

MURRAY HIGH SCHOOL

YEAR 11
PRELIMINARY
COURSE
ASSESSMENT

2018



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MURRAY HIGH SCHOOL
HIGHER SCHOOL CERTIFICATE
PRELIMINARY COURSE ASSESSMENT

YEAR 11 2018

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INTRODUCTION

To the student,

Welcome to the Senior School at M.H.S. With this new role comes increased responsibility created by the HSC and the Assessment of each course.

PRELIMINARY AND HSC COURSES

The NSW Higher School Certificate requires candidates to

- a) Follow the course of study provided by the BOSTES and the teacher.
- b) Apply yourself with diligence and sustained effort to set tasks.
- c) Achieve the course outcomes

in Preliminary Courses before HSC courses are attempted. The Preliminary HSC Courses will be undertaken in Year 11 and involves study over the first 3 terms of this year.

All two unit courses (and 1 unit extension courses in English and Mathematics) comprise two components - a Preliminary and an HSC Course. Failure to satisfy the requirements in one course may prevent a student from completing the HSC in the normal 2 year period.

Students must also satisfactorily complete all requirements in one unit courses and any Vocational Education and Training courses they undertake.

Murray High School's Assessment Policy and specific course guidelines for your formal assessment program are contained in this booklet. However, students enrolled in courses with the Distance Education and/or TAFE, **must also follow the assessment procedures established by these institutions.**

To be eligible for the award of the HSC you must satisfactorily complete at least 12 units in your preliminary study pattern and **at least 10 units in your HSC study pattern.**

Both study patterns must include:

- at least 2 units of a Board Developed course in English
- at least 6 units of Board Developed courses
- at least three courses of 2 unit value or greater
- at least four subjects (with no more than 6 units of Science courses)

COURSES AVAILABLE

All courses available at Murray High School in 2018 are listed in the table below.

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Off line
English Advanced English Standard English Studies	Mathematics Textile& Design	Biology Community and Family Studies Chemistry Construction Business Studies French	Biology Legal Studies Hospitality Physics PDHPE	Society & Culture Biology Timber-Furniture Engineering Studies Chinese Beginners Aboriginal Studies Information Processes and Technology	Modern History Visual Arts Geography Sport Lifestyle and Recreation Photographic Media	Extension English Extension Mathematics Visual Design

ASSESSMENT OF OUTCOMES

All schools are required to submit an Assessment of Student Achievement to the Board of Studies Teaching and Educational Standards at the end of both Year 11 and Year 12 whether it be a BEC (Board Endorsed Course) or a Board Developed Course. These assessments will reflect the total achievement of the outcomes of each course relative to other students in a course.

The assessment mark is a measure of your achievement in more than a single examination. It will be calculated from results on a series of tasks which assess your abilities in a wider range of course outcomes than are measured by the external examination. The components, weightings and types of tasks are listed in the subject guidelines contained in this booklet. They are also in keeping with the rules established by BOSTES.

In addition to the formal assessment program you will also be required to attempt other tasks, e.g. tests, essays, research assignments etc. which will provide you with opportunities to practise your skills and to provide you and your teachers with information about progress. These tasks are important and if you consistently fail to attempt such tasks you may not satisfy the requirements for a particular course.

Murray High School's Assessment Policy and specific course guidelines for your formal assessment program are contained in this booklet. Students enrolled in courses with Distance Education and/or TAFE must also follow the assessment procedures established by these institutions.

What Is An Assessment Mark?

The assessment mark is a measure of your achievement in more than a single examination. It will be calculated from results on a series of tasks which assess your abilities in a wider range of course outcomes than is measured by the external examination. These outcomes, weightings and types of tasks are listed in the subject guidelines contained in this booklet. They are also in keeping with the rules established by the Board of Studies. The assessment requirements for each Board Developed course are set out in each syllabus. School-based assessment counts for 50% of your overall mark in each course, and is reported on your HSC Record of Achievement. You are required to complete school-based assessment tasks for the Board Developed HSC courses you study. (VET and Life Skills courses have different requirements).

What Will Happen To The Assessment Marks Submitted By The School?

The raw assessment marks provided by the school in any Board Course are moderated. This means that the raw marks will be scaled so that they have the same mean and spread as the HSC exam marks scored by the school in that subject. However, the order of merit and the relative differences between students in the course will remain the same as that provided by the school.

Board Endorsed Course (BEC) assessment marks will not be moderated. Your achievement in any BEC course in Year 12 is only measured against other students in the course at Murray High and your result will be the actual mark you obtained through the assessment process.

What Will Be On The HSC?

If you meet all the requirements, you will be awarded a Higher School Certificate. You will actually receive three documents, the HSC, the Record of Achievement and the Course Report. The certificate shows your name and school. The Board of Studies issues the HSC Record of Achievement to students who have satisfactorily completed any Preliminary or HSC courses. Students accumulating their courses will receive a Record of Achievement for each calendar year of study. HSC results of courses satisfactorily completed appear on the **HSC Record of Achievement** and on a **Course Report**.

Results of Board Developed Courses are recorded under the following headings on the **Record of Achievement**.

- A moderated Assessment Mark awarded for your assessment marks at school
- An Examination Mark awarded for the external examination.
- An HSC Mark - an average of the combined Examination Mark and the Assessment Mark
- A Performance Band - showing your level of achievement in that course.

This information will also be contained in a **Course Report**, which will be issued for each course completed. The report will include descriptions for each Performance Band which provide a summary of what students know and are able to do.

NB No assessment mark is shown for VET courses. For 240 hour VET courses an Examination Mark, HSC Mark and Performance Band will only be shown for students who have undertaken the optional HSC examination.

Students who satisfactorily complete VET HSC courses (including TAFE delivered Vet courses) will also receive an additional VET credential, which may be an AQF Certificate or a Statement of Attainment.

What About University Entrance?

Entry from Year 12 into University courses in Australia generally depends on your Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview or portfolio.

The ATAR is calculated by Universities, not the Board of Studies, and is reported on a scale of 0 to 99.95. Your ATAR indicates your position relative to the students who started Year 7 high school with you.

To be eligible for the ATAR, you must study at least 10 units of Board Developed HSC courses. (Details of ATAR requirements can be found in the Universities Admissions Centre (UAC) handbook).

When Will I Be Assessed?

For all Board Courses, formal assessment for Preliminary Courses will not begin until after Week 5, Term 1, 2016.

This booklet also contains a calendar which schedules the assessment tasks for different HSC course subjects.

Assessment tasks will not be set for completion in the week before the Trial Examinations.

What Will Be Assessed?

This booklet contains details about the assessment tasks for different courses that will measure your performance in each component of a course.

Information will be provided at least 2 weeks before the scheduled task, outlining:

- the components and their weightings
- when the assessment will take place
- the mark value of each task
- the nature of the assessment task e.g. test, assignment
- the task outcomes

If you do not attend a lesson where an assessment task is notified, this will not give you an extension on the task. It is your responsibility to obtain any material, including assessment tasks, issued during the absence

When Will Assessment Tasks Be Handed In?

Assessment tasks which are completed at home **MUST** be handed to the Faculty concerned **by 9.00am on the due date**, which will usually be a Monday. Other assessment tasks, i.e., those undertaken during class time and examinations, will be handed in at the end of the allocated time.

What Must I Do When I Hand In An Assessment Task?

For each assessment task, except examinations and tasks undertaken during class time, you will need to complete a "**Submission of Assessment Work**" form. These forms are available from the Front Office. This form will be signed by your teacher and the tear off section should be kept by you as your record of the task having been completed.

Will I Know How I Am Achieving In Assessment Tasks?

Each assessment task will be returned to you with a mark or grade on it. Your teacher will also be able to tell you your position in the group in that task and provide relevant feedback and marking guidelines used to assess the intended outcomes.

When you think about your position in any task you should also think about the weighting of that task and its influence on your ranking in that course.

It is important to note that you **will NOT** be informed about your final assessment mark awarded by the school in each subject. However, you will receive an assessment rank reported on your Year 12 Mid-Course Report and your Trial HSC Report.

Can I Question The Marking Of An Assessment Task?

As a general rule no. The teachers' judgements of an individual assessment task are not subject to review. However, if it appears that marks have been added incorrectly on your task, or if you have questions about how the marks were allocated, then you must ask the teacher about it when the task is handed back to you. If there has been a mistake it can be corrected at this stage but not later.

What Happens If I Fail To Hand In An Assessment Task On Time?

LATE SUBMISSION OF TASKS

It should be clearly understood that responsibility for submitting required work by the due date rests with you. The Board of Studies requires that, *"If there is no valid reason for failing to complete an assessment task, a zero mark must be awarded for that task."* (Board of Studies ACE website). Submission or completion of tasks after the date due without legitimate reason will result in a student being awarded zero in that task, and receiving an 'N' warning.

Where a student is absent on the day an assessment task is due either for medical reasons or for any other reason, a zero will be given initially and the student has the right to lodge an illness or misadventure appeal. If an illness or misadventure appeal is submitted and approved, the mark for the task will replace the zero.

For research tasks and/or projects that are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in by a parent or with a brother or sister, contacting the teacher directly to make a mutually suitable arrangement for its collection by the teacher or posting it to arrive at the school by the due date. Where you have been absent on the day the assessment task was due and the task was not handed in by arrangement, due to misadventure, the student must hand the task to their teacher on their first day of attendance.

SICKNESS

If you are absent for a task, you must bring in a medical certificate on the first day you return to school and give it to the Deputy Principal. If you fail to do this you will receive a zero mark and an 'N' warning letter. When your sickness has been verified by a medical certificate, the Deputy Principal Curriculum will arrange for you to sit for the missed task or an alternative task. Appeals due to illness only apply for illness that would affect your ability to complete the assessment task. They also do not cover long term illness, such as glandular fever, asthma or epilepsy – unless there is evidence of a sudden recurrence during the time of the assessment task. (Higher School Certificate Rules and Procedures)

MISADVENTURE

Where you claim a "misadventure" has caused you to miss doing a task you must get a misadventure claim form from the Deputy Principal, fill it in and return it to the Deputy with any relevant documentation. The Deputy Principal, along with the relevant Head Teacher, will decide on the outcome of your appeal. Once the decision is made, you have the right of final appeal to the Principal.

ACCEPTANCE OF EXCUSE FOR NON-COMPLETION OF ASSESSMENT TASK

A computer / printer failure will not be accepted as a valid excuse for failure to submit due work unless evidence of previous work can be substantiated. A doctor's certificate on the day of an assessment task that has a hand in component **must be supported by evidence of previous work on that task.**

Remember that the responsibility rests on you to get your work in on time.

What Happens If I Am Absent On The Day An Assessment Task Is Scheduled?

If you know that you are going to be away on the day of an assessment task, then you **MUST** advise the Deputy Principal-Curriculum in writing, **BEFOREHAND**. The appropriate form is available from the Deputy Principal - Curriculum. Applications for extensions must be completed at **least two school days** prior to the due date. Should an extension not be granted, the task must be submitted on or before the due date. If the extension is declined and the task is submitted late, zero marks will be recorded for the task.

Holidays or attendance at family functions are not a valid reason to miss an assessment task.

If you are away unexpectedly then it is ***your responsibility*** to contact the DP-Curriculum, **BEFORE** the commencement of the task. ***As soon as you return to school and before going to any class*** you **MUST** see the DP-Curriculum and arrange for the task to be completed.

Failure to fulfil these requirements could result in a "non-attempt" being awarded to you for that task.

If the reason for your absence is unsatisfactory, as determined by the DP-Curriculum, then a "non-attempt" will be recorded for you on that task. However, if the reason for your absence is valid (e.g., illness supported by a medical certificate or approved leave), then the Faculty Head in consultation with your teacher will decide whether to let you do the assessment task at an alternate time or award a mark based on a substitute task or give you an estimate based on your performance in similar tasks.

Partial Absence or truancy on the date of an assessment task

If a student undertakes an in-class or examination assessment task, but does not attend school that day until the time that the task is scheduled, or truants class for any or all of the lessons leading up until the time that the task is scheduled, this constitutes an unfair advantage over all of the other students in the course. In these circumstances, a zero will be given initially and the student has the right to lodge an illness or misadventure appeal. If an illness or misadventure appeal is submitted and approved, the mark for the task will replace the zero.

Suspension

Under no circumstances does a suspension from school entitle a student to submit a take home assessment after the due date. It remains the student's responsibility to ensure the task is submitted on the due date.

It is the student's responsibility to notify the Principal at the time of suspension that an assessment task is to be completed in class over the period of the assessment. Where appropriate, the student may be asked to complete the task on return from suspension.

A student who misses an assessment task must report to the Deputy Principal before 9am on the day of their return to school to organise the completion of their task.

What Happens If I Am Caught Cheating Or Seeking To Gain An Unfair Advantage In An Assessment Task?

This is an extremely serious matter as all work done for the assessment is to be essentially your own. The Board of Studies requires incidences of cheating to be recorded on the malpractice register.

If a student has not made a genuine attempt or does not have a valid reason for not completing a task, or an investigation shows that there is evidence of serious malpractice, such as plagiarism and cheating, the Principal will rule on the penalty to be imposed which could include a zero mark, a non-attempt or other sanctions.

HSC: All My Own Work

The **HSC: All My Own Work** program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

At Murray High School this program has been completed during the Preliminary Course.

All Students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed **HSC: All My Own Work**.

It is then necessary for ***you to adhere to the principles*** addressed by this program.

What Happens If Tasks Are Not Attempted?

You are expected to complete the tasks that are part of the assessment program. If you fail to hand in an assessment task, both you and your parents will be advised.

If the school rules that you have made a "non-attempt" at assessment tasks in any subject then it may be ruled that you are not eligible to present that subject for the HSC. In this case, the Principal will advise you of the school's decision, the consequences and your subsequent rights.

To receive a result in each case, you must satisfactorily complete the course. This involves:

- following the course developed or endorsed by the BOSTES.
- achieving some or all of the course outcomes
- applying yourself with diligence and sustained effort to the set school tasks.

Non-genuine attempt at assessment tasks

The Board of Studies states that its, "*minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course.*" (Board of Studies ACE website) A non-genuine attempt is a piece of work produced with little or no thought or effort, which is generally incomplete, or which has been answered frivolously. A genuine attempt is a piece of work which meets the requirements of the set task and which has been done to the best of the student's ability.

If a non-genuine attempt is submitted:

- it will be marked and recorded in the assessment records of the course as a non-genuine attempt
- an 'N' Award letter will be sent home
- parents/caregivers will be notified of the non-genuine attempt and sent a photocopy of the submitted assessment task by the Head Teacher. The task will need to be resubmitted or completed. The original mark will still be recorded.

MONITORING PROCEDURES – STUDENT PROGRESS

The Department of Education and Communities (DEC) Policy

The DET's 1999 document "Procedures for the Suspension and Expulsion of School Students" details the circumstances in which students of post-compulsory age [17+] *may be expelled from a school because of unsatisfactory participation in learning.* This will be evident in a documented pattern of any one (or combinations) of the following:

- non-satisfactory completion of work;
- non-serious attempts to meet course objectives
- non-compliance with Board of Studies requirements for the award of an HSC.

The Board of Studies (BOS) Policy

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

- *followed the course developed or endorsed by the Board; and*
- *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and*
- *achieved some or all of the course outcomes;*
- *made a genuine attempt at assessment tasks, which contribute in excess of 50% of available marks, and*
- *[in a competency - based course] made a genuine attempt to complete the course.*

For individual subjects, specific warnings are issued. The Board requires principals to *issue a minimum of two warnings before a final 'N' determination is made.* If this occurs then the subject will not appear on the Year 12 Record of Achievement. If a determination reduces the total number of units studied to less than ten, the student will not be eligible for the award of the HSC.

MONITORING PROCEDURES - ATTENDANCE

The Board of Studies policy states that, "*For post-compulsory students, principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. While the Board of Studies does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met.*" (Board of Studies ACE website).

The Department of Education and Communities requires that you attend a minimum of 85% of lessons. Where your attendance falls below this, a written warning will be issued. If your attendance continues to be unsatisfactory, the Principal will issue a final warning. If after a period of time, typically two weeks, your attendance has not shown improvement, the Principal, in following the guidelines of the Department of Education and Communities, may expel you. You have the right to appeal this expulsion decision.

Expulsion

You may be expelled for "non-satisfactory participation in learning". This means you have not met the outcomes of your courses because of:

- absences, or
- failure to complete course work.

Before an expulsion occurs you must have received one written warning and been given the opportunity to show improvement. You have the right to appeal a decision to expel you.

Work Placement in Vocational Education and Training Courses

Work placement is a mandatory component of VET Industry Curriculum Framework courses. For each 120 hours of course studied students must complete 35 hours of work placement. Failure to complete mandatory work placement will mean that a student will receive an "N" award for the VET course where the hours have not been completed.

PROCEDURES TO BE FOLLOWED IF IT'S CONSIDERED THAT YOU ARE NOT MEETING BOARD OF STUDIES REQUIREMENTS.

THE 'N' - WARNING PROCESS

An 'N' warning letter lets you know that you are unsatisfactory in a particular course. The process is designed to identify if you are an "at risk" student and to provide solutions in the form of school support. It is aimed at helping you rather than excluding you

You will have two weeks to "redeem" yourself by completing the work which is listed on the 'N' warning letter. If the work is done in the time the warning is redeemed. If you do not complete the work the warning remains "live" and counts towards an 'N determination' in the Course. If you end up with two "live" 'N' letters in any one Course, you may receive the 'N determination'. This means you are unsatisfactory in the Course. You may appeal the 'N determination'.

*"A student who does not comply with the assessment requirements and receives a **non-completion determination** in a course will have neither an assessment mark nor an examination mark recorded for that course."* (Board of Studies ACE website). In some cases, the student may then not meet the necessary pattern of study requirements to eligible for the award of the HSC that year.

Note that an 'N' warning letter will include:

- the course
- whether it's the first or second warning for that course
- the task that was not completed
- the date when the task was initially due
- what you must now do
- when the task is to be done (if that is applicable you may also be told if a zero mark has been awarded)
- a section which should be returned to the Head Teacher.

Note: Only one warning letter is issued for each task. The new due date is final.

Can I Seek A Review Of A Rank Awarded To Me Within A Course?

Based on feedback from individual assessment tasks and from formal reports, you will have an expectation as to what your rank should be within a course. If the rank for a particular subject differs significantly from the expected rank then you can seek a review.

If you are seeking a review, you must apply to the Principal who will then inform you about the procedures.

What happens in the School Review?

The review committee will meet to decide on any matters relating to your HSC Assessment and especially when a review has been requested. If you feel that there are any special reasons why penalties should not be imposed on you, then you must see your Head Teacher who will discuss your case with the Deputy Principal-Curriculum and the Principal will make a final decision. All reviews will be based on whether the assessment program conformed with the Board's requirements, whether the school's procedures conformed with its stated program, and whether there were computational or clerical errors.

A Final Note

In order to provide flexibility in dealing with unusual circumstances, the Principal **MAY**, after ensuring that no student is unduly advantaged or disadvantaged by so doing, vary the conditions and requirements in this policy.

REPORTING STUDENTS MARKS

- The school report will provide clear and detailed information on the standards of knowledge, skills and understanding achieved in each subject at Preliminary level.
- Students will receive marks on a scale from 0 to 100; along with descriptions of the standard of performance they have achieved using the Common Course Descriptors.
- Marks will not be scaled to a predetermined statistical distribution.
- The Board of Studies will then report on student achievement in either the Record of School Achievement (RoSA) or the HSC.

NATURE OF ASSESSMENT TASKS

This booklet contains information about the assessment tasks for every course. Students will be informed in writing of the details and timing of assessment tasks. Your assessment task will outline the outcomes to be covered, the marking scheme and the structure of what is to be assessed. Meaningful feedback will then follow after the marking of these tasks.

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

In 2011, the NSW Minister for Education announced that School Certificate tests would not continue beyond that year. From 2012, eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA).

The Record of School Achievement (RoSA) is the new credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

There is a page on the Board of Studies website that has been designed to give parents of all NSW school students and prospective employers the latest information about the RoSA. The URL is:

<http://www.boardofstudies.nsw.edu.au/rosa/parents-employers.html>

This page provides information about how the RoSA:

- Provides a **cumulative record of all academic achievement**
The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC.
- **Literacy and Numeracy tests.**
Students who leave school before they get their HSC will have the option to undertake the Literacy and Numeracy tests.

- **A Record of Extracurricular Achievements**

The Board recognises that many employers are interested in more than academic results and is working on an online resource to help students bring together evidence of a range of extracurricular activities.

Any student who leaves school before their HSC and is accessed online through Students On-Line on the BOSTES website. To access this page and apply for a RoSA the student needs their BOSTES student number.

BOARD DEVELOPED COURSES

The following assessment information is provided for each of the Year 11 Board Developed Preliminary Courses listed below. Please look carefully at each course currently being studied in Year 11.

BOARD COURSES	UNIT
ABORIGINAL STUDIES	2 UNIT
BIOLOGY	2 UNIT
BUSINESS STUDIES	2 UNIT
CHEMISTRY	2 UNIT
CHINESE BEGINNERS	2 UNIT
COMMUNITY AND FAMILY STUDIES	2 UNIT
DRAMA	2 UNIT
ENGINEERING STUDIES	2 UNIT
ENGLISH ADVANCED	2 UNIT
ENGLISH EXTENSION 1	1 UNIT
ENGLISH STANDARD	2 UNIT
ENGLISH STUDIES	2 UNIT
FRENCH	2 UNIT
GEOGRAPHY	2 UNIT
INDUSTRIAL TECHNOLOGY- TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES	2 UNIT
INFORMATION PROCESSES AND TECHNOLOGY	2 UNIT
LEGAL STUDIES	2 UNIT
MATHEMATICS	2 UNIT
MATHEMATICS EXTENSION 1	1 UNIT
MATHEMATICS STANDARD	2 UNIT
MODERN HISTORY	2 UNIT
MUSIC	2 UNIT
PD, HEALTH, PE	2 UNIT
PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING	2 UNIT
PHYSICS	2 UNIT
SOCIETY AND CULTURE	2 UNIT

SPORT, LIFESTYLE AND RECREATION STUDIES	2 UNIT
TEXTILE AND DESIGN	2 UNIT
VISUAL DESIGN	2 UNIT
VISUAL ARTS	2 UNIT
VOCATIONAL EDUCATION AND TRAINING COURSES	
CERT 11 CONSTRUCTION PATHWAYS	2 UNIT
CERT 11 KITCHEN OPERATIONS	2 UNIT

ABORIGINAL STUDIES

COMPONENTS	Aboriginality and the Land	Research and Inquiry Methodologies	All Topics	Total Weight
	Perspectives file Perspectives on relationship to country	Local/comparative case study: Research and report	Yearly Examination	
	Term 1 Week 7	Term 3 Week 7	Term 3 Week 9	
Knowledge and Understanding of Course Content	10	10	20	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	10		15
Research and inquiry methods, including aspects of the local community case study	10	10		20
Communication of information, ideas and issues in appropriate forms	5	5	15	25
Total Weight	30	35	35	100

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

BUSINESS STUDIES

COMPONENTS	Excursion Report	Business Plan	Final Exam	Total Weight
	Term 1 Week 8	Term 2 Week 7	Term3 Week 8	
Knowledge and Understanding of Course Content	5	10	20	35
Stimulus-based skills		5	5	10
Inquiry and Research	10	10	5	25
Communication of Business information, ideas and issues	10	10	10	30
Total Weight	25	35	40	100
Outcomes	P2, P3, P9	P4, P8, P9, P10	P1, P4, P5, P6, P10	

- 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 situations
- 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

BIOLOGY

Components	Task 1	Task 2	Task 3	Total Weight
	Practical Investigation	Depth Study Presentation	Yearly Examination	
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	
Skills in working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Total Weight	30	30	40	100
Outcomes	BIO11/12-1, 11/12-2 11/12-3, 11/12-7 11-8, 11-9	BIO11/12-1,11/12-4 11/12-5,11/12-6 11/12-7,11-10	BIO11/12-4,11/12-5 11/12-6 ,11/12-7 11-8 ,11-9,11-10 11-11	

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 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

CHEMISTRY

COMPONENTS	Research Task	Practical Task	Final Exam	Total Weight
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8	
Knowledge and Understanding	15	10	15	40
Working Scientifically	20	20	20	60
Total Weight	35	30	35	100
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 information.
- CH/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
- CH/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 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 reaction

COMMUNITY AND FAMILY STUDIES

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	Interview Resource Management	Case Study Individual and Groups	Yearly Examination	
	Term 1 Week 6	Term 2 Week 4	Term 3 Week 8	
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total Weight	35	35	30	100
Outcomes	P1.1,P1.2,P4.2, P5.1,P6.1	P2.1,P2.3, P4.1, P4.2	P1.1-P6.2	

- P1.1 describes the contribution an individual 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 well-being.
- P6.2 uses critical thinking skills to enhance decision-making.

CHINESE BEGINNERS

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	Aural text with responses in English and Oral presentation/ Q&A with teacher Family life, home and neighbourhood	Responses in English and Chinese to written texts Friends, family, recreation and pastimes	Preliminary Exit Exam All content taught in Preliminary course	
	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8	
Listening	20		10	30
Reading		20	10	30
Speaking	10	10		20
Writing			20	20
Total Weight	30	30	40	100
Outcomes	1.1,1.2,1.3,1.4, 2.1,2.2,2.3,3.1, 3.2,3.3	1.1,1.2,2.1,2.2, 2.6	2.1,2.2,2.3,2.4, 3.1,3.2,3.3,3.4	

- 1-1 establishes and maintains communication in Chinese
- 1-2 manipulates linguistic structure to express ideas effectively in Chinese
- 1-3 sequences knowledge of the culture of Chinese-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Chinese-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies .knowledge of diverse linguistic structures to convey information and express original ideas in Chinese
- 3.4 applies knowledge of the culture of Chinese-speaking communities to the 'production of texts

DRAMA

Components	Task 1	Task 2	Task 3	Total Weight
	Presentation of Individual Performance. Select a monologue and demonstrate exploration of character/role development, log book research to inform refinement of dramatic action and evaluation of the process.	Elements of production in performance Elements of design and design task Devised group performance for which design work is generated e.g set design, poster, lighting design and costume design Research, planning, sketch work and evaluation included in log book.	Theatrical Styles: Group Performance and Research Essay Presentation of a group performance based on workshop activities including log book research on a theatrical style to inform performance, planning and reflection as well as evaluation of script extracts. Research essay on the theatrical style used in performance citing influential directors/playwrights of the style.	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	
Making	10	20	10	40
Performing	20		10	30
Critically studying		10	20	30
Total Weight	30	30	40	100
Outcomes	P1.1,P1.4,P2.1,P2.3, P2.4	P1.4,P1.5,P1.7,P2.2, P3.1,P3.2,P3.3	P1.3,P1.6,P2.6,P3.4	

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

ENGINEERING STUDIES

NATURE OF TASK	Engineering Report	Research Project	Final Exam	Total Weight
	Term 2 Week 2	Term 2 Week 10	Term 3 Week 8	
COMPONENTS				
Knowledge and understanding of course content	10	10	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		40
Total Weight	30	30	40	100
Outcomes	P1.1, P1.2 P2.1 P3.2, P3.3 P4.1, P4.3 P5.1, P6.1	P1.1, P1.2 P2.1 P3.1, P3.2, P3.3 P4.1, P4.2, P4.3	P1.1, P1.2 P2.1, P2.2 P3.1, P3.3 P4.1, P4.2, P4.3, P6.1	

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

ENGLISH STANDARD

Components	Imaginative text with reflection Reading to Write	Interactive ICT presentation (multimodal presentation) (Contemporary Possibilities)	Yearly Exam	Total Weight
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	
Knowledge and understanding of course context	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total Weight	30	40	30	100
Outcomes	EN11-3, EN11-5,EN11-9	EN11-1 EN11-2,EN11-3, EN11-5,EN11-7	EN11-1,EN11-3 EN11-5,EN11-6, EN11-8	

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

Components	Task 1	Task 2	Task 3	Total Weight
	Everyday texts Mandatory Module: Achieving through English	Multimodal presentation Elective Module On the Road	Collection of classroom All modules	
	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9	
Knowledge and understanding of course content	15	15	20	50
Skills in: comprehending texts communicating ideas using language accurately appropriately and effectively	15	15	20	50
Total Weight	30	30	40	100
Outcomes	ES11-1,ES11-4 ES11-5,ES11-6	ES11-2,ES11-6 ES11-7,ES11-8	ES11-1,ES11-3 ES11-4,ES11-5 ES11-7,ES11-9 ES11-10	

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

ENGLISH ADVANCED

COMPONENTS	Reading to Write Imaginative text with reflection	Narratives that Shape our World Multimodal presentation	Yearly examination Critical response	TOTAL WEIGHT
	Term 1 Week 9	Term 2 Week 1	Term 3 Week 8	
Area of Study	15	15		40
Module A			25	30
Module B				30
Total Weight	15	15	25	100
Outcomes	EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11- 5, EA11-6, EA11-8	

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

ENGLISH EXTENSION

Components	Task 1	Task 2	Task 3	TOTAL WEIGHT
	Imaginative response	Multimodal TED Talk	Yearly Examination	
	Term 2 Week 3	Term 2 Week 10	Term 3 Week 8	
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total Weight	30	40	30	50
Outcomes	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE-4, EE11-5	100

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

FRENCH 2 UNIT

Continuers and Beginners

Assessment components, the strategies to be used in testing these components and the component weightings, as assigned by the NESAs, are shown in the following table.

COMPONENT	WEIGHTING	
	Continuers	Beginners
Listening and responding	30%	30%
Speaking	20%	20%
Reading and responding	40%	30%
Writing	10%	20%
MARKS	100%	100%

The marks for each task will be allocated according to the prescribed weightings given above. The total mark for each assessment task will then be recalculated so as to be worth the percentage of the total assessment mark as shown in the table below.

	STAGES OF ASSESSMENT	% of Year 11 assessment
Year 11	Term 1 (Reading and responding + Writing)	15%
	Term 2 Week 9 (Listening and responding + Speaking)	15%
Year 11	Term 3 Yearly Exam (Reading and responding, Writing, Listening and responding, Speaking)	70%
	TOTAL	100%

The students will be notified of an assessment task at least one week beforehand.

COMPONENT	ASSESSMENT STRATEGIES
Listening and responding	Listening comprehensions, letters, video analysis, discussions, interviews, diary entries, notes
Speaking	Conversations, discussions, interviews, oral presentations
Reading and responding	Reading comprehensions, questionnaires, letters
Writing	Diary entries, notes, reports, letters, written observations

Students are expected to make a serious attempt in all tasks. Performance in the above assessment tasks will be used to determine if the student has satisfactorily achieved the course outcomes. [Return to index](#)

GEOGRAPHY

COMPONENTS	Fieldwork Report	Senior Geography Project	Final Exam	TOTAL WEIGHT
	Term 1 Week 10	Term 3 Week 6	Term 3 Week 8	
Knowledge and Understanding of course content	5	10	25	40
Geographical tools and skills	5	5	10	20
Geographical inquiry and research, including fieldwork	10	10		20
Communication of geographical information ,ideas and issues		10	10	20
Total Weight	20	35	45	100
Outcomes	P1, P2, P3 P6, P9,P10	P7,P8,P9, P10,P11, P12	P4, P5, P8,P9, P10	

- P1 differentiates between spatial and ecological dimensions in the study of geography
P2 describes the interactions between the four components which define the biophysical Environment
P3 explains how a specific environment functions in terms of biophysical factors
P4 analyses changing demographic patterns and processes
P5 examines the geographical nature of global challenges confronting humanity
P6 identifies the vocational relevance of a geographical perspective
P7 formulates a plan for active geographical inquiry
P8 selects, organises and analyses relevant geographical information from a variety of sources
P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
P10 applies mathematical ideas and techniques to analyse geographical data
P11 applies geographical understanding and methods ethically and effectively to a research project
P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

INDUSTRIAL TECHNOLOGY-TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

Nature of Task	Task 1	Task 2	Task 3	TOTAL WEIGHT
	Plan, Design and Communication	Practical Project and Portfolio	Yearly Examination	
	Term 1 Week 10	Term 3 Week 5	Term 3 Week 8	
Components				
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of products	10	30	20	60
Total	20	40	40	100
Outcomes	P1.2,2.1,3.2,3.3,4.2,5.1	P1.2,2.1,3.3,5.1,5.2,7.2	P1.2,2.1,3.1,4.3,6.1,7.1	

- 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.

INFORMATION PROCESSES AND TECHNOLOGY

Components	Task 1	Task 2	Task 3	Total Weight
	Topic Test Introduction to Information Skills and Systems	Survey Task Information Processes	Yearly Examination	
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	
Knowledge and understanding of course content	10	20	30	60
Knowledge and skills in the design and development of information systems	15	15	10	40
Total Weight	25	35	40	100
Outcomes	P1.1,P1.2, P2.1,P2.2,P3.1, P6.1, P6.2	P2.1, P5.1, P6.2, P7.1, P7.2	P1.1, P2.2, P3.1, P4.1, P6.1, P7.1	

P1.1 describes the nature of information processes and information technology

P1.2 classifies the functions and operations of information processes and information technology

P2.1 identifies and describes the information processes within an information system

P2.2 recognises and explains the interdependence between each of the information processes

P3.1 identifies and describes social and ethical issues

P4.1 describes the historical development of information systems and relates these to current and emerging technologies

P5.1 selects and ethically uses computer based and non-computer based resources and tools to process information

P6.1 analyses and describes an identified need

P6.2 generates ideas, considers alternatives and develops solutions for a defined need

P7.1 recognises, applies and explains management and communication techniques used in individual and team-based project work

P7.2 uses and justifies technology to support individuals and teams

LEGAL STUDIES

COMPONENTS	Task 1	Task 2	Final Exam	TOTAL WEIGHT
	Term 2 Week 3-4	Term 3 Week 4	Term 3 Week 8	
Knowledge and understanding of course content	10	10	20	40
Research	10	10		20
Communication of Information, Ideas and issues	10	10	20	40
Total Weight	30	30	40	100
Outcomes	P1, P2,P3,P4 P5, P6,P8,P9	P1,P2,P4,P5, P6,P7,P8,P9, P10	P1, P2, P3, P4, P5, P6, P7,P8,P9,P10	

- P1 identifies legal concepts and terminology and applies them to appropriate legal contexts
- 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 explain 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 organizes 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

MATHEMATICS STANDARD

COMPONENTS	Task 1	Task 2	Final Exam	TOTAL WEIGHT
	Term 1 Week 11	Term 2 Week 9	Term 3 Week 8	
Understanding Fluency and Communicating	15	15	20	50
Problem Solving Reasoning and Justification	15	15	20	50
Total Weight	30	30	40	100
Outcomes	Notification of outcomes being assessed will be given prior to the assessment task			

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 quality 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 predications 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

MATHEMATICS

COMPONENTS	Task 1	Task 2	Final Exam	TOTAL WEIGHT
	Term1 Week 9	Term 2 Week 9	Term 3 Week 8	
Concepts, Skills and Techniques	15	15	20	50
Reasoning and Communication	15	15	20	50
Total Weight	30	30	40	100
Outcomes Assessed	Notification of outcomes being assessed will be given prior to the assessment task.			

- P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems
- P2 provides reasoning to support conclusions which are appropriate to the context
- P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
- P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
- P5 understands the concept of a function and the relationship between a function and its graph
- P6 relates the derivative of a function to the slope of its graph
- P7 determines the derivative of a function through routine application of the rules of differentiation
- P8 understands the uses the language and notation of calculus

Some Mathematics course outcomes may be assessed in Extension 1 Tasks

MATHEMATICS EXTENSION 1

COMPONENTS	Task 1	Task 2	Final Exam	TOTAL WEIGHT
	Term 2 Week 6	T3 Week 4	T 3 Week 8	
Concepts, Skills and Techniques	5	5	15	25
Reasoning and Communication	5	5	15	25
Total Weight	10	10	30	50
Outcomes Assessed	Notification of outcomes being assessed will be given prior to the assessment task.			

- PE1 appreciates the role of mathematics in the solution of practical problems
- PE2 uses multi-step deductive reasoning in a variety of contexts
- PE3 solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
- PE4 uses the parametric representation together with differentiation to identify geometric properties of parabolas
- PE5 determines derivatives which require the application of more than one rule of differentiation.
- PE6 makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations.

MODERN HISTORY

COMPONENTS	Task 1 Research Essay The Decline and Fall of the Romanov Dynasty	Task 2 Research Essay and Source Annotations Historical Investigation	Task 3 Yearly Examination World War 1	Total Weight
	Term 1 Week 11	Term 2 Week 8	Term 3 Exam Week	
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research		15	5	20
Communication of historical understanding in appropriate forms	5	10	5	20
Total Weight	30	30	40	100
Outcomes	MH11.6, MH11.7,MH11.9, MH11.10	MH11.2,MH11.4, MH11.6,MH11.8, MH11.9	MH11.1, MH11.3, MH11.5,MH11.9	

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

MUSIC

Components	Task 1 Composition Portfolio	Task 2 Listening Journal	Task3 Performance and Viva Voce	Total Weight
	Submission of composition portfolio and three related listening excerpts reflecting Topic 1 (Film Music)	Submission of Listening Journal which demonstrates broad listening and musicological research	Solo or ensemble performances (2) and "viva selfie"	
	Term 2 Week 2	Term 3 Week 1	Term 3 Week 6	
Composition	25			25
Performance			25	25
Aural	5	20		25
Musicology		10	15	25
Total Weight	30	30	40	100
Outcomes	P2,P3,P5,P8	P4,P7,P8	P1,P4,P5, P6, P9	

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

PD HEALTH PE

COMPONENTS	Application of Body in Motion	Research/ Essay on Better Health for Individuals	Final Exam	Total Weight
	Term 1 Week 11	Term 2 Week 7	Term 3 Week 8	
Knowledge and understanding of factors that affect health. The way the body moves	15		15	30
Skills in: Influencing personal & community health. Taking action to improve participation & performance in physical activity	10	15	10	35
Skills in critical thinking, research and analysis	5	15	15	35
Total Weight	30	30	40	100
Outcomes	P7,P8,P9 P10, P16, P17	P1,P2,P3,P4 P5,P6,P15,P16	ALL	

- 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(option1)
- 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.

Photography, Video and Digital Imaging

Components	Task 1 Introduction to Practice	Task 2 My Point of View	Task 3 The Arranged Image	Total Weight
	Term 1 Week 8	Term 2 Week 4	Term 3 Week 9	
Students will develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment	21	21	28	70
Students will develop knowledge, skills and understanding that lead to Increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging	9	9	12	30
Total Weight	30	30	40	100
Outcomes	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	

- 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 Work Health and Safety in the making of photographs

- 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

*M: Outcomes for making

PHYSICS

COMPONENTS	Task 1 Practical Task	Task 2 Depth Study Research and Presentation	Task 3 Yearly Examination	Total Weight
	Kinematics	Waves and Thermodynamics		
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total Weight	30	40	30	100
Outcomes	PH 11 12-1,12- 2, 12-3, 12-4, 12-7 PH 11-8	PH11 12-1,12-2,12-3,12-4, 12-5,12-7, PH11-10	PH11 12-1,12-4, 12-5,12-6,12-7, PH11-8, 11-9,11-10 11-11	

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 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 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 transfer of energy by sound, light and thermodynamic principals

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

SOCIETY AND CULTURE

COMPONENTS	Task 1 Social and Cultural World Essay	Task 2 Personal and Social Identity Mini-PIP	Yearly Exam	Total Weight
	Term 2 Week 5	Term 3 Week 2	Term 3 Week 8	
Knowledge and Understanding of course content	10	10	20	40
Application and evaluation of social and cultural research methodologies	5	20	5	30
Communication of information, ideas and issues	10	10	10	30
Total Weight	25	40	35	100
Outcomes	P1,P3,P4,P5, P6, P7,P8,P10	P1,P2,P3,P4,P5, P6,P7,P8,P9, P10	P1 ,P3,P4 P5,P9,P10	

- 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 STUDIES

Syllabus Components	Demonstrates relationship between anatomy, physiology and performance	Application of skill development, training and strategy	Program Design For Performance Needs	Total Weight
	Term 1 Week 10	Term 1 & 2 & 3	Term 3 Week 6	
Athletics	10	10		20
Games and Sports Applications I	10	20		30
Fitness		15	10	25
Resistance Training		15	10	25
Total Weight	20	60	20	100
Outcomes	1.1, 1.3, 2.1, 2.2, 2.5, 3.1	1.1, 1.3, 2.1, 3.1, 2.3, 4.4	2.2, 3.2, 3.3, 4.1, 4.4	

- 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
- 1.6 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
- 2.5 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
- 4.1 plans strategies to achieve performance goals
- 4.4 demonstrates competence and confidence in movement contexts.

TEXTILES AND DESIGN

Components	Task 1	Task 2	Task 3	Weight
	Communication Techniques Portfolio	Preliminary textiles Project	Yearly Examination &	
	Term 1 Week 8	Term 2 Week 6	Term 3 Week 8	
Knowledge and understanding of course content	10	10	30	50
Skills and knowledge in the design, manufacture and management of textiles projects	10	30	10	50
Total Weight	20	40	40	100
Outcomes	P2.1,P2.3,P3.2	P1.1,P1.2,P2.1, P2.2,P2.3,P4.1	P1.1,P1.2,P3.1,P3.2 P5.1,P5.2,P6.1	

All tasks are to be attempted to a satisfactory standard that satisfies the outcomes of the course.

Students must also ensure that at least 85% of their Preliminary Project work is conducted in class in consultation with their Textiles and Design teacher. Failure to undertake the Preliminary project at school will jeopardise the acceptance of the projects submitted – the projects must be deemed to be the student's work

P1.1 describe the elements and principles of design and uses them in a variety of applications.

P1.2 identifies the functional and aesthetic requirements and features of a range of textiles items.

P2.3 demonstrates the use of a variety of communication skills, including computer-based technology.

P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment.

P2.3 manages the design and manufacture of textile products.

P3.1 identifies properties of a variety of fabrics, yarn and fibres.

P3.2 justifies the selection of fabrics, yarn and fibres for end-users.

P4.1 identifies and selects textiles for specific end-users based on analysis of experimentation.

P5.1 examines the status of the Australian Textiles, Clothing, Footwear and Allied Industries within the global context.

P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sector of the Australian Textile, Clothing, Footwear and Allied Industries.

P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society.

VISUAL ART

COMPONENTS	Task 1 The Figure	Task 2 Art in Nature	Task 3 Final Exam	TOTAL WEIGHT
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	
Art Making	25	25		50
Art Criticism & Art History	10	15	25	50
Total Weight	35	40	25	100
Outcomes	P1,2,8,9,5,6	AP1,2,3,4,5,6	P7,8,9,10	

- P1 explores the conventions of practice in art making
- 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.

Visual Design

Components	Product Design	Structures and Environments	Graphic Design	Weightings
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	
knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment	15	15	20	50
knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design	15	15	20	50
Total Weight	30	30	40	100
Outcomes	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of Work Health and Safety in the making of a range of works
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Note: DM – Designing and Making
CH – Critical and Historical Studies

VOCATIONAL EDUCATION AND TRAINING COURSES

CONSTRUCTION 2 UNIT

HOSPITALITY 2 UNIT

The purpose of assessment is to judge whether a student is competent on the basis of performance against performance criteria. These criteria are set out under each element of competency in the industry curriculum framework.

Tasks will enable students to show that they can apply knowledge to particular circumstances and integrate skills and knowledge learnt.

A student's performance is determined as being either competent or not yet competent. As students achieve the required skill level the relevant competency will be recorded. This is an ongoing process.

Work placement is a mandatory component of all courses. Some competencies may be assessed during the placement.

Listed below each of the VET courses are the units of competencies that may be completed.

Certificate II in Construction Pathways - CPC20211

Course: Construction (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

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

Core Units of Competency

CPCCCM1012A	Work effectively & sustainably in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM1014A	Conduct workplace communication
CPCCCM1015A	Carry out measurements and calculations
CPCCCM2001A	Read and interpret plans and specifications
CPCCOHS2001A	Apply OHS requirements, policies & procedures in the construction industry

Elective Units of Competency

Elective units may include:	
CPCCCA2002B	Use carpentry tools and equipment
CPCCCA2011A	Handle carpentry materials
CPCCCM2004A	Handle construction materials
CPCCCM2006B	Apply basic levelling procedures
CPCCJN2001A	Assemble components
CPCCJN2002B	Prepare for off-site manufacturing process
CPCCBL2001A	Handle and prepare bricklaying & blocklaying materials
CPCCBL2002A	Use bricklaying and blocklaying tools and equipment
CPCCCA2003A	Erect and dismantle form work for footings and slabs on ground
CPCCCO2013A	Carry out concreting to simple forms

This course contains three additional units above the qualification to meet NESA HSC requirements. CPCCOHS1001A Work safely in the construction industry, CPCCCM2005B Use construction tools and equipment, CPCCO2021A Handle concreting materials.

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Construction Pathways CPC20211**. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards **Certificate II in Construction Pathways CPC20211**.

Foundation Skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

NB This qualification may change as a result of training package reviews

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NSW NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$100.00 + White Card Course Coast
Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Integrated into the Timetable

Exclusions :

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>

Certificate II in Kitchen Operations – SIT20416 (Kitchen operations plus coffee)

Course: **Hospitality (240 indicative hours)**

Board Developed Course

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

4 Preliminary and/or HSC units in total

Category B status for Australian Tertiary Admission Rank (ATAR)

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks. This qualification provides a **pathway** a for commercial cooks into Cert III in Commercial Cookery.

Job roles: provides a pathway to work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops & institutions such as aged care, hospitals, prisons, schools.

Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

Core Units of Competency

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practices

Elective Units of Competency

SITHIND002	Source & use information on the hospitality industry
SITXFSA002	Participate in safe food handling practices
SITHFAB005	Prepare and serve espresso coffee
SITHCCC006	Prepare appetisers and salads
SITHCCC002	Prepare and present simple dishes
BSBSUS201	Participate in environmentally sustainable work practices

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Kitchen Operations (SIT20416)**

Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment towards Certificate II in Kitchen Operations (SIT20416)**

Foundation skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NSW BOSTES course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$150.00

Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Integrated into timetable.

Exclusions Nil however students may not undertake the same unit of competency in more than one VET course

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

For more information on possible outcomes please visit the NSW BOSTES website: <http://www.boardofstudies.nsw.edu.au>

ADDITIONAL SUPPORT FOR STUDENTS COMPLETING THE PRELIMINARY AND HSC COURSES.

Students undertaking the Preliminary and Higher School Certificate can be provided with additional support and provisions that could assist them in completing exams and assessment tasks, to the very best of their ability. The Board of Studies encourages eligible students to make use of this support during their Preliminary course so that when the HSC examinations begin they are familiar with the process and are given every opportunity to show the Board of Studies what they know and can do.

There is a range of provisions that can be allocated to a student based on learning, medical, vision or hearing difficulties. A comprehensive list of difficulties that students are able to access is attached. In order to access these at the HSC exam, an application must be lodged with the Board of Studies. However, we can provide them at a school level for Years 11 and 12. These provisions can be provided for all school-based assessment tasks and examinations. Medical evidence will need to be provided to the school to support these provisions.

Many students that are eligible for provisions are known to staff, but other students are encouraged to ask if they believe they meet the criteria on the list attached. Students are to see Mrs McNamara if they believe they may be eligible and would like to access these provisions. Parents are welcome to contact either Mrs McNamara or Mr M Brigden on 60254711 if they have any questions, Murray High School and the Board of Studies support students in doing their best in their Preliminary and HSC years and will offer any support for which they are eligible

TABLE OF SPECIAL EXAMINATION PROVISIONS

All applications must include detailed teacher comments.

Learning Difficulties

Difficulty/ Impairment In Examination	Some Possible Provisions	Minimum Documentation
Difficulty in reading and comprehending the written word <ul style="list-style-type: none"> • slow reading speed • low level of reading accuracy • poor comprehension 	Reader, extra time, exam supervision	Current individual reading test results Essay Teacher comments
Slow writing rate	Writer, personal computer, exam supervision	Essays Teacher comments
Severe spelling difficulty that impedes communication	Writer, exam supervision	Spelling test results Essays Teacher comments
Illegible handwriting	Computer, writer, extra time to rest, exam supervision	Essays Teacher comments

Hearing Difficulties

Difficulty Impairment in Examination	Some Possible Provisions	Minimum Documentation
Mild to moderate hearing loss. Difficulty hearing and understanding vocal instructions	Seating at front, individual instructions, exam supervision	Unaided audiogram and report Teacher comments
Severe to profound deafness Difficulty conceptualising from the written word	Oral interpreter, sign interpreter, dictionary/thesaurus, extra time, individual supervision, alternative English-literacy paper	Unaided audiogram and report Teacher comments

Vision Difficulties

Difficulty/ Impairment in Examination	Some Possible Provisions	Minimum Documentation
Vision impairment Difficulty in reading standard print and interpreting stimulus resource material	Large print papers, vision aids, exam supervision, extra time, writer, reader, computer, additional lighting, alternative question or strategies	Medical/vision report Audio/vision /tactile efficiency profile Teacher comments
Difficulty seeing exam text Requires braille	Braille, Braille exam papers, personal computer, extra time, exam supervision, writer, reader, alternative questions or strategies.	Medical/vision report Audio/vision/tactile Efficiency profile Teacher comments
Difficulty with light Sensitivity to white paper	Transparency overlay, coloured paper, large print papers, extra time to rest	Medical/vision report (evidence of sensitivity is required) Teachers comment

Medical Difficulties

Difficulty/ Impairment in Examination	Some Possible Provision	Minimum Documentation
Hand/arm Difficulty with writing <ul style="list-style-type: none"> Discomfort/pain prevents writing or cast etc. reduces mobility Excessive fatigue of hand 	Computer, writer, extra time to rest	Current medical report Two timed handwritten essays One timed typed essay (if a PC is requested) Teacher comments
Chronic fatigue syndrome/ME cases Tiredness/inability to concentrate due to illness, eg. Chronic fatigue syndrome, post viral syndrome, ME, glandular fever	Ventilation, extra time to rest, bite sized food, writer, home/hospital supervision	Medical report Teacher comments should include number of days absent due to illness Teacher comments
Migraine	Extra time individual supervision	Medical report Teachers comments
Post traumatic stress/Psychological	Extra time Individual supervision	Medical report Teacher comments
Head injury sustained within the past three years Mental processing difficulty or slowness Head injury sustained more than three years ago Refer to Learning Difficulties (previous page) for possible provisions and minimum documentation	Writer, reader, extra time to rest, medication, extra time	Medical report Teacher comments

Diabetes Need to monitor blood sugar	Diabetic provisions as required, toilet breaks	Medical report Teacher comments If applicable, specific reference should be made to the need for toilet breaks
Epilepsy May suffer from epileptic seizure during examinations	Separate supervision, medication	Medical report Teacher comments
ADD/ADHD Difficulty with focusing and impulse control	Extra time to rest, medication	Medical report Teacher comments
Back Injury Discomfort/pain due to back injury, significant pain after prolonged sitting	Extra time to rest, exam supervision padded chair pillow special chair seating at back permission to move	Medical report Teacher comments
Pregnancy In hospital for birth Breastfeeding	Rest/feeding breaks separate supervision home/ hospital supervision toilet breaks bite size food drink padded chair pillow , permission to move	Medical report Expected date of delivery must be included Teacher comments
Psychological Anxiety preventing performance in a group situation	Extra time to rest Individual supervision	Psychological or psychiatric report, GP medical report Teacher comments
Autistic Spectrum Disorder Behavioural difficulties preventing performance in a group situation	Separate supervision, extra time to rest, permission to move, toilet breaks	Specialist medical report Detailed teacher comments
Depressive/Obsessive /Compulsive Disorder Difficulty with cognitive and/or concentration	Extra time to rest, Individual supervision	Psychological or psychiatric report Teacher comments
Medication Change in medication which causes an inability to concentrate Drowsiness during exam	Extra time to rest, ventilation, permission to move, medication	Medical report Teacher comments
Chronic physical difficulties Paraplegia, muscular dystrophy, cerebral palsy etc.	Special desk, extra time to rest, permission to move, toilet breaks, seating at back, computer, extra time, individual supervision, writer, reader	Medical report Teacher comments
Infectious disease Chicken pox, measles, glandular fever etc.	Individual supervision, home/hospital supervision	Medical report Teacher comments

Preliminary Assessment Calendar 2018

	Term 1	Term 2	Term 3
Week 1		English Advanced English Standard Exam	Music
Week 2		Engineering Studies Music	Society and Culture
Week 3		English Extension	
Week 4		Community & Family Studies Legal Studies Photography, Video and Digital Imaging	Mathematics Extension 1 Legal Studies
Week 5		Biology Society and Culture	IT Timber
Week 6	Community and Family Studies	Mathematics Extension 1 Textiles and Design English Studies	Music Sport Lifestyle & Recreation Studies Geography
Week 7	Aboriginal Studies	Business Studies PDHPE	Visual Arts Aboriginal Studies

Week 8	Business Studies Biology Textile and Design English Studies Photography Video and Design Imaging	Modern History Information Processes and Technology	EXAM WEEK English Extension English Advanced English Studies English Standard Mathematics Standard Mathematics Mathematics Extension 1 Biology Business Studies Chemistry Community & Family Studies Legal Studies Physics PDHPE Society & Culture Exam Engineering Studies IT Timber Geography Modern History Sport Lifestyle & Recreation Studies Visual Arts Exam Textile and Design Chinese Beginners
Week 9	English Standard English Advanced Mathematics Physics Chinese Beginners Drama	Mathematics Standard Mathematics Physics Society & Culture Geography Visual Arts English Standard English Advanced Drama	English Studies Year 11 VET Work placement Aboriginal Studies Photography, Video and Digital Imaging
Week 10	Chemistry Visual Arts Visual Design IT Timber Sport Lifestyle & Recreation Studies Geography Information Processes and Technology	Chemistry Chinese Beginners Engineering Studies English Extension Visual Design	Year 11 Vet Work Placement Visual Design
Week 11	Mathematics Standard Modern History PDHPE		

A 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 Higher School Certificate 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: narrate a series of events or transactions
Analyse	Identify components and the relationship between; 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; or 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, (analyse/questioning, reflection and quality to (analysis/evaluation) 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



**MURRAY HIGH SCHOOL
ABSENCE FROM AN ASSESSMENT TASK**

NAME: _____ YEAR: _____

SUBJECT: _____

DATE OF ASSESSMENT TASK: _____ TIME OF ASSESSMENT TASK: _____

REASON FOR INABILITY TO ATTEND: _____

SIGNED: _____ (Student)

TO BE COMPLETED BY THE DEPUTY PRINCIPAL-CURRICULUM

DATE RECEIVED: _____ TIME RECEIVED: _____

REASON: Satisfactory / Unsatisfactory

SIGNED: _____ (Deputy Principal)

TO BE COMPLETED BY HEAD TEACHER:

DATE RECEIVED: _____ TIME RECEIVED: _____

OUTCOME: _____

SIGNED: _____ (Head Teacher)

CLASS TEACHER NOTIFIED:

SIGNED: _____ (Class Teacher)



MURRAY HIGH SCHOOL
SUBMISSION OF ASSESSMENT WORK

NAME: _____

CLASS: _____

SUBJECT: _____

TEACHER: _____

ASSIGNMENT: _____

DATE DUE: _____

I declare that this assignment is essentially my own work.

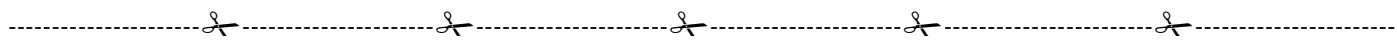
SIGNATURE: _____

DATE: _____

MARK/GRADE

POSITION

COMMENTS: _____



TO BE COMPLETED BY STUDENT

NAME: _____

CLASS: _____

SUBJECT: _____

TEACHER: _____

ASSIGNMENT: _____

DATE DUE: _____

TO BE COMPLETED BY TEACHER:

I have received assignment.

SIGNATURE: _____

DATE: _____



MURRAY HIGH SCHOOL
ILLNESS AND MISADVENTURE A P P E A L FORM

Name:

Subject:

Teacher:

Assessment Task Title:

Describe in detail, the nature of the issue that affected your ability to complete and/or submit the assessment task to the best of your ability.

.....
.....
.....

How did this affect your ability to complete the task to the best of your ability or submit the task?

.....
.....
.....

Medical Certificate attached YES / NO

Other evidence: YES / NO (specify)

Student Signature: Date:-Supporting
statement from another person:

.....
.....

Support person's Signature Relationship to student

Result of Application

Date received Deputy Principal Decision _____

Copy to
Student
File
Relevant

**MURRAY HIGH SCHOOL
ASSESSMENT TASK PLANNER 2018**

TERM 1	TERM 2	TERM 3
WK 1	WK1	WK1
WK 2	WK 2	WK 2
WK 3	WK 3	WK 3
WK 4	WK 4	WK 4
WK 5	WK 5	WK 5
WK 6	WK 6	WK 6
WK 7	WK 7	WK 7
WK 8	WK 8	WK 8
WK 9	WK 9	WK 9
WK 10	WK 10	WK 10