



Macarthur Girls High School



Year 11 Preliminary HSC Assessment Policy 2018



CONTENTS	Page
Senior Assessment Policy Year 11	4-7
Completing an Assessment Task	8
Illness/Misadventure Notification	9
Illness/Misadventure Policy	10
Illness/Misadventure Procedure	14
Illness/Misadventure Application	15
Illness/Misadventure Procedure – Group	16
Illness/Misadventure Application – Group	17
Illness/Misadventure Application Appeal	18
Approved Leave – teacher request for consideration	19
Approved Leave – student request for consideration	20
Appeals against N Award	21
Process for determining an N Award	22
Vocational Education Courses	23
Board Endorsed Courses/Outside courses/ Discontinuation of course	24
Assessment Task cover sheet	25
Preliminary courses	26-78
Assessment Calendar	79-81

Macarthur Girls High School – Preliminary Courses 2018

ENGLISH	PAGE		PAGE
• ENGLISH ADVANCED	26	• STUDIES OF RELIGION (2 UNIT)	58
• ENGLISH EXTENSION 1	28	• STUDIES OF RELIGION (1 UNIT)	60
• ENGLISH STANDARD	30	LOTE	
• ENGLISH AS A SECOND LANGUAGE	32	• JAPANESE BEGINNERS	62
• ENGLISH STUDIES	34	SOCIAL SCIENCE	
		• BUSINESS STUDIES	64
MATHEMATICS		• ECONOMICS	66
• MATHEMATICS (2 UNIT)	36	• LEGAL STUDIES	68
• MATHEMATICS EXTENSION 1	38	PDHPE	
• MATHEMATICS STANDARD 1&2	40	• COMMUNITY AND FAMILY STUDIES	70
SCIENCE		• PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION	72
• BIOLOGY	42	TAS	
• CHEMISTRY	44	• FOOD TECHNOLOGY	74
• INVESTIGATING SCIENCE	46	VOCATIONAL EDUCATION AND TRAINING (VET)	
• PHYSICS	48	• BUSINESS SERVICES	76
CAPA		• HOSPITALITY	78
• VISUAL ARTS	50		
HISTORY			
• ANCIENT HISTORY	52		
• MODERN HISTORY	54		
• SOCIETY AND CULTURE	56		

PRELIMINARY ASSESSMENT POLICY 2018

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses);
- at least four courses.

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

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

WHY DO WE NEED A SCHOOL ASSESSMENT POLICY?

The school Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment. Assessment at Macarthur Girls High School encourages the progressive development of skills and knowledge while ensuring:

- consistency across courses and faculties
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students

WHAT DOES THE ASSESSMENT POLICY LOOK LIKE AT MACARTHUR GIRLS HIGH SCHOOL?

At Macarthur Girls High School students are assessed against course outcomes through a range of assessment tasks in each course. An outcome is a description of the learning which has taken place.

A range of tasks are used for assessment and will vary from course to course. These may include but are not limited to:

- Tests which may take a written, practical or oral form
- Class essays, research tasks, assignment, portfolios, log books
- Practical tasks and major works
- Projects

REPORTING AT MACARTHUR GIRLS HIGH SCHOOL?

Students' progress in achieving course outcomes is reported twice a year.

DEFINITIONS

- Components are the parts of courses or major areas to be assessed.
- Weightings are the percentages of marks to be allocated to the components.

WHAT ARE THE RESPONSIBILITIES OF THE SCHOOL?

An assessment schedule has been developed for each course, within the guidelines provided by NESA, incorporating mandatory assessment components and weightings for that course.

The school is required to provide students with the following information:

- an Assessment Schedule Calendar, which outlines what components are to be assessed, when the assessment tasks are scheduled and the relative weighting attached to each assessment task
- Assessment Tasks will be of the same type and have the same weighting for all classes studying that course.
- written notification at least two (2) weeks in advance of the scheduled assessment task
- after the task is held students will receive (teachers will aim to have this within 2 weeks):
 - a mark
 - a rank for that task
 - an indicative cumulative rank
 - the marking criteria
 - feedback which includes
 - i. Areas of achievement
 - ii. Areas for development
 - iii. Strategies to improve
 - Students will receive all Assessment Tasks in soft copy, emailed to their <student.name>@education.gov.edu.au address. Some Faculties may also choose to deliver a hardcopy.
 - If students are seeking clarification for an assessment mark, they must go through their classroom teacher to speak to the relevant Head Teacher.

In exceptional circumstances some tasks may be rescheduled or substituted during the course of the year. In such cases, Head Teachers or class teachers will inform students of the new arrangements in writing at least two weeks in advance.

Where a completed task has been declared void, a new task will be set, and the same requirement of two week's notification is required.

Where students do not complete Assessment Tasks, and do not subsequently provide documented explanation, official warning letters of concern ('N' determination warning letters) will be posted home to parents/caregivers outlining the areas of unsatisfactory completion of the PRELIMINARY course requirements, including 'O' marks being awarded for that task.

WHAT ARE THE RESPONSIBILITIES OF STUDENTS?

- Every student has the responsibility to be familiar with the school's assessment and procedures policy handbook. Every student must also be familiar with the course information contained in this handbook. Students will be required to sign that they have read and understood the whole policy.
- Students must be present for the **whole day** in which an assessment task is scheduled. It is not acceptable for a student to attend school to fulfil the requirements of an assessment task only and not be present at all the timetabled lessons for that particular day; this includes any timetabled period 0 class.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in this booklet, the assessment calendar, and on the task notification.
- In the event of absence on the day a task is due, a student must complete appropriate documentation. If applying for:
 - approved leave, this is required prior to the task, or
 - illness or misadventure, then on the first day of return to the school.
- If tasks are submitted via email students need to ensure the task is sent to the correct email address.
- Students must demonstrate they have followed the course; demonstrate sustained diligence and effort in each course; and demonstrate achievement in some or all of the course outcomes.
- Students must complete all set learning tasks (not just assessment tasks) in order to achieve course outcomes.
- Students must attend classes regularly and ensure their **attendance does not fall below 90%** to meet each course requirement. This is a Macarthur Girls requirement and is in concurrence with NESA policy and guidelines.
- Students are not to absent themselves from any class to finalise hand in assessment tasks prior to submission. This includes seeking permission from teachers to have time to complete tasks for other courses.
- Students absent from school are responsible, upon their return to school, to see their teachers and collect any learning hand out materials /information / or hardcopy task notifications that may have been given during their absence from class. Activities identified in these documents are to be completed to the best of the student's ability.

- Students' parents/carers must explain their child/ward's absence from school on the first day of return to school, and if illness, by a doctor's certificate, or misadventure, by other appropriate documentation.
- Students are required to participate in all lessons constructively.
- Students are to make a "serious effort" in all components of an assessment task. A "non-attempt" for any section of a task may render the entire task "non-serious" and thus be awarded zero ('0') marks. If this is the case, students will still need to re-sit the task, making a reasonable attempt.
- It is important that the student speaks with their class teacher or Head Teacher of the faculty if there is any doubt about the requirements of the course assessment policy.

Students are reminded that during the first few weeks of Year 11, all students complete a mandatory program, *HSC: All My Own Work* (<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>). Preliminary students must comply with the requirements for HSC assessment addressed in this program.

Students will also be issued with a NESA document 2018 HSC Rules and Procedures Guide for which they must also sign acknowledgment of receipt.

HAND-IN ASSESSMENT TASKS

Hand-in tasks include a range of tasks completed outside of the classroom, and which need to be submitted on a set day, and include tasks such as research essays, written reports and practical work.

All assessment tasks are to be submitted on the due date by the specified time / lesson period. It is the student's responsibility to ensure that tasks are submitted on time. If a task is due during examination periods, students are still expected to hand the task in to the relevant faculty on the specified date.

The tasks are to be submitted to the class teacher or the relevant faculty Head Teacher and students will receive a written confirmation of their submission (a receipt).

In the situation where a task submission is in question, it is the student's responsibility to provide the task submission receipt to the faculty. Failure to do so may lead to a zero '0' mark being awarded. **Students must not leave hand-in tasks on unattended teachers' desks.**

If the student has only completed part of the hand in task, this part must be submitted to the class teacher on the due date. Failure to submit tasks on time, without a valid reason may result in a zero ('0') mark¹. In the case of illness or misadventure, it is the student's responsibility to follow the policy requirements for consideration.

Students may electronically lodge² their hand-in assessment task to their teacher if this is the arranged process. In such a case students must ensure the information is sent to the correct email address. Students must keep evidence of their email and any attachments that relate to it. If students are required to submit their task electronically, this must be done by the due date whether they are present at school or not. If there are exceptional circumstances in which a student is absent and not able to submit their task electronically, independent documentation and detailed explanation is required in order for the illness misadventure application to be considered.

¹ Students may submit their hand-in task prior to the due-date.

² this means by agreed electronic means and can include Google docs, Edmodo, E-mail or other electronic/digital means

NON-SERIOUS ATTEMPTS

- Students who do not make a serious attempt at the set task may receive a zero ('0') mark in the task concerned. This may render some students ineligible for the award of the Higher School Certificate.
- Non-serious attempts may be considered to include frivolous or objectionable material or failure to attempt whole questions or components of a task.
- Students identified as providing non-serious attempts will be asked to justify why they should receive a result in the task/course concerned.
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero ('0') marks awarded.

The Stage Leader will advise the student and her parent/caregiver of the decision.

NOTE:

1. **In accordance with NESA rulings, technology failure, computer crashes or inability to print due to printer breakdown, lack of ink or printer balance will not be accepted as a valid reason for late submission.**
2. **There is an 'embargo' on Assessment Tasks. The school ensures that no tasks will be held in:**
 - a. **The one week prior to the Preliminary Examination block; and also in**
 - b. **The external work placement periods when school based VET courses undertake their mandatory work placement experience.**

COMPLETING AN ASSESSMENT TASK

Assessment task notification issued (by email or hardcopy),
containing date, weighting, type of task and marking rubric

Minimum 2
weeks
notification.

Students sign
for receipt of
task

Task Submitted or completed on due date

If student absent she
follows the **illness /
misadventure** application.

Receive
acknowledgement of
submission.

Students given **mark** and
rank in task and
**indicative cumulative
rank** as part of feedback.

Task returned with mark guide and
suggestions for improvement

Tasks marked and
returned.

Discrepancies resolved by classroom teacher/marker and
student in class or referred to HT for resolution

Discrepancies must be
discussed with teacher at
time of return.

All unresolved matters
to ARP.

Final mark for task

Note: All written work must be in blue or black pen

ASSESSMENT TASK NOTIFICATION

Macarthur Girls High School – Stage 6 Assessment Notification

Year/Course:

Unit of work:

Task: (Number and type: ie Task 2 - In class essay as stated in Assessment Handbook Grid)

Assessment weighting: (as stated in Assessment Handbook Grid)

Issue date:

Due date:

Task :

Type: In class test, Research Task, Performance etc

Outcomes:

By completing this task you will be able to:

Rubric :

You will be marked on your ability to:

-

Steps to completing task successfully:

What steps in the process does the student need to complete?

1

2

3

4

5

6

Guide to structuring your task and additional information: (Only if required as part of the task)

e.g. showing working, essay structure, using evidence, using headings, scaffolds. any relevant information which may help student achieve in the task.

ILLNESS/ MISADVENTURE POLICY

Assessment tasks are intended to measure each student's performance in relation to course outcomes. Students may lodge an illness/misadventure application if circumstances occurring immediately before or during the assessment task, beyond their control, affected their ability to complete or submit the task.

This may relate to:

- Illness (or accident), that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the tasks (e.g. influenza, an asthma attack, a cut hand). If a student is in doubt, she should discuss this with the Stage Leader immediately she returns to school, or after the task if taken ill during the task;
- Misadventure, that is, any other event beyond the student's control, which may have affected the student's performance for this assessment task. Examples may include the death of a friend or family member on the day of the task, or involvement in a car accident on the way to the school. If a student is in doubt, she should discuss this with the Stage Leader immediately she returns to school, or after the task.

The responsibility to submit an Illness/Misadventure request for consideration rests with the student. Students must report to the Stage 6 Leader, with the valid documentation on the morning of their first return to school. This includes when the first day of return is during relevant examination periods.

When a student has not completed any part of the task and chooses not to submit a request for consideration a 'O' mark will automatically be awarded for that component of the task and an 'N' Determination Warning letter will be issued. If the student has not completed all of the task, it must still be submitted to clear the Warning.

Please note: The Misadventure/Illness process does not apply for missed or interrupted preparation or study time.

CHRONIC CONDITIONS

Students suffering from a chronic illness are only eligible for an illness/misadventure appeal if the condition is exacerbated immediately before or during the test period, or if the student experiences symptoms during the test which impede performance. In this case the student needs to follow the Illness / Misadventure process.

Chronic conditions require a student to have informed the Head Teacher Teaching and Learning: Stage 6 to ensure appropriate support can be provided for that student in completing assessment tasks. This may include providing some aspects of "Disability Provisions" to the student in completing the task.

DISABILITY PROVISIONS

Students who have received disability provision(s) are only eligible for an appeal if an unforeseen episode occurs during a task. As above, in this case the student needs to follow the Illness / Misadventure process.

PROCESS TO FOLLOW TO SUPPLY EVIDENCE NECESSARY FOR ILLNESS/MISADVENTURE

- The student prints a copy of the form (ATTACHMENT A) from this policy.
- The student completes the form prior to attending school, and attaches all / any documentation.
- The student's parent / carer completes the relevant section **Parent's/Caregiver's support comment**
- The student completes their section, the **Student's comment** must detail how her performance was affected by the illness or misadventure.
- Independent evidence is required: a medical certificate or other valid documentation. This documentation must be dated for the day of the task or no more than three '3' days prior.
- The student must then approach the HT of the curriculum area in which the course is managed and ask the HT to complete the **Head Teacher's Recommendation**.
- The form must then be given to the Stage 6 Leader for processing. This must be completed within 2 days of returning to school. (That is, if a student is absent Monday for a task, and returns on a Tuesday, the process must be completed by close of business on Wednesday.)

A medical certificate must be specifically related to the assessment task that is the subject of the appeal and not general in nature. It must include details of the date of onset of the illness, any additional dates of consultation and a statement about how the student's performance in the examination may have been affected. Only in exceptional circumstances will illness/misadventure be considered for a chronic/ongoing illnesses or ongoing issue. Medical Certificates must state that the condition was exacerbated by the impending task

A medical certificate that simply states that the student was 'unfit' may not be acceptable. In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance may have been affected) should be provided with the date and time of the occurrence and subsequent events.

It is imperative that the independent evidence clearly states that the student was not able to attempt the assessment task.

A student who presents for an assessment task cannot apply retrospectively for any special consideration due to illness. She must notify the supervisor before the commencement of the task or during the task. Students must ensure they comply with the process in the following cases:

1. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY OF AN IN-SCHOOL ASSESSMENT TASK.

- The student or family member is requested to contact the school on the morning the task is scheduled to inform the school that the student is going to be absent. (The family member must speak to either the Stage 6 Leader, the school administrative officer attached to Stage 6, or the Curriculum Head Teacher.)
- Students must report to the Stage 6 Leader on the first day of their return to school. On the next available day (first day of recovery) the student will be required to sit the task in the first available time slot.
- The student must print and complete an Illness/Misadventure form (ATTACHMENT A). This form, once it has been completed by all relevant parties must be returned to the Stage 6 Leader within two (2) days of returning to school.

2. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY AN ASSESSMENT TASK IS DUE TO BE SUBMITTED

- The student or family member is requested to contact the school on the same day a task is due to be handed in to inform the school that the student is going to be absent.
- On the first day of the student's return to school, the student must submit the task to the relevant Head Teacher of the faculty with a completed Illness/Misadventure form (ATTACHMENT A)

3. ILLNESS/MISADVENTURE DURING AN IN-SCHOOL ASSESSMENT

- The student must acknowledge her condition to the supervisor of the task (the class teacher in most cases) before sitting for the task, or if taken ill during the task, where possible, before leaving the room,
- The student must print and complete a copy of an Illness/Misadventure form (ATTACHMENT A), and complete the process within two (2) days of the task, unless extended by illness.
- A student who presents for an assessment task and who does not inform the supervisor of the task of their illness, cannot apply retrospectively for any special consideration due to illness. They must notify the supervisor before the commencement of the task or during the task.

4. ILLNESS/MISADVENTURE DURING PRELIMINARY AND/OR TRIAL EXAMINATION PERIOD

- The student or family member must inform the school that the student is going to be absent. (The family member must speak to either the Stage 6 Leader, the school administrative officer attached to Stage 6, or the Head Teacher of the curriculum area in which the course falls.)
- Students must report to the Stage 6 Leader on the first day of their return to school. On the next available day (first day of recovery) the student will be required to sit the task in the first available time slot.
- The student must complete an Illness/Misadventure form (ATTACHMENT A), for each missed examination and return it / them with the Head Teacher's decision/s to the Stage 6 Leader within the two (2) day timeframe.

5. GROUP PERFORMANCE ILLNESS/MISADVENTURE

- When a group performance cannot go ahead on a scheduled date due to the ill health of, or misadventure to, one or more of the group, the students in the group affected need to complete a group performance Illness/Misadventure form.
- This form (ATTACHMENT B) needs to be returned to the relevant Head Teacher within two (2) days. The Head Teacher will reschedule an alternative date for the task.
- The student who was ill/ had the misadventure for this group Illness/misadventure application must also complete an individual Illness/Misadventure form (ATTACHMENT A) outlining the nature of their individual circumstance. Please note that this application will be considered separately to the group's application.

In all of the above cases:

- The illness/misadventure application form must be completed and returned to the Stage 6 Leader within two (2) days of the initial return to school. The urgency and accuracy of the procedures are important in enabling the case to be seriously considered.
- Where the request for consideration is satisfactorily supported, arrangements will be made for a student to complete the task or an alternative task at the earliest opportunity.

The consequences of not following these procedures may result in a student's application for Illness/Misadventure being rejected.

ILLNESS/MISADVENTURE OUTCOMES

SUCCESSFUL REQUEST FOR CONSIDERATION

- If the documented evidence provided supports a student's Request for Consideration for absence/late submission then the Head Teacher will make one of several decisions. In essence, a student will be given permission to sit the Task or an alternative task and she will be given a 'Mark Pending'. The mark she will receive for the task may be adjusted when determining her ranking in the course after the completion of all assessments for the course, at the conclusion of the assessment period, prior to the end of Term 3. Therefore her mark will be 'pending'.

UNSUCCESSFUL REQUEST FOR CONSIDERATION

- If the documented evidence provided does not support a student's Request for Consideration for absence/late submission a zero ('0') mark will be awarded. An 'N' Determination Warning letter will be sent to the student's parent/carer informing them of this decision.

EXCURSIONS AND FIELDWORK

Some courses require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities then students must negotiate alternate arrangements prior to the event. The granting of a concession is at the discretion of the Principal. Students must apply in advance, prior to the Excursion or Fieldwork (ATTACHMENT D). If, however, the absence is due to Illness/ Misadventure, then students are to follow this process (ATTACHMENT A).

APPLICATION FOR LEAVE / APPROVED LEAVE AND SCHOOL BUSINESS

A student who knows she is going to be absent to attend an unavoidable commitment must apply in advance for leave from the Principal or Stage 6 Leader. Each case will be adjudged on its merit, and must be discussed (ATTACHMENT E) with the Principal or Stage 6 Leader at least one (1) week prior to the leave.

The same rule applies if a student has been granted approved leave from school by the Principal or nominee (ATTACHMENT E **and** the Department of Education Approved Leave Form). It is not anticipated that an PRELIMINARY student would take extended leave / approved leave during the PRELIMINARY Course (School Leave Policy states extended leave must be less than 10 school days or leave may not be approved). If a student is going to be absent from school because of School Business (for example, attending an excursion for another subject, completing a VET Work Placement, attending a Sport Carnival, or is representing the school such as an SRC Conference, etc.) the co-ordinating teacher must supply the student with a form and she must complete ATTACHMENT D prior to the activity.

Important Note:

1. If a student knows in advance that she will be absent on the day a hand-in assessment is due, the task should be handed in prior to the due date.
2. When the task is to be completed in class, then arrangement for an alternative date must be made with the Head Teacher. These arrangements need to be noted in writing (ATTACHMENT D) and communicated to the student by the Head Teacher.

THE ASSESSMENT REVIEW PANEL (ARP)

The ARP, when it convenes, is comprised of the Stage 6 Leader, the Head Teacher Teaching and Learning Stage 6 and one Head Teacher. The ARP will consider all Illness/Misadventure appeals (ATTACHMENT C). A decision will be made after careful examination and consideration of the evidence provided both by the student and the Faculty. Each party will be notified in writing of the decision made by the ARP. Where a decision cannot be reached, the ARP will submit the Appeal to the Principal for a determination.

MALPRACTICE/PLAGIARISM

NESA requires all schools to keep a register of malpractice.

This means any student at MGHS who is found to be in breach of the NESA guidelines is to have details of the malpractice recorded in an official 'NESA Register of Malpractice'. NESA guidelines can be found at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students#what-constitutes-malpractice> Schools will be required to identify not only the issue, but the penalty the school applies for the **breach identified**.

Penalties can range from severe reprimand through to withdrawal from a course of study. It is expected that all students are familiar with the school policy and NESA examination rules and procedures, and that students are familiar with the requirements outlined in the 'All My Own Work' program.

As defined by NESA, "Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as one's own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an PRELIMINARY examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice."

Where the teacher responsible for a task has reason to suspect malpractice, this must be brought to the attention of the Head Teacher. If proven, then the student will be awarded a zero '0' mark for the task and she could be subject to further action from the school.

Students may appeal any such decision using the procedures existing within the school. In all cases, students must appeal in writing to the Assessment Review Team (ARP). This application must be made within **two** days of receiving the decision.

UNACCEPTABLE GROUNDS FOR APPEAL

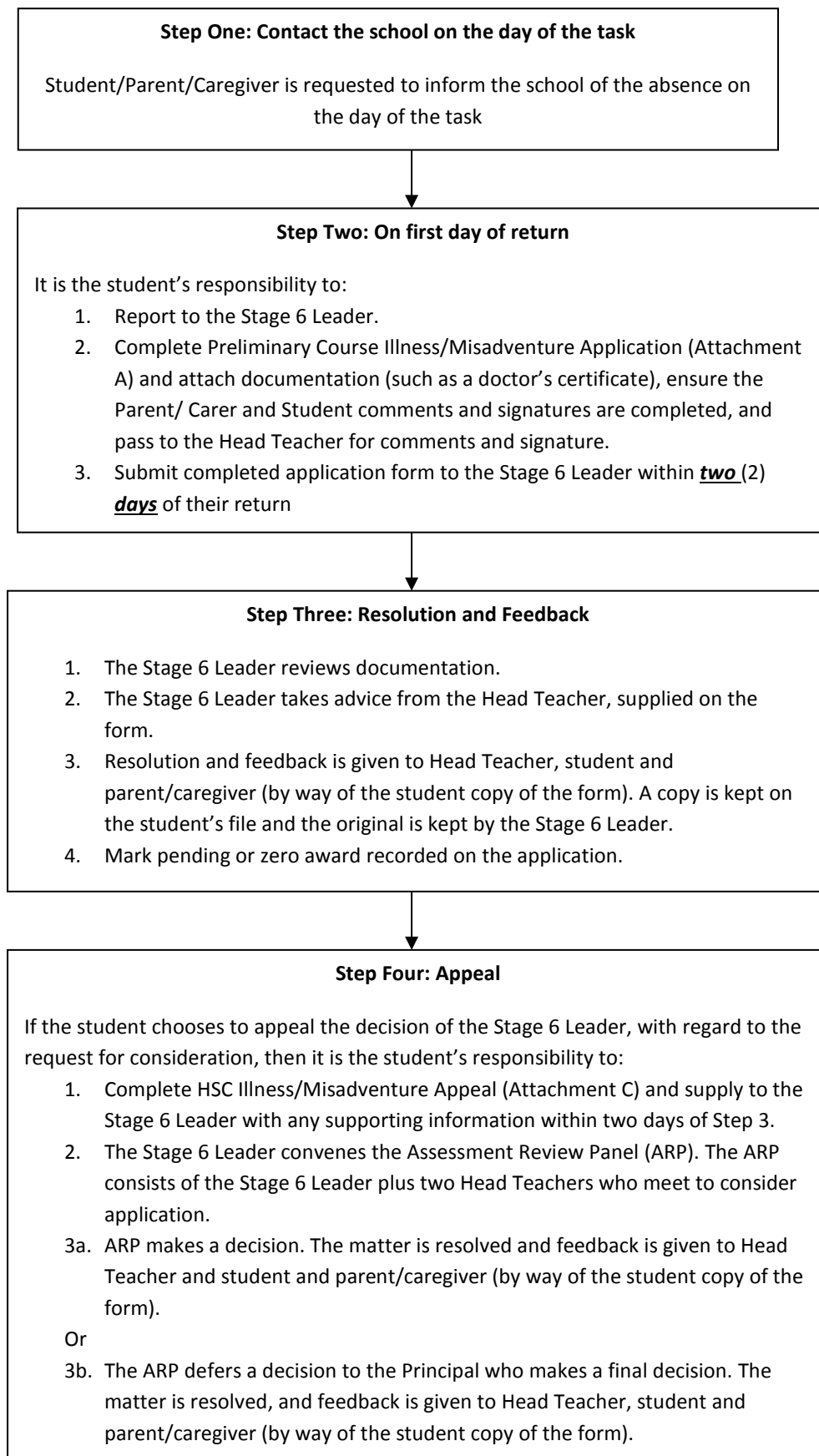
- Attendance at a known event, for example, a sporting or cultural event, or family holiday where approval has not been given by Principal or Nominee (ATTACHMENT D).
- Alleged deficiencies in tuition or long term matters relating to loss of preparation time.
- Disabilities for which NESA has already granted disability provisions, unless an unforeseen episode occurs during the test (e.g. a hypoglycaemic attack in a diabetic student who has been isolated but is still ill [ATTACHMENT A for a single student or ATTACHMENT B if it is a group task]), or further difficulties which are supported by the supervising teacher and school.
- Long-term illness, such as glandular fever, asthma, epilepsy, unless the student has suffered a 'flare up' of the condition during the test (ATTACHMENT A).
- Matters avoidable by the student, (e.g. misreading of timetable, misinterpretation of assessment task).

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

Students from Year 10 (and onwards) may receive a cumulative document (if they meet requirements) if they leave school, prior to completing the HSC. Grades are collected and recorded by NESA for the Stage 5 courses attempted. Grades are also collected and submitted to NESA for Stage 6, Preliminary Courses. These will be reported on the NESA RoSA should a student leave school over the next year. Students who leave during the HSC Course will receive a statement acknowledging the date they left school and the courses they were studying at this time.

PROCEDURES FOR CONSIDERATION FOR PRELIMINARY COURSE ILLNESS/MISADVENTURE

Students missing an assessment task and wishing to make application for Illness/Misadventure must follow the procedure outlined below:



MACARTHUR GIRLS HIGH SCHOOL (REQUEST FOR CONSIDERATION)
ATTACHMENT A: PRELIMINARY ILLNESS/MISADVENTURE APPLICATION

Student Name: **Course:** **Teacher:**

Task: **Task #:** **Date Task Given:** **Date Task Due:** **Weighting (%):**
(Name of task)

Tick as appropriate

- ☐ Medical Certificate attached
☐ Other verification (please specify

Student's comment (Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task)

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

Student signature: **Date:**

Parent/Caregiver's support comment

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

Parent /Caregiver signature: **Date:**

Head Teacher/Nominee: **Application submitted on (date):**

Tick as appropriate

- ☐ Task/Alternative task was completed/submitted on (date)
☐ Task/Alternative task to be completed on (date)
☐ Mark Pending
☐ Zero Mark

Head Teacher's Recommendation

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

Head Teacher's signature: **Date:**

To be completed by Stage 6 Leader: Name:

Outcome:

.....
.....

Stage 6 Leader signature:

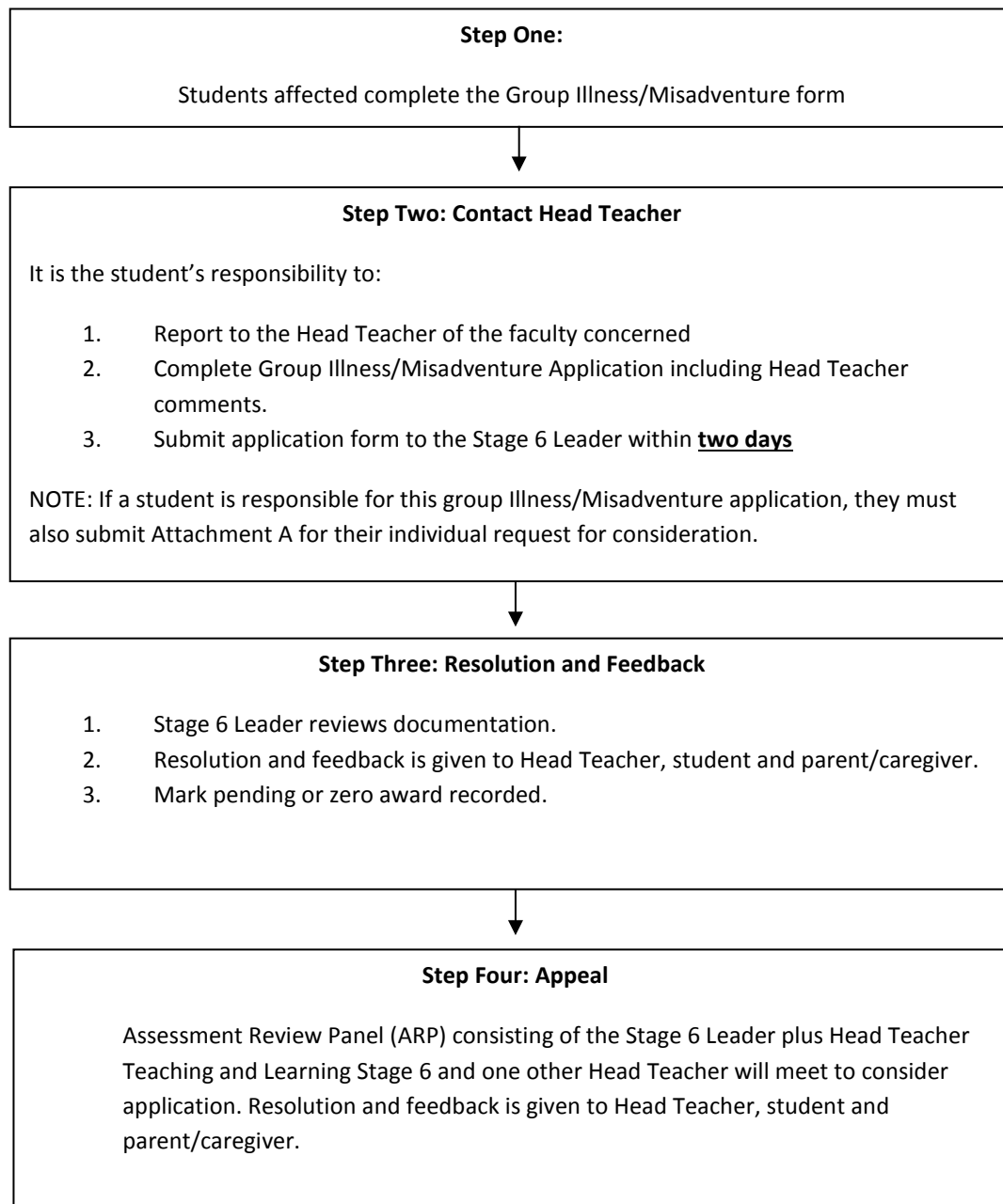
Date Stamp Application received by the Stage 6 Leader:

Copy to:

- ☐ Student / Parent/ Carer copy ☐ Student file ☐ Relevant HT informed ☐ SENTRAL record #

PROCEDURES FOR PRELIMINARY GROUP PERFORMANCE ILLNESS/MISADVENTURE

Students wishing to make application for Group Illness/Misadventure must follow the procedure outlined below:



MACARTHUR GIRLS HIGH SCHOOL (REQUEST FOR CONSIDERATION)

ATTACHMENT B: PRELIMINARY GROUP PERFORMANCE ILLNESS/MISADVENTURE APPLICATION

SECTION A

To be completed by class teacher

Teacher: **Course:**

List of students affected (attach list of names)

Task: **Task #:** **Date Task Given:** **Date Task Due:** **Weighting (%):** (name of task)

Outline reasons for this application

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

Attention: If an individual student's illness/misadventure is responsible for this group illness/misadventure application the individual student MUST also complete an individual illness/misadventure form (Attachment A) otherwise she may be awarded a mark of zero '0'.

SECTION B

To be completed by the Head Teacher and forwarded to the Stage 6 Leader

Head Teacher: **Faculty:** **Course:** **Date:**

Receipt date of Group Illness/Misadventure form:

Task submitted/completed? ☐ Yes ☐ No

If No, date of rescheduled task: Date completed:

Comment: (explain the circumstances that affected the students' performance and how the faculty will support the students)

.....
.....

Head Teacher signature:

Date:

SECTION C

To be completed by the Assessment Review Panel

ARP members' signatures:

..... Date:
.....

Outcome:

.....

Copy to:

☐ Student / Parent/ Carer copy ☐ Student file ☐ Relevant HT informed ☐ SENTRAL record # _____

MACARTHUR GIRLS HIGH SCHOOL (REQUEST FOR CONSIDERATION)
ATTACHMENT C: PRELIMINARY ILLNESS/MISADVENTURE APPEAL

A student will need to complete this form if she wishes to appeal against an illness/misadventure decision. This form must be submitted with all necessary documentation to the Stage 6 Leader within **two (2) days of the original decision**.

Student Name: **Course:** **Teacher:**
Task: **Date Task Given:** **Date Task Due:** **Weighting (%):**
(name of task)

Tick as appropriate (Additional documentation supplied)

☐ Yes (please specify) :

☐ No

Outline reasons for this application and attach all relevant documentation

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

Student Name: Parent/Carer Name:

Student signature: Parent/Carer signature: Date:

Assessment Review Team

ARP Members:

Date:

Issues discussed:

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

Decision reached: ☐

Refer to the Principal ☐

Resolution:

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

ARP members' signatures:

..... Date:

.....

Copy to:

☐ Student / Parent/ Carer copy ☐ Student file ☐ Relevant HT informed ☐ SENTRAL Record # _____

MACARTHUR GIRLS HIGH SCHOOL (REQUEST FOR CONSIDERATION)

ATTACHMENT D: APPROVED LEAVE OR EXCURSIONS, FIELDWORK, VET WORK PLACEMENT OR SCHOOL BUSINESS

Teacher making the request: Faculty:

Reason for the request:

Educational outcome:

Head Teacher Approved (circle one) Yes No Date:

Student's Name: Year/Roll:

First Day of Leave: Date:

Last day of leave: Date:

Approval given by Stage 6 Leader (circle one): Yes No

Upon Stage 6 Leader approval, the student must ensure an **alternative assessment time** has been negotiated with the class teacher and faculty Head Teacher.

Once the form below is completed forward copies to: student/parent/caregiver, faculty Head Teacher, student file.

Course(s)	Assessment Task	Due Date	New Due Date	Class Teacher	Signature	Head Teacher	Signature

Note: This approval is to be used for educational experiences that needed urgent approval by the Principal (e.g. SRC, Dance, Drama, speakers etc).

MACARTHUR GIRLS HIGH SCHOOL (REQUEST FOR CONSIDERATION)

ATTACHMENT E: APPLICATION FOR LEAVE / APPROVED LEAVE

(Note: one form is required for each task)

Student Name:

Reason for the request:

First Day of Leave:

Date:

Last day of leave:

Date:

☐ **Documentation** (please specify):

Student's comment (Describe in detail the request for leave and why you will be unable to complete or submit an assessment task on the due date)

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

Student's signature.....

Date:

Parent's/Caregiver's support comment

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

Parent /Caregiver signature: Date:

Date request received: Approval given by Principal / Stage 6 Leader (circle one): Yes No

Tasks to be missed

Course(s)	Assessment Task	Due Date	New Due Date	Class Teacher	Signature	Head Teacher	Signature

Comment

Stage 6 Leader signature:

Date Stamp

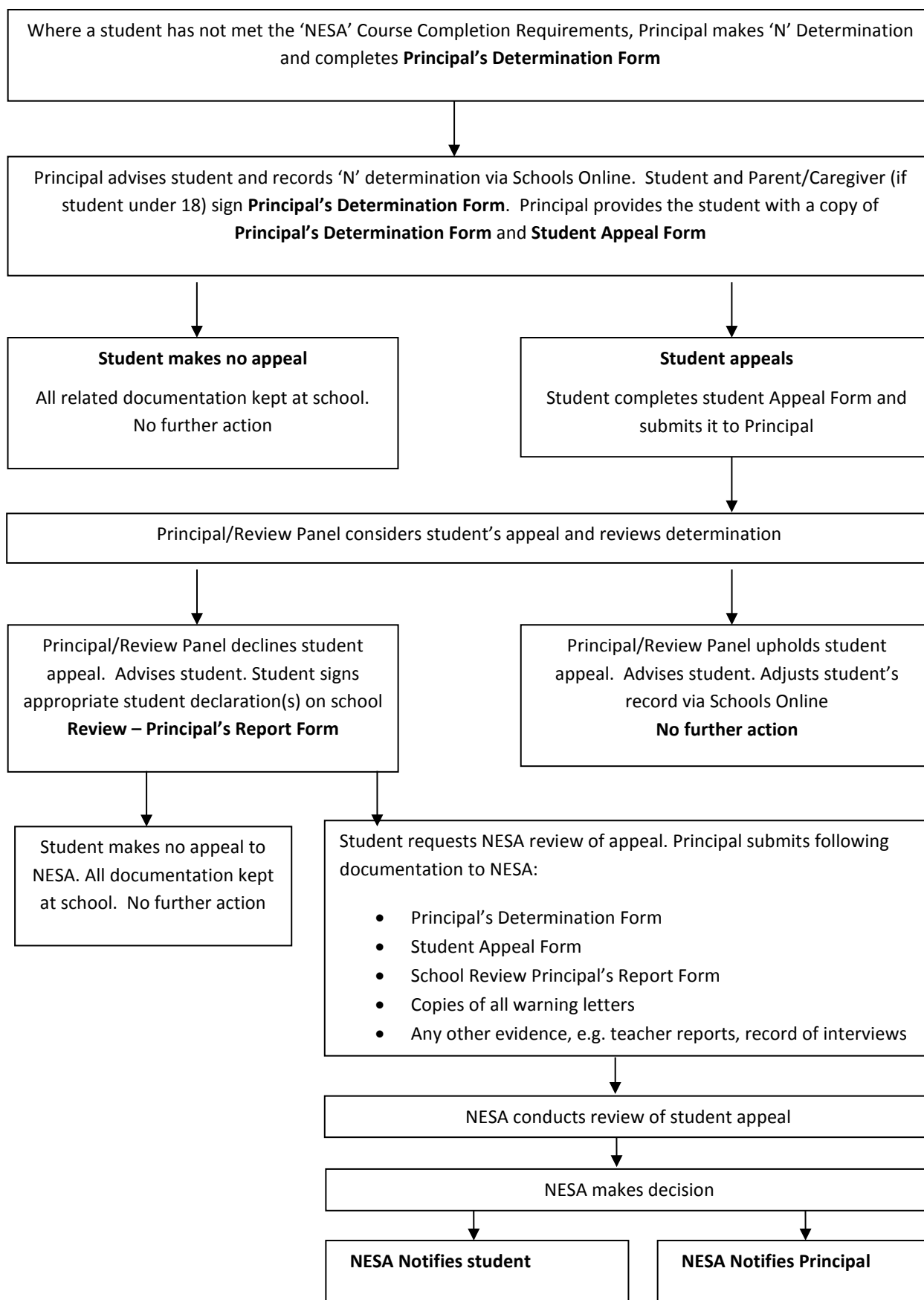
Copy to:

☐ Student / Parent/ Carer copy

☐ Student file

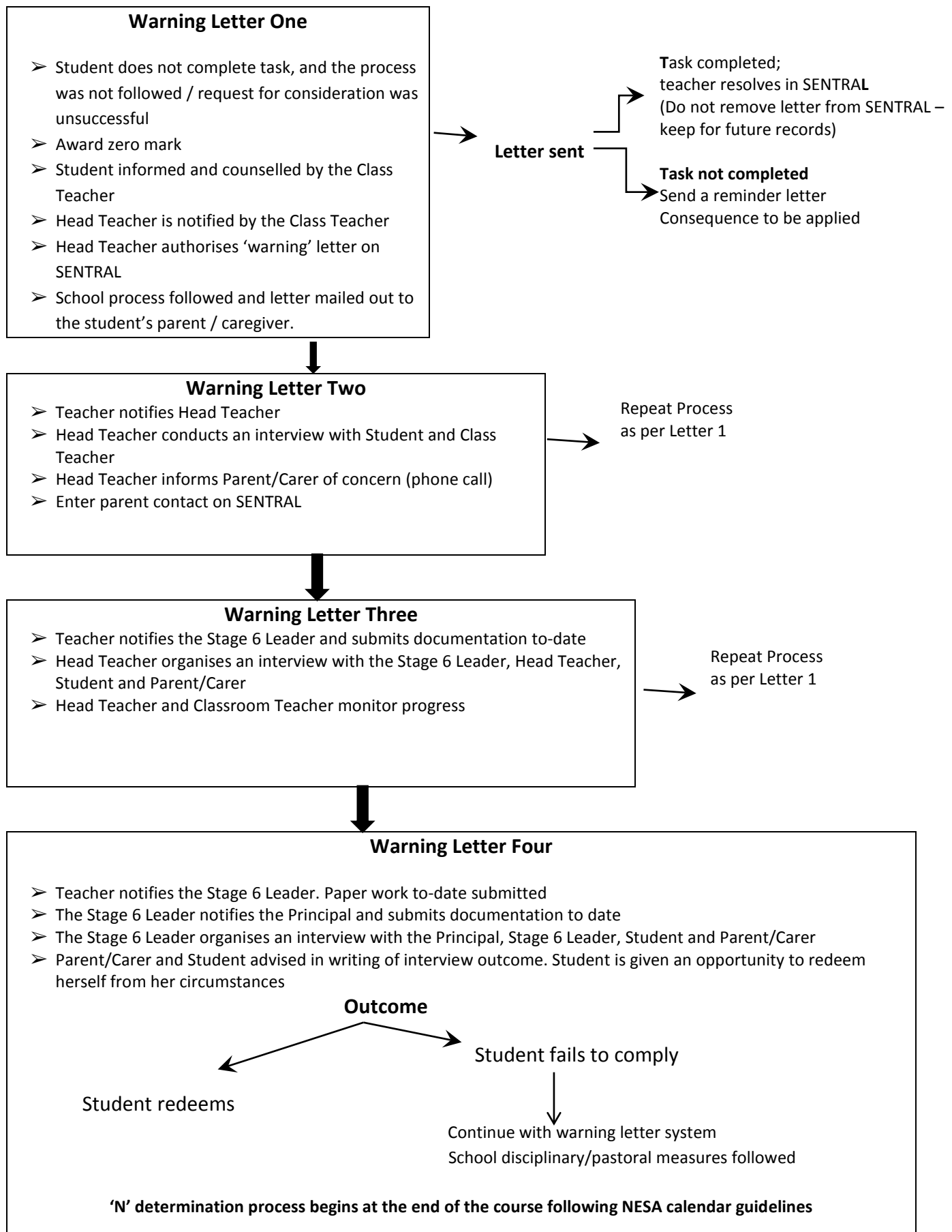
☐ Relevant HT informed ☐ SENTRAL Record #

**Procedures for appeals against 'N' determinations
for
Non-completion of Preliminary Course requirements**



Macarthur Girls High School

Process for determining an 'N' Award for Preliminary Courses



VOCATIONAL EDUCATION COURSES

Vocational Education courses are taught and assessed through competencies in the Preliminary and in the HSC years. Vocational Education courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Assessment for VET courses within industry curriculum frameworks has two distinct purposes:

- a. Assessment for ASQA (Australian Skills Quality Authority) VET qualifications – competency based assessment
- b. Assessment for the ATAR if it is a Board Developed Course.

Assessment for ASQA Certification is competency based. Tasks may be holistic to demonstrate the acquired skills, knowledge and attitudes. Students are given the opportunity to develop skills over time and are required to demonstrate competence to qualified assessors. All competencies and work placement must be completed for NESA in the allocated time. Students withdrawing from VET examinations must do so at this time by completing the appropriate form.

A variety of assessment strategies are employed to assess the competence of students. Competency Standards are the benchmarks for this assessment.

Some forms of assessment will be on an on-going basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, role plays and simulation.

The Preliminary and HSC Examination

The examination for 240-hour VET courses only is independent of competency based assessment requirements for ASQA qualifications.

Internal Examinations

In order to ensure that students at Macarthur Girls High School are equipped to exercise this option, all 240 hour VET Framework students will be required to practise appropriate written skills by completing examinations in the usual examination periods. These examinations will also be used as sources of evidence of competence in some units and therefore will contribute to the competency based assessment program.

Work Placement

Work Placement is a mandatory requirement for each course within the VET frameworks and forms an essential part of the total course assessment. Indicative hours have been assigned and must be addressed. Work Placement will occur in Year 11 and Year 12, at times to be advised. Each course requires Work Placement for 35 hours per year. Failure to complete Work Placement in the allotted time will render the student ineligible for the award of a Preliminary credential in the VET course.

Other Course Requirements

VET courses have an underlying premise that each lesson is an opportunity for assessment. Attendance at every lesson is vital because aspects of competency will be tested.

BOARD ENDORSED COURSES

Students studying Board Endorsed Courses are reminded that unsatisfactory progress in these courses (as outlined in this assessment guide) may lead to an 'N' determination if work is not completed, assessment is not submitted and warnings of unsatisfactory progress are not heeded. This may result in a student not being eligible for a Record of Student Achievement for a Preliminary Course and receiving only a statement of attainment.

Students not fulfilling the requirements of the course (e.g. unattempted assignments) will be warned, as will their parents, that they may be deemed unsatisfactory.

STUDENTS STUDYING OUTSIDE COURSES

These include courses studied

- at Saturday School of Community Languages
- at TAFE Colleges
- with an Outside Tutor
- at the Open High School

Each of these alternatives has different requirements for attendance and assessment. It is the responsibility of the student to:

- notify the school of her intention to study outside courses.
- meet the requirements of these providers.
- ensure they notify the Stage 6 Leader of any variation to their study of the courses.

Students studying with an outside tutor must see the Stage 6 Leader with the necessary documentation for course endorsement and NESA entry.

Failure to complete a course studied outside school may reduce the number of units being studied to less than the minimum acceptable. This could mean the student may not qualify for a Preliminary or Preliminary Course.

CONCERNS

If you are experiencing any difficulty in assessment for a course you should seek help from your class teacher, the Year Adviser, the Stage 6 Head Teacher Teaching and Learning or the Head Teacher in charge of that course.

Any clarification of this policy should be sought from the Assessment Review Panel chairperson, the Stage 6 Leader

ASSESSMENT TASK COVER SHEET

Student name:		Roll Class:
Assessment Task Title		Date submitted
Course	Teacher	

Academic Integrity Statement

I _____ declare that this work is my own and that any quotes, information
(Your name in block letters)

or works have been properly acknowledged and cited in the bibliography.

Student signature _____ Date: _____

Warning

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

-----cut here-----

Assessment Receipt
Student copy

Name of student: _____ Year: _____ Course: _____

Task Title: _____ Class Teacher: _____ Date Due: _____

This task was submitted to _____ on _____
teacher's name date

Student signature Teacher signature Date

You need to complete and attach this cover sheet to every assessment task that you submit

Students need to complete and attach this cover sheet to every assessment task that they submit

ENGLISH ADVANCED

A student:

Objective A

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

Objective B

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

Objective C

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

Objective D

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

Objective E

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

PRELIMINARY COURSE: ENGLISH ADVANCED

Task number	Task 1	Task 2	Task 3	
Nature of Task	Read/write: Imaginative text & reflection Module: <i>Reading to Write</i>	Multimodal presentation	Yearly Examination *Includes: Critical response	
Timing:	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 8-9	
Outcomes assessed	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	
Components	Weighting %			
Knowledge and understanding of course content	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 %	30	40	30	100

ENGLISH EXTENSION 1

A student:

Objective A

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

Objective B

EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

Objective C

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

Objective D

EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

Objective E

EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

PRELIMINARY COURSE: ENGLISH EXTENSION 1

Task number	Task 1	Task 2	Task 3	
Nature of task	Analytical response	Multimodal Presentation	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Weeks 9–10	Term 3, Week 8-9	
Outcomes assessed	EE11-1, EE11-2, EE11-3, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE-4, EE11-5	
Components				Weighting
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 %	30	40	30	100

ENGLISH STANDARD

A student:

Objective A

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

Objective B

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

Objective C

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

Objective D

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

Objective E

EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

PRELIMINARY COURSE: ENGLISH STANDARD

Task number	Task 1	Task 2	Task 3	
Nature of task	Read/Write: Imaginative text with reflection Module: <i>Reading to Write</i>	Multimodal presentation	Yearly Examination	
Timing:	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 8-9	
Outcomes assessed	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	
Components	Weighting %			
Knowledge and understanding of course content	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 %	30	40	30	100

ENGLISH – EAL/D

A student:

Objective:A

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing *

Outcomes:

A student:

EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts

EAL11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

* The modes of speaking and listening are integral to the development of students' language skills for students who are developing in their acquisition of the English language. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening and communication experiences within the context of the English EAL/D Stage 6 Syllabus.

Objective:B

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: use language to shape and make meaning according to purpose, audience and context

EAL11-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning

EAL11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

Objective:C

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: think in ways that are imaginative, creative, interpretive and critical

EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts

EAL11-6 investigates and explains the relationships between texts

Objective:D

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: express themselves and their relationships with others and their world

EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds

EAL11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning

Objective:E

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: learn and reflect on their learning through their study of English

EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

PRELIMINARY COURSE: ENGLISH EAL/D

Task number	Task 1	Task 2	Task 3	
Nature of task	Point of view writing task	Multimodal presentation (including listening)	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 8-9	
Outcomes assessed	EAL11-1B, EAL11-3, EAL11-4, EAL11-7	EAL11-1A, EAL11-2, EAL11-3, EAL11-5, EAL11-9	EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8	
Components	Weighting %			
Knowledge and understanding of course content	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 %	30	40	30	100

ENGLISH STUDIES

Objective:A

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing *

Outcomes

A student:

ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-4 composes a range of texts with increasing accuracy and clarity in different forms

* Some students with special education needs communicate through a variety of verbal or nonverbal communication systems or techniques. It is important to take account of the individual communication strategies used by these students within the context of the English Standard Stage 6 Syllabus.

Objective:B

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: use language to shape and make meaning according to purpose, audience and context

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

Objective:

C

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: think in ways that are imaginative, creative, interpretive and critical

ES11-7 represents own ideas in critical, interpretive and imaginative texts

ES11-8 identifies and describes relationships between texts

Objective:D

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: express themselves and their relationships with others and their world

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

Objective:E

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: learn and reflect on their learning through their study of English

ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

PRELIMINARY COURSE: ENGLISH STUDIES

Task number	Task 1	Task 2	Task 3	
Nature of task	Written report Mandatory Module: <i>Achieving through English</i>	Multimodal presentation	Collection of classwork All modules	
Timing	Term 1, Week 8	Term 2, Week 5	Term 3, Week 9	
Outcomes assessed	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	
Components				Weighting %
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 %	30	30	40	100

MATHEMATICS 2 UNIT

A student:

- 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 and uses the language and notation of calculus

PRELIMINARY COURSE: MATHEMATICS 2U

Task	1	2	3	Component Weighting
Date of task	Term 1 Week 10	Term 2 Week 8	Term 3 Examination Period	
Type of task	Class Test	Class Test	Class Test	
Assessment Components	All Term 1 work	All Term 1 and Term 2 work	All Term 1, Term 2 and Term 3 work	
Knowledge Skills & Understanding	20	28	32	80
Applications	5	7	8	20
Task weighting	25	35	40	100
Task outcomes Guide Only	P1 - P4	P1 – P6	P1 - P8	

MATHEMATICS EXTENSION 1

A student:

- 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

PRELIMINARY COURSE: MATHEMATICS EXTENSION 1

Task	1	2	3	Component Weighting
Date of task	Term 1 Week 11	Term 2 Week 9	Term 3 Examination Period	
Type of task	Class Test	Class Test	Class Test	
Assessment Components	All Term 1 work	All Term 1 and Term 2 work	All Term 1, Term 2 and Term 3 work	
Knowledge Skills & Understanding	17.5	24.5	28	70
Applications	7.5	10.5	12	30
Task weighting	25	35	40	100
Task outcomes Guide Only	PE1, PE2, PE3, PE6	PE1, PE2, PE3, PE5, PE6	PE1 – PE6	

MATHEMATICS STANDARD 1 AND 2

A student:

- P1 develops a positive attitude to mathematics and appreciates its capacity to provide enjoyment and recreation
- P2 applies mathematical knowledge and skills to solving problems within familiar contexts
- P3 develops rules to represent patterns arising from numerical and other sources
- P4 represents information in symbolic, graphical and tabular forms
- P5 represents the relationships between changing quantities in algebraic and graphical form
- P6 performs calculations in relation to two-dimensional and three-dimensional figures
- P7 determines the degree of accuracy of measurements and calculations
- P8 models financial solutions using appropriate tools
- P9 determines an appropriate form of organisation and representation of collected data
- P10 performs simple calculations in relation to the likelihood of familiar events
- P11 justifies her response to a given problem using appropriate mathematical terminology

PRELIMINARY COURSE: MATHEMATICS STANDARD 1 AND 2

Task	1	2	3	Component Weighting
Date of task	Term 1 Week 10	Term 2 Week 8	Term 3 Examination Period	
Type of task	Class Test	Class Test	Class Test	
Assessment Components	All Term 1	All Term 1 and Term 2 work	All components	
Knowledge Skills & Understanding	10	14	16	40
Applications	15	21	24	60
Task weighting	25	35	40	100
Task Outcomes Guide Only	P1 – P7, P11	P1 – P9, P11	P1 – P11	

BIOLOGY

CONTENT

Module 1: Cells as the basis of life

Module 2: Organisation of Living Things

Module 3: Biological Diversity

Module 4: Ecosystem Dynamics

OUTCOMES

Questioning and predicting

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

Planning investigations

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

Conducting investigations

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

Processing data and information

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

Analysing data and information

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

Problem solving

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

Communicating

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

The Working Scientifically outcomes at the beginning of each module are targeted for emphasis. The other Working Scientifically outcomes may also be addressed in each module.

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

PRELIMINARY COURSE: BIOLOGY

Task	1	2	3	Component Weighting
Date of task	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3	
Type of task	First Hand Investigation	Written Examination	Depth Studies	
Knowledge and understanding	5	25	10	40%
Skills in planning and conducting investigations	10	5	15	30%
Skills in communicating information, problem solving and scientific thinking	5	10	15	30%
Task weighting	20%	40%	40%	

CHEMISTRY

CONTENT

Module 1: Properties and Structure of Matter

Module 2: Introduction to Quantitative Chemistry

Module 3: Reactive Chemistry

Module 4: Drivers of Reactions

OUTCOMES

Questioning and predicting

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

Planning investigations

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

Conducting investigations

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

Processing data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

Analysing data and information

CH11/12-5 analyses and evaluates primary and secondary data and information

Problem solving

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

Communicating

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

The Working Scientifically outcomes at the beginning of each module are targeted for emphasis. The other Working Scientifically outcomes may also be addressed in each module.

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

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

Objective

Students:

- develop knowledge and understanding of the trends and driving forces in chemical interactions

Year 11 course outcomes

A student:

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

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

PRELIMINARY COURSE: CHEMISTRY

Task	1	2	3	Component Weighting
Date of task	Term 2 Week 2	Term 2 Week 8	Term 3 Week 9	
Type of task	First Hand Investigation	Written Examination	Depth Studies	
Knowledge and understanding	5	25	10	40%
Skills in planning and conducting investigations	10	5	15	30%
Skills in communicating information, problem solving and scientific thinking	5	10	15	30%
Task weighting	20%	40%	40%	

INVESTIGATING SCIENCE

CONTENT

Module 1: Cause & Effect - Observing

Module 2: Cause & Effect – Inferences and Generalisations

Module 3: Scientific Models

Module 4: Theories and Laws

OUTCOMES

Questioning and predicting

INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation

Planning investigations

INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

Conducting investigations

INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

Processing data and information

INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

Analysing data and information

INS11/12-5 analyses and evaluates primary and secondary data and information

Problem solving

INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

Communicating

INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

The Working Scientifically outcomes at the beginning of each module are targeted for emphasis. The other Working Scientifically outcomes may also be addressed in each module.

INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations

INS11-9 examines the use of inferences and generalisations in scientific investigations

INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

INS11-11 describes and assesses how scientific explanations, laws and theories have developed

PRELIMINARY COURSE: INVESTIGATING SCIENCE

Task	1	2	3	Component Weighting
Date of task	Term 2 Week 2 /2018	Term 2 Week 8 /2018	Term 3 Week 9 /2018	
Type of task	Investigating Modelling & Presentation	Written Examination	Depth Studies	
Knowledge and understanding	5	25	10	40%
Skills in planning and conducting investigations	10	5	15	30%
Skills in communicating information, problem solving and scientific thinking	5	10	15	30%
Task weighting	20%	40%	40%	

PHYSICS

CONTENT

Module 1: Kinematics

Module 2: Dynamics

Module 3: Waves and Thermodynamics

Module 4: Electricity & Magnetism

Outcomes

Questioning and predicting

PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

Planning investigations

PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

Conducting investigations

PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

Processing data and information

PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

Analysing data and information

PH11/12-5 analyses and evaluates primary and secondary data and information

Problem solving

PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

Communicating

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

The Working Scientifically outcomes at the beginning of each module are targeted for emphasis. The other Working Scientifically outcomes may also be addressed in each module.

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

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

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

PH11-11 explains and quantitatively analyses electric fields, circuitry and thermodynamic principles

PRELIMINARY COURSE: PHYSICS

Task	1	2	3	Component Weighting
Date of task	Term 1 Week 9 or 10	Term 2 Week 9	Term 3 Week 3	
Type of task	First Hand Investigation	Written Examination	Depth Studies	
Knowledge and understanding	5	25	10	40%
Skills in planning and conducting investigations	10	5	15	30%
Skills in communicating information, problem solving and scientific thinking	5	10	15	30%
Task weighting	20%	40%	40%	

VISUAL ARTS

A student:

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

PRELIMINARY COURSE: VISUAL ARTS

Task number	Task 1	Task 2	Task 3	
Nature of task	<p>Developing a Contemporary Practice</p> <p>Submitted Documented Forms: Installation/ Performance/ Interactive/ Multimedia</p> <p>VAPD record of the development of a research based practice</p>	<p>BOW -Portfolio of Experimental Works</p> <p>Submission of 5–10 exploratory artworks Accompanying VAPD including evidence of material and conceptual experimentation with explanation of related artists’ practice through the Frames</p>	<p>Yearly Examination</p> <p>Art Criticism and Art History Written Examination</p>	
Timing	Term 1, Week 11	Term 3, Week 6	Term 3 Examination Period	
Outcomes assessed	P1, P4, P5, P6	P1, P2, P3, P4, P9	P7, P8, P9, P10	
Components	Weighting %			
Artmaking	20	30		50
Art Criticism and Art History		10	40	50
Total %	20	40	40	100

HISTORY ANCIENT

Objectives - Knowledge and Understanding

Students will:

- Develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context
- Develop an understanding of continuity and change over time.

A student:

AH11-1 describes the nature of continuity and change in the ancient world

AH11-2 proposes ideas about the varying causes and effects of events and developments

AH11-3 analyses the role of historical features, individuals and groups in shaping the past

AH11-4 accounts for the different perspectives of individuals and groups

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world

Objectives – Skills

Students will:

- Undertake the process of historical inquiry
- Use historical concepts and skills to examine the ancient past
- Communicate an understanding of history, sources and evidence, and historical interpretations.

A student:

AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH11-7 discusses and evaluates differing interpretations and representations of the past

AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

PRELIMINARY COURSE: ANCIENT HISTORY

Component	Task 1	Task 2	Task 3	Weighting %
	Source analysis	Research and essay	Yearly Examination	
	Investigating Ancient History	Historical Investigation		
	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 8-9	
	Outcomes assessed AH 11-4 AH11-6 AH11-7 AH11-9 AH11-10	Outcomes assessed AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	Outcomes assessed AH11-1 AH11-2 AH11-6 AH11-7 AH11-9	
Knowledge and understanding of course content	15		20	35
Historical skills in the analysis and evaluation of sources and interpretations	10	10	10	30
Historical inquiry and research		10		10
Communication of historical understanding in appropriate forms	5	10	10	25
Total %	30	30	40	100

MODERN HISTORY

Objectives - Knowledge and Understanding

Students will:

- Develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context
- Develop an understanding of continuity and change over time.

A student:

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

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

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

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

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

Objectives – Skills

Students will:

- Undertake the process of historical inquiry
- Use historical concepts and skills to examine the modern past
- Communicate an understanding of history, sources and evidence, and historical interpretations.

A student:

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

PRELIMINARY COURSE: MODERN HISTORY

Component	Task 1	Task 2	Task 3	Weighting %
	Source analysis Investigating Modern History	Research and essay Historical Investigation	Yearly Examination	
	Term 1, Week 7	Term 2, Week 3	Term 3, Weeks 8-9	
	Outcomes assessed MH 11-4 MH11-6 MH11-7 MH11-9 MH11-10	Outcomes assessed MH11-3 MH11-4 MH11-5 MH11-6 MH11-8 MH11-9	Outcomes assessed MH11-1 MH11-2 MH11-6 MH11-7 MH11-9 MH11-10	
Knowledge and understanding of course content	15		20	35
Historical skills in the analysis and evaluation of sources and interpretations	10	10	10	30
Historical inquiry and research		10		10
Communication of historical understanding in appropriate forms	5	10	10	25
Total %	30	30	40	100

SOCIETY AND CULTURE

A student:

- 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

PRELIMINARY COURSE: SOCIETY AND CULTURE

Task	1	2	4	Component Weighting %
Date of task	Term 1 Week 9	Term 2 Week 8	Term 3 Examination Period	
Type of task	Topic Test	Mini-PIP	Preliminary Examination	
Task Outcomes	P1, P3, P6, P9, P10	P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P9, P10	
Society & Cultural World	30		10	40
Personal and Social Identity		40	10	50
Intercultural Communication			10	10
Task weighting %	30	40	30	100

STUDIES OF RELIGION (1UNIT)

A student:

- P1 describes the characteristics of religion and belief systems
- P2 identifies the influence of religion and belief systems on individuals and society
- P3 investigates religious traditions and belief systems
- P4 examines significant aspects of religious traditions
- P5 describes the influence of religious traditions in the life of adherents
- P6 selects and uses relevant information about religion from a variety of sources
- P7 undertakes effective research about religion, making appropriate use of time and resources
- P8 uses appropriate terminology related to religion and belief systems
- P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

PRELIMINARY COURSE: STUDIES OF RELIGION (1 UNIT)

Task	1	2	3	Component Weighting %
Date of task	Term 1 Week 10	Term 2 Week 10	Term 3 Examination Period	
Type of task	In class test – The Nature of Religion and Beliefs	Research and report on one religious tradition	Preliminary Examination	
Task Outcomes	P1, P2, P4, P8, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9	
Knowledge and understanding of course content	10	10	20	40
Source-based skills	10		10	20
Investigation and research		20		20
Communication of information, ideas and issues in appropriate forms	10		10	20
Task Weighting %	30	30	40	100

STUDIES OF RELIGION (2 UNIT)

A STUDENT:

- P1 describes the characteristics of religion and belief systems
- P2 identifies the influence of religion and belief systems on individuals and society
- P3 investigates religious traditions and belief systems
- P4 examines significant aspects of religious traditions
- P5 describes the influence of religious traditions in the life of adherents
- P6 selects and uses relevant information about religion from a variety of sources
- P7 undertakes effective research about religion, making appropriate use of time and resources
- P8 uses appropriate terminology related to religion and belief systems
- P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

PRELIMINARY COURSE: STUDIES OF RELIGION (2 UNIT)

Task	1	2	3	Component Weighting %
Date of task	Term 1 Week 10	Term 2 Week 10	Term 3 Examination Period	
Type of task	In class test	Research and report about one religious tradition	Preliminary Examination	
Task Outcomes	P1, P2, P4, P8, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9	
Knowledge and understanding of course content	10	10	20	40
Source-based skills	10		10	20
Investigation and research		20		20
Communication of information, ideas and issues in appropriate forms	10		10	20
Task weighting %	30	30	40	100

JAPANESE BEGINNERS

A student:

Interacting

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately

Understanding Texts

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and 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 Japanese-speaking communities in texts

Producing 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 Japanese
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts

PRELIMINARY COURSE: JAPANESE BEGINNERS

Task	1	2	3	Component Weighting %
Date of task	Term 2 Week 1	Term 3 Week 2	Term 3 Examination Period	
Type of task	Speaking & Listening	Reading & Writing	Preliminary Examination (R, W, L, S)	
Task outcomes	P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P2.6, P3.1, P3.2, P3.3, P3.4	P2.1, P2.2, P2.3, P2.4, P2.5, P3.1, P3.2, P3.3, P3.4	P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4	
Speaking Skills	10		5	15
Processing Spoken Information (Listening)	20		15	35
Processing Written Information (Reading)		20	15	35
Writing Skills		10	5	15
Task weighting %	30	30	40	100

BUSINESS STUDIES

The student:

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

PRELIMINARY COURSE: BUSINESS STUDIES

Task	1	2	3	Weighting
Date of task	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 8-9	
Topic	Nature of business	Business planning	All topics	
Type of task	Test	Business report	Yearly examination	
Task outcomes	P1, P2, P6, P7, P8	P1, P3, P6, P7, P8	P3, P4, P5, P8, P9, P10	
Components				
Knowledge & understanding	20	10	10	40
Stimulus-based skills		10	10	20
Inquiry & research	10	10		20
Communication		10	10	20
Task weighting	30	40	30	100

ECONOMICS

A student:

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

PRELIMINARY COURSE: ECONOMICS

Task	1	2	3	Weighting
Date of task	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8-9	
Topic	Introduction to Economics Research task	Markets Test	All topics Yearly Examination	
Task outcomes	P1, P2, P3, P4, P8	P5, P6, P7, P8, P9	P1, P2, P7, P9, P10	
Components				
Knowledge & understanding	10	15	15	40
Stimulus-based skills		10	10	20
Inquiry & research	10	10		20
Communication	10	5	5	20
Task weighting	30	40	30	100

LEGAL STUDIES

A student:

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

.

.

PRELIMINARY COURSE: LEGAL STUDIES

Task	1	2	3	Weighting
Date of task	Term 2 Week 3	Term 3 Week 1	Term 3 Weeks 8-9	
Topic	The Legal System Topic test	The Individual & the Law Research essay	All topics Yearly Examination	
Task outcomes	P1, P2, P3, P4, P8	P5, P6, P7, P8, P9	P1, P2, P7, P9, P10	
Components				
Knowledge & understanding	25	5	10	40
Analysis & evaluation		10	10	20
Inquiry & research	10	10		20
Communication		10	10	20
Task weighting	35	35	30	100

COMMUNITY AND FAMILY STUDIES

A student:

- P1.1 describes the contribution an individual's experiences, values 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 describes the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision-making

PRELIMINARY COURSE: COMMUNITY AND FAMILY STUDIES

Task	1	2	3	Component Weighting
Date of task	Term 2 Week 8	Term 3 Week 4	Term 3 Week 8-9 Examination Period	
Type of task	Individuals and Groups Research Task	Families and Communities Matrix	Preliminary Examination	
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Task weighting	30	30	40	100
Task outcomes	2.1 2.3 4.1	2.4 3.1 3.2 4.2 6.1	P1.1 – P6.2	

NOTE: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

A student:

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

PRELIMINARY COURSE: PDHPE

Task	1	2	3	Component Weightings
Date of task	Term 1 Week 9	Term 2 Week 9	Term 3 Examination Period	
Type of task	Core 1 Research Task	Core 2 In-class analysis	Preliminary Examination	
Knowledge & understanding of course content	10	10	20	40
Skills in critical thinking, research, analysis and communicating	10	10	10	30
Skills in critical thinking, research and analysis	10	10	10	30
Task weighting	30	30	40	100
Outcomes	P5, P6, P15	P7, P9, P11, P17	Emphasis on P1, P2, P3, P4, P8, P10, P12, P16	

NOTE: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

FOOD TECHNOLOGY

A student:

- P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P 2.1 explains the role of food nutrients in human nutrition
- P 2.2 identifies and explains the sensory characteristics and functional properties of food
- P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate.
- P 4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P 4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P 4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P 4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P 5.1 generates ideas and develops solutions to a range of food situations

PRELIMINARY COURSE: FOOD TECHNOLOGY

Task	1	2	4	Component Weighting
Date of task	Term 2 Week 3	Term 3 Week 2	Term 3 Examination Period	
Type of task	Food Quality Experiment and preparation	Nutrition Investigation	Preliminary Examination	
Knowledge and understanding of course content		10	30	40
Knowledge and skills in designing, researching, analyzing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts.	20	10		30
Total %	30	30	40	100
Task outcomes	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P1.1, P1.2, P2.2, P4.4, P5.1	

ASSESSMENT OF VOCATIONAL EDUCATION FRAMEWORKS

The following learning and assessment strategies for Frameworks include all the competencies needed for gaining a Certificate II or III and for the NESA Preliminary Course. Assessment of competencies could take place at any time throughout the course.

Work placement is mandated by NESA. 70 hours must be completed for each Framework. Failure to complete work placement will jeopardise the award of the Higher School Certificate.

THERE IS AN EXPECTATION THAT STUDENTS ARE AVAILABLE FOR PLACEMENTS AT ANY PROVIDED LOCATIONS

All lessons provide opportunities to demonstrate competency in elements of the Framework. Forms of evidence of competency include:

- Teacher observation
- Teacher questioning
- Folio of work
- Written test
- Making and activities
- Scenarios
- Journal
- Workplace reporting
- Product marking
- Other forms, as required

Because of the nature of the course and the training needed in the use of specific equipment each student may, as negotiated with the teacher, have the order of competencies assessed varied. Students will be notified of assessment tasks.

Note: many units of competency are taught/ assessed over several terms. The terms nominated are indicative only.

EXAMINATIONS

The Higher School Certificate Examination is optional. All students must attempt the Preliminary Yearly Examination and the Trial HSC examination.

School based examinations are mandatory as they may be used in the case of illness / misadventure

Outline of the examination specifications. A written examination of two hours plus 5 minutes reading time:

Section / Part	Mark
<i>Section 1</i> Objective response questions	15
<i>Section II</i> Short answer questions	35
<i>Section III</i> One extended response question with an expected response of around 4 examination writing booklet pages (approx 600 words)	15
<i>Section IV</i> One structured extended response question with an expected response of around 4 examination writing booklet pages (approx 600 words). Any format could be selected.	15
	80

*NB There is no penalty for excess length in responses.

School Name: Macarthur Girls High School

Student Assessment Schedule

COURSE: Preliminary Business Services

2018

ASSESSMENT TASKS FOR CERTIFICATE II IN BUSINESS BSB20115		Cluster A	Cluster B	Cluster C	Yearly Examination
		Prepared for work	WORKING EFFECTIVELY	Communicating in the workplace	
		Week: 8 Term: 1	Week: 5 Term: 3	Week: 5 Term: 4	Week: 8-9 Term: 3
Code	Unit of Competency				HSC Examinable Units of Competency
BSBWHS201	Contribute to health and safety of self and others	X			
BSBWOR204	Use business technology	X			
BSBITU201	Produce simple word processed documents		X		
BSBITU202	Create and use spreadsheets		X		
BSBINM201	Process and maintain workplace information		X		
BSBCMM201	Communicate in the workplace			X	
BSBCUS201	Deliver a service to customers			X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Business BSB20115 or a Statement of Attainment towards Certificate II in Business BSB20115.

Schools may schedule exam items in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. Students need to demonstrate that they have gained and can apply the specific knowledge and skills each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated

School Name: Macarthur Girls High School

Student Competency Assessment Schedule

Course: Preliminary Hospitality- Food and Beverage Stream

2018

ASSESSMENT TASKS FOR CERTIFICATE II HOSPITALITY SIT20316		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work	Practical Café Skills	Working relationships	
		Week: 10 Term: 1	Week: 10 Term: 3	Week: 5 Term:3	Week:8/9 Term: 3
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHFAB005	Prepare and serve espresso coffee		X		
SITHCCC003	Prepare and present sandwiches		X		
SITHFAB004	Prepare and serve non-alcoholic beverages		X		
BSBWOR203	Work effectively with others			X	
SITXCOM002	Show social and cultural sensitivity			X	

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

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

Year 11 Assessment Calendar 2018

Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
						M Hist T1	Bus Stud T1 Eng Stud T1	A Hist T1 Biology T1 Econ T1 Eng Ad T1 Eng St T1 EALD T1 PDHPE T1 Physics T1 Soc & Cul T1	Biology T1 Eng Ex1 T1 Math 2U T1 Maths Gen T1 Physics T1 SOR 1U T1 SOR 2U T1	Maths Ex1 T1 VA T1

Year 11 Assessment Calendar 2018

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Japan Beg T1	Chemistry T1 Inv Sci T1	M Hist T2 F Tech T1 Leg Stu T1		Eng Stud T2	Work Placement EMBARGO	Work Placement EMBARGO	Chemistry T2 Inv Sci T2 Math2U T2 Maths Gen T2 Soc & Cul T2 CAFS T1	A Hist T2 Biology T2 Economic T2 Eng Ad T2 Eng St T2 Eng Ex1 T2 EALD T2 PDHPE T2 Physics T2 Maths Ex1 T2	Eng Ex1 T2 SOR 1U T2 SOR 2U T2 Bus Stud T2

Year 11 Assessment Calendar 2018

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Leg Stu T2	Japan Beg T2 Food Tech T2	Biology T3 Physics T3	CAFS T2			EMBARGO	Prelim Exams Bus Stud T3 CAFS T3 Econ T3 Eng Ad T3 Eng Ex1 T3 Eng St T3 EALD T3 Food Tech T3 A Hist T3 M Hist T3	Prelim Exams Japan Beg T3 Leg St T3 Math2U T3 Maths Ex1 T3 Maths GenT3 PDHPE T3 Soc &Cul T3 SOR 1U T3 SOR 2U T3 VA T3 Chemistry T3 Inv Sci T3 (NB: Chem and Inv Sci are NOT Exams)	