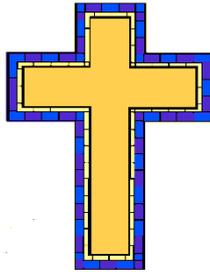




Year 11 Assessment Handbook 2017

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*Do your best
and
God will bless your efforts*



Saint Mary of the Cross MacKillop

22.11.1899

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Staff Directory

COLLEGE LEADERSHIP TEAM	
Principal	Mr Tony McCudden
Assistant Principal	Ms Helen Love
Leader of Religious Education	Ms Nicole Harrison
Leader of Student Wellbeing	Mrs Cathy Toby
Leader of Learning and Teaching	Mrs Kathy West
Leader of Administration	Mr Kirk Mercer
Business Manager	Ms Nicole Murphy
MANAGEMENT SYSTEMS	
Leader of Management Systems	Ms Ashlee Stevens (Acting)
COLLEGE MINISTRY	
Youth Minister and Leader of Mission	Mrs Fiona Green
YEAR LEADER	
Year 11 2017	Mr Terry Gahan
LEADERS OF LEARNING	
Religious Education	Ms Nicole Harrison
English	Mrs Sue Back
HSIE (Human Society & Its Environment) – Ancient History, Business Studies, Economics, Geography, History Extension, Legal Studies, Modern History, Society & Culture	Mrs Alexandra McArdle (Acting)
Mathematics	Mrs Ruth Hayes
Dance and PDHPE (Personal Development Health & Physical Education)	Mrs Janelle Bartholomew
Science	Mrs Amanda Eades
TAS (Technological & Applied Studies) – Exploring Early Childhood, Food Technology, Timber	Mrs Anne Evanson
CAPA (Creative and Performing Arts) – Drama, Music, Visual Arts	Mrs Sue Lockwood
Languages – Japanese Continuers	Mrs Kathy West
Learning Support	Mrs Tracy Simpson
Vocational Education & Training (VET) and TAFE –Retail Services and Hospitality	Mrs Chris Wilkinson
eLearning	Mrs Karen Powers
SPECIAL RESOURCE TEACHERS	
School Counsellor	Mrs Chris Hain
Librarians	Mrs Karen Powers Mrs Michelle Woloschyn
Careers Advisor	Mrs Chris Wilkinson
Representative Sports Coordinator	Mrs Debra Northey
Disability Provisions – teacher in charge	Mrs Tracy Simpson
Open High School supervisor	Mrs Samantha Andersen

LINES OF COMMUNICATION 2017

This information is provided to you to facilitate communication between home and the college. Most issues can be resolved very quickly if directed to the correct staff member. To assist you and your daughter, the table below details the lines for effective communication within the college.

First

Issues relating to specific subjects, learning and teaching, which include assignments & tests, homework, resources and equipment, are directed to the **class teacher** in the first instance.

Next

The relevant **Leader of Learning** (see the staff directory).

As well

If it is a specific learning difficulty question you may wish to consult with the **Leader of Learning Support** and/or the **teacher in charge of Disability Provisions**.

Or

If it is a question specific to careers, TAFE, work placement, university entrance you may wish to consult the **Careers Advisor** (Mrs Christine Wilkinson).

Then

The **Leader of Learning and Teaching**, who works with the Leaders of Learning, for issues in relation to college curriculum, student illness and misadventure, student assessment, NESAs requirements, reporting etc.

Then

Assistant Principal who works in conjunction with the **Leader of Learning and Teaching** on all areas of the college curriculum, learning and teaching.

Then

The Principal. All appointments with Mr McCudden are via the Principal's personal assistant.

General information

At the completion of Year 11 schools make a judgement about each student's overall achievement of course outcomes for the purpose of credentialing. The NSW Education Standards Authority (NESA) common grade scale for Year 11 describes the level of achievement relating to the set of outcomes in each Preliminary course. The common grade scale, A - E, is used to assist teachers form an overall judgement of a student's achievement for grading purposes as part of their Record of School Achievement (RoSA). The common grade scale for each subject can be found on the NESA website.

The process of determining Preliminary RoSA grades requires teachers to:

- devise and administer assessment tasks that address the knowledge and skills objectives and outcomes of the syllabus;
- observe and record assessment judgements (e.g. marks, grades, comments);
- use all relevant assessment information to make judgements of each student's overall achievements at the end of the course;
- refer to the common grade scale to award a grade that most appropriately describes a student's achievement.

Throughout Year 11 teachers use a variety of activities – homework, assignments, practical work, fieldwork, oral presentations, class tests, formal examinations and such to provide students with essential learning experiences, feedback on areas of strength and weakness and practise for assessment tasks and examinations. Some activities will be nominated to serve as *formal assessment tasks* and will contribute to Preliminary course assessment marks and assist with informing Year 11 RoSA grades.

Assessment task marks achieved during the Preliminary course do not contribute to Higher School Certificate assessment marks. Students are required to satisfactorily complete the requirements of the Preliminary course to progress to the HSC course – a student whose achievement does not meet progression criteria may not be able to continue in that subject for the HSC and faces the risk of having to repeat the Year 11 course.



It is most important that each student works consistently throughout Year 11 applying herself conscientiously to all set tasks, whether formal or informal. For progression to HSC courses, and for the award of the Higher School Certificate, a student must demonstrate **satisfactory attendance, participation and achievement in all courses in which she is enrolled**. It is only through completion of all set tasks that a student will gain a thorough understanding of the course.

HSC: *All My Own Work*

The completion of the NESA program HSC: *All My Own Work* is mandatory for students who are entered in Preliminary courses. It is designed to help students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their stage 6 studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

The online program at <http://amow.boardofstudies.nsw.edu.au/> is delivered flexibly as self-paced learning modules.

Assessment policy and procedures

St. Joseph's Catholic College assessment policy has been devised in the light of its Mission Statement, following guidelines laid down by NESAs, to be just to students on an individual basis, to the students in each course as a group, and to the teachers who have responsibility for its implementation.

1.0 Duration of assessment programs

Generally, the Preliminary assessment program will be conducted as follows:

PROGRAM	COURSES	YEAR 11
Preliminary	2 Unit	Terms 1-3
	1 Unit	Terms 1-3
	Extension	Terms 1-3

2.0 Notification of assessment tasks

Notification of assessment tasks will be communicated by specification handout to students in writing **at least two weeks** prior to the due date. For each task, the specification sheet will set out:

- the course (e.g. 2 Unit Ancient History)
- the assessment program (i.e. Preliminary)
- the date and time (e.g. Monday February 9, period 5)
- the weighting - mark value in relation to the total number of marks for the course (e.g. 15%)
- the mode of submission of the task (e.g. hand to class teacher)
- what will be assessed and by what means (e.g. test on Chapter 4 Algebra; report on Long Reef fieldwork)
- the outcomes assessed
- marking schemes
- the task to be completed - a clear outline of the work to be completed
- any additional details (e.g. students will require calculators)

NOTE: It is each student's responsibility to carefully check the details of the assessment task specification sheet. Additionally, if a student is absent when the assessment task notification is issued it is her responsibility to obtain the task information from the class teacher on return to school or otherwise. There will not be a staggered due date because of student absence. Assessment tasks will not be held in the week prior to formal examination periods.

3.0 Presenting assessment tasks

3.1 Hand-in/ prepared tasks

- Assessment tasks are to be submitted clearly labelled with:
 - * NESAs student number (or student's name) on each page
 - * title of the task
 - * submission date
- Assessment tasks must be submitted **on the date and at the time** indicated on the notification specification sheet, and **only to the person designated** on the notification specification sheet to collect them. If, in exceptional circumstances, it is not possible to submit the task to the person nominated, the student should see the Leader of Learning for the course (see the staff directory page).
- If the Leader of Learning is not available, the student should see the Leader of Learning and Teaching. Any tasks delivered by other members of the student's family must be delivered to the Leader of Learning or Leader of Learning and Teaching. **No tasks are to be handed in at student services/reception.**

- Assessment tasks submitted via a **usb** must be accompanied by a hard copy (print out). A student who is unable to submit a task because of difficulty with printing must submit the usb to the nominated teacher by the specified time with the task file being in a format which can be accessed by the teacher. An extension of time may be given for the hard copy to be printed on the school's printers. In exceptional circumstances and only with the prior approval by the Leader of Learning for the course, an assessment task may be submitted digitally (e.g. email).
- Computer/technology problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. These would be used as evidence in genuine cases through the illness/misadventure appeal process. Computer/printer problems alone are not sufficient grounds for an illness/misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be sorted out in a timely fashion.
- The security of the assessment task prior to submission is the responsibility of the student. No consideration can be given for tasks which have allegedly been lost or stolen.
- Students are advised for their own protection to get a receipt or note in their planner when submitting an assessment task.
- It is expected that students must present for the start of the school day when handing in a prepared task, unless illness/misadventure applies. A student who arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task. If this is proven, penalties (as outlined in Section 7) may be applied.

3.2 In-class tasks-tests, examinations, speeches and presentations

- It is expected that each student will bring basic equipment to an assessment task, as well as any special apparatus indicated by the class teacher or on the notification specification sheet. Students should not expect to be allowed to borrow equipment.
- Unless other instructions are given, normal examination conditions will apply to all tasks, including mobile phones being prohibited from the examination room. Note that written instructions are given to each student prior to the formal examination periods detailing specific procedures and behaviour expectations.
- It is expected that students will be present from the start of the school day when test-style assessment tasks or examinations are scheduled, unless illness/misadventure applies. A student who arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure otherwise the student may be deemed to have gained an advantage by taking extra time to prepare for the task. If this is proven, penalties (as outlined in Section 6) may be applied.
- Where two or more classes exist in the same course an in-class assessment task may be scheduled during different periods throughout the school day. Students are reminded of the malpractice provisions of this policy (as outlined in Section 6) and must understand that their interests are best protected by silence and not assisting students in a class who may have a similar task to complete later in the day. Common conditions and marking procedures will occur for all students.
- If a class teacher is absent on the day when an assessment task is due for completion the Leader of Learning will determine whether the task can proceed. If the task needs to be rescheduled all students will be informed and will sign to acknowledge they are aware of the new date and time.



If you are sick on the day of an in-class task/test and you sit for the task no allowance will be made for illness in the marking of that task.

Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

3.3 Invalid assessment tasks

Where there is an irregularity with the integrity of an assessment task, or where there is a problem with its administration, a completed task may have its weighting reduced and a replacement task may be added (with sufficient notice and adjusted weighting). In extreme cases a task may be totally discarded and/or a replacement task arranged.

4.0 Student performance

Assessment tasks will not necessarily be returned to students. However, students will be given timely and meaningful feedback on their performance. This information may be written and/or oral and given in relation to the marking guidelines and course outcomes to assist students in their learning in that course.

Students may be informed of their cumulative ranking at key points throughout the course. It should be noted that such rankings are **interim only** as later tasks generally have greater weightings than tasks completed earlier in the program and as a consequence, rankings may change. At the conclusion of the Preliminary course students can view their RoSA grades in each subject via their *Students Online* account on the NESAs website.

Considerable care is taken in marking Preliminary course assessment tasks. However, if a student believes that her work has been incorrectly graded, she should bring this to the attention of the relevant class teacher or Leader of Learning at the time of the return of the task when the feedback is received.



Students wishing to query their result must do so at the time of receipt of feedback for the task. Appeals in this area will not be considered at a later date.

Assessment task marks are recorded and stored centrally using the college's student management system, Edumate. Leaders of Learning match assessment tasks with syllabus weightings and monitor the recording of student marks. Student academic performance in each course is reported to parents twice during the Preliminary course year.

5.0 Non-presentation/attendance of an assessment task

A mark of zero will be awarded when a student does not submit/attend a task on the due date at the specified time, except in cases where the student lodges an illness/misadventure appeal and it is approved. See below for details of the illness/misadventure process:

Identify the situation that applies to you, and then follow the steps down the column.

	Before the task is due	On the day the task is due: <i>illness</i>	On the day the task is due: <i>other unexpected events (misadventure)</i>
DEFINITION	You know in advance, * that you may not be able to sit for or submit an assessment task (funeral, work placement, representative sport etc): OR You know in advance, * that you know you will not have had fair preparation for a task (e.g. illness across an extended period):	Because of illness, you are unable to attend school on the day that an assessment task is to be done or submitted:	Because of unexpected events/misadventure other than illness (e.g. family emergency) you are unable to do or submit a task on the due date:
THAT DAY	<ol style="list-style-type: none"> 1. Notify the Leader of Learning and Teaching or Leader of Learning in writing of your commitment and the reason you will not be at school <u>at least one week in advance</u> 2. Bring appropriate documents (e.g. letter from parents/guardian) that clearly state the dates affected and the reason for your inability to complete the task on time. 3. Obtain an <i>Illness/Misadventure form</i> from student services at least one week prior to the assessment task. 4. Fill out the entire student section of the form clearly explaining the reason the task cannot be completed on time. Attach documents in support of your appeal and clearly state what you are asking for (e.g. applying for a late submission/completion of a task). A parent signature must be on each form before it is processed. 5. Take the form to the relevant Leader of Learning for their 	<ol style="list-style-type: none"> 1. Ring the college on the day and notify the Leader of Learning and Teaching or Leader of Learning of your absence and the reason you will not be at school. 2. Obtain a Medical Certificate dated either: <ul style="list-style-type: none"> * on the date of the assessment task, or * before the task date, certifying that you were unfit to attend from the date of the visit which includes the date of the task. 3. Collect an <i>Illness/Misadventure form</i> from student services the day you return to school or use the one supplied in this handbook. 4. Fill out the entire student section of the form and attach medical documents. A parent signature must be on each form before it is processed. 5. Take the form to the relevant Leader of Learning for their recommendation and signature on return to school. The Leader of 	<ol style="list-style-type: none"> 1. Ring the college on the day and notify the Leader of Learning and Teaching or Leader of Learning of your absence and the reason you will not be at school. 2. Obtain a <i>letter</i> from parents or guardians, or other appropriate documents (e.g. police incident number) that clearly state the dates affected and the reason for your inability to complete the task on time. 3. Collect an <i>Illness/Misadventure form</i> from student services the day you return to school or use the one supplied in this handbook. 4. Fill out the entire student section of the form and attach documents. A parent signature must be on each form before it is processed. 5. Take the form to the relevant Leader of Learning for their recommendation and signature on return to school. The Leader of

	<p>recommendation and signature the next day after your parents have signed it. The Leader of Learning will make a written recommendation and then transfer the completed form to the Leader of Learning and Teaching.</p> <p>6. The Leader of Learning and Teaching will consider the appeal and make a decision.</p>	<p>Learning will make a written recommendation and then transfer the completed form to the Leader of Learning and Teaching.</p> <p>6. The Leader of Learning and Teaching will consider the appeal and make a decision.</p>	<p>Learning will make a written recommendation and then transfer the completed form to the Leader of Learning and Teaching.</p> <p>6. The Leader of Learning and Teaching will consider the appeal and make a decision.</p>
	<p><i>Any student who does not submit/attend a task on the due date at the specified time receives a mark of zero until a valid reason has been provided and the Illness/Misadventure appeal has been approved. Students have <u>one week from the due date of the assessment task to lodge an Illness/Misadventure form.</u></i></p>		
	<p><i>A student must be prepared to sit for the assessment task, or an alternate task, <u>on the day of their return to school (unless other arrangements have been made).</u> Return to school when you are best ready to perform well on such tasks.</i></p>		
NEXT	<p>You will be notified about the outcome of your appeal via a copy of the completed form distributed to you through Pastoral classes.</p> <p>If the appeal is successful, the Leader of Learning will implement the written recommendation and the assessment task will be marked as usual and the mark will stand.</p> <p>If the appeal is unsuccessful (or not submitted) parents will be notified in writing. You will receive zero marks for the task.</p>	<p>You will be notified about the outcome of your appeal via a copy of the completed form distributed to you through homeroom classes.</p> <p>If the appeal is successful, the Leader of Learning will implement the written recommendation and the assessment task will be marked as usual and the mark will stand.</p> <p>If the appeal is unsuccessful (or not submitted) parents will be notified in writing. You will receive zero marks for the task.</p>	<p>You will be notified about the outcome of your appeal via a copy of the completed form distributed to you through homeroom classes.</p> <p>If the appeal is successful, the Leader of Learning will implement the written recommendation and the assessment task will be marked as usual and the mark will stand.</p> <p>If the appeal is unsuccessful (or not submitted) parents will be notified in writing. You will receive zero marks for the task.</p>

Every attempt must be made to submit/attend the task on the due date. Parents/students can bring hand-in tasks to the Leader of Learning or Leader of Learning and Teaching if the student is ill on the day it is due.

5.0 Student responsibilities

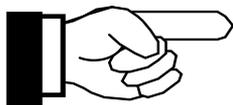
Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

No allowance is made for a student's poor performance due to illness or misadventure, **students should not attempt an examination or test-style assessment when they are affected by illness or other circumstances.** This means **the student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines.**

In the case of a task for submission a student who will be absent for more than one day must arrange for the task to be delivered to the Leader of Learning or Leader of Learning and Teaching.

A student returning to school after any absence must see the Leader of Learning or Leader of Learning and Teaching immediately upon their return to school to make arrangements for:

- completion of the same task at an alternate time, *or*
- completion of an alternate task of similar nature, *or*
- in exceptional circumstances, an estimate of performance as deemed appropriate by the Leader of Learning and the Leader of Learning and Teaching.



A student who does not comply with the procedures detailed in this policy, especially the need to contact the Leader of Learning or Leader of Learning and Teaching, may be viewed as attempting to gain an unfair advantage in time and/or knowledge of task, and this may result in the award of a zero mark for that task.

6.0 Penalties

Penalties include the award of a zero mark which can be awarded in two instances: non-presentation of/for a task without approved reason or an attempt to gain unfair advantage over other students.

6.1 Non-presentation

If a task is not attended/submitted by the due date, and the student is not exempted by receiving approval for the illness/misadventure from the Leader of Learning and Teaching, following the appropriate procedure outlined in section 5.0, the Assessment Panel will determine that the student be awarded **a zero mark** for that task. Parents will be notified through an official NESAs non-completion of course warning letter ('N-warning'). Advice on how to satisfactorily meet course requirements will be outlined in this letter; all 'zero' tasks will need to be completed.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

6.2 Malpractice (cheating or dishonest practices /unfair advantage/plagiarism) and non-serious attempts

All work submitted for assessment must be the student's own: it cannot be copied from another student, plagiarised from reference material, downloaded from the internet, nor completed by nor in collaboration with another student (unless group work is specified in the task specifications), parent, tutor or other.

Any work suspected of not being original will be subjected to further investigation. If proved to be not original work, the Assessment Panel may determine that a zero mark is awarded. **All students involved, whether borrowers or lenders of work, are subject to a zero mark** and parents notified in writing.

Any attempt to gain an unfair advantage over other students in terms of extra time (e.g. taking time off school the day prior to a task or arriving late at school on the due day), additional knowledge of the nature of a task, non-compliance with stated conditions and examination procedures or such, may result in the awarding of a zero mark with parents being notified. Any student found with a mobile phone, or similar device such as an internet wrist watch, in an examination room will be given a mark of zero.

If a student's assessment task effort is deemed by the class teacher or Leader of Learning to be non-serious, the matter will be referred to the Leader of Learning and Teaching. If confirmed **a zero mark** may be awarded and parents will be notified. Non-serious attempts include the completion of multiple choice questions only in an examination, instances where there is no response to a question(s), extremely short or nonsensical responses and inappropriate comments as part of a response. Please note that if a section of an examination is omitted it will contribute its percentage value to the non-completion of 50% of assessment tasks as per NESAs policy.

6.3 Warning to students

If a student is awarded a zero mark for a task and is thus at risk of not meeting the assessment requirements for a course, then

- a written warning will be posted to the college record of student's address, outlining what needs to be completed, and the date for completion,
- a request from the student and her parent(s)/carer(s) for a written acknowledgment is included, and
- a copy of the warning notice is placed in the student's file.

7.0 Satisfactory progression

The Principal will make a decision on the student's pattern of study, options may include:

- *Withholding approval to proceed to Year 12*
- *Provisional enrolment in the HSC course*

The student may be allowed to proceed to the HSC course during Term 4, on a provisional basis, while concurrently satisfying any outstanding Preliminary course requirements. To enable the student to submit her HSC entry form in Term 1 of their Year 12 year, the Principal is required to provide confirmation to NESAs that the student has met all Preliminary requirements.

- *Repeat of a course*

In exceptional cases the Principal may give the student permission to repeat the Preliminary course for which she received an N-determination; in most cases this would necessitate taking the HSC across two years (accumulation).

- *Repeat of Year 11*

The student may have to repeat her full program of studies. The Principal may determine that it is in the student's best interests to do so at another school.

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

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

7.1 Identification - attendance

The Year Leader will monitor attendance to identify students of concern i.e. students with unexplained absences, including arrival at school after period 1, for which no absence note has been provided in the seven days following return to school. Absence from class may result in the non-completion of course requirements. The Year Leader will issue a written warning to parents of students of concern. If absence continues the Assessment Panel will review the student's performance to determine if she is achieving course outcomes and applying herself with due diligence to the set tasks and experiences provided in the course.

Application/achievement/class attendance

The class teacher has the first responsibility to determine whether a student's progress in the course is satisfactory, whether her achievement is at a level consistent with her ability. Factors that might affect this include attendance at lessons – late arrival, unexplained absence, extended absence, unsatisfactory effort in completing formal and informal set tasks, inappropriate and inattentive classroom behaviour.

At regular intervals, progress sheets will be issued to class teachers for them to make comment on student performance. The sheets will request information on students for whom the teacher has documentation (e.g. dates of missed tasks, detention forms, diary entries) showing them to be at risk.

A student may not have satisfactorily achieved course outcomes if there is sufficient evidence of failure to fulfil course completion criteria e.g. significant omission of experiences that are integral requirements of the syllabus – class work, practical work, field work, assignments etc.

7.2 Notification

The Leader of Learning will issue a warning letter on behalf of the Principal to students with identified unsatisfactory progression. Warning letters outline the precise concerns and ways that the student can remedy the situation. These letters assist the Principal in determining whether a student has satisfactorily completed a course. An interview involving the Leader of Learning and class teacher(s) concerned would normally follow the letters being sent.

7.3 Consequences

Where sufficient opportunity has been provided and the student has not complied with the course requirements, an N-determination (unsatisfactory) will be applied. The Principal will:

- issue a letter to parents;
- inform students of their right to appeal and the procedure for such;
- submit the N-determination to NESAs.

Where an N-determination is applied:

- in a 1 or 2 unit course, that course will not contribute to the required pattern of study;
- in the common component of related courses (e.g. 2 unit Mathematics for a student enrolled in Mathematics Extension 1), that course and the related additional course will not contribute in that year to the required pattern of study;
- in the Extension 2 additional course, that course only will not contribute in that year.

8.0 Student transfers

For Year 11 students who transfer to St Joseph's Catholic College prior to the end of Term 2, RoSA grades are based on those tasks that have been completed since the time of arrival at the college. For these students, each task is worth more than the stated amount taking into account the value of the component(s) missed.

9.0 Disability provisions

Students seeking disability provisions (e.g. extra time, reader, writer, enlarged print, separate supervision) need to have their requests registered with the teacher-in-charge of disability provisions. The Principal may approve applications for disability provisions for assessment tasks in Preliminary courses. It is the responsibility of the student to arrange with the Leader of Learning and the teacher-in-charge of disability provisions, well in advance of an assessment task for these disability provisions to be made.

ASSESSMENT PROGRAMS

Each course offered at St. Joseph's College has its own assessment program which meets the NESA requirements and accords with the college policy contained within this booklet. As the objectives set out in the NESA syllabus varies from course to course, so too, will the nature and number of assessment tasks.

The following pages set out an overview of the assessment programs and schedules for individual courses. All assessment policies and procedures outlined in this handbook apply to all courses offered within the college.

As dual-accredited vocational education courses (VET), the industry frameworks – Hospitality, Business Services and Retail Services courses have ongoing assessment carried out within both the classroom and the workplace. A record of student achievement is maintained in a Student Log that is signed by the teacher or workplace assessor. A Preliminary assessment mark is not provided in the same mode as other non-VET courses.

Pathways students

Accumulating and accelerating students are subject to all procedures outlined in this policy statement. Special arrangements will be made for students in consultation between the student, Leader of Learning, Leader of Learning and Teaching and Principal.

Scheduling assessment tasks

Every attempt has been made to provide an even spread of assessment tasks across the available weeks of the school year. The special requirements of some programs, however, mean that there will be unavoidable 'peak hour traffic' times for assessments.

The need for an *assessment free* zone prior to examination periods has been recognised and tasks are not scheduled at such times. Exceptions occur when the scheduling of the task at an earlier time would in fact increase the pressure of work on the students concerned.

It is essential that students carefully organise their time to ensure that they are able to perform each task to the best of their ability. Students are encouraged to write their assessment task dates on calendars and place these above their work spaces at home.

YEAR 11

ASSESSMENT

SCHEDULES

2017

Category key:

BDC – Board Developed Course (BDCs are examined at the HSC and may be used for ATAR)

CEC – Content Endorsed Course (CECs are not examined at the HSC and not used for an ATAR)

ANCIENT HISTORY

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

Code	Descriptor
	A student:
P1.1	describes and explains the contribution of key people, groups, events, institutions, societies and sites within the historical context
P2.1	identifies historical factors and explains their significance in contributing to change and continuity in the ancient world
P3.1	locates, selects and organises relevant information from a variety of sources
P3.2	identifies relevant problems of sources in reconstructing the past
P3.3	comprehends sources and analyses them for their usefulness and reliability
P3.4	identifies and accounts for differing perspectives and interpretations of the past
P3.5	discusses issues relating to ownership and custodianship of the past
P3.6	plans and presents the findings of historical investigations, analysing and synthesising information from a range of sources
P4.1	uses historical terms and concepts appropriately
P4.2	communicates knowledge and understanding of historical features and issues using appropriate oral and written forms

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Source based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
C	Historical inquiry and research including mandatory historical investigation	20
D	Communication of historical understanding in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weight
			A	B	C	D	
T1/W9	P1.1, P2.1, P3.1, P3.2, P3.3, P3.4, P4.1, P4.2	Source study		10		5	15
T2/W4-5	P1.1, P2.1, P3.2, P3.3, P3.5, P4.1, P4.2	Half-yearly examination	20				20
T3/W2	P1.1, P2.1, P3.1, P3.2, P3.3, P3.4, P4.1, P4.2	Source study		10		15	25
T3/W6	P1.1, P2.1, P3.1, P3.3, P3.5, P3.6, P4.1, P4.2	Research task including mandatory historical investigation			20		20
T3/W9-10	P1.1, P2.1, P3.2, P3.3, P3.5, P4.1, P4.2	Preliminary course examination Case study Ancient society	20				20
		Total	40	20	20	20	100

BIOLOGY

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

Code	Descriptor
	A student:
P1	outlines the historical development of major biological principles, concepts and ideas
P2	applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology
P3	assesses the impact of particular technological advances on understanding in biology
P4	describes applications of biology which affect society or the environment
P5	describes the scientific principles employed in particular areas of biological research
P6	explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
P7	describes the range of organisms in terms of specialisation for a habitat
P8	analyses the interrelationships of organisms within the ecosystem
P9	explains how processes of reproduction ensure continuity of species
P10	identifies and describes the evidence for evolution
P11	Identifies and implements improvements to investigation plans
P12	discusses the validity and reliability of data gathered from first hand investigations and secondary sources
P13	identifies appropriate terminology and reporting styles to communicate information and understanding in biology
P14	draws valid conclusions from gathered data and information
P15	implements strategies to work effectively as an individual or as a team member

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Skills in planning and conducting first-hand investigations, gathering and processing first-hand data, gathering and processing relevant information from secondary sources	30
C	Skills in communicating information, developing scientific thinking and problem-solving techniques and working individually and in teams	30

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component			Weight
			A	B	C	
T1/W8	P2, P4, P7, P8, P12, P13, P14, P15	First hand investigation (Core 1)	5	15	10	30
T2/W8	P2, P9, P12, P13, P14, P15	Practical / research task (Core 3 & 4)	10	10	10	30
T3/W9- 10	P1 – P14	Preliminary course examination (Core 1, 2, 3 & 4)	25	5	10	40
		Total	40	30	30	100

BUSINESS SERVICES VET CURRICULUM FRAMEWORK

Course: Preliminary
Category: BDC
Assessment period: 2017 – 2018

Unit code	Unit of competency	HSC hours
BSBCMM201	Communicate in the workplace	15
BSBWHS201	Contribute to the health and safety of self and others	15
BSBITU201	Produce simple word processed documents	20
BSBITU307	Develop keyboarding speed and accuracy	25
BSBWOR202	Organise and complete daily work activities	15
BSBCUS201	Deliver a service to customers	15
BSBIND201	Work effectively in a business environment	25
BSBSUS201	Participate in environmentally sustainable work practices	15
BSBITU202	Create and use spreadsheets	20
BSBITU203	Communicate electronically	15
BSBINM201	Process and maintain workplace information	20
TLIP2029	Prepare and process financial documents	20
BSBINN201	Contribute to workplace innovation	15
HLTAID003	Provide First Aid (RPL)	20

Compulsory 70 hours work placement (over the 2 years)

TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- This is a competency based course and assessments are used for HSC **estimates** only
- The **HSC examines the two year course.** Each unit is assessed at the completion of the unit.
- On successful completion and work placement, students will gain a Certificate II in Business Services BSB20115.

Term/Week	Unit of competency	Task description	Weighting
T2/W6 2017 To be completed Year 11 2017	BSBCMM201 Communicate in the workplace BSBWHS201 Contribute to health and safety of self & others BSBITU201 Produce simple word processed documents BSBITU307 Develop keyboarding speed and accuracy BSBWOR202 Organise and complete daily work activities	Half-yearly examination	N/A
T3/W 9-10 2017 To be completed Year 11 2017	BSBCUS201 Deliver a service to customers BSBIND201 Work effectively in a business environment BSBSUS201 Participate in environmentally sustainable work practices	Preliminary course examination	N/A
T1/W9-10 2018 To be completed Year 12 2018	BSBITU202 Create and use spreadsheets BSBITU203 Communicate electronically BSBINM201 Process and maintain workplace information TLIP2029 Prepare and process financial documents and other covered competencies, TBA.	Half-yearly examination	50
T3/W4-5 2018 To be completed Year 12 2018	BSBINN201 Contribute to workplace innovation HLTAID003 Provide First Aid (RPL) All competencies covered examined in the trial HSC examination.	Trial HSC examination	50
		TOTAL	100

BUSINESS STUDIES

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

Code	Descriptor
	A 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 actual and hypothetical business situations
P9	communicates business information and issues in appropriate formats
P10	applies mathematical concepts appropriately in business situations

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Stimulus based skills	20
C	Inquiry and research	20
D	Communication of business information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weight
			A	B	C	D	
T1/W8	P1, P2, P7, P8, P9,	Business case study analysis	5	5	5	5	20
T2/W4-5	P1, P2, P3, P4, P5, P6, P8	Half-yearly examination	10	5		5	20
T3/W7	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	Developing a business plan	5	5	15	5	30
T3/W9-10	P1, P2, P3, P4, P5, P6, P8, P9, P10	Preliminary course examination	20	5		5	30
		Total	40	20	20	20	100

CATHOLIC STUDIES

Course: Preliminary
Category: CEC (non-ATAR)
Assessment period: 2017

OUTCOMES	
Code	Descriptor
	A student:
6.1a	identifies and explains how God is revealed through history and culture
6.1b	explains the impact belief in eternal life has on the way Catholics perceive and interact with the world
6.2a	identifies the doctrine of Jesus Christ, the Word of God incarnate, as central to Catholicism
6.2b	explains how the life, death and resurrection of Jesus give new meaning to human life, suffering and death
6.3a	researches and explains how the Church works through a range of ministries
6.3b	interprets the role of the Church in guiding its members' responses to moral and social issues
6.4b	defines the nature of both spirituality and religion and suggests how the Catholic heritage contributes to personal spirituality and identity
6.5a	demonstrates an awareness of the impact contemporary Biblical scholarship has on Catholic discipleship
6.5b	investigates the manner in which the Scriptures are able to nurture prayer, reflection, ritual and action

COMPONENTS		WEIGHTINGS
A	Knowledge and understanding	30
B	Skills	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component		Weight
			A	B	
T1/W10	6.1a, 6.1b, 6.2a, 6.2b	Research task	10	10	20
T2/W10	6.3a, 6.3b, 6.4b, 6.5b	Project presentation	10	5	15
T3/W 9-10	6.2a, 6.2b, 6.3b, 6.4b, 6.5a	Preliminary course examination	10	5	15
		Total	30	20	50

CHEMISTRY

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES	
Code	Descriptor
	A student:
P1	outlines the historical development of major principles, concepts and ideas in chemistry
P2	applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in chemistry
P3	assesses the impact of particular technological advances on understanding in chemistry
P4	describes applications of chemistry which affect society or the environment
P5	describes the scientific principles employed in particular areas of research in chemistry
P6	explains trends and relationships between elements in terms of atomic structure and bonding
P7	describes chemical changes in terms of energy inputs and outputs
P8	describes factors that influence the type and rate of chemical reactions
P9	relates the uses of carbon to the unique nature of carbon chemistry
P10	applies simple stoichiometric relationships
P11	identifies and implements improvements to investigation plans
P12	discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
P13	identifies appropriate terminology and reporting styles to communicate information and understanding
P14	draws valid conclusions from gathered data and information
P15	implements strategies to work effectively as an individual or as a member of a team

COMPONENTS		WEIGHTINGS
A	Knowledge and understanding of course content	40
B	Skills in planning and conducting first-hand investigations, gathering and processing first-hand data, gathering and processing relevant information from secondary sources	30
C	Skills in communicating information, developing scientific thinking and problem-solving techniques and working individually and in teams	30

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component			Weight
			A	B	C	
T1/W8	P1, P2, P3, P4, P6, P7, P8, P9, P10, P12, P13, P14	Investigation analysis (Core 1)	5	15	10	30
T2/W8	P4, P6-P15	Practical + research task (Core 1, 2 & 3)	10	10	10	30
T3/W9-10	P1 – P14	Preliminary course examination (Core 1, 2, 3 & 4)	25	5	10	40
		Total	40	30	30	100

COMMUNITY AND FAMILY STUDIES

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of factors impacting on wellbeing	40
B	Skills in applying management strategies and planning to meet needs and promote wellbeing	25
C	Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	35

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component			Weight
			A	B	C	
T1/ W8	P1.1, P1.2, P5.1, P6.1	In class task case study – Resource Management	5	5	5	15
T2/W4-5	P1.1, P2.2, P5.1	Half-yearly examination		5	10	15
T2/W9	P1.2, P2.1, P2.3, P4.1, P6.2	Case study - Individuals & Groups	15	5	5	25
T3/W7	P2.4, P3.1, P3.2, P4.2, P6.1	Research & analysis – Families and Communities	10	5	10	25
T3/W9&10	P2.1, P2.3, P2.4, P3.1, P3.2, P4.1, P6.2	Preliminary course examination	10	5	5	20
		Total	40	25	35	100

DANCE

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Core performance	40
B	Core composition	20
C	Core appreciation	20
D	Additional	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/Week	Focus outcomes	Task	Component				Weight
			A	B	C	D	
T1/W10	P1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6,	Compose work and submit a Process Diary. Discussion.		20			20
T2/W4-5	P1.1, 1.2, 1.3, 4.1, 4.2, 4.3, 4.4	Analysis of Appreciation half-yearly examination			20		20
T2/W9	P1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5	Perform a class work and submit a Process Diary. Discussion	40				40
T3/W9-10	P1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5	Compose and Perform a work. Submit a Process Diary, Discussion - Preliminary course examination				20	20
		TOTAL	40	20	20	20	100

DRAMA

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Making	40
B	Performing	30
C	Critically studying	30

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component			Weight
			A	B	C	
T1/W10	P1.1, P1.2,, P2.1, P1.3, P1.5, P3.1	Group-devised performance and log /evaluation	20		10	30
T2/W10	P 1.4, P1.3,P2.1, P2.3, P2.2, P2.4,	Individual Production Elements		30		30
T3/W9-10	P1.1,P 1.2P1.3, P1.6, P1.7, P3.2, P3.3	Performance/Presentation	20		5	25
T3/W9-10	P3.1, P3.2, P3.3,	Preliminary course examination			15	15
		Total	40	30	30	100

ECONOMICS

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

Code	Descriptor
	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 government
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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Stimulus- based skills	20
C	Inquiry and research	20
D	Communication of economic information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weight
			A	B	C	D	
T1/W6	P1, P2,P4, P6, P8, P9, P10, P12	Small group and individual research and report: Economies – their similarities and differences (Topic 1)	5		10		15
T2/W4-5	P1, P2, P3, P5, P6, P7, P8, P10, P11	Half-yearly examination	10	10			20
T2/W9	P1, P3, P5, P6, P7, P8, P9, P10, P12	Research task and in-class extended response – nature, role & operation of the labour market in the Australian economy (Topic 4)	5		10		15
T3/W6	P1, P3, P6, P7, P10	In – class extended response – unseen question on financial sector (Topic 5)	5			15	20
T3/W-10	P1, P2,P3, P4, P5, P6, P7,P8, P10, P11	Preliminary course examination	15	10		5	30
		Total	40	20	20	20	100

ENGLISH ADVANCED

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES	
Code	Descriptor
	A student:
P1	describes and explains the relationships between composer, responder, text and context in particular texts
P2	describes and explains relationships among texts
P3	develops language relevant to the study of English
P4	describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses
P5	demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning
P6	engages with a wide range of texts to develop a considered and informed personal response
P7	selects appropriate language forms and features, and structures to explore and express ideas and values
P8	articulates and represents own ideas in critical, interpretive and imaginative texts
P9	assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas
P10	analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts
P11	draws upon the imagination to transform experience into text
P12	reflects on own processes of responding and composing
P12A	demonstrates a capacity to understand and use different ways of responding to and composing particular texts
P13	reflects on own processes of learning

COMPONENTS	WEIGHTINGS
Common content	40
Electives	60

MODES	WEIGHTINGS
A Listening	15
B Speaking	15
C Reading	25
D Writing	30
E Viewing/representing	15

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Mode					Weight
			A	B	C	D	E	
T1/W8	P3, P5, P8, P11, P12a	<i>Othello/O</i> : transformations			10		5	15
T2/W4-5	P1, P2, P4, P5, P6, P7, P10, P11	Area of study – Section 1 and 2				10		10
T2/W9	P1, P2, P4, P6, P7, P8, P9, P10, P12, P13	Area of study - oral: Journey	15	15				30
T3/W6	P1, P4 P5, P9, P11, P12a	<i>Jasper Jones</i> : extended response			5	10	10	25
T3/W9-10	P1, P2, P3, P4, P6, P7, P10, P11	Preliminary course examination AOS 10% Creative 10%			10	10		20
		Total	15	15	25	30	15	100

ENGLISH STANDARD

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES	
Code	Descriptor
	A student:
P1	demonstrates understanding of the relationships between composer, responder, text and context
P2	identifies and describes relationships among texts
P3	develops language relevant to the study of English
P4	identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses
P5	describes the ways different technologies and media of production affect the language and structure of particular texts
P6	engages with a wide range of texts to develop a considered and informed personal response
P7	selects appropriate language forms and features, and structures of texts to explore and express ideas and values
P8	articulates and represents own ideas in critical, interpretive and imaginative texts
P9	assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas
P10	analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts
P11	analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts
P12	reflects on own processes of responding and composing
P13	reflects on own processes of learning

COMPONENTS	WEIGHTINGS
Common Content	40
Electives	60

MODES	WEIGHTINGS
A Listening	15
B Speaking	15
C Reading	25
D Writing	30
E Viewing/representing	15

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Mode					Weight
			A	B	C	D	E	
T1/W8	P1, P3, P4, P7, P8, P10, P11	Elective A Image Viewing/representing					15	15
T2/W4-5	P1, P2, P4, P5, P6, P7, P10, P11	Area of study: creative and Image			5	5		10
T2/W9	P6, P7, P8, P9, P10, P11, P12, P13	Area of study: oral: Journey Peach Season	15	15				30
T3/W6	P1, P2, P3, P4, P7, P10, P11	Elective B Reading/writing			10	15		25
T3/W9-10	P1, P2, P3, P4, P6, P7, P10, P11	Preliminary course examination			10	10		20
		Total	15	15	25	30	15	100

ENGLISH STUDIES

Course: Preliminary
Category: CEC and students not eligible for an ATAR
Assessment period: 2017

OUTCOMES	
Code	Descriptor
	A student:
P1.1	has experience of extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning
P1.2	explores the ideas and values of the texts
P1.3	identifies how language and other techniques are used to convey meaning in extended and short texts in a range of forms
P1.4	produces a range of texts in different forms
P2.1	comprehends written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
P2.2	demonstrates skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
P2.3	demonstrates familiarity with the language conventions of a variety of textual forms, including literary texts, informative texts and texts used in vocational contexts
P3.1	recognises a range of purposes for and contexts in which language is used and the appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes
P3.2	recognises a range of audiences and the appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences
P4.1	plans and organises, with the teacher support to complete tasks or projects, both individually and collaboratively
P4.2	works effectively, both as an individual and within a group, to locate and communicate information and ideas related to a variety of topics

COMPONENTS	WEIGHTINGS
A Knowledge and understanding of various forms of texts, ideas and values	30
B Skills in reading, writing, speaking and representing	30
C Knowledge and skills in using language accurately and effectively	25
D Develop skills in planning and working individually and collaboratively	15

Term/ Week	Focus outcomes	Task	Component				Weight
			A	B	C	D	
T1/W9	P1.1, P1.2, P1.3, P2.2, P3.1, P3.2, P4.2	<i>Achieving Through English</i> Research and representing task: TEEP Careers Showcase	10	10	10	5	35
T2/W4-5	P1.1, P1.3, P1.4, P2.1, P2.2, P3.1, P4.1, P4.2	<i>English in Sport</i> Viewing/writing task	10	10	10	5	35
T3/W9-10	P1.1, P1.2, P1.3, P1.4, P2.3, P4.2	<i>Landscapes of the mind: English and the creative arts</i> Examination style composing task	10	10	5	5	30
		Total	30	30	25	15	100

ENGLISH EXTENSION 1

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES	
Code	Descriptor
	A student:
1	understands how and why texts are valued in and appropriated into a range of contexts.
2	develops skills in independent investigation involving particular texts and their manifestations in various forms, and within particular cultural contexts.
3	develops skills in sustained composition in a range of modes and media for different audiences and purposes

COMPONENTS		WEIGHTINGS
A	Knowledge and understanding of complex texts and of how and why they are valued	25
B	Skills in: <ul style="list-style-type: none"> ▪ complex analysis ▪ sustained composition ▪ independent investigation 	25

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component		Weight
			A	B	
T1/W9	1, 2, 3	Texts, contexts and meaning: Tutorial presentation	5	10	15
T2/W4-5	1, 2, 3	Extended response: independent research	10	10	20
T3/W9-10	1, 3	Preliminary course examination	10	5	15
		Total	25	25	50

EXPLORING EARLY CHILDHOOD

Course: Preliminary
Category: CEC (non-ATAR)
Assessment period: 2017

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

COMPONENTS		WEIGHTINGS
A	Knowledge and understanding	50
B	Skills	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component		Weight
			A	B	
T1/W7	1.1,1.2,1.3,1.4, 2.3,2.4, 5.1	Pregnancy & Childbirth Child Growth and Development – depth study	10	15	25
T2/W4-5	1.5,2.1,6.1,6.2	Pregnancy & Childbirth Child Growth and Development – half-yearly examination	10	10	20
T2/W9	2.5,3.1,4.1,4.2	Promoting Positive Behaviour & Play and the Developing Child – Problem Solving and Supernanny case study	5	20	25
T3/W9-10	1.3,1.4,2.1,2.2, 2.3,2.4,3.1,4.3, 6.1,6.2	Starting School Children's Services Industry – Preliminary course examination	25	5	30
		Total	50	50	100

FOOD TECHNOLOGY

Course: Preliminary

Category: BDC

Assessment period: 2017

OUTCOMES

Code	Descriptor
	A student:
P1.1	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods.
P1.2	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
P2.1	explains the role of food nutrients in human nutrition
P2.2	identifies and explains the sensory characteristics and functional properties of food
P3.1	assesses the nutrient value of meals/diets for particular individuals and groups
P3.2	presents ideas in written, graphic and oral form using computer software where appropriate
P4.1	selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food
P4.2	plans, prepares and presents foods which reflect a range of the influences on food selection
P4.3	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
P4.4	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
P5.1	generates ideas and develops solutions to a range of food situations

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of food technology	20
B	Skills in researching, analysing and communicating food issues	30
C	Skills in experimenting with and preparing food by applying theoretical concepts	30
D	Skills in designing, implementing and evaluating solutions to food situations	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weight
			A	B	C	D	
T1/W8	P1.1, P1.2, P4.2	Food availability and selection task		10	10		20
T2/W4-5	P1.1, P1.2, P2.2	Half-yearly examination	10			10	20
T2/W7	P2.2, P3.2, P4.1, P4.4	Food Quality task		10	10		20
T3/W7	P2.1, P3.1, P3.2, P4.3,P5.1	Nutrition task		10	10		20
T3/W9-10	P1.1, P1.2, P2.2, P2.1, P3.1, P5.1	Preliminary course examination	10			10	20
		Total	20	30	30	20	100

GEOGRAPHY

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Geographical skills and tools	20
C	Geographical inquiry and research, including fieldwork	20
D	Communication of geographical information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weight
			A	B	C	D	
T1/W7	P7, P8	S.G.P. proposal				5	5
T1/W10	P3, P9, P12	Fieldwork report	10		5	5	20
T2/W4-5	P1, P2, P4, P5, P6, P8, P9, P10	Half-yearly examination	10	5		5	20
T3/W1	P8, P9, P10, P11, P12	S.G.P. final submission	5	5	15		25
T3/W9-10	P1, P2, P3, P4, P5, P6, P8, P9, P10, P12	Preliminary course examination	15	10		5	30
		Total	40	20	20	20	100

HOSPITALITY (VET CURRICULUM FRAMEWORK)

Course: HSC
Category: B – BDC
Assessment period: 2017 - 2018

	Unit Code	Unit of Competency	HSC hours
Mandatory	SITXFSA001	Use hygienic practices for food safety	10
	SITXWHS001	Participate in safe work practices	15
	BSBWOR203	Work effectively with others	15
	SITHIND002	Source and use information on the hospitality industry	20
Kitchen operations and cookery stream	SITHCCC001	Use food preparation equipment	20
	SITHCCC005	Prepare dishes using basic methods of cookery	40
	SITHKOP001	Clean kitchen premises & equipment	10
	SITXFSA002	Participate in safe food handling practices	15
HSC elective	SITHCCC002	Prepare and present simple dishes	20
	SITHCCC003	Prepare and present sandwiches	10
	SITHCCC006	Prepare appetisers and salads	25
	HLTAID003	Provide first aid	20
	SITXINV002	Maintain the quality of perishable items	5
	SITHFAB005	Prepare and serve espresso coffee	15

Compulsory 70 hours work placement (over the 2 years)

TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- This is a competency based course; weighted exam assessment marks are used to give HSC **estimated examination marks**.
- The **HSC examines the two year course**. Each unit is assessed at the completion of the unit
- On successful completion of competencies and work placement, students will gain a Statement of attainment towards Certificate II in Kitchen Operations SIT20312. Students are required to complete task (portfolio task for SITHCCC207 Use cookery skills effectively to gain Certificate II in Kitchen Operations SIT20312.

Term / Week	Task Description	Weightings	Unit of Competency
2017 T2/W2	Task – written/practical	N/A	SITHCCC001 Use food preparation equipment
2017 T2/ W6	Half-yearly examination	N/A	SITXFSA001 Use hygienic practices for food safety SITXWHS001 Participate in safe work practices SITXFSA002 Participate in safe food handling practices
2017 T3/W3	Work placement 1	N/A	Compulsory 35 hours
2017 T3/W7	Task – written/practical	N/A	SITHCCC002 Prepare and present simple dishes SITHKOP001 Clean kitchen premises & equipment
2017 T3/ W9-10	Yearly examination	N/A	All mandatory, Kitchen Operations and Cookery stream and elective units of competency covered so far
2017 T3/W10	Task – written practical (External)	N/A	HLTAID003 Provide first aid
2017 T4/W 8 2017 T4/W 9	Task – practical written	N/A	BSBWOR203 Work effectively with others SITHCCC006 Prepare appetisers and salads SITHCCC003 Prepare and present sandwiches
2018 T1/W4	Task – written/practical	N/A	SITHCCC005 Prepare dishes using basic methods of cookery SITXINV002 Maintain the quality of perishable items
2018 T1/W5	Work placement 2	N/A	Compulsory 35 hours or RPL (subject to approval)
2018T1/W9-10	Half-yearly examination	50	All mandatory units of competency & associated units of competency Kitchen Operations and Cookery stream covered so far
2018 T2/W9-10	Task – written	N/A	SITHIND002 Source and use information on the hospitality industry
2018 T2 (TBA) Day 8-full day	Task – written/practical (External)	N/A	SITHFAB005 Prepare and serve espresso coffee
2018 T3/W4-5	Trial HSC examination (written examination)	50	All mandatory units of competency and associated units of competency – Kitchen Operations and Cookery stream
2018 T3/W9	Task – Portfolio of service periods	N/A	SITHCCC011 Use cookery skills effectively NB: Required for SIT20312 Certificate II in Kitchen Operations
	TOTAL	100	

NOTE: Every practical task is an assessable item towards competency. All students must be present on allocated practical days. If a student is away, it is her responsibility to collect ingredients and required paperwork on returning to school. *Students must supply own food if not collected shortly after practical lesson due to health reasons.* Submit photographic evidence of the completed practical on signed documentation within 2 weeks of the original practical lesson. Students must be included in the photographs wearing full hospitality uniform. *Theory work is associated with every practical task and must be completed by the set date in class in order to achieve full competency.*

INDUSTRIAL TECHNOLOGY: TIMBER

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

Code	Descriptor
	A student:
P1.1	describes the organisation and management of an individual business within the focus area industry
P1.2	identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
P2.1	describes and uses safe working practices and correct workshop equipment maintenance techniques
P2.2	works effectively in team situations
P3.1	sketches, produces and interprets drawings in the production of projects
P3.2	applies research and problem-solving skills
P3.3	demonstrates appropriate design principles in the production of projects
P4.1	demonstrates a range of practical skills in the production of projects
P4.2	demonstrates competency in using relevant equipment, machinery and processes
P4.3	identifies and explains the properties and characteristics of materials/components through the production of projects
P5.1	uses communication and information processing skills
P5.2	uses appropriate documentation techniques related to the management of projects
P6.1	identifies the characteristics of quality manufactured products
P6.2	identifies and explains the principles of quality and quality control
P7.1	explains the impact of one related industry on the social and physical environment
P7.2	Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of the organisation and management of and manufacturing processes and techniques used by, the focus area	40
B	Knowledge, skills and understanding in designing, manufacturing, problem solving, communicating and the safe use of manufacturing processes and techniques in the production of projects.	60

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/Week	Focus outcomes	Task	Components		Weight
			A	B	
T1/W10	2.2, 4.1, 5.1, 4.2, 5.2	Project 1		20	20
T2/W4-5	1.2, 2.1, 3.1, 3.3, 6.1	Half-yearly examination	10		10
T3/W6	1.1, 1.2, 7.1, 7.2	Industry report	10		10
T3/W 7	2.1, 3.1, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.2, 7.2	Minor project		40	40
T3/W9-10	1.1, 1.2, 2.1, 3.2	Preliminary course examination	20		20
		Total	40	60	100

LEGAL STUDIES

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES	
Code	Descriptor
	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 resolving conflict, as well as initiating and responding to change
P6	explains the nature of the interrelationship between the legal system and society
P7	evaluates the effectiveness of the law in achieving justice
P8	locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents.
P9	communicates legal information using well-structured responses
P10	accounts for differing perspectives and interpretations of legal information and issues

COMPONENTS		WEIGHTINGS
A	Knowledge and understanding of course content	60
B	Inquiry and research	20
C	Communication of Legal Studies information, issues and ideas in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Components			Weight
			A	B	C	
T1/W8	P1, P2, P3,	The Legal System: knowledge test	10			10
T2/W4-5	P4, P5, P6, P7, P8, P9	Half-yearly examination	20			20
T2/W9	P1, P2, P3, P4, P5	The Legal System: Law Reform research task		10	10	20
T3/W6	P4, P5, P6, P7, P8, P9, P10	Law in Practice: research based in-class essay	10	10	5	25
T3/W9-10	P1, P2, P3, P4, P9, P10	Preliminary course examination	20		5	25
		Total	60	20	20	100

MATHEMATICS

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES	
Code	Descriptor
	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

COMPONENTS		WEIGHTINGS
A	Concepts, skills and techniques	50
B	Reasoning and communication	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Syllabus reference	Task	Component		Weight
				A	B	
T1/W7	P1, P2, P3, P4	1.1-1.4, 2.1-2.5	Topic test	10	10	20
T2/W4-5	P1, P2, P3, P4, P5	1.1-1.4, 2.1-2.4, 4.1-4.4, 6.1- 6.5, 6.7	Half-yearly examination	12	12	24
T3/W5	P1, P2, P3, P4, P5, P6, P7, P8	5.1-5.5, 8.1-8.9	Topic test	10	10	20
T3/W9-10	All outcomes P1 – P8	All Preliminary course syllabus topics	Preliminary course examination	18	18	36
			Total	50	50	100

MATHEMATICS EXTENSION 1

Course: Preliminary

Category: BDC

Assessment period: 2017

OUTCOMES

Code	Descriptor
	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, 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 the routine application of the rules of differentiation
P8	understands and uses the language and notation of calculus
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

COMPONENTS

WEIGHTINGS

A	Concepts, skills and techniques	25
B	Reasoning and communication	25

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Syllabus reference	Task	Component		Weight
				A	B	
T1/W9	P1, P2, P3, P4, PE2, PE3	1.1-1.4E, 2.1-2.10	Topic test	5	5	10
T2/W4-5	P1, P2, P3, P4, P5, PE1, PE2, PE3	1.1-1.4, 2.1- 2.10, 4.1- 4.4, 5.1-5.9, 6.1-6.7	Half-yearly examination	6	6	12
T3/W6	P1, P2, P3, P4, P5, P6, P7, P8, PE1, PE2, PE5	5.1-5.9, 8.1- 8.9, 9.1-9.5	Topic test	5	5	10
T3/W9-10	All Mathematics course outcomes P1 – P8 and PE1, PE2, PE3, PE4, PE5, PE6	9.6, 16.1 – 16.4 and all the above syllabus topics	Preliminary course examination	9	9	18
			Total	25	25	50

MATHEMATICS GENERAL

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

Code	Descriptor
	A student:
MGP-1	uses mathematics and statistics to compare alternative solutions to contextual problems
MGP-2	represents information in symbolic, graphical and tabular form
MGP-3	represents the relationships between changing quantities in algebraic and graphical form
MGP-4	performs calculations in relation to two-dimensional and three-dimensional figures
MGP-5	demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units
MGP-6	models financial situations relevant to the student's current life using appropriate tools
MGP-7	determines an appropriate form of organisation and representation of collected data
MGP-8	performs simple calculations in relation to the likelihood of familiar events
MGP-9	uses appropriate technology to organise information from a limited range of practical and everyday contexts
MGP-10	justifies a response to a given problem using appropriate mathematical terminology

COMPONENTS

WEIGHTINGS

A	Concepts, skills and techniques	50
B	Reasoning and communication	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Syllabus reference	Task	Component		Weight
				A	B	
T1/W7	MGP-1, MGP-2, MGP-3, MGP-6, MGP-9, MGP-10	AM1, AM2, FM1	Topic test	10	10	20
T2/W4-5	MGP-1, MGP-2, MGP-3, MGP-5, MGP-6, MGP-7, MGP-8, MGP-9, MGP-10	AM1, AM2, FM1, FM2, PB1, DS1, Ds2, Ds3	Half-yearly examination	12	12	24
T3/W5	MGP-1, MGP-2, MGP-3, MGP-5, MGP-6, MGP-7, MGP-8, MGP-9, MGP-10	FSDr1, FSDr2, FSDr3	Hand in task	10	10	20
T3/W9-10	All outcomes MGP-1 to MGP- 10	AM1, AM2, FM1, FM2, PB1, DS1, Ds2, Ds3, FSCo1, FSCo2, FSDr1, FSDr2, FSDr3, MM1, MM2, MM3	Preliminary course examination	18	18	36
			Total	50	50	100

MODERN HISTORY

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

Code	Descriptor
	A student:
P1.1	describes the role of key individuals, groups and events of selected studies from the eighteenth century to the present
P1.2	investigates and explains the key features and issues of selected studies from the eighteenth century to the present
P2.1	identifies forces and ideas and explains their significance in contributing to change and continuity from the eighteenth century to the present
P3.1	asks relevant historical questions
P3.2	locates, selects and organises relevant information from different types of sources
P3.3	comprehends and analyses sources for their usefulness and reliability
P3.4	identifies and accounts for differing perspectives and interpretations of the past
P3.5	plans and presents the findings of historical investigations, analysing and synthesising information from different types of sources
P4.1	uses historical terms and concepts appropriately
P4.2	communicates a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

COMPONENT	WEIGHTINGS
A Knowledge and understanding of course content	40
B Source based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
C Historical inquiry and research including mandatory historical investigation	20
D Communication of historical understanding in appropriate forms.	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weight
			A	B	C	D	
T1/W8	P1.1, P1.2, P2.1, P4.1, P4.2	Presentation Essay: Decline of the Romanovs	10		5	5	20
T2/W4-5	P1.1, P2.1, P3.3, P3.4, P4.2	Half-yearly examination – source based examination	10	10		5	25
T3/W2	P1.1, P1.2, P2.1, P3.1, P3.2, P3.4, P3.5, P4.1, P4.2	Historical research task: mandatory historical investigation		5	15	5	25
T3/W9-10	P1.1, P1.2, P2.1, P3.3, P3.4, P4.1, P4.2	Preliminary course examination	20	5		5	30
		Total	40	20	20	20	100

MUSIC 1

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

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

COMPONENTS		WEIGHTINGS
A	Performance	25
B	Musicology	25
C	Composition	25
D	Aural	25

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weight
			A	B	C	D	
T1/W9	P3, P7, P8, P10, P11	Composition			10		10
T2/W4-5	P1, P4, P5, P6, P7, P8, P9, P10, P11	Performance (one piece) and aural task (half-yearly examination)	10			10	20
T3/W7	P2, P3, P4, P5, P6, P7, P8, P10, P11	Composition/viva voce project (Music of a Culture)		25	15		40
T3/W9-10	P1, P4, P5, P6, P7, P8, P9, P10, P11	Preliminary course examination: Performance (two pieces from topics this year) and aural examination	15			15	30
		Total	25	25	25	25	100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES	
Code	Descriptor
	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 (Option 1)
P13	develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
P14	demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
P15	forms opinions about health-promoting actions based on a critical examination of relevant information
P16	utilises a range of sources to draw conclusions about health and physical activity concepts
P17	analyses factors influencing movement and patterns of participation

COMPONENTS		WEIGHTINGS
A	Knowledge and understanding of the factors that affect health and the way the body moves	40
B	Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30
C	Skills in critical thinking, research and analysis	30

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/Week	Focus outcomes	Task	Component			Weight
			A	B	C	
T1/W5	P6, P10, P14, P16, P17	Outdoor Education	5	10	5	20
T2/W4-5	P1, P2, P3, P4, P5, P6, P15, P16	Core One I/2 Yearly Research and response	10	10	5	25
T2/W9	P6, P12, P15, P16	First Aid Submission	10	5	5	20
T3/W9	P7, P8, P9, P10, P16	Body in Motion Yearly examination	15	5	15	35
		Total	40	30	30	100

PHYSICS

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

Code	Descriptor
	A student:
P1	outlines the historical development of major principles, concepts and ideas in physics
P2	applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in physics
P3	assesses the impact of particular technological advances on understanding in physics
P4	describes applications of Physics which affect society or the environment
P5	describes the scientific principles employed in particular areas of research in physics
P6	describes the forces acting on an object which causes changes in its motion
P7	describes the effects of energy transfers and energy transformations
P8	explains wave motions in terms of energy sources and the oscillations produced
P9	describes the relationship between force and potential energy in fields
P10	describes theories and models in relation to the origins of matter and relates these to the forces involves
P11	identifies and implements improvements to investigation plans
P12	discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
P13	identifies appropriate terminology and reporting styles to communicate information and understanding in physics
P14	draws valid conclusions from gathered data and information
P15	implements strategies to work effectively as an individual or as a member of a team

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Skills in planning and conducting first-hand investigations, gathering and processing first-hand data, gathering and processing relevant information from secondary sources	30
C	Skills in communicating information, developing scientific thinking and problem-solving techniques and working individually and in teams	30

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component			Weight
			A	B	C	
T1/W9	P.3, P4, P5, P6, P7, P12, P13, P14	Research/written task (Core 1 & Physics skills)	10	5	10	25
T2/W4-5	P1, P2, P3, P4, P5, P6, P7, P9, P13, P14	Half-yearly examination (Core 1 & 2)	10	5	5	20
T3/W5	P2, P3, P5, P8, P9, P11, P12, P13, P14, P15	Practical investigation/skills task (Core 2, 3 & 4)	5	15	5	25
T3/W9-10	P1 – P14	Preliminary course examination (Core 1, 2, 3 & 4)	15	5	10	30
		Total	40	30	30	100

RETAIL SERVICES VET CURRICULUM FRAMEWORK

Course: Preliminary
 Category: BDC
 Assessment period: 2017 – 2018 (these competencies will be amended in Term 1 2017)

Unit code	Unit of competency	HSC hours
SIRXCCS201	Apply point of sale handling procedures	20
SIRXCCS202	Interact with customers	20
SIRXCLM101	Organise and maintain work areas	10
SIRXCOM101	Communicate in the workplace to support team and customer outcomes	15
SIRXICT001A	Operate retail technology	20
SIRXIND101	Work effectively in a customer service environment	20
SIRXINV001A	Perform stock control procedures	20
SIRXWHS101	Apply safe working practices	15
SIRXRSK201	Minimise loss	10
SIRXSLS201	Sell products and services	15
SIRXSLS002A	Advise on products and services	20
SIRXMER201	Merchandise products	20
SIRXMER202	Plan, create and maintain displays	15
SIRXFIN201	Balance and secure point of sale terminal	15
SIRXFIN002A	Perform retail finance duties	20

Compulsory 70 hours work placement (over two years)

TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- This is a competency based course and assessments are used for HSC *estimates* only.
- The **HSC examines the two year course.** Each unit is assessed at the completion of the unit.
- On successful completion of competencies and work placement students will gain Certificate III in Retail Services

Term/ Week	Unit of competency	Task description	Weighting
T2/ W5-6 2017	SIRXCOM101 SIRXWHS101 SIRXIND101 SIRXCCS202	Communicate in the workplace to support team and customer outcomes Apply safe working practices Work effectively in a customer service environment Interact with customers	Half-yearly examination N/A
T3/W9-10 2017	SIRXSLS201 SIRXSLS002A SIRXMER202	Sell products and services Advise on products and services Plan, create and maintain displays	Yearly examination N/A
T1/W9-10 2018 To be completed Year 12 - 2018	SIRXMER 201 SIRXCLM101 SIRXINV001A SIRXRSK201 SIRXCCS201 and other units of competency covered, TBA.	Merchandise products Organise and maintain work areas Perform stock control procedures Minimise loss Apply point of sale handling procedures	Half-yearly examination 50
T3/W4-5 To be completed Year 12 - 2018	SIRXICT001A SIRXFIN201 SIRXFIN002A All competencies covered examined in the trial HSC examination.	Operate retail technology Balance and secure point of sale terminal Perform retail finance duties	Trial HSC examination 50
		Total	100

SENIOR SCIENCE

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

Code	Descriptor
	A student:
P1	outlines the historical development of scientific principles, concepts and ideas
P2	applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations
P3	assesses the impact of particular technological advances on science
P4	identifies applications of science that affect society and the environment
P5	identifies areas of current scientific research
P6	identifies the origins of Earth's resources
P7	explains relationships between organisms in the environment
P8	describes reactions between compounds
P9	describes the structure of body organs and systems
P10	describes the effect of energy transfers and transformations
P11	identifies and implements improvements to investigation plans
P12	discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
P13	identifies appropriate terminology and reporting styles to communicate information and understanding in science
P14	draws valid conclusions from gathered data and information
P15	implements strategies to work effectively as an individual or as a member of a team

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding	40
B	Skills in planning and conducting first-hand investigations, gathering and processing first-hand data, gathering and processing relevant information from secondary sources	30
C	Skills in communicating information, developing scientific thinking and problem-solving techniques and working individually and in teams	30

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component			Weight
			A	B	C	
T1/W7	P3, P4, P8, P10, P11, P12, P13, P14,	Practical assessment (Core 1) Water practical	5	10	10	25
T2/W4-5	P1, P2, P5, P6, P7, P11, P12, P13, P14	Half-yearly examination (Core 1 and 2)	10	5	5	20
T2/W9	P2, P3, P5, P6, P7, P10, P11, P12, P13, P14, P15	Local environment practical/research task	10	10	5	25
T3/W9-10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14	Preliminary course examination (Core 1 - 4)	15	5	10	30
		Total	40	30	30	100

SOCIETY AND CULTURE

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

Code	Descriptor
	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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Application and evaluation of social and cultural research methodologies	30
C	Communication of information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component			Weight
			A	B	C	
T1/W7	P1, P9, P10	Personal reflection/ extended response: Social and Cultural World	10			10
T2/W4-5	P1, P2, P3, P5, P10	Half-yearly examination	15			15
T3/W1	P5, P8, P9, P10	Personal and social identity: research task			20	20
T3/W7	P4, P7, P8, P10	Intercultural communication: research Interview and structured essay		30		30
T3/W9-10	P2, P3, P4, P5, P6	Preliminary course examination	25			25
		Total	50	30	20	100

STUDIES OF RELIGION I

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

Code	Descriptor
	<i>A student:</i>
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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	20
B	Source-based skills	10
C	Investigation and research	10
D	Communication of information, ideas and issues in appropriate forms	10

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weighting
			A	B	C	D	
T1/W8	P1, P2, P7, P8	Short answer responses on Unit One	5		5	5	15
T2/W9	P4, P5, P6, P9	Research essay on Unit Two	5	5	5		15
T3/W9-10	P1, P3, P4, P8, P9	Preliminary course examination on Units One, Two and Three	10	5		5	20
		Total	20	10	10	10	50

STUDIES OF RELIGION II

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

Code	Descriptor
	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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Source-based skills	20
C	Investigation and research	20
D	Communication of information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weighting
			A	B	C	D	
T1/W6	P1, P2, P7, P8	Oral presentation	5		10	5	20
T2/W4-5	P3, P4, P5, P6,P8, P9	Half-yearly examination	10		5	5	20
T3/W6	P1,P2,P6,P7, P8, P9	Response to source based material		20	5	5	30
T3W9-10	P1,P2, P3, P4, P5,P6, P8, P9	Preliminary course examination	25			5	30
		Total	40	20	20	20	100

VISUAL ARTS

Course: Preliminary
Category: BDC
Assessment period: 2017

OUTCOMES

Code	Descriptor
	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 the visual arts can be constructed

COMPONENTS

WEIGHTINGS

A	Artmaking	50
B	Art Criticism and Art History	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component		Weight
			A	B	
T2/W4-5	P7, P8, P9, P10	Half-yearly examination		20	20
T2/W6	P1, P2, P3, P4, P5, P6	Body of Work and VAPD	25		25
T3/W7	P1, P2, P3, P4, P5, P6	Body of Work and VAPD	25		25
T3/W9-10	P7, P8, P9, P10	Preliminary course examination -		30	30
		Total	50	50	100

ILLNESS / MISADVENTURE FORM

Preliminary Course

Name: Homeroom class Year

Course: Class teacher.....

Nature of assessment ask (essay, oral, test etc.):
.....

Due date: Period:

I was absent from an assessment task

I require an extension of time

EXPLANATION:.....

Use back of sheet if more space needed

- The following documentary evidence is provided: Medical Certificate
 Note from parent/carer
 Permission from Principal
 Other

The college was contacted by phone Yes No

Student's signature: Parent/carer's signature:.....

Date:

DECISION

- Alternate assessment task to be set. Date due.....
 Extension of time granted until
 Penalty of..... incurred.
 No credit for this assessment task.
 Other action

..... Date:
Leader of Learning

..... Date:
Leader of Learning & Teaching

Office:

Copies to: Student Leader of Learning Year Leader Student Services – attendance rolls

Original docs to: LLT

Preliminary Course Assessment Task Distribution 2017

Week	Term 1	Term 2	Term 3
1			Geography Society and Culture
2			11 Business Services work placement Ancient History Modern History
3		<i>Interruption free week</i> <i>Wed Week 3 – Tues Week 4</i>	
4		Written exam week Wed Week 4 – Tues Week	11 Hospitality work placement
5	PDHPE		11 Retail Services work placement Mathematics Mathematics General (hand in task) Physics Industrial Technology Timber
6	Economics Studies of Religion II	Year 11 Retreat Mon - Wed	Ancient History Economics English Advanced & English Standard Legal Studies
		Visual Arts	Mathematics Extension Studies of Religion II Industrial Technology Timber
7	Geography Mathematics Mathematics General Senior Science Society and Culture Exploring Early Childhood	Food Technology	Business Studies Music Society and Culture Visual Arts CAFS Industrial Technology Timber Food Technology
8	Biology Business Studies Chemistry English Advanced & Standard Legal Studies Modern History Studies of Religion I CAFS Food Technology	Biology Chemistry	<i>Interruption free week</i>
9	Ancient History Economics English Studies English Extension Mathematics Extension Music Physics	Dance Economics English Advanced English Standard Legal Studies PDHPE Exploring Early Childhood Senior Science Studies of Religion I CAFS	Preliminary course examination period
10	Catholic Studies Dance Drama Geography Industrial Technology Timber	Catholic Studies Drama	