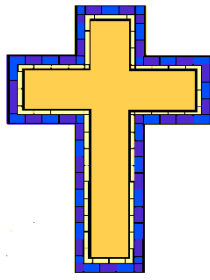




Year 11 Assessment Handbook 2018

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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 2018

COLLEGE LEADERSHIP TEAM	
Principal	Mr Tony McCudden
Assistant Principal	Ms Anne Lovett
Leader of Religious Education	Ms Nicole Harrison
Leader of Student Wellbeing	Mrs Cathy Toby
Leader of Learning and Teaching (Acting)	Mrs Alexandra McArdle
Leader of Administration	Mr Kirk Mercer
Business Manager	Ms Nicole Murphy
MANAGEMENT SYSTEMS	
Leader of Management Systems	Mrs Ashlee Hanson and Mrs Michelle D'Offay
COLLEGE MINISTRY	
Youth Minister and Leader of Mission	Mrs Fiona Green
YEAR LEADER	
Year 11 2018	Mrs Lisa Parsons
LEADERS OF LEARNING	
Religious Education	Ms Nicole Harrison
English (Acting)	Ms Maria Woodhouse
HSIE (Human Society & Its Environment) – Ancient History, Business Studies, Economics, Geography, History Extension, Legal Studies, Modern History, Society & Culture (Acting)	Mr Colin Back and Mrs Ann Martin
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	Mrs Samantha Anderson
Learning Support	Mrs Tracy Simpson
Vocational Education & Training (VET) and TAFE – Retail Services, Business Services and Hospitality	Mrs Chris Wilkinson
eLearning	Mrs Karen Powers
SPECIAL RESOURCE TEACHERS	
School Counsellor	Mrs Chris Hain
Librarian	Mrs Karen Powers
Careers Advisor	Mrs Chris Wilkinson
Representative Sports Coordinator	Mrs Debra Northey
Disability Provisions – teacher in charge	Mrs Tracy Simpson
NSW School of Languages supervisor	Mrs Samantha Andersen

LINES OF COMMUNICATION 2018

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 [NESA: HSC All My Own Work](#) 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. Friday 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 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 NESA 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 at least one week in advance 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 Learning will make a 	<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 Learning will make a written recommendation and then transfer the completed form to the

	<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>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>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</u> from the due date of the assessment task to lodge an Illness/Misadventure form.</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</u> (unless other arrangements have been made). 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

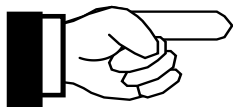
Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

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 Advanced 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

2018

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: 2018

OUTCOMES

Code	Descriptor
	A student:
AH11-1	describes the nature of continuity and change in the world
AH11-2	proposes ideas about the varying causes and effects of events and developments
AH11-3	analyses the role of historical features, individuals and groups in shaping the past
AH11-4	accounts for the different perspectives of individuals and groups
AH11-5	examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7	discusses and evaluates differing interpretations and representations of the past
AH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-10	discusses contemporary methods and issues involved in the investigation of ancient history

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry and research	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	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9	Source study		20		10	30
T2/W8	AH11-1, AH11-3, AH11-5, AH11-6, AH11-8, AH11-9, AH11-10	Research task-mandatory historical investigation			20	10	30
T3/ W9-W10 Exam period	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	Preliminary course examination Nature of Ancient History Case study Feature of Ancient Society	40				40
		Total	40	20	20	20	100

BIOLOGY

Course: Preliminary
Category: BDC
Assessment period: 2018

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

COMPONENTS		WEIGHTINGS
A	Knowledge and understanding of course content	40
B	Working Scientifically	60

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/W8	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8	First hand investigation (Unit 1)	10	20	30
T3/W1	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9	Depth Study (Unit 1 and 2)	10	20	30
T3/W9-10	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	Preliminary course examination (Unit 1, 2, 3 & 4)	20	20	40
		Total	40	60	100

BUSINESS SERVICES VET CURRICULUM FRAMEWORK

Category: BDC
Assessment period: 2018 – 2019

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)

*indicates unit is HSC examinable

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. Other units are assessed via Class Assessment Event.
- * The **HSC examines the two year course.** Each unit is assessed at the completion of the unit.
- * On successful completion and work placement, students gain a Certificate II in Business Services BSB20115 BSBv2.

Term/ Week	Unit of competency	Task description	Weighting
T2/W6 2018	BSBWHS201 Contribute to health and safety of self and others BSBCMM201 Communicate in the workplace BSBIND201 Work effectively in a business environment	Work Ready Program	N/A
T3/W9-10 2018	BSBWHS201 Contribute to health and safety of self and others BSBCUS201 Deliver a service to customers BSBSUS201 Participate in environmentally sustainable work Practices	Preliminary Course examination	N/A
T1/W9 2019	BSBWHS201 Contribute to health and safety of self and others BSBCUS201 Deliver a service to customers BSBSUS201 Participate in environmentally sustainable work Practices BSBIND201 Work effectively in a business environment BSBINM201 Process and maintain workplace information	Half-yearly examination	50
T3/W4-5 2019	BSBWHS201 Contribute to health and safety of self and others BSBCUS201 Deliver a service to customers BSBSUS201 Participate in environmentally sustainable work Practices BSBIND201 Work effectively in a business environment BSBINM201 Process and maintain workplace information BSBINN201 Contribute to workplace innovation TLIP2029 Prepare and process financial documents	Trial HSC examination	50
		TOTAL	100

BUSINESS STUDIES

Course: Preliminary
Category: BDC
Assessment period: 2018

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	10	5	7.5	2.5	25
T3/W7	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	Developing a business plan	10	10	12.5	7.5	40
T3/W9- 10	P1, P2, P3, P4, P5, P6, P8, P9, P10	Preliminary Course examination	20	5		10	35
		Total	40	20	20	20	100

CATHOLIC STUDIES

Course: Preliminary
Category: CEC (non-ATAR)
Assessment period: 2018

OUTCOMES

Code	Descriptor
	<i>A student:</i>
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/W9-10	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: 2018

OUTCOMES

Code	Descriptor
	A student:
CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	analyses the energy considerations in the driving force for chemical reactions

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Working Scientifically	60

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	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8	First hand investigation (Unit 1)	10	20	30
T2/W10	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9	Depth Study (Unit 1 and 2)	10	20	30
T3/W9-10	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	Preliminary course examination (Unit 1, 2, 3 & 4)	20	20	40
		Total	40	60	100

COMMUNITY AND FAMILY STUDIES

Course: Preliminary
Category: BDC
Assessment period: 2018

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 course content	40
B	Skills in critical thinking, research methodology, analysing and communicating	60

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 Wk9	P1.1, P1.2, P2.1, P2.3, P4.2, P5.1, P6.1	Media analysis	10	20	30
T3 Wk 2	P1.2, P2.4, P3.1, P4.1, P4.2	Case study and literature review	15	20	35
T3 Wk 9/10	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	Yearly Examination	15	20	35
		Total	40	60	100

DRAMA

Course: Preliminary
Category: BDC
Assessment period: 2018

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,P1.3, P1.5, P3.1	Group Performance log/evaluation	20		10	30
T2/W10	P1.4, P1.5,P1.8,P2.2, P2.3, P2.4	Individual Production Elements	20	10		30
T3/W9-10	P1.2, P1.3, P1.7, P3.2, P3.3	Performance/presentation		20	20	40
		Total	40	30	30	100

ENGLISH ADVANCED

Course: Preliminary
Category: BDC
Assessment period: 2018

OUTCOMES	
Code	Descriptor
	A student:
EA11-1	Independently responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EA11-2	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
EA11-3	Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA11-4	Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA11-5	Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-6	Investigates and evaluates the relationship between texts
EA11-7	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA11-8	Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning.
EA11-9	Reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner.

COMPONENTS	WEIGHTINGS
A. Knowledge	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	Weighting %		
			A	B	
Term 1, Week 9	EA11-3, EA11-5, EA11-9	Reading to Write Imaginative text with reflection	15	15	30
Term 2, Week 9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	Narratives that Shape our World Multimodal presentation	20	20	40
Term 3, Weeks 9-10	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	Yearly Examination Critical response	15	15	30
		Total	50	50	100

ENGLISH STANDARD

Course: Preliminary
Category: BDC
Assessment period: 2018

OUTCOMES

Code	Descriptor
	A student:
EN11-1	Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-2	Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN11-3	Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning.
EN11-4	Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN11-5	Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information.
EN11-6	Investigated and explains the relationship between texts
EN11-7	Understands and explains the diverse ways texts can represent personal and public worlds.
EN11-8	Identifies and explains cultural assumptions in texts and their effects on meaning.
EN11-9	Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner.

COMPONENTS

WEIGHTINGS

A. Knowledge

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			
			A	B	Weight
Term 1 Week 9	EN11-3, EN11-5, EN11-9	Imaginative Text with reflection Reading to Write	15	15	30
Term 2 Week 9	EN11-1, EN11-2, EN11-3 EN11-5, EN11-6, EN11-7	Multi-modal presentation Contemporary Possibilities	20	20	40
Term 3, Weeks 9- 10	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	Close Study The Simple Gift Yearly Examination	15	15	30
		Total	50	50	100

ENGLISH STUDIES

Course: Preliminary
Category: CEC and students not eligible for an ATAR
Assessment period: 2018

OUTCOMES

Code	Descriptor
	A student:
ES11-1	Comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes.
ES11-2	Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts.
ES11-3	Gains skills in accessing, comprehending and using information to communicate in a variety of ways
ES11-4	Composes a range of texts with increasing accuracy and clarity in different forms
ES11-5	Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts.
ES11-6	Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES11-7	Represents own ideas in critical, interpretative and imaginative texts
ES11-8	Identifies and describes relationships between texts
ES11-9	Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
ES11-10	Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

COMPONENTS

WEIGHTINGS

A Knowledge and understanding of course content.	50
B Skills in:	50
<ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	

Term/ Week	Focus outcomes	Task	Component		Weight
			A	B	
Term 1, Week 8	ES11-1, ES11-4, ES11-5, ES11-6	Letter of application and mock interview	15	15	30
Term 2, Week 6	ES11-2, ES11-6, ES11-7, ES11-8	Multimodal Presentation	15	15	30
Term 3, Week 8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	Collection of classwork	20	20	40
		Total	50	50	100

ENGLISH EXTENSION 1

Course: Preliminary
Category: BDC
Assessment period: 2018

OUTCOMES	
Code	Descriptor
	A student:
EE11-1	Demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE11-2	Analyses and experiments with language forms and features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
EE11-3	Thinks deeply, broadly and flexibly in imaginative, creative, interpretative and critical ways to respond to, compose and explore the relationships between sophisticated texts.
EE11-4	Develops skills in research methodology to undertake effective independent investigation
EE11-5	Articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
EE11-6	Reflects on and assesses

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	
Term 1 Week 8	EE11-2, EE11-3, EE11-6	Multimodal (TED) talk 40%	20	20	40
Term 3, Week 1	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	Extended Response	15	15	30
Term 3 Weeks 9-10	EE11-1, EE11-2, EE11-3, EE11-5	Comparative Essay (Exam)	15	15	30
		Total			100

EXPLORING EARLY CHILDHOOD

Course: Preliminary
Category: CEC (non-ATAR)
Assessment period: 2018

OUTCOMES

Code	Descriptor
	<i>A student:</i>
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, 5.1	Pregnancy and Childbirth Child Growth and Development In class topic test	15	15	30
T2/W9	2.5, 3.1, 4.1, 4.2, 4.3, 6.2	Promoting Positive Behaviour Play and the Developing Child Supernanny case study/ report	10	25	35
T3/W9- 10	1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 6.1	Starting School Children's Services Industry Preliminary Course Examination	25	10	35
Total			50	50	100

FOOD TECHNOLOGY

Course: Preliminary
Category: BDC
Assessment period: 2018

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	1.1, 1.2, 3.2, 4.1, 4.2	Food Availability and Selection		15	15		30
T3/W7	2.1, 3.1, 3.2, 4.3, 4.4, 5.1	Nutrition Report		15	15		30
T3/W9- 10	1.1, 1.2, 2.1, 2.2, 3.1, 5.1	Preliminary Course Examination	20			20	40
		Total	20	30	30	20	100

GEOGRAPHY

Course: Preliminary
Category: BDC
Assessment period: 2018

OUTCOMES	
Code	Descriptor
	A student:
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/W10	P3, P9, P12	Fieldwork report	10		10		20
T3/W2	P7, P8, P9, P10, P11, P12	SGP final submission	5	10	10	15	40
T3/9-10	P1, P2, P3, P4, P5, P6, P8, P9, P10, P12	End of Preliminary Course examination	25	10		5	40
		Total	40	20	20	20	100

HOSPITALITY (VET CURRICULUM FRAMEWORK)

Course: HSC
Category: B – BDC
Assessment period: 2018 - 2019

	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 SIT20416 SITv1.1.

Term / Week	Task Description	Weightings	Unit of Competency
2017 – completed in Year 10	Task – written practical (External)	N/A	HLTAID003 Provide first aid
2018 T2/W9	Task 1 – written/practical	N/A	SITHCCC001 Use food preparation equipment SITXFSA001 Use hygienic practices for food safety SITXWHS001 Participate in safe work practices SITXFSA002 Participate in safe food handling practices
2018 T3/W3	Work placement 1	N/A	Compulsory 35 hours
2018 T3/W7	Task 2 – written/practical	N/A	SITHCCC002 Prepare and present simple dishes SITHKOP001 Clean kitchen premises & equipment
2018 T3/ W9-10	Yearly examination	N/A	All mandatory, Kitchen Operations and Cookery stream and elective units of competency covered so far
2018 T4/W 8 2018 T4/W 9	Task 3 – practical written	N/A	BSBWOR203 Work effectively with others SITHCCC006 Prepare appetisers and salads SITHCCC003 Prepare and present sandwiches
2019 T1/W7	Task 4– written/practical	N/A	SITHCCC005 Prepare dishes using basic methods of cookery SITXINV002 Maintain the quality of perishable items
2019 T1/W5	Work placement 2	N/A	Compulsory 35 hours or RPL (subject to approval)
2019 T1/W9-10	Half-yearly examination	50	All mandatory units of competency & associated units of competency–Kitchen Operations and Cookery stream covered so far
2019 T2/W9-10	Task 5– written	N/A	SITHIND002 Source and use information on the hospitality industry
2019 T2 (TBA)	Task – written/practical (External)	N/A	SITHFAB005 Prepare and serve espresso coffee
2019 T3/W4-5	Trial HSC examination (written examination)	50	All mandatory units of competency and associated units of competency – Kitchen Operations and Cookery stream
2019 T3/W9	Task – portfolio of service periods	N/A	SITHCCC011 Use cookery skills effectively
	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: 2018

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	
Term 2 Week 4	P2.2, P3.1,P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	Project and folio		30	30
Term 2 Week 9	P1.1, P1.2, P7.1, P7.2	Industry report	40		40
Term 3 Week 9/10	P1.2, P2.1, P3.1, P6.1, P6.2,	Final Examination		30	30
		Total	40	60	100

LEGAL STUDIES

Course: Preliminary
Category: BDC
Assessment period: 2018

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	40
B	Analysis and evaluation	20
C	Inquiry and research	20
D	Communication of legal 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	D	
Term 1 Week 10	P1, P2, P3, P6	Legal System knowledge test	20	5		5	30
Term 2 Week 8	P1, P2, P3, P4, P5, P7, P8, P9, P10	Law reform research task		5	20	5	30
Term 3 Weeks 9-10	P1, P2, P3, P4, P7, P9, P10	End of Preliminary Course examination	20	10		10	40
		Total	40	20	20	20	100

MATHEMATICS

Course: Preliminary
Category: BDC
Assessment period: 2018

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	Understanding, Fluency and Communicating	50
B	Problem Solving, Reasoning and Justification	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	
Term 1 Week 9	P1, P2, P3, P4, P5	1.1 – 1.4 2.1 – 2.4 4.1 – 4.4	Assignment test	20%	15%	35%
Term 2 Week 9	P1, P2, P3, P4, P5	5.1 – 5.5 6.1 – 6.5, 6.7	Hand-in Task	10%	15%	25%
Term 3 Weeks 9- 10	P1, P2, P3, P4, P5, P6, P7, P8	1.1 – 1.4 2.1 – 2.4 4.1 – 4.4 5.1 – 5.5 6.1 – 6.5, 6.7 8.1 – 8.9 9.1 – 9.5	End of Course Examination	20%	20%	40%
			Total	50%	50%	100%

MATHEMATICS EXTENSION 1

Course: Preliminary
Category: BDC
Assessment period: 2018

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	Understanding, Fluency and Communicating	50
B	Problem Solving, Reasoning and Justification	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	
Term 1 Week 9	P2, P4, PE2, PE3 P1, P2, P3, P4, P5	2.6 – 2.10 4.1 – 4.4	Assignment test	20%	15%	35%
Term 2 Week 9	P1, P2, P3, P4, PE1, PE2	5.1 – 5.9	Hand-in Task	10%	15%	25%
Term 3 Weeks 9- 10	P1, P2, P3, P4, P5, P6, P7, P8, PE1, PE2, PE3, PE4, PE5, PE6	1.1 – 1.4E 2.1 – 2.10 4.1- 4.4 5.1 – 5.9 6.1 – 6.7 8.1 – 8.9 9.1 – 9.6 16.1 – 16.4	End of Course Examination	20%	20%	40%
			Total	50%	50%	100%

MATHEMATICS STANDARD

Course: Preliminary
Category: BDC
Assessment period: 2018

OUTCOMES

Code	Descriptor
	A student:
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional and three-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

COMPONENTS

WEIGHTINGS

A	Understanding, Fluency and Communicating	50
B	Problem Solving, Reasoning and Justification	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	
Term 1 Week 7	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	F1.2 A1 M1.1, M1.3	Assignment test	20%	15%	35%
Term 2 Week 9	MS11-2, MS11-3, MS11-4, MS11-7, MS11-9, MS11-10	M1.1, S1.1	Hand-in Task	10%	15%	25%
Term 3 Weeks 9-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	F1.2, F1.2, F1.3 A1, A2 M1.1, M1.2, M1.3 S1.1, S1.2	End of Course Examination	20%	20%	40%
			Total	50%	50%	100%

MODERN HISTORY

Course: Preliminary

Category: BDC

Assessment period: 2018

OUTCOMES

Code	Descriptor
	<i>A student:</i>
MH11-1	describes the nature of continuity and change in the modern world
MH11-2	proposes ideas about the varying causes and effects of events and developments
MH11-3	analyses the role of historical features, individuals, groups and ideas in shaping the past
MH11-4	accounts for the differing perspectives of individuals and groups
MH11-5	examines the significance of historical features, people, ideas, movements, events and developments of the modern world
MH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH11-7	discusses and evaluates differing interpretations and representations of the past
MH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH11-10	discusses contemporary methods and issues involved in the investigation of modern history

COMPONENT	WEIGHTINGS
A Knowledge and understanding of course content	40
B Historical skills in the analysis and evaluation of sources and interpretations	20
C Historical inquiry and research	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	
Term 1 Week 9	MH11-2, MH11-6, MH11-7, MH11-9	Source Study: Case study 1		20		10	30
Term 2 Week 9	MH11-1, MH11-2, MH11-8 MH11-9 MH11-10	Historical Investigation			20	10	30
Term 3 Weeks 9- 10	MH11-1 MH11-3 MH11-4 MH11-5, MH11-9	End of Preliminary Course examination	40				40
		Total	40	20	20	20	100

MUSIC 1

Course: Preliminary

Category: BDC

Assessment period: 2018

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 Wk 9	P1,P4,P5,P6,P7 P8,P9,P10,P11	Performance/Aural Task	10			10	20
T2, Wk 6	P2,P3,P4,P5,P6 P7,P8,P10,P11	Composition/Viva Voce		25	25		50
T3, Weeks 9-10	P1,P4,P5,P6,P7 P8,P9,P10,P11	Preliminary Examination Performance/Aural Examination	15			15	30
		Total	25	25	25	25	100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course: Preliminary
Category: BDC
Assessment period: 2018

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 course content	40
B	Skills in critical thinking, research, analysing and communicating	60

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	
Term One/ Week 10	P6, P10, P12, P14, P16, P17	Research submission	15	20	35
Term Two / Week 10	P1, P2, P3, P4, P5, P6, P15, P16	Research & Presentation	15	20	35
Term Three / Weeks 9-10	P7, P8, P9, P10, P11, P16, P17	Yearly Examination	10	20	30
		Total	40	60	100

PHYSICS

Course: Preliminary
Category: BDC
Assessment period: 2018

OUTCOMES	
Code	Descriptor
	A student:
PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

COMPONENTS		WEIGHTINGS
A	Knowledge and understanding of course content	40
B	Working Scientifically	60

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	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8	First Hand Investigation	10	20	30
T3/W2	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9	Depth Study (Unit 1 and 2)	10	20	30
T3/W9- 10	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	Preliminary course examination (Unit 1, 2, 3 & 4)	20	20	40
		Total	40	60	100

RETAIL SERVICES VET CURRICULUM FRAMEWORK

Course: Preliminary
Category: BDC
Assessment period: 2018 – 2019

Unit code	Unit of competency	HSC hours
SIRXCEG003	Build customer relationships and loyalty	20
SIRXCEG001	Engage the customer	20
SIRXIND002	Organise and maintain the store environment	10
SIRXCOM002	Work effectively in a team	20
SIRXIND001	Work effectively in a service environment	20
SIRRINV001	Receive and handle retail stock	20
SIRXWHS002	Contribute to workplace health and safety	15
SIRXRSK001	Identify and respond to security risks	15
SIRXSLS001	Sell to the retail customer	15
SIRXPDK001	Advise on products and services	20
SIRRRTF001	Balance and secure point of sale terminal	20
SIRRMER001	Produce visual merchandise displays	20
SIRXSLS002	Follow point of sale procedures	20
SIRXCEG002	Assist with customer difficulties	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 SIR30216, SIRv2.

Term/ Week	Unit of competency	Task description	Weighting
T2/ W6 -2018	SIRXWHS002 SIRXIND002 SIRXCOM002 SIRXIND001	Contribute to workplace health and safety Organise and maintain the store environment Work effectively in a team Work effectively in a service environment	Work Ready Program N/A
T3/W9-10 2018	SIRXCEG001 SIRXCEG002 SIRXCEG003 SIRXPDK001	Engage the customer Assist with customer difficulties Build customer relationships and loyalty Advise on products and services	Preliminary Course Examination N/A
T1/W 2019	SIRXSL001 SIRXSL002 SIRXRSK001 SIRRRTF001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks Balance and secure point of sale terminal	Half-yearly examination 50
T3/W4-5	SIRRINV001 SIRRMER001 All competencies covered examined in the trial HSC examination.	Receive and handle retail stock Produce visual merchandise displays	Trial HSC examination 50
		Total	100

SOCIETY AND CULTURE

Course: Preliminary
Category: BDC
Assessment period: 2018

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	
Term 1 Week 7	P1, P3, P6, P9, P10	Personal reflection/ secondary research. Extended response task	10	20		30
Term 2 Week 7	P1, P2, P3, P5, P6, P8, P9, P10, P11	Personal and social identity: Social and cultural primary research task and presentation paper	10	10	10	30
Term 3 Weeks 9-10	P1, P3, P4, P7, P8, P9	End of Preliminary Course examination	30		10	40
		Total	50	30	20	100

STUDIES OF RELIGION I

Course: Preliminary
Category: BDC
Assessment period: 2018

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	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

VISUAL ARTS

Course: Preliminary
Category: BDC
Assessment period: 2018

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/ W2	P2, P4, P5, P6	Body of Work/VAPD and written account of their practice through the subjective frame and the agencies of the art world	30	10	40
T2 /WK 4-5	P7,P8,P9,P10	Half-Yearly Examination- Section 1 style questions		20	20
T3 Weeks 9-10	P1,P3,P9,P10	Documenting practice. Submission of experimental landscape inspired artworks AND a documentary analysis of selected landscape artist's practice through the frames.	20	20	40
		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 2018

Week	Term 1	Term 2	Term 3
1			Biology English Extension
2		Visual Arts	11 Hospitality work placement Physics Geography SGP CAFS Case Study hand in
3			11 Retail Services work placement
4		Industrial Tech Timber prac/folio Visual Arts	11 Business Services work placement
5			
6		English Studies multimodal text Music Business Services Retail	
7	Mathematics Standard – Assignment/test Chemistry Society and Culture personal reflection/extended response Exploring Early Childhood in class test	Society and Culture research task and presentation paper	Food Technology Business Studies 'business plan'
8	Biology English Studies application and interview Business Studies case study English Extension Studies of Religion Food Technology	Ancient History research task Legal Studies research task	INTERRUPTION FREE WEEK English Studies – collection of classwork
9	Mathematics, Mathematics Extension – Assignment/test Physics English Advanced/Standard imaginative text Music Ancient History source study Modern History source study CAFS media analysis hand in Hospitality	Mathematics Extension – Hand in Task Mathematics and Standard – Hand in Task Industrial Tech Timber- hand in task English Advanced/Standard multimodal text Modern History historical investigation Studies of Religion research task Exploring Early Childhood hand in report	Preliminary course examination period
10	PDHPE Research submission Catholic Studies Drama Geography field work report Legal Studies knowledge test	Chemistry Catholic Studies PDHPE Core One Research and Presentation Drama	