, Week 8	Term 2, Week 5	Term 3, Week 9/10	
<b>Task Description</b>	Application of concepts and theories task	Research Task	Preliminary Examination	
<b>Outcomes Assessed</b>	P1 P3 P6 P9 P10	P1 P2 P3 P5 P8 P10	P1 P3 P4 P7 P8 P9	
Component				Weighting
<b>Knowledge and understanding of course content</b>	10	20	20	50%
<b>Application and evaluation of social and cultural research methods</b>	10	10	10	30%
<b>Communication of information, ideas and issues in appropriate forms</b>	10		10	20%
<b>TOTAL</b>	30	30	40	100%

Head Teacher contact: Mr Joshua Celi



# **Individual Preliminary Course Assessment Schedules**

## **Content Endorsed Courses**

## English Studies

### Outcomes

- 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, media, 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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 8	Term 2, Week 7	Term 3, Week 6	
<b>Due Date</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8	
<b>Task Description</b>	Resume/Job Application and Questions	Multi-modal Task Travel Itinerary	Portfolio Collection of Classwork	
<b>Outcomes Assessed</b>	ES11-1 ES11-2 ES11-5 ES11-9	ES11-3 ES11-4 ES11-6	ES11-7 ES11-8 ES11-10	
Component				Weighting
<b>Knowledge and understanding of course content</b>	15	15	20	50
<b>Skills in responding to texts, communication of ideas across all modes</b>	15	15	20	50
<b>TOTAL</b>	30	30	40	100

Head Teacher contact: Mr Damian Quinn

## Exploring Early Childhood

### Outcomes

- 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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 2	Term 2, Week 1	Term 3, Week 3	
<b>Due Date</b>	Term 1, Week 6	Term 2, Week 4	Term 3, Week 6	
<b>Task Description</b>	Play-based Learning Research and Design	Children's Literature Investigation	First Aid Practical Application	
<b>Outcomes Assessed</b>	1.3 2.1 2.2 2.4	1.2 1.3	2.5 6.1	
<b>Component</b>				<b>Weighting</b>
<b>Knowledge and Understanding</b>	25	25	30	80
<b>Values and Attitudes</b>	10	10		20
<b>TOTAL</b>	35	35	30	100

Head Teacher contact: Mr Tim Wykes

## Numeracy

### Outcomes

- 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
- N6-3.1:** chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2:** chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 2	Term 2, Week 4	Term 3, Week 2	
<b>Due Date</b>	Term 3, Week 4	Term 2, Week 9	Term 3, Week 7	
<b>Task Description</b>	Learning Portfolio	Investigative Assignment	Investigative Assignment	
<b>Outcomes Assessed</b>	N6:1.1-1.3 N6:2.1-2.5 N6:3.1-3.2	N6:1.1-1.3 N6:2.1-2.3 N6:3.1-3.2	N6:1.1-1.3 N6:2.1-2.5 N6:3.1-3.2	
Component				Weighting
<b>Knowledge and understanding</b>	20	15	15	50
<b>Skills</b>	20	15	15	50
<b>TOTAL</b>	40	30	30	100

Head Teacher contact: Mrs Liz Davies

## Sport, Lifestyle and Recreation

### Outcomes

- 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

Task Number	Task 1	Task 2	Task 3	
<b>Notification Date</b>	Term 1, Week 4	Term 2, Week 3	Term 3, Week 3	
<b>Due Date</b>	Term 1, Week 6	Term 2, Week 5-10	Term 3, Week 6	
<b>Task Description</b>	Resistance Training Analysis	Sports Coaching	Practical Assessment	
<b>Outcomes Assessed</b>	4.1 - 4.5	1.1 - 1.6	3.1 - 3.7	
<b>Component</b>				<b>Weighting</b>
<b>Knowledge and Understanding</b>	15	5	15	35
<b>Process Skills</b>		15	15	30
<b>Movement Skills</b>	25	10		35
<b>TOTAL</b>	40	30	30	100

Head Teacher contact: Mr Tim Wykes



# Individual Preliminary VET Information



## 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 NESA Courses.

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

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

**The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

**Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

**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** 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 one or more unit/s 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.

### **Work placement advice from NESA in response to COVID**

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

**HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for 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	Year 11 Week 3 and/or 4, Term 3, 2021 Year 12 Week 6 and/or 7, Term 1 2022
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Trial HSC Examination weeks Term 3, 2022

Assessment Plan			Evidence Collection			HSC
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	NESA Status Mandatory
Cluster 1 – Working safely in the construction industry	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry (Core)	X		X	Y
Cluster 2 – Carpentry Basics	CPCCCA2011A CPCCCA2002B	Handle carpentry materials (B) Use carpentry tools and equipment (B)	X	X	X	- **
Cluster 3 – White Card	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	Y
Cluster 4 - Levelling	CPCCCM2006B	Apply basic levelling procedures (H)	X	X	X	-
Cluster 5 – Reading plans	CPCCCM2001A	Read and interpret plans and specifications (Core)		X	X	Y
Cluster 6 – Prepare for concreting	CPCCCA2003A CPCCCM1015A	Erect and dismantle formwork for footings and slabs on ground (B) Carry out measurements & calculations (Core)	X	X		- Y
Cluster 7 - Group Project	CPCCCM1013A CPCCCM2004A	Plan and organise work (Core) Handle construction materials (H)	X	X	X	Y -
Cluster 8 - Skills into action	CPCCCM1012A CPCCCM1014A	Work effectively and sustainably in the construction Industry (Core) Conduct workplace communication (Core)			X	Y Y
Cluster 9 – Option 1 - Joinery	CPCCJN2001A CPCCJN2002B	Assemble components (F) Prepare for off-site manufacturing process (F)	X	X	X	- -

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

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the CPC20211 Certificate II in Construction Pathways. The Statement of Attainment towards CPC20211 Certificate II in Construction Pathways will be the possible AQF outcome if at least one UoC has been achieved.

## Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Year 11 Week 3 and/or 4, Term 3, 2021 Year 12 Week 6 and/or 7, Term 1 2022
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Trial HSC Examination weeks Term 3, 2022

Assessment Plan			Evidence Collection				HSC
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	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner: work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NEQA Status Mandatory
Cluster 1 – Working Together	BSBWOR203 BSBCMM201	Work effectively with others		X		X	Y
		Communicate in the Workplace		X		X	-
Cluster 2 – Safe and hygienic food preparation	SITXFSA001 SITHCCC001 SITXFSA002	Part A Use hygienic practices for food safety	X			X	Y
		Part B Use food preparation equipment	X	X		X	-
		Participate in safe food handling practices	X	X		X	-
Cluster 3 – Café Skills	SITHFAB005 SITHFAB004	Part A Prepare and serve espresso coffee	X	X	X	X	Y
		Part B Prepare and serve non-alcoholic beverages	X	X	X	X	Y
Cluster 4 – Safe and Sustainable work practices	SITXWHS001 BSBSUS201	Participate in safe work practices	X	X		X	Y
		Participate in environmentally sustainable work practices	X	X		X	-
Cluster 5 – Interacting with diverse customers	SITXCCS003 SITXCOM002	Interact with customers	X	X		X	Y
		Show social and cultural sensitivity	X	X		X	-
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X	Y
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X	-

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.

## Assessment Summary for SIT20416 Certificate II in Kitchen Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Year 11 Week 3 and/or 4, Term 3, 2021 Year 12 Week 6 and/or 7, Term 1 2022
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Trial HSC Examination weeks Term 3, 2022

Assessment Plan			Evidence Collection				HSC
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	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Getting Along	BSBWOR203	Work effectively with others				X	Y
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X	Y
	SITHCCC001	Part B Use food preparation equipment	X	X		X	Y
	SITXFSA002	Participate in safe food handling practices	X	X		X	Y
Cluster 3 – Safe and Sustainable work practices	SITXWHS001	Participate in safe work practices	X	X		X	Y
	BSBSUS201	Participate in environmentally sustainable work practices	X	X		X	
Cluster 4 – Preparing quality simple dishes	SITHCCC002	Prepare and present simple dishes	X	X		X	
	SITXINV002	Maintain the quality of perishable items	X	X		X	
Cluster 5 – Producing menu items	SITHCCC005	Prepare dishes using basic methods of cookery	X	X	X	X	Y
Cluster 6 – Cleaning the kitchen	SITHKOP001	Clean kitchen premises and equipment	X	X		X	Y
Cluster 7 – Preparing appetisers and salads	SITHCCC006	Prepare appetisers and salads	X	X	X	X	
Cluster 8 – Sandwich preparation	SITHCCC003	Prepare and present sandwiches	X	X		X	
Cluster 9 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 10 – Use cookery skills effectively	SITHCCC011	Use cookery skills effectively	X	X	X	X	

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20416 Certificate II in Kitchen Operations. The Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations will only be the possible AQF outcome if at least one UoC has been achieved.

## Assessment Summary for CUA30415 Certificate III in Live Production and Services

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Year 11 Week 3 and/or 4, Term 3, 2021 Year 12 Week 6 and/or 7, Term 1 2022
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Trial HSC Examination weeks Term 3, 2022

Assessment Plan			Evidence collection			HSC
Cluster	Competency codes		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	NESA Status Mandatory/Stream
Cluster 1 – Working in the Entertainment Industry	CPCCOHS1001A CUAIND301	Work safely in the construction industry Work effectively in the creative arts industry			X	Mandatory Mandatory
Cluster 2 – Lighting	CUALGT301	Operate basic lighting	X	X	X	Mandatory
Cluster 3 – Audio	CUASOU301	Undertake live audio operations	X	X	X	Mandatory
Cluster 4 – Vision Systems	CUAVSS302 BSBWOR301	Operate vision systems Organise personal work priorities and development	X	X	X	Mandatory -
Cluster 5 - Staging	CUAWHS302 CUASTA202	Apply work health and safety practices Assist with bump in bump out of shows	X	X	X	Mandatory -
Cluster 6 – Live Performance	CUASTA301 CUASMT301	Assist with production operations for live performances Work effectively backstage during performances	X	X	X	Mandatory -
Cluster 7 – Collaboration	CUAPPR304 SITXCCS303	Participate in collaborative creative projects Provide services to customers	X	X	X	- Mandatory
Cluster 8- Specialisation	CUALGT304 CUASOU306	Install and operate follow spots Operate sound reinforcement systems	X	X	X	- -
Cluster 9- Specialisation	BSBCMM201	Communicate in the workplace	X	X	X	-

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the CUA30415 Certificate III in Live Production and Services. The Statement of Attainment towards CUA30415 Certificate III in Live Production and Services will only be the possible AQF outcome if at least one UoC has been achieved.

# Assessment Summary for Manufacturing and Engineering Introduction:

## MEM10119 Certificate I in Engineering and

## Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Year 11 Week 3 and/or 4, Term 3, 2021 Year 12 Week 6 and/or 7, Term 1 2022
There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR	N/A

Assessment Plan			Evidence Collection			
Cluster	Competency codes	Title of competency	Written Task/Questioning – written or oral related to knowledge e.g. quizzes, interviews	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks
Cluster 1 – Welcome to the Industry	MEM13015	Work safely and effectively in manufacturing and engineering				
	MEM16006	Organise and communicate information	X	X	X	
	MEM11011	Undertake manual handling				
Cluster 2 – Right tool, Right job	MEM18001	Use hand tools	X	X	X	
	MEM18002	Use power tools/hand held operations				
Cluster 3 – Engineering in Practice	MEM12024	Perform computations				
	MEM16008	Interact with computer technology	X	X	X	
	MEM07032	Use workshop machines for basic operations				
Cluster 4 – Can we build it	MEMPE006A	Undertake a basic engineering project	X	X	X	X
	MEMPE001A	Use engineering workshop machines				
Cluster 5 – Sparks and Noise	MEMPE002A	Use Electric welding machines	X	X		
	MEMPE004A	Use fabrication equipment				
Cluster 6 – My pathway	MEMPE005A	Develop a career plan for the engineering and manufacturing industry	X		X	

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the MEM10119 Certificate I in Engineering. The Statement of Attainment towards MEM10119 Certificate I in Engineering will only be the possible AQF outcome if at least one UoC has been achieved. The Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will only be the possible AQF outcome if at least one UoC has been achieved.