

Ambarvale High School



PRELIMINARY HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY AND PROCEDURES AND ASSESSMENT SCHEDULE

**INFORMATION FOR STUDENTS STUDYING THEIR
PRELIMINARY HIGHER SCHOOL CERTIFICATE
COURSES TO BE EXAMINED AT THE
HIGHER SCHOOL CERTIFICATE IN 2023**

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ASSESSMENT POLICY - Preliminary HSC Assessment Schedule

The purpose of this policy is to ensure assessment at our school is delivered in a manner that is authentically equitable, measures student learning outcomes and serves to provide information to the teacher, student and parent that clearly articulates progress and where learning should next occur.

Rationale

Our school is committed to supporting students to complete all assessment tasks. Our aim is to measure learning outcomes, and to avoid inadvertently measuring other variables that can impact on assessment task completion when tasks are solely “take home”. Hence;

- All assessment tasks will have an in-class component that is consistent across classes (engaged in the same task with adjustments as required) and approved by the Head Teacher.
- All assessment tasks will be designed to allow students to complete the task to a minimum standard during the class component.
- Some tasks will include an option for students to engage in additional work outside of the scheduled class assessment time. This option will allow students to further demonstrate their learning and hence potentially achieve a higher grade than they were able to demonstrate in the in-class component time only.

Assessment Protocols for Life Skills Courses

This policy is applicable to mainstream students. Students studying the Special Education Life Skills Courses will follow a different assessment program. For each of these courses, ongoing assessment is carried out within the classroom and the workplace. For Years 10-12 a record of student achievement of course outcomes is maintained in a personalised Profile of Student Achievement. As the student demonstrates that they have achieved a learning outcome, the relevant section of the Profile of Student Achievement is signed and dated by the relevant teacher and recorded with NESAs by a determined date.

Before the student leaves school in Year 12, the Profile of Student Achievement is verified by the Principal as a true and accurate record of all learning outcomes achieved by the student.

A. Assessment Protocols for Years 7-10 and Preliminary HSC Courses

1. Assessment Notification

- Students will be given a copy of each of subject’s assessment schedule at the beginning of the school year and an all subject/full year assessment calendar.
 - Preliminary HSC students will receive a detailed booklet (organized by the Deputy Principal in charge of their Year) within the first two weeks of the Preliminary Course.
 - Years 7-10 will receive a one-page calendar that indicates assessments across the year. This will be issued by the Deputy Principal in charge of the year group in the first half of the first term.
- All tasks will be handed out at least two weeks prior to the due date.
- All tasks and/or notification of tasks will be forwarded by the organising teachers to the Deputy Principal for uploading onto the school website and ‘skoolbag’ app
- upon issue of the assessment notification the teacher will explain:
 - the requirements of the task

- the learning outcomes being measured
- the marking criteria and weighting of the task.
- Assessments can include, but are not limited to: in-class tasks, take home tasks (with an in class component), research tasks, formal half yearly and yearly exams, oral tasks, aural tasks, presentations, projects and field work (*Note – Some Preliminary & HSC tasks have a mandatory component set by NESAs*).
- Students will be asked to sign the Assessment Notification form to state that they have received notification of the task and again when they submit the task.
- Students will sign to submit, with the exception of electronic submission.
- Students are expected to ask questions, seek clarification about the task as required and obtain feedback on any drafts submitted.
- Students are required to complete all assessment tasks.

2. Due Dates

Hand-in assessment tasks are due by 2.50pm of the set date. Fridays should not be a due date.

In-class tasks require students to be present and at school for the entire school day, present in class for the task and in meaningful engagement with the task.

3. Extensions

Students may request an extension (due to illness or other extenuating circumstances) which may be approved by the Head Teacher prior to the due date. Students may not request an extension on the due date of the task. Extensions may only be granted by the Head Teacher.

4. Feedback

Teachers will provide students with timely, substantial and meaningful feedback on all assessments. This feedback will enable students to reflect on the quality of their work and provide students with direction in terms of:

- What knowledge and skills were demonstrated?
- What knowledge and skills were not demonstrated, but required?
- Advice on how to develop the required knowledge and skills
- Feedback can be oral and/or written formal and/or informal (reflecting the significance and complexity of the task) and can be generalised for the cohort and/or individualised.

5. Reporting

All teachers will:

- Report on students' learning progress and achievement.
- utilise the stated assessment tasks and other agreed measures which may include faculty moderated consistent teacher judgement to ensure that students' learning progress is equitably assessed.
- ensure there is a consistency of grade allocation that reflects an accurate measurement of student learning outcomes, against course performance descriptors and using a range of assessment tools.
- will ensure they know about, and adhere to, whole school reporting timelines.

- will ensure that copies of a range of student assessment tasks for a variety of grades are stored in physical and/or electronic form to meet NESAs requirements and ensure consistent teacher judgement.

6. Grade allocation

For individual assessment tasks, faculties may choose to allocate a grade or a mark. If they nominate to allocate a mark, they must ensure that the marking scale aligns with grade bands and course performance descriptors.

At the end of each semester, Head Teachers are required to work with staff to collate assessment grade/marks and make an on-balance professional judgement against NESAs course performance descriptors to allocate a grade. Systems used to do this must be transparent and consistent.

B. Non Compliance with Assessment Protocols

1. Late submissions

If a task is submitted AFTER the end of the class allocated time or 2:50pm on the due date:

- A reduction in mark/grade equivalent to 20% per school day will be applied
- Zero will be awarded for task submission 6 days or more past due date
- Parents will be notified

2. Absences

If a student is absent on the day of an assessment task, it is their responsibility to see their teacher or the faculty Head Teacher in order to submit relevant documentation outlined below and complete or submit the task upon their return. Explained absences will result in an allocation of class time for task completion or a new submission date as required.

Occasionally it is not in a student's best interest to engage with an assessment task (e.g. mental wellbeing). In these instances, a member of the Senior Executive may make the decision to allow the student to be given an estimated based on the learning demonstrated at other times during the course.

Failure to provide documentation about their absence will result in:

- Zero mark or E Grade will be awarded for task submission 6 days or more past due date with a negative Entry in SENTRAL Stage 4 OR with an N Determination Warning for Stages 5 and 6.
- Parents will be notified.

Years 7 – 10:

a) *Absence due to Illness*

Where a student is absent and does not submit a task due to illness a:

- Doctor's certificate (*that indicates the illness on the due date of the task*) AND/OR
- A letter from home
MUST be submitted on the day of return.

b) *Absence due to Misadventure*

Misadventure is a serious incident/situation that warrants consideration. Where a student is absent due to misadventure and does not submit a task:

- a letter from home AND/OR
 - other documentary evidence
- MUST be submitted** on the day of return.

c) *Planned Absence due to Commitments*

If a student knows about the absence in advance (family holiday, work placement, unavoidable community commitment), the subject Head Teacher will work with the student and family to provide an alternate or adjusted task that is to be completed PRIOR to the absence.

Preliminary Higher School Certificate:

Students will be made aware that there is an expectation they are available for all assessments and only:

- in the most exceptional circumstances AND
- on receipt of an individual letter of request

will assessments be moved or altered to accommodate avoidable absence. This is to prepare them for the rigidity of HSC assessment procedures.

a) *Absence due to Illness*

Where a student is absent and does not submit a task due to illness a Doctor's certificate (*that indicates the illness on the due date of the task and should not be backdated*) AND a letter from home **MUST be submitted** on the day of return.

b) *Absence due to Misadventure*

Misadventure is a serious incident/situation that warrants consideration. Where a student is absent due to misadventure and does not submit a task:

- a letter from home AND/OR
 - other substantial documentary evidence
- MUST be submitted** on the day of return.

c) *Planned Absence due to Commitments*

If a student knows about the absence in advance (family holiday, work placement, unavoidable community commitment), the subject Head Teacher will work with the student and family to provide an alternate or adjusted task that is to be completed PRIOR to or AFTER the absence as deemed appropriate.

3. Truancy

It is unacceptable for a student:

- To truant an in-class assessment task
- Truant any period prior to the time of submission for an assessment task
- Truant the period of an in-class assessment task in order to complete/prepare for a task

4. Non Serious Attempt

If a student makes a non-serious attempt in a hand-in or class based examination they

may be issued a Warning of an 'N' Determination stipulating that they will be required to re-do/re-submit the task by the revised date.

The student will receive a mark of zero for that task but be entitled to a written feedback from the teacher on the revised submission.

5. Academic Misconduct

If it becomes apparent that a student has cheated, plagiarised (with or from another student or a resource) or disrupted an examination the Principal is to be informed. The Head teacher, Deputy Principal and Principal will assess the individual circumstances.

Parents will be informed of the situation, NESA advice will be sought and marks/grades may be adjusted and other consequences may be put in place. These will vary in accordance with the proportion of work deemed compromised and may include:

- A percentage of reduction in mark including a potential zero grade
- Warning of Suspension
- Suspension
- Negative referral on SENTRAL
- After School Detention.

2022 Preliminary HSC Assessment Schedule

Week	Term 1, 2022	Term 2, 2022	Term 3, 2022
1		SLR – Task 2 PDHPE – Task 1	
2		Japanese – Task 1 IPT – Task 1	IPT – Task 2
3			
4	Chem - Task 1	Mathematics Standard – Task 2 Society & Culture – Task 2 Visual Design – Task 2 Work Studies – Task 2 Music 1 – Task 2 Visual Design – Task 2	PDHPE – Task 2
5	Japanese Continuers – Task 1	Business Studies – Task 2 Geography – Task 2 Legal Studies – Task 2 Mathematics Advanced – Task 2 Mathematics Extension 1 – Task 2	SLR – Task 3
6	Skills in Vocational Pathways – Task 1 Mathematics Standard – Task 1 Retail Services – Task 1 Sports Coaching – Task 1 Physics – Task 1	Skills in Vocational Pathways – Task 2 Industrial Technology – Task 2 Retail Services – Task 2 Sports Coaching – Task 2 Japanese Continuers – Task 2 Investigating Science – Task 2	Skills in Vocational Pathways – Task 3 Retail Services – Task 3 Sports Coaching – Task 3 Photography, Video & Dig Imagery – Task 3
7	Mathematics Extension 1 – Task 1 Society & Culture – Task 1 SLR – Task 1		Business Studies – Task 3 English Studies – Task 3 Industrial Technology – Task 3 3 Music 1 - Task 3 Visual Design – Task 3 Work Studies – Task 3
8	Task 1 Legal Studies – Task 1 Mathematics Advanced – Task 1 Visual Design – Task 1 EES – Task 1	Biology – Task 2 EES – Task 2 Chemistry – Task 2 Japanese – Task 2	<i>Assessment Free Week</i>
9	Geography – Task 1 Work Studies – Task 1 English Studies – Task 1 Investigating Science – Task 1 Biology – Task 1	CAFS – Task 2 Earth & Environmental Science – Task 2 English Advanced – Task 2 English Standard – Task 2 English Studies – Task 2 English EAL/D – Task 2 English Extension 1 – Task 2 Modern History – Task 2 Physics – Task 2	<i>Yearly Exams</i>
10	Ancient History – Task 1 CAFS – Task 1 English Advanced – Task 1 English Standard – Task 1 English EAL/D – Task 1 English Extension 1 – Task 1 Industrial Technology – Task 1 Music 1 - Task 1 Visual Arts – Task 1 Photography, Vid & Dig Image-Task 1 Modern History – Task 1	Ancient History – Task 2 Visual Design – Task 2 Photography, Video & Dig Image – Task 2	
11	Please Note: Most Subjects, but not all subjects, have yearly exams scheduled for Term 3 Weeks 9 and 10.		

Faculty: CAPA, Course: Ceramics

In this Subject you will cover:-

Module Number	Hours	Title
1	40	Introduction to Ceramics (Core)
2 (Integrated module)	4-6	Work Health and Safety

Optional modules:

Module Number	Hours	Title
3	20-40	Handbuilding
4	20-40	Throwing
5	20-40	Sculptural Forms
6	20-40	Kilns
7	20-40	Glaze Technology
8	20-40	Casting
9	20-40	Surface Treatment
10	20-40	Mixed Media
11	20-40	Ceramics Project

COMPONENTS

- A Making
- B Critical Study/Historical Study

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Due Term , Week	Due Term , Week	Due Term , Week
A	70			
B	30			
Total Marks	100			

Course Outcomes:

- M1: generates a characteristic style that is increasingly self-reflective in their ceramic practice
- M2: explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works
- M3: investigates different points of view in the making of ceramic works
- M4: explores ways of generating ideas as representations in the making of ceramic works
- M5: engages in the development of different techniques suited to artistic intentions in the making of ceramic works
- M6: takes into account issues of Work Health and Safety in their practice
- CH1: generates in their critical and historical investigations ways to interpret and explain ceramic works and practices
- CH2: investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations
- CH3: distinguishes between different points of view in their critical and historical studies
- CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics
- CH5: recognises how ceramic works are used in various fields of cultural production

Faculty: CAPA, Course: Music 1

In this Subject you will cover:-

Preliminary Course Assessment Components

Students will complete tasks in the four key learning areas listed below to demonstrate an understanding of the Concepts of Music in a range of genres. Each area is equally weighted in the Preliminary course.

- C Performance
 - Performing solo and ensemble music of various genres, periods and styles with different types of technology.
 - Incorporating improvisation in performances.
 -
- D Composition
 - Experimenting, improvising, arranging, structuring, notating and using different forms of technology
- E Musicology
 - Identifying and commenting on the concepts of music in a variety of genres
 - Use of different types of technology in the presentation of information.
- F Aural
 - Discriminate between sounds and to make judgements about their use in a wide range of musical styles, periods and genres.

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Due Term 1, Week 10	Due Term 2, Week 10	Due Term 3, Week 7
		Composition Task	Performance Task	Musicology/ Aural Task
		OUTCOMES 3, 7, 8	OUTCOMES 1, 5, 9	OUTCOMES 2, 4, 6
A	25		25	
B	25	25		
C	25			25
D	25		10	15
Total Marks	100	25	35	40

Music 1 Course Outcomes:

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

Faculty: CAPA, Course: Visual Arts

In this Subject, you will cover:-

Preliminary Course Assessment Components

The mandatory components and weightings for the Preliminary course are set out below.

A Knowledge and understanding of *Art Criticism and Art History*:

Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

B Skills in Artmaking:

Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Due Term 1, Week 10	Due Term 2, Week 8	Due Term 3, Week 9/10
		Research Task + Practical Portfolio VAD1	Portfolio/VAD tasks	Yearly Exam
		OUTCOMES P1, P4, P6, P10	OUTCOMES P2, P3, P5, P7	OUTCOMES P7,P8,P9, P10
A	50	20	30	
B	50	10	10	30
Total Marks	100	30	40	30

Visual Arts Course Outcomes

- 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.

Faculty: CAPA, Course: Visual Design

In this Subject you will cover:-

Component
Designing and Making Artworks
Critical and Historical Studies

Preliminary HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESAs is to be based on the HSC course only.

- A Knowledge and understanding of **Designing and Making Artworks**:
- Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment.
- B Skills in **Critical and Historical Studies**:
- Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Due	Due	Due
		Term 1, Week 8	Term 2, Week 10	Term 3, Week 7
		Portfolio 1 and Research	Portfolio 2	Ceramic Vessel VDD
		OUTCOMES CH1, CH DM1, DM2	OUTCOMES DM3, DM6, CH2, CH3	OUTCOMES CH4, DM4, DM5
A	70	20	30	20
B	30	15	5	10
Total Marks	100	35	35	30

Visual Design Course Outcomes

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

Note: DM - Design and Making
CH - Critical and Historical Studies

Faculty: CAPA Course: Photography, Video & Digital Imaging

In this subject you will cover:-

Preliminary Course Assessment Components

The mandatory components and weightings for the Preliminary course are set out below.

Knowledge and understanding of Making Photographic works.

Students will develop knowledge, skills and understanding, through the making of photographs, and/or video and/or digital images, that lead to and demonstrate conceptual and technical accomplishment.

Skills in Critical and Historical Studies

Students will develop knowledge, skills and understanding that lead to an increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Due Term 1, Week 10	Due Term 2, Week 10	Due Term 3, Weeks 6
		Portfolio collection of works and diary	Portfolio 2 collection of works, diary and research task	Portfolio 3 Collection of works, diary and research task
		OUTCOMES M4 M5 M6	OUTCOMES M1 CH1 CH2 CH5	OUTCOMES M2 M3 CH3 CH4
A	70	35	15	20
B	30		15	15
Total Marks	100	35	30	35

Photography, Video and Digital Media Course Outcomes

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital works
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Note: M - Making
CH - Critical and Historical Studies

Faculty: English, Course: Drama

In this Subject, you will cover:

<i>Module</i>	<i>Topic</i>
Part I:	Improvisation, Playbuilding, Acting
Part II:	Elements of Production in Performance
Part III:	Theatrical Traditions and Performance Styles

Components:

A Making
 Performing
 Critically studying

Components	Weighting %	Task 1	Task 2	Task 3
		Due Date Term – Week	Due Date Term – Week	Due Date Term – Week
A	40			
B	30			
C	30			
Total	100			

Course outcomes

- 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 contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P2.5 understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others

- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
- P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

Faculty: English, Course: English Advanced

In this Subject, you will cover:-

Module
Common Module: Reading to Write – <i>Dreams and Reality</i>
Module A: Narratives that Shape our World - <i>Perspectives</i>
Module B: Critical Study of Text – <i>Crossing Moral Boundaries</i>

Objectives
<p>Knowledge, Understanding and skills. Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • communicate through speaking, listening, reading, writing, viewing and representing • use language to shape and make meaning according to purpose, audience and context • think in ways that are imaginative, creative, interpretive and critical • express themselves and their relationships with others and their world • learn and reflect on their learning through their study of English.
<p>Values and attitudes. Students will value and appreciate:</p> <ul style="list-style-type: none"> • the importance of the English language as a key to learning • the personal enrichment to be gained from a love of English, literature and learning • the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences • the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing • the role of language in developing positive interaction and cooperation with others • the diversity and aesthetics of language through literary and other texts • the independence gained from thinking imaginatively, creatively, interpretively and critically.

Components		
A	Knowledge and understanding of course content	50%
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
	TOTAL	100%

Preliminary HSC Course Assessment Components Common Module – Reading to Write

Students undertake intensive and close reading of quality texts from a variety of modes and media to develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers.

Assessment 1:

Imaginative text and reflection

Module A: Narratives that Shape our World

Students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values. They consider the powerful role of stories and storytelling as a feature of narrative in past and present societies, communities and historical eras.

Assessment 2:

Multimodal presentation - Viva Voce

Module B: Critical Study of Text

Students develop analytical and critical knowledge, understanding and appreciation of a literary text. Through increasingly formed personal responses to the text in its entirety, students develop understanding of the distinctive qualities of the text and notions of textual integrity.

Assessment 3:

Yearly Examination

Components	Weighting %	Task 1	Task 2	Task 3
		Due Date	Due Date	Due Date
		Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9-10
		Imaginative text and reflection	Multimodal presentation Viva Voce	Yearly Examination
		Outcomes EA11-3, EA11-5, EA11-9	Outcomes EA11-2, EA11-3, EA11-7, EA11-9	Outcomes EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-8
A	50	15	20	15
B	50	15	20	15
Total	100	30	40	30

English Advanced Course Outcomes:

- EA11-1** responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
- EA11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
- EA11-3** analyses and uses language forms, features and structures of texts, considers appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.
- EA11-4** strategically uses knowledge, skills and understanding of language concepts and literary devices into new and different contexts.
- EA11-5** thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.
- EA11-6** investigates and evaluates the relationships between texts.
- EA11-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.
- EA11-8** explains and evaluates cultural assumptions and values in their texts and their effects on meaning.
- EA11-9** reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop an independent learner.

Faculty: English, Course: English Standard

In this Subject, you will cover:-

Module
Common Module: Reading to Write – <i>Dreams and Reality</i>
Module A: Contemporary Possibilities – <i>Multimodal Texts</i>
Module B: Close Study of Text – <i>Crossing Boundaries</i>

Objectives
<p>Knowledge, Understanding and skills. Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> ● communicate through speaking, listening, reading, writing, viewing and representing ● use language to shape and make meaning according to purpose, audience and context ● think in ways that are imaginative, creative, interpretive and critical ● express themselves and their relationships with others and their world ● learn and reflect on their learning through their study of English.
<p>Values and attitudes. Students will value and appreciate:</p> <ul style="list-style-type: none"> ● the importance of the English language as a key to learning ● the personal enrichment to be gained from a love of English, literature and learning ● the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences ● the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing ● the role of language in developing positive interaction and cooperation with others ● the diversity and aesthetics of language through literary and other texts ● the independence gained from thinking imaginatively, creatively, interpretively and critically.

Components		
A	Knowledge and understanding of course content	50%
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
	TOTAL	100%

Preliminary HSC Course Assessment Components

Common Module – Reading to Write

Students undertake intensive and close reading of quality texts from a variety of modes and media to develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey ideas, relationships, endeavours and scenarios.

Assessment 1:

Imaginative text and reflection

Module A: Contemporary Possibilities

Students extend their knowledge, understanding and appreciation of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to digital, multimedia, multimodal and nonlinear texts.

Assessment 2:

Multimodal presentation - Viva Voce

Module B: Close Study of Text

Students develop their knowledge and appreciation of substantial literary print text. Through their close study of and personal responses to texts in its entirety, students develop an understanding of the ways language features, text structures and stylistic choices can be used in literary texts.

Assessment 3:

Yearly Examination

Components	Weighting %	Task 1	Task 2	Task 3
		Due Date Term 1, Week 10	Due Date Term 2, Week 9	Due Date Term 3, Weeks 9-10
		Imaginative text and reflection	Multimodal presentation Viva Voce	Yearly Examination
		Outcomes EN11-3, EN11-5, EN11-9	Outcomes EN11-2, EN11-3, EN11-6, EN11-7	Outcomes EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-8,
A	50	15	20	15
B	50	15	20	15
Total	100	30	40	30

English (Standard) Course Outcomes:

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, ideas and arguments.

EN11-6 investigates and explains the relationships between texts.

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds.

EN11-8 identifies and explains cultural ways texts can represent personal and public worlds.

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

Faculty: English, Course: English Studies

In this Subject, you will cover:-

Module
Mandatory module: Achieving through English – <i>English in education, work and community.</i>
Module F: MiTunes and Text – <i>English and the language of song.</i>
Module K: The Big Screen – <i>English in filmmaking</i>

Objectives
<p>Knowledge, Understanding and skills. Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: communicate through speaking, listening, reading, writing, viewing and representing use language to shape and make meaning according to purpose, audience and context think in ways that are imaginative, creative, interpretive and critical express themselves and their relationships with others and their world learn and reflect on their learning through their study of English.</p>
<p>Values and attitudes. Students will value and appreciate: the importance of the English language as a key to learning the personal enrichment to be gained from a love of English, literature and learning the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing the role of language in developing positive interaction and cooperation with others the diversity and aesthetics of language through literary and other texts the independence gained from thinking imaginatively, creatively, interpretively and critically.</p>

Components		
A	Knowledge and understanding of course content	50%
B	Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	50%
	TOTAL	100%

Preliminary HSC Course Assessment Components

Mandatory Module: Achieving through English – English in education, work and community.

Students are required to read, view, listen to and compose a wide range of texts including print and multimodal texts.

Assessment 1: Employment Package

Elective Modules (2-4)

Module F: MiTunes and Text – English and the language of song

Assessment 2: Multimodal Presentation

Module K: The Big Screen – English in filmmaking

Assessment 3: Learning Portfolio

Components	Weighting %	Task 1	Task 2	Task 3
		Due Date Term 1, Week 9	Due Date Term 2, Week 9	Due Date Term 3, Week 7
		Mandatory Module: Achieving through English	Elective Module: MiTunes and Text	All modules
		Outcomes ES11-1, ES11-4, ES11-5 ES11-6	Outcomes ES11-2, ES11-3, ES11-6, ES11-7, ES11-8	Outcomes ES11-1, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10
A	50	15	15	20
B	50	15	15	20
Total	100	30	30	40

English Studies Course Outcomes:

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

Faculty: English, Course: English Extension 1

In this Subject, you will cover:-

Module
Module: Texts, Culture and Value – <i>Appropriating Literary Influences</i>
Research Related Project

Objectives
<p>Knowledge, Understanding and skills. Through responding to and composing a wide range of complex texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • articulate understanding through speaking, listening, reading, writing, viewing and representing • craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts • express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values • express understanding of how cultural, historical and social contexts are represented in critical and creative texts • reflect on and evaluate their own processes of learning and creativity.
<p>Values and attitudes. Students value and appreciate:</p> <ul style="list-style-type: none"> • the importance of independent thinking, investigation and experimentation as a key to learning • the personal enrichment to be gained from a love of English and an appreciation of the diversity and aesthetics of literature • the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences • the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing.

Components		
A	Knowledge and understanding of the texts and why they are valued	50%
B	Skills in complex analysis composition and investigation	50%
	TOTAL	100%

Preliminary HSC Course Assessment Components

Module: Texts, Culture and Value – Appropriating Literary Devils

Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.

Assessment 1: Imaginative response

Research Related Project

The project provides opportunities for students to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts studied in this module to their own selected texts. They develop an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects.

Assessment 2: Multimodal Presentation

Assessment 3: Yearly Examination

Component	Weighting %	Task 1	Task 2	Task 3
		Due Date Term 1, Week 10	Due Date Term 1, Weeks 9-10	Due Date Term 3, Weeks 9-10
		Imaginative response	Multimodal Presentation	Yearly Examination
		Outcomes EE11-2, EE11-3, EE11-6	Outcomes EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	Outcomes EE11-1, EE11-2, EE11-3, EE11-4, EE11-5
A	50	15	20	15
B	50	15	20	15
Total	100	30	40	30

English Extension 1 Course Outcomes:

EE11-1 demonstrates and applies considered understanding of the dynamic relationship between the text, purpose, audience and context, across a range of modes, media and technologies.

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

EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts.

EE11-4 develops skills in research methodology to undertake effective independent investigation.

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

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

Faculty: HSIE, Course: Aboriginal Studies

In this Subject, you will cover:

<i>Module</i>	<i>Topic</i>
Part I:	Aboriginality and the Land (20% of indicative course time)
Part II:	Heritage and Identity (30% of indicative course time)
Part III:	International Indigenous Community: Comparative Study (25% of indicative course time)
Part IV:	Research and Inquiry Methods: Local Community Case Study An aspect of the local community from pre-contact to the present (25% of indicative course time)

Components:

- A Knowledge and understanding of course content
- B Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives
- C Research and inquiry methods, including aspects of the Local Community Case Study
- D Communication of business information, ideas and issues in appropriate forms

Components	Weighting %	Task 1	Task 2	Task 3
		Due Date	Due Date	Due Date
		Term – Week	Term – Week	Term – Week
A	40			
B	15			
C	20			
D	25			
Total	100			

Course outcomes

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

Faculty: HSIE, Course: Ancient History

In this Subject, you will cover:

Module	Topic
Part I: Investigating Ancient History	(a) The Nature of Ancient History (b) Case Studies
Part II: Features of Ancient Societies	Students study at least TWO ancient societies through an investigation of: <ul style="list-style-type: none"> • a different key feature for each society, OR • one key feature across the societies selected.
Part III: Historical Investigation	The investigation may be undertaken as a standalone study or integrated into any aspect of the Preliminary course

Components:

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

Components	Weighting %	Task 1	Task 2	Task 3
		Due Date	Due Date	Due Date
		Term 1 – Week 10	Term 2 – Week 10	Term 3 – Week 9-10
		Case Study: Source analysis	Historical Investigation	Yearly Examination
		AH11-4, AH11-5, AH11-6, AH11-9, AH11-10	AH11-1, AH11-5, AH11-6, AH11-8, AH11-9, H11-10	AH11-2, AH11-3, AH11-5, AH11-6, AH11-7, AH11-9
A	40	10	10	20
B	20	10	5	5
C	20	5	15	5
D	20	10	5	
Total	100	35	35	30

Course Outcomes

- AH11-1** describes the nature of continuity and change in the ancient world
- AH11-2** proposes ideas about the varying causes and effects of events and developments
- AH11-3** analyses the role of historical features, individuals and groups in shaping the past
- AH11-4** accounts for the different perspectives of individuals and groups
- AH11-5** examines the significance of historical features, people, places, events and developments of the ancient world
- 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

Faculty: HSIE, Course: Business Studies

In this Subject, you will cover:

<i>Module</i>	<i>Topic</i>
Nature of business	The focus of this topic is the role and nature of business in a changing business environment
Business management	The focus of this topic is the nature and responsibilities of management in the business environment.
Business planning	The focus of this topic is the processes of establishing and planning a small to medium enterprise.

Components:

- A. knowledge and understanding of course content
- B. Stimulus- based skill
- C. Inquiry and research
- D. Communication of business information, ideas and issues in appropriate forms.

Components	Weighting %	Task 1	Task 2	Task 3
		Due Date	Due date	Due Date
		Term 1 – Week 8	Term 2 – Week 5	Term 3 – Week 7
		Media File	Exam	Business Plan
		P2, P3, P7, P9, P10	P1, P2, P3, P5, P6	P3, P4, P6, P7, P8, P9, P10
A	40	10	25	5
B	20	15		5
C	20	5		15
D	20		10	10
Total	100	30	35	35

Course Outcomes:

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

Faculty: HSIE, Course: Geography

In this Subject, you will cover:

Module	Topic
Biophysical Interactions	Geographical investigation of biophysical processes and how an understanding of these processes contributes to sustainable management
Global Challenges	Geographical study of the social, cultural, political, economic and environmental challenges which are occurring at the global scale
Senior Geography Project	The nature of geographical inquiry and its application to a practical research project

Components:

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

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Due Date Term , Week	Due Date Term , Week	Due Date Term , Weeks
A	40			
B	20			
C	20			
D	20			
Total	100			

Course Outcomes:

- 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

Faculty: HSIE Course: Legal Studies

In this Subject, you will cover:-

<i>Module</i>	<i>Topic</i>
CORE: The Legal System	Students develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions.
CORE: The Individual and the law	Students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports.
CORE: Law in Practice	Students investigate contemporary issues that illustrate how the law operates in practice.

Components:

- A Knowledge and understanding of course content
- B Analysis and evaluation
- C Inquiry and research
- D Communication of Legal Studies information, issues and ideas in appropriate forms

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Due Date Term 1 – Week 8	Due Date Term 2 - Week 5	Due Date Term 3 – Week 9-10
		Media File: Research/ Case Study	Case Study: In Class Essay	Yearly Examination
		OUTCOMES P3, P4, P6, P8, P10	OUTCOMES P1, P2, P5, P9	OUTCOMES P1, P2, P4, P7, P9
A	40	10	10	20
B	20	5	5	10
C	20	10	10	
D	20	5	5	10
Total	100	30	30	40

Course Outcomes:

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

Faculty: HSIE, Course: Modern History

In this Subject, you will cover:

<i>Module</i>	<i>Topic</i>
Investigating Modern History A. The Nature of Modern History B. The American Civil War C. Meiji Restoration	Case studies are inquiry-based investigations into historical features, individuals, groups, events or concepts in modern history. They are oriented towards the problems and issues of investigating the past. Provide students with opportunities to: <ul style="list-style-type: none"> • Study the various ways historians investigate and construct the past, the types of questions they ask, the explanations they give and the issues they raise • Question, analyse and interpret sources.
Historical Investigation	The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest.
The Shaping of the Modern World - World War I	Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.

Components:

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

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 – Week 11	Term 2 – Week 9	Term 3 – Week 9-10
		Case Study: Source Analysis	Historical Investigation	Yearly Examination
		MH11-1, MH11-4, MH11-6, H11-7	MH11-3, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	MH11-2, MH11-5, MH11-6, MH11-7, MH11-9
A	40	10	10	20
B	20	10	5	5
C	20		15	5
D	20	10	5	5
Total	100	30	35	35

Course Outcomes:

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

Faculty: HSIE, Course: Society and Culture

In this Subject, you will cover: -

Module	Topic
The Social and Cultural World	The focus of this study is the interactions occurring between persons and within and between groups, both in the contemporary world and in societies across time.
Personal and Social Identity	The focus of this study is the process of socialisation, and the development of personal and social identity in individuals and groups in a variety of social and cultural settings
Intercultural Communication	The focus of this study is to understand how people in different social, cultural and environmental settings behave, communicate and perceive the world around them so that they can better understand each other and their world.

Components:

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

Components	Weighting %	TASK 1	TASK 2	TASK 4
		Due	Due	Due
		Term 1 Week 7	Term 2 Week 4	Term 3 Week 9/10
		Social Research Task	Personal Development & Social Theory Task	Yearly Examination
		P1, P2, P6, P8	P3, P4, P5, P7, P9	P1, P2, P3, P5, P10
A	5	5	15	30
B	30	20	10	
C	20	5	5	10
Total	100	30	30	40

Course Outcomes:

- P1 identifies and applies social and cultural concepts
- P2 describes personal, social and cultural identity
- P3 identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures P6 differentiates between social and cultural research methods

- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

Faculty: HSIE, Course: Work Studies

In this Subject, you will cover:

Module
Core Study – My Working Life
Module 1 – In the Workplace
Module 3 – Workplace Communication
Module 10 – Experiencing Work

Preliminary HSC Course Assessment Components Core Study – My Working Life

This module focuses on assisting students to take responsibility for planning and implementing their career plan and revising it as required.

Module 1 – In the Workplace

This module focuses on employers, their expectations of employees and their responsibilities towards them.

Module 3 – Workplace Communication

This module focuses on providing students with knowledge of the different types of communication in the workplace and with skills to apply them effectively.

Module 10 – Experiencing Work

This module focuses on providing students with actual experiences in the workplace.

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Due Term 1 - Week 9	Due Term 2 - Week 4	Due Term 3 - Week 7
		My Working Life Presentation	Communication Skills Portfolio	Workplace Rights case Study
		OUTCOMES 2, 5	OUTCOMES 2, 4, 5	OUTCOMES 3, 7, 9
Skills	70	25	25	20
Knowledge & Understanding	30	10	10	10
Total	100	35	35	30

Work Studies Course Outcomes:

1. Investigates a range of work environments
2. Examines different types of work and skills for employment
3. Analyses employment options and strategies for career management
4. Assesses pathways for further education, training and life planning
5. Communicates and uses technology effectively
6. Applies self-management and teamwork skills
7. Utilises strategies to plan, organise and solve problems
8. Assesses influences on people's working lives
9. Evaluates personal and social influences on individuals and groups

Faculty: Mathematics, Course: Mathematics Advanced

In this subject you will cover:

Topic
Working with Functions (F1)
Trigonometric Functions 1 (Trigonometry and Measure of Angles) (T1)
Trigonometric Functions 2 (Trigonometric Functions and Identities) (T2)
Introduction to Differentiation (C1)
Logarithms and Exponentials (E1)
Probability and Discrete Probability Distributions (S1)

Preliminary Course Assessment Components

The mandatory components and weightings for the Preliminary course are set out below. The internal assessment grade submitted to NESAs is to be based on the Preliminary course only.

	Component	Weighting %
A	<u>Concepts, skills and techniques</u> Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50
B	<u>Reasoning and communication</u> Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50

Components	Weighting %	Task 1	Task 2	Task 3
		Due	Due	Due
		Term 1, Week 8	Term 2, Week 5	Term 3, Week 9/10
		Class test	Assignment/ investigation	Yearly Examination
		Topic: F1	Topic: C1	Topics: F1, T1 T2, C1, E1, S1
		Outcome(s) assessed	Outcome(s) assessed	Outcome(s) assessed
		MA11-1, MA11-2 MA11-8, MA11-9	MA11-1, MA11-5 MA11-8, MA11-9	MA11-1, MA11-2 MA11-3, MA11-4 MA11-5, MA11-6 MA11-7, MA11-8 MA11-9
A	50	20	10	20
B	50	15	15	20
Total	100	35	25	40

Mathematics Advanced Course Outcomes:

- MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9** provides reasoning to support conclusions which are appropriate to the context

Faculty: Mathematics, Course: Mathematics Standard

In this Subject, you will cover:

<i>Topic</i>
Formulae and Equations
Linear Relationships
Applications of Measurement
Working with Time
Money Matters
Data Analysis
Relative Frequency and Probability

Components

A Understanding, Fluency and Communicating

B Problem Solving, Reasoning and Justification

Components	Weighting %	Task 1	Task 2	Task 3
		Due Term 1, Week 6	Due Term 2, Week 4	Due Term 3, Week 9
		Mathematical Assignment/ Investigation Topics F1.2	Take home Assignment Topics S2, M1.2	Yearly Examination Topics F1.1, F1.2, A1, A2, S1, S2, M1, M2
		Outcomes assessed MS11-1, MS11-2 MS11-3, MS11-4 MS11-6, MS11-9 MS11-10	Outcomes assessed MS11-3, MS11-4 MS11-6, MS11-8 MS11-9, MS11-10	Outcomes assessed MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-7, MS11-8 MS11-9, MS11-10
A	50	15	15	20
B	50	15	15	20
Total %	100	30	30	40

Mathematics Standard Course Outcomes:

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

Faculty: Mathematics, Course: Mathematics Extension 1

In this subject you will cover:

Topics	Subtopics
Functions	ME-F1 Further Work with Functions ME-F2 Polynomials
Trigonometric Functions	ME-T1 Inverse Trigonometric Functions ME-T2 Further Trigonometric Identities
Calculus	ME-C1 Rates of Change
Combinatorics	ME-A1 Working with Combinatorics

Preliminary Course Assessment Components

The mandatory components and weightings for the Preliminary course are set out below. The internal assessment mark submitted to NESAs is to be based on the Preliminary course only.

	Component	Weighting %
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50

Components	Weighting %	Task 1	Task 2	Task 3
		Due Term 1, Week 7	Due Term 2, Week 5	Due Term 3, Week 9/10
		Class Test Topic: F1	Assignment/ Investigation Topics: F1, F2	Yearly examination Topics: F1, F2, T1, T2, C1, A1
		Outcome(s) assessed ME11-1 ME11-2 ME11-7	Outcome(s) assessed ME11-1 ME11-2 ME11-5 ME11-7	Outcome(s) assessed ME11-1 ME11-2 ME11-3 ME11-4 ME11-7
A	50	18	12	20
B	50	17	13	20
Total	100	35	25	40

Mathematics Extension 1 Course Outcomes:

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

Faculty: PDHPE

Course: Community and Family Studies (CAFS)

In this Subject, you will cover:-

<i>Module</i>	<i>Topic</i>
Core Module One	Resource Management
Core Module Two	Individuals and Groups
Core Module Three	Families and Communities

Preliminary Course Assessment Components

The mandatory components and weightings for the Preliminary course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the Preliminary course only.

- A Knowledge and understanding of course content
- B Skills in critical thinking, research methodology, analysing and communicating

Components	Weighting %	Task 1	Task 2	Task 3
		Due Term 1 – Week 10	Due Term 2 – Week 9	Due Term 3 – Weeks 9/10
		Core 1 Resource Management	Core 2 Individuals & Groups	Yearly Exam
		OUTCOMES P1.1, P1.2, P4.1, P5.1	OUTCOMES P2.3, P4.1, P4.2	OUTCOMES 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, 7.1, 7.2, 7.3, 7.4
A	40	10	15	15
B	60	25	20	15
TOTAL	100	35	35	30

CAFS Course Outcomes

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

Faculty: PDHPE

Course: Personal Development, Health & Physical Education (PDHPE)

In this Subject, you will cover:

<i>Module</i>	<i>Topic</i>
Core Module One	Better Health for Individuals
Core Module Two	Body in Motion
Option Module One	First Aid
Option Module Three	Fitness Choices

Preliminary Course Assessment Components

The mandatory components and weightings for the Preliminary course are set out below. The assessment grade submitted to the Board of Studies is to be based on the Preliminary course only.

- A Knowledge and understanding of course content
- B Skills in critical thinking, research, analysis and communicating

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Due Term 1 Week 8	Due Term 2 Week 10	Due Term 3 Week 9/10
		Core 2 Body in Motion	Core 1 Better Health for Individual	Yearly Exam
		OUTCOMES P7, P10, P16,	OUTCOMES P2, P3, P16	OUTCOMES P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P15, P16, P17
A	40	10	15	15
B	60	25	20	15
TOTAL	100	35	35	30

PDHPE Course Outcomes:

A student:

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

Faculty: PDHPE, Course: Sport, Lifestyle and Recreation (SLR)

In this Subject, you will cover:

Module
Games and Sports Application I
Games and Sports Application II
Healthy Lifestyle
Resistance Training
Outdoor Recreation
Sports Coaching and Training

Preliminary Course Assessment Components

The mandatory components and weightings for the Preliminary course are set out below. The assessment grade submitted to NESA is to be based on the Preliminary course only.

- A Knowledge and understanding outcomes course content
- B Skills outcomes and content

Components	Weighting %	Task 1	Task 2	Task 3
		Due	Due	Due
		Term 1 – Week 6	Term 2 – Week 4	Term 3 – Week 8
		Outdoor Recreation	Games and Sports Applications I	Sports Coaching and Training
		OUTCOMES 1.3, 4.1	OUTCOMES 1.1, 3.1, 4.4	OUTCOMES 2.1, 3.2, 4.2
A	50	25	10	15
B	50	5	20	25
TOTAL	100	30	30	40

Sport, Lifestyle and Recreation Course Outcomes:

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.1 explains the principles of skill development and training
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.4 demonstrates competence and confidence in movement contexts

Faculty: Science, Course: Biology

In this Subject, you will cover:-

<i>Module</i>	<i>Topic</i>
1	Cells as the Basis of Life
2	Organisation of Living Things
3	Biological Diversity
4	Ecosystem Dynamics

HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

- A Skills in:
- develop skills in applying the processes of Working Scientifically.
- B Knowledge and Understanding of:
- develop knowledge and understanding of the structure and function of organisms
 - develop knowledge and understanding of the Earth's biodiversity and the effect of evolution.

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1, Week 9	Due: Term 2, Week 8	Due: Term 3, Week 9/10
		Secondary Source Investigation	Depth Study	Yearly Examination
		Outcomes BIO11-2, BIO11-4, BIO11-5, BIO11-8	Outcomes BIO11-1, BIO11-3, BIO11-5, BIO11-7, BIO11-10	Outcomes BIO11-6, BIO11-7, BIO11-9, BIO11-11
Skills in Working Scientifically	60	20	20	20
Knowledge and Understanding	40	10	20	10
Total Marks	100	30	40	30

Biology Course Outcomes:

- BIO11-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11-5 analyses and evaluates primary and secondary data and information
- BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11-7 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

Faculty: Science, Course: Chemistry

In this Subject, you will cover:-

<i>Module</i>	<i>Topic</i>
1	Properties and Structure of Matter
2	Introduction to Quantitative Chemistry
3	Reactive Chemistry
4	Drivers of Reactions

HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

- A Skills in:
- develop skills in applying the processes of Working Scientifically.
- B Knowledge and Understanding of:
- develop knowledge and understanding of the fundamentals of chemistry
 - develop knowledge and understanding of the trends and driving forces in chemical interactions.

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Due: Term 1, Week 4	Due: Term 2, Week 8	Due: Term 3, Week 9/10
		Research Task	Depth Study	Yearly Examination
		OUTCOMES CH11-4, CH11-5, CH11-8	OUTCOMES CH11-1, CH11-2 CH11-3, CH11-7, CH11-9	OUTCOMES CH11-6, CH11-9, CH11-10, CH11-11
Skills in Working Scientifically	60	20	30	10
Knowledge and Understanding	40	10	10	20
Total Marks	100	30	40	30

Chemistry Course Outcomes:

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

Faculty: Science Course: Earth & Environmental Science

In this Subject you will cover:

<i>Module</i>	<i>Topic</i>
1	Earth's Resources
2	Plate Tectonics
3	Energy Transformations
4	Human Impacts

Preliminary Course Assessment Components

The mandatory components and weightings for the Preliminary course are set out below. The internal assessment grade submitted to the NESA is to be based on the Preliminary course only.

Skills

- develop skills in applying the processes of Working Scientifically.

Knowledge and Understanding

- develop knowledge and understanding of the Earth's systems
- develop knowledge and understanding of the Earth's processes and human impacts.

Values and Attitudes

- develop positive, informed values and attitudes towards earth and environmental science
- recognise the importance and relevance of earth and environmental science in their lives
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge
- develop an appreciation of the influence of imagination and creativity in scientific research.

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1, Week 8	Due: Term 2, Week 9	Due: Term 3, Week 9/10
		Practical Investigation	Depth Study	Yearly Examination
		OUTCOMES EES11-3, EES11-6, EES11-8	OUTCOMES EES11-1, EES11-2, EES11-4, EES11-7, EES11-10	OUTCOMES EES11-5, EES11-6, EES11-9, EES11-11
Skills in Working Scientifically	60	20	30	10
Knowledge and Understanding	40	10	10	20
Total Marks	100	30	40	30

Earth and Environmental Science Course Outcomes:

- EES11-1 develops and evaluates questions and hypotheses for scientific investigation
- EES11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- EES11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11-5 analyses and evaluates primary and secondary data and information
- EES11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
- EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
- EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems
- EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

Faculty: Science, Course: Physics

In this Subject, you will cover:-

<i>Module</i>	<i>Topic</i>
1	Kinematics
2	Dynamics
3	Waves and Thermodynamics
4	Electricity and Magnetism

HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

- A Skills in:
- develop skills in applying the processes of Working Scientifically.
- B Knowledge and Understanding of:
- develop knowledge and understanding of fundamental mechanics
 - develop knowledge and understanding of energy.

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Due: Term 1, Week 6	Due: Term 2, Week 9	Due: Term 3, Week 9/10
		Practical Investigation	Depth Study	Yearly Examination
		OUTCOMES PH11-1, PH11-2, PH11-5	OUTCOMES PH11-1, PH11-3, PH11-4, PH11-7, PH11-9	OUTCOMES PH11-6, PH11-8, PH11-10, PH11-11
Skills in Working Scientifically	60	20	20	20
Knowledge and understanding	40	10	20	10
Total Marks	100	30	40	30

Physics Course Outcomes:

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

Faculty: TAS, Course: Industrial Technology

In this Subject, you will cover:

<i>Topic</i>
Industry Study
Design, Management and Communication
Production
Industry Related Manufacturing Technology

Preliminary Course Assessment Components

Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area

Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Due Term 1, Week 10	Due Term 2, Week 6	Due Term 3, Weeks 7
		Project 1	Industry Study	Project 2
		OUTCOMES P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	OUTCOMES P1.1, P1.2, P5.1, P6.1, P6.2, P7.1, P7.2,	OUTCOMES P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2, P6.1
A	40	10	20	10
B	60	30		30
Total Marks	100	40	20	40

Industrial Technology Course Outcomes

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

Faculty: TAS, Course: IPT
 In this Subject, you will cover:

<i>Topic</i>
Introduction to information skills and systems
Tools for information Processes
Developing Information Systems

Preliminary Course Assessment Components

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

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Due Term 2, Week 2	Due Term 3, Week 2	Due Term 3, Week 9/10
		Research Project	Building an information system (group Project)	Preliminary exam
		OUTCOMES P1.1, P2.1, 5.1, P6.2, P7.2	OUTCOMES P1.2, P2.2, P6.1, P6.2, P7.1	OUTCOMES P1.1, P1.2, P2.1, P2.2, P3.1, 4.1, P5.1,P6.1, P6.2, P7.1, P7.2
A	60	15	15	30
B	40	10	20	10
Total Marks	100	25	35	40

IPT Course Outcomes:

- P1.1 describes the nature of information processes and information technology
- P1.2 classifies the functions and operations of information processes and Information technology
- P2.1 identifies and describes the information processes within an information system
- P2.2 recognises and explains the interdependence between each of the information processes
- P3.1 identifies and describes social and ethical issues
- P4.1 describes the historical developments of information systems and relates these to current and emerging technologies.
- P5.1 selects and ethically uses computer based and non-computer based resources and tools to process information
- P6.1 analyses and describes an identified need
- P6.2 generates ideas, considers alternatives and develops solutions for a defined need
- P7.1 recognises, applies and explains management and communication techniques used in individual and team-based project work
- P7.2 uses and justifies technology to support individuals and teams

SECTION 4: Vocational Education and Training

A: An Introduction to the Assessment of Vocational Education and Training (VET) Courses

VET courses focus on the achievement of workplace competence to industry standards. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Dual Accreditation

Assessment for the Higher School Certificate VET Course within industry curriculum frameworks has two distinct purposes:

1. Assessment for Australian Qualification Framework (AQF) VET qualifications
2. Assessment for the Australian Tertiary Admission Rank (ATAR) and the Higher School Certificate (HSC)

Competency Based Assessment

Assessment for AQF certification is competency based. In keeping with the concept of competence is the integration of a wide range of skills, knowledge and attitudes. An integrated or holistic approach is used for the assessment of competence. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Some forms of assessment will be ongoing. Evidence of competence will be gathered on a regular basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written or practical tests, role plays and simulations.

A variety of assessment strategies are employed to assess the competence of students. Competency standards are the benchmarks for this assessment. Students must be deemed competent in all items in order to be eligible for the Certificate or Statement of Attainment they have nominated to complete.

Competency Records

Students will be required to keep a record of the Units of Competency (UOC) and Elements of Competency achieved. This will be updated by staff and distributed to students at each reporting period and stored electronically by their teacher at school.

Attendance

Students should attend a minimum 85% of course time in order to meet Department of Education and Communities requirements. 'N' Award warning letters may be sent to students who are not satisfactorily meeting minimum attendance requirements as this may affect the student's achievement of course outcomes, especially for development of practical skills.

HSC Examination and School-Based Examinations (Hospitality and Construction)

The HSC examination is independent of competency based requirements for AQF qualification. It is optional for students of 240 hour VET courses and intended for ATAR and HSC purposes only. In order to ensure that students at Ambarvale High School are equipped to exercise this option, all 240 hour VET framework students will be required to practice appropriate written skills by completing theory examinations. These examinations can be used as sources of evidence of competence in some units and therefore will contribute to the competency based assessment program. If the student wants a Higher School Certificate and ATAR, he or she must complete the

HSC examination.

Where a student has enrolled for the optional HSC examination but is unable to satisfactorily complete the examination an ESTIMATE may be used when calculating student results. The method to be used to develop an ESTIMATE is outlined on the individual Assessment Schedule for Construction, Hospitality and Retail.

Qualifications

Those students electing to leave at the conclusion of the Preliminary Course will be eligible for a Statement of Attainment toward the AQF Certificate in which they are enrolled. They must have completed all assessment items for the units listed, as well as 35 hours work placement. If the student progresses to the HSC course, they will achieve either a Statement of Attainment (SOA) towards an AQF certificate or Certificate II. (The specific qualification for each framework is shown with each assessment schedule in the Assessment booklet distributed to students)

Recognition of Prior Learning (RPL)

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for RPL for part of the course, or for 35 hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence. The VET committee will then determine whether or not the student is eligible. The VET teacher or the VET Coordinator can provide more information.

Work Placement

Work Placement is a mandatory requirement for each VET course. A total of 70 hours for a 240 hour 2 unit course have been assigned and must be completed. Work Placement will occur in both the Preliminary and HSC courses. Failure to complete Work Placement will render the student ineligible for the Award of a Preliminary credential in the VET course. Failure to complete 12 units of the Preliminary course will mean that the students are ineligible for the award of a HSC. Additional or extension competencies will require additional work placement hours to be completed.

Work Placement and RPL for work placement will be discussed in greater detail later. Students who complete all units of competency delivered will achieve the following Australian Qualification Framework (AQF) qualifications:

Framework/BEC	Qualification Code	Qualification Name
Retail Services	SIR30216	Certificate III in Retail
Skills For Work And Vocational Pathways	FSK20113	Certificate II Skills for Work and Vocational Pathways

B: Vocational Education and Training Complaints and Grievances

It is absolutely vital that complaints from students or employers are dealt with quickly and in a fair and transparent manner.

Complaints Handling Policy PD20020051 22/09/2011

- Provides policy and guidelines for handling **complaints**. While most **complaints** should be resolved informally with the relevant employee, there are provisions for the use of formal procedures depending on the nature and seriousness of the **complaint**.

Complaints Handling Guidelines PD20020051 28/04/2011

- Sets out the framework for a professional response according to the seriousness of the suggestion, **complaint** or allegation.
- The Complaints Handling Policy Guidelines document is available to the public on the Department's internet.

There have been no substantial changes made to the content of the document. However, the emphasis is now on dealing with complaints quickly and informally, wherever possible.

The guidelines have been designed as a web document, which allows the user to view the relevant section and to print it if required.

Parents, students or employers may need to access this information at:

<https://detwww.det.nsw.edu.au/policiesintra/category/search.do;jsessionid=996b1e75bc21f5588a403734312971893a2dbb0c651.e34Sa3eOb3qRaO0LbN0Pa3uMaxyKe0;jsessionid=996b1e75bc21f5588a403734312971893a2dbb0c651.e34Sa3eOb3qRaO0LbN0Pa3uMaxyKe0?level=Schools&categories=Schools%7Cpersonnel%7Ccomplaints+%26+conduct>

Our policy aims to:

- Encourage the resolution of problems by **informal** means wherever possible
- Ensure that concerns are dealt with quickly, fully and fairly
- Maintain good working relationships between all people involved with the school, institute or unit
- Provide effective responses and appropriate redress
- Be confidential
- Be unbiased

What can a complaint be about?

Anything to do with the business of the:

- Department of Education and Communities
- Our policies
- Our work methods
- A decision that we made
- The conduct of our staff

If we cannot deal with your complaint because we do not have the authority to do so, we will advise you where to submit your concerns.

Appeals Guidelines for VET

Ambarvale High School follows the guidelines when dealing with Illness or Misadventure appeals as stated by the Board of Studies, Teaching and Educational Standards.

Record of School Achievement (RoSA) and Higher School Certificate Appeals

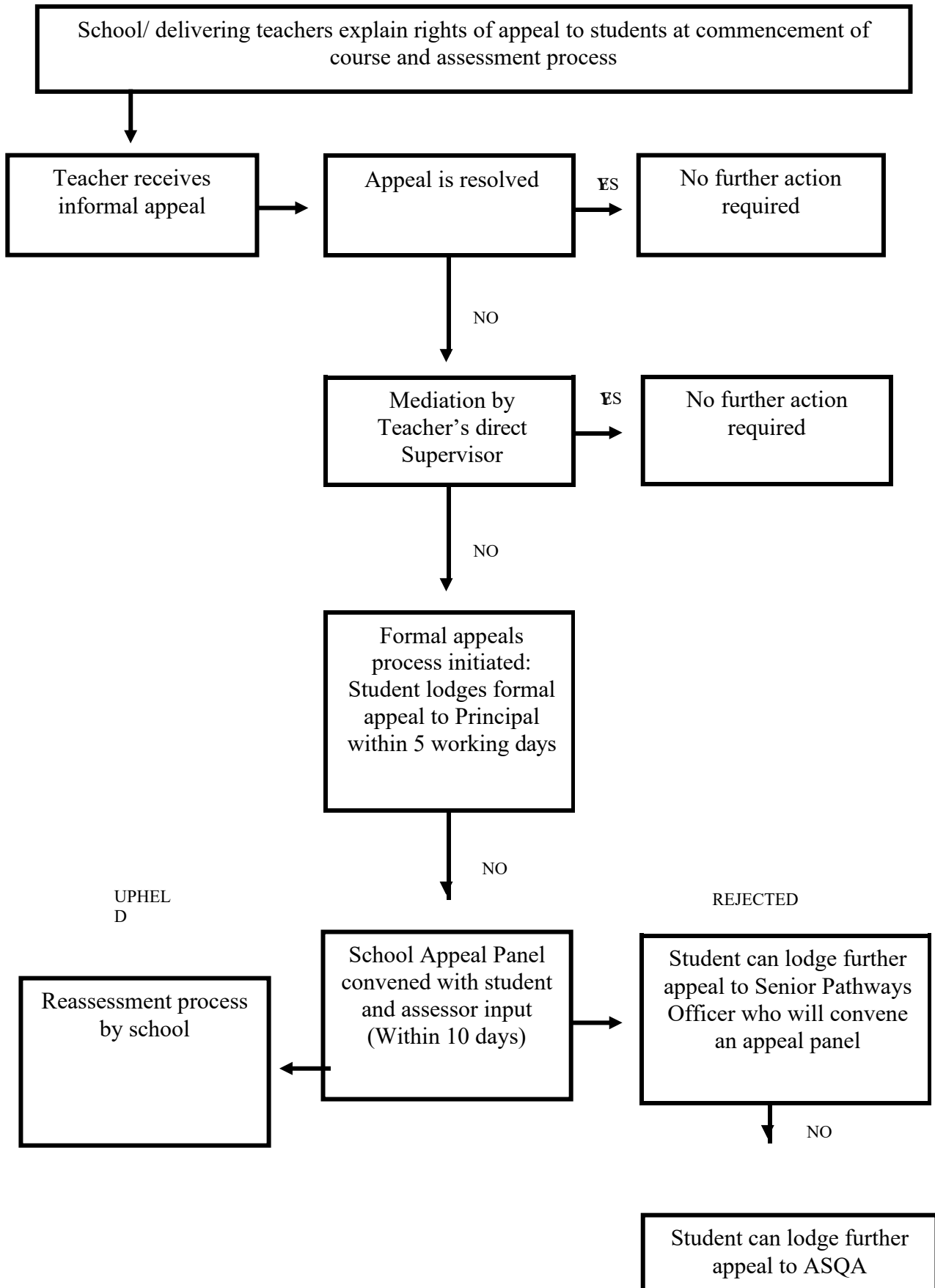
Schools and students may appeal against decisions concerning aspects of the award of Higher School Certificate and Record(s) of Achievement on a number of bases. These may be summarised

as follows:

- Student appeals on the grounds of illness/misadventure in a Higher School Certificate Examination(s)
- Student appeals against 'N' determinations in particular courses
- Student appeals against non-achievement of competencies
- Student appeals against the withholding of RoSA or Higher School Certificate credentials by NESAs.
- Student appeals need to be lodged with the Principal
- In the case of the VET subjects, the Head Teacher will discuss individual cases with the Principal for a decision
- Students will be asked to detail how their performance has been affected by the illness or misadventure
- Independent evidence from a health professional, police officer etc should be included where appropriate
- A letter detailing the appeal is sufficient for VET subjects which include student details, assessment the student is appealing, description of illness or misadventure, independent evidence gathered

When marked assessment tasks are returned to students, the student is required to sign the task accepting the teacher's determination of competence or rejecting it. If the student rejects the assessment, the appeals process will be implemented in line with Public School NSW Ultimo regional VET Handbook.

APPEALS FLOWCHART





Education

ULTIMO 90072

RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023

QUALIFICATION: SIR30216 Certificate III in Retail (Release 4)

Training Package: SIR Retail Services (Release 5)

NESA course code
2 U X 2 YR - 26911
HSC Exam: 26999
LMBR UI Code:
(11 OR 12)
SIR30216126911B

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation	
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	35 hrs Work placement % Preliminary Exam
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence	
Term 4-5	7 HSC UOCs						35 hrs Work placement % Trial HSC Exam
	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	Cluster D: Sales & Security Questioning, scenario, role play	
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours		245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education

ULTIMO 90072
SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2022 - HSC 2023

QUALIFICATION: SIS30519 Certificate III in Sport Coaching
 Training Package: SIS Sport, Fitness and Recreation (Version 4)

NESA Course:
50418
LMBR UI Code:
(11 or 12)
SIS30519150418

TERM	Unit Code	Units Of Competency	AQF CORE/ELECT	HSC STS	HSC IND HS	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term 1-2	5 Preliminary UOC's						240 Indicative hours over 2 years
	HLTWHS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	C E - E	C E	15 30	Cluster A: Tournament Time Direct Observation, Product Based Method and Questioning.	
Term 2-3	SISSSCO003 BSBRK401	Meet participant coaching needs Identify risk and apply risk management procedures	C C	C C	30 25	Cluster B: Playing it Safe Direct Observation, Product Based Method and Questioning.	Minimum 35 hrs mandatory work placement
Stand alone Unit Term 1-3	HLTAID003	Provide First Aid (to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)	C	C	20	Cluster F: First Aid Approved trainers will have access to the IVET learners' platform for RTO 90072 delivery and assessment OR Credit Transfer when this unit is delivered by another RTO. Please ensure school retains the Statement of Attainment from the external RTO for each student	
Term 4	5 HSC UOCs						
	SISSSOF002	Continuously improve officiating skills and knowledge	E-E	E	15	Cluster C: (Complete 2 of the 3 elective options) Officiating in Sport – Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation Strength and Conditioning – Fitness Portfolio, Session Plan and Fitness Diary, Session Delivery and Evaluation Inclusive Coaching – Questioning, Portfolio of Evidence, Coaching Session and Evaluation	
	SISXCAI009	Instruct strength and conditioning techniques	E-E	E	25		
	SISXDIS001	Facilitate inclusion for people with a disability	E-E	E	20		
Term 5-6	SISSSCO002 SISSCO005	Work in community coaching role Continuously improve coaching skills and knowledge	C C	C C	30 30	Cluster D: The Community Coach Research and Questioning, Portfolio of Evidence and Classroom Discussion	
Term 7	SISSSCO012	Coach sports participants up to an intermediate level	E-A	E	30	Cluster E: Next Level Coaching Direct Observation, Product Based Method and Questioning.	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours: 250/255		This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.		

