

Year 11 Assessment Schedule
Student Information
Preliminary Course

2017

KEIRA HIGH SCHOOL

Great traditions, a confident future.



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PRINCIPAL'S MESSAGE

This booklet has been prepared by Head Teachers, in consultation with Year 11 teachers, and conforms to the rules and procedures determined by the NSW Education Standards Authority (NESA) as published on the *Assessment, Certification and Examination (A.C.E.)* website which can be found at <http://ace.bos.nsw.edu.au>

The information in the booklet outlines the assessment program to enable students to successfully complete the Preliminary Course. In many ways, the policies and procedures resemble those required of Higher School Certificate students. By developing an organised approach to their workload, students will find it easier to cope with the demands of senior studies.

The purpose of this booklet is to set out the ways in which the final marks will be calculated from the scores you receive for a number of specified assessment tasks completed during your Preliminary year.

It is extremely important for you to continue to work consistently during 2017, and to complete all the assessment tasks on or before the due date. Your teachers will help you plan your work but remember that it is your responsibility to develop an appropriate work schedule.

It is important that you read the booklet carefully and discuss the information it contains with your parents/caregivers and teachers. If you have any questions regarding assessment procedures, you should talk, in the first instance, with the relevant Head Teacher and/or your Student Adviser.

Please keep this booklet in a safe place, as you will need to refer to it from time to time during the year.

I would also strongly recommend that all students read the relevant syllabus documents for each of their courses. These are available for perusal upon request from Head Teachers. A personal copy of each syllabus can be downloaded and printed from the NSW Education Standards Authority (NESA) website. (www.boardofstudies.nsw.edu.au)

I hope that you find Year 11 a challenging and exciting year. On behalf of the staff of Keira High School, may I wish all students the very best of luck throughout Year 11.

Mr D J Robson
Principal

INTERNAL ASSESSMENT PROCEDURES FOR THE PRELIMINARY COURSE

The assessment procedures allow students to demonstrate achievements over a broad range of tasks as well as allowing for a wider range of outcomes to be assessed than may be possible in an examination.

FORMULATING ASSESSMENTS

Each subject faculty will determine the tasks/activities that will contribute to the final assessment mark. The final assessment mark will be based on several syllabus components. These components are described in the specific subject information sections of this booklet. The components are weighted by the NSW Education Standards Authority (NESA) to reflect their value in terms of syllabus outcomes. Individual assessment tasks will reflect these weightings and will be expressed as a mark.

It is extremely important for students to understand that any Higher School Certificate or Preliminary Course candidate, who does not complete tasks worth more than 50% of the total assessment mark for a particular course, will be classified as not having satisfactorily studied that course.

In these circumstances, the course will not be included on the result notice and it may mean that the candidate will not be eligible for a Year 11 Record of Achievement. A Preliminary Course student must satisfactorily study at least twelve (12) units to qualify for a Year 11 Record of Achievement. This is a pre-requisite before the student can proceed to the Higher School Certificate Course.

REPORTING ASSESSMENTS

Candidates will be given an assessment rank at regular intervals throughout each Preliminary Course. These rankings will appear on the yearly school reports.

APPEAL FOR REVIEW OF ASSESSMENT RANKING

Students can request a review by the school of their Preliminary assessment ranking on the basis of their performance on assessment tasks throughout the course, if they consider that the school's final order of merit for a particular course is not consistent with their expectations.

ILLNESS AND MISADVENTURE

Illness and misadventure will not be compensated for when the school is determining the assessment marks of pupils. If possible, marks will be based on a substitute task, or, in exceptional circumstances, an estimate based on other evidence if the student has a valid reason, such as illness, for not completing that task/activity.

STANDARDS-REFERENCED ASSESSMENT

Teaching and learning is based on the syllabus. The most important sources for the syllabus standards are the outcomes and content. Performance standards are derived from the outcomes, from explicit statements of student performance and from the professional judgment of teachers. Both syllabus and performance standards must be considered during the programming of the course. Assessment provides a link between the two, the link between syllabus and performance standards is made through school assessment. Students undertake Preliminary Course assessment tasks that refer to syllabus outcomes, content, assessment components and component weightings.

CONCLUSION

If you have any questions regarding the assessment procedures, you are welcome to discuss them with your teacher, the Head Teacher or your Student Adviser. Parents who have any queries regarding Preliminary Course assessments may make an appointment to speak to a member of the school's Executive by telephoning the school on (02) 4229 4644.

PRELIMINARY COURSE ASSESSMENT POLICY

INTRODUCTION

Each student is responsible for completing any assessment task and submitting it on or before the published due date. If the assessment task is a test, each student must undertake the test on the published date. Further, it must be understood that, for the most part, an assessment task is an original and individual effort on the part of the student.

Students should maintain a calendar of assessment tasks for each Preliminary Course. This calendar will assist in planning a study regime to avoid unnecessary overload. Potential conflicts and/or work overload should be brought to the teacher's notice when a date is initially set.

A student having difficulty completing any assessment task before the due date should discuss their concerns with the appropriate Head Teacher.

Technology breakdowns are not a valid or acceptable excuse for late or non - submission of tasks.

Students will be given at least two weeks' notice in writing of the due date for any assessment task. Any change to the due date will also be provided in writing to each student.

1. LATE SUBMISSION OF AN ASSESSMENT TASK

1.1 When an assessment task is an assignment, each student is responsible for completing the assessment task and submitting it on or before the published due date. In exceptional circumstances, an extension of time may be sought and approved.

Specifically:

1.1.1 Students are required to submit each assessment task on or before the due date.

1.1.2 On the due date, each student must hand his/her assessment task to the class teacher (or the appropriate Head Teacher if the teacher is absent) by 8.45 am.

1.1.3 If the task is to be done in class, the student must be present from the beginning of the day.

1.1.4 In general, late submission of an assessment task will result in zero marks being awarded for that task.

1.1.5 All assessment tasks must still be undertaken, even if the student is in danger of being awarded zero marks, in order to ensure that the student is course complete.

1.2 In exceptional circumstances, a student may be granted an extension of time without incurring a penalty. Any student, who anticipates that he/she will not be able to submit an assessment task on the due date, may seek an extension of time with the appropriate Head Teacher (this should occur even with school-based activities). An application for an extension of time must be made in writing using the Missed Assessment Task/Late Submission of an Assessment Task Blue Form and countersigned by a parent/caregiver.

- 1.3 The Head Teacher will only grant an extension of time if:
- 1.3.1 The Student gives an acceptable and compelling reason for the impending late submission of the assessment task; and
 - 1.3.2 The extension of time is negotiated prior to the due date.

If the reason offered is acceptable no penalty will be incurred so long as the assessment task is submitted on or before the approved date. It is unlikely that an extension of time in excess of two (2) weeks will be granted.

- 1.4 Students are not to assume the extension of time will be granted. If the Head Teacher has not granted an extension of time, and the assessment task is submitted after the due date, the automatic penalty of zero marks awarded for the task will be applied.

An extension of time will not be granted if:

- 1.4.1 The reason offered is deemed unacceptable;
- 1.4.2 No reason is offered;
- 1.4.3 The student did not lodge a written application for an extension of time with the appropriate Head Teacher prior to the due date.

2. MISSED ASSESSMENT TASKS

When an assessment task is to be completed in class on a particular day, as in the case of a test or an examination, each student should be present at the published time. In exceptional circumstances, a student may be given special consideration if he/she is unable to complete that task at this time.

- 2.1 If the task is to be done in class, the student must be present from the beginning of the day.
- 2.2 If a student knows it is inevitable that he/she will miss an assessment task, or has missed an assessment task, he/she should contact the Head Teacher responsible for the course immediately the fact is known.
- 2.3 Except in unforeseen circumstances, any student who will be unable to undertake an assessment task on the published date should advise the appropriate Head Teacher of this matter prior to the published date.
- 2.4 If unforeseen circumstances, such as a serious illness, injury or emotional trauma prevents a student from submitting a task by the due date, the student is to approach the Head Teacher supervising the course, immediately upon returning to school. (It is advisable to contact the school by telephone to notify of impending absences).
 - 2.4.1 Written evidence such as a medical certificate must be provided with a completed Missed Assessment Task/Late Submission of an Assessment Task Blue Form to the Head Teacher. The Head Teacher, in consultation with the class teacher, will determine if the reason is acceptable. The Head Teacher has the prerogative to authorise either an extension of time for the original task or an alternate task to be completed. (Appointments with a doctor or dentist will generally not be deemed a sufficient reason for missing an assessment task. It is the responsibility of the student to reschedule such appointments).
- 2.5 If a Head Teacher deems that the reason offered by a student for missing an assessment task is unacceptable, the student will be awarded zero marks for the task.

- 2.6 Each Head Teacher will notify a student's parent/caregiver, in writing, that the student has missed the assessment task. This notification will be in the form of 'N' award letters.

3. CHEATING AND PLAGIARISING

In general, students will be expected to produce individual and original work as an assessment task. Head Teachers will determine the penalty to be imposed in cases where cheating or plagiarism is detected.

- 3.1 Significant cheating that is shown to affect the quality of the student's response in an assessment task will incur a 100% penalty. The work will be scored as a zero.
- 3.2 Deliberately breaking the rules under which the assessment task is to be completed will also incur a 100% penalty. This could include deliberate disruptive or unacceptable behaviour.
- 3.3 Plagiarism, (that is, unacknowledged quoting and/or copying of another person's work) will be penalised. For example, using the work of a published author or copying substantially from a website without acknowledgement is plagiarism. The penalty will be based on the degree to which the student has made an original contribution to completing the task.
- 3.4 If a student is suspected of plagiarism, it will be the responsibility of the student to provide evidence to show that the work is original. This may take the form of providing drafts, notes, sources, work samples from throughout the year, essay plans, a bibliography and so on. In the absence of strong evidence that satisfies the relevant Head Teacher, the original penalty will stand.
- 3.5 Students are not to be in the possession of a mobile phone during an assessment task. Mobile phones may not be brought into a classroom or exam centre under any circumstances.

4. ASSESSING STUDENTS WHO ENROL DURING A PRELIMINARY COURSE

Any student who has not been enrolled at Keira High School for all of a Preliminary Course may have missed assessment tasks. In such cases, the following procedures will be used to establish his/her assessment record.

- 4.1 The student's performance will be ranked according to scores obtained for the first assessment period report after enrolment at Keira High School. It may be necessary for Head Teachers to determine estimates for assessment tasks that the student missed in this assessment period, prior to enrolment.
- 4.2 This ranking will then be applied to scores obtained by the rest of the class in previous assessment periods.
- 4.3 The student will receive an estimated assessment for each of the previous periods based on this ranking.

5. DETERMINING AN ASSESSMENT RECORD FOR A STUDENT WHO REPEATS A PRELIMINARY COURSE

Students who repeat a course are only assessed on their new attempt at that course. If they are permitted to re-commence studies after the start of Year 11 for their repeat year, their assessment record is determined as for transferring students as outlined above.

6. ASSESSMENT REVIEWS

- 6.1 Any student who wishes to challenge the order of merit may do so by applying in writing to the Principal for a school review. The application must name the course and the specific areas of concern.
- 6.2 The Principal will form an Assessment Review Panel to consider the appeal. The panel will consist of the Principal, the Head Teacher of the course and the Student Adviser. (In the event that either the Head Teacher or the Student Adviser is the class teacher of the course subject to appeal, a Deputy Principal will take his/her place on the panel).
- 6.3 In conducting the review, the panel will focus on the school's procedures for determining the final assessment mark. The marks awarded for any individual assessment task will not be subject to review.

7. VOCATIONAL EDUCATION ASSESSMENT

This section should be read in conjunction with the school's overall Preliminary Course Assessment Policy. As with all other Preliminary Courses, students undertaking vocational educational courses may be deemed either satisfactory or unsatisfactory.

7.1 Satisfactory Completion of a Vocational Course

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

- 7.1.1 followed the course developed or endorsed by the NSW Education Standards Authority (NESA);
- 7.1.2 applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- 7.1.3 achieved some or all of the course outcomes.

7.2 Unsatisfactory Completion of a Vocational Course

If a student fails to undertake the mandatory work placement component of a vocational course, the Principal may deem that the student has not made a genuine attempt to satisfactorily complete the course and therefore may apply the "N" determination. The minimum mandatory hours spent in a workplace setting are 70 hours in the 240-hour course.

If at any time it appears that a student is at risk of being given an "N" determination in any vocational course, the Principal must follow the same procedure as for any other Preliminary Course. The student will be given written warning in sufficient time to correct any problems regarding the completion of course requirements.

Where a student receives an "N" determination in a vocational course, that course will not appear on the student's Record of Achievement.

7.3 Assessment In Vocational Courses

The purpose of assessment is to attribute competence on the basis of performance demonstrated against the assessment criteria. A student is judged as either competent or not yet competent.

Assessment in all vocational education courses is ongoing therefore students will be able to successfully complete competencies until the end of the course.

Teachers delivering vocational education courses will adopt a system of moderated assessment. This means that the assessment of competencies may be monitored not only by the teacher delivering the course, but also by another individual with the appropriate qualifications. This may be another staff member at either Keira High School or a nearby school, or a qualified assessor in industry.

Assessment of student achievement will meet the requirements to achieve dual accreditation. A record of demonstrated learning outcomes will be maintained. This is the Student Log. The Student Log forms a permanent record of learning outcomes demonstrated to industry standards. The Student Log does not generate a mark. The log will be verified by the Principal, as a true and accurate record of all learning outcomes demonstrated. Student Log books are progressively completed and a central, backup hardcopy along with an electronic copy will be kept and updated on a regular basis.

7.4 Formulating Assessments

Each subject faculty will determine the tasks that will contribute to assessing competencies in vocational courses. A list of the major tasks and the related competencies are described in the specific subject information sections of this booklet. It is also important to understand that some competencies are assessed in an ongoing informal manner during class time, or while students are observed at work placement.

7.5 Reporting Competencies

Students will be given a mid-course report and, at the beginning of Term 4, a Final Preliminary Course Report. These will contain modules/competencies that the student is competent in. Students will also have a copy of their logbook.

7.6 Re-Attempting Competencies

As assessment of competencies is ongoing, a student may, where practical, re-attempt the same or similar task, to prove competence. However, if a student fails to submit an assessment task on time or is absent without the necessary documentation he/she will be unable to make multiple attempts at achieving competency.

7.7 Students Transferring From Another School

The logbook from the student's previous school will act as an official record of all competencies gained so far during the course.

7.8 Vet Course Appeals

In the instance where a student appeals a decision made by their classroom teacher regarding an achievement of a competency, the Principal may organise for an independent assessment from an external assessor.

8. STUDENTS WITH SPECIAL EDUCATION NEEDS

- 8.1 Students with special education needs can meet the requirements of a Higher School Certificate by following a combination of study combining:
 - 8.1.1 Board Developed Life Skills Courses and/or
 - 8.1.2 Board Developed Courses and/or
 - 8.1.3 Board Endorsed Courses.
- 8.2 In each student's case, an individualized program of study will be developed.
- 8.3 The criteria for assessments for Life Skills courses in Stage 6 will reflect the levels identified in the Individual Transition Planning Process.
- 8.4 The assessment will indicate the student's achievements at the end of each course.
- 8.5 The school will complete a Profile of Student Achievement as provided by the NSW Education Standards Authority (NESA) for each student undertaking a Stage 6 Life Skills course.

**BOARD DEVELOPED COURSES
(BDC)**

**ABORIGINAL STUDIES
2 UNIT**

			TASK 1	TASK 2	TASK 3	TASK 4
			DUE: Term Week 1	DUE: Term 2 Week 10	DUE: Term 3 Week 6	DUE: Term 3 Week 8/9
OUTCOMES	COMPONENTS	WEIGHT %	Perspectives on Relationship to Country	International Comparative Study	Media File	Yearly Examination
P1.1, P2.2, P4.1	Knowledge and Understanding of Content	40	5	10		25
P1.2, P1.3, P3.1, P3.2	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15	10		5	
P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3	Research and Inquiry Methods	20		10	10	
P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3	Communication of information, ideas and issues in appropriate forms	25	5	10	5	5
	Total Weighting	100	20	30	20	30

**ANCIENT HISTORY
2 UNIT**

		Task 1	Task 2	Task 4	Task 5	
		Term 1 Week 8	Term 2 Week 7	Term 3 Week 5	Term 3 Week 8/9	
		History, Archaeology & Science Source Analysis	CASE STUDY Research	Historical Inquiry	YEARLY EXAM	
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total
		P1.1, P3.1, P4.1, P4.2	P1.1, P3.2, P3.3, P3.4	P1.1, P2.1, P3.1, P3.2, P3.6, P4.1, P4.2	P1.1, P2.1, P3.1, P3.2, P3.6, P4.1, P4.2	
Knowledge and understanding of content	40	10	10		20	40
Source-based skills	20	10		10		20
Historical Inquiry and Research	20		10	10		20
Communication of historical understanding in appropriate forms	20			10	10	20
Total Weighting	100	20	20	30	30	100

BIOLOGY 2 UNIT

		Task 1	Task 2	Task 3		
		Date	Term 1 Week 11	Term 2 Week 9		Term 3 Week 8/9
		Task	Practical/ Skills Task	Secondary Sources Investigation		Yearly Examination
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
Knowledge and understanding of: -The history, nature, and practice of Biology, applications and uses of biology and their implications for society and the environment, and current issues, research and developments in biology. -Cell ultrastructure and biological processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution.	40	P2, P9, P11, P12, P13, P14 10	P1, P5, P12, P13, P14 10	P3, P4, P6, P7, P8, P9, P10, P13, P14 20	40	
Skills in: -Planning and conducting first-hand investigations. -Gathering and processing first hand data. -Gathering and processing relevant information from secondary sources	30	15	15		30	
Skills in: -Communicating information and understanding. -Developing scientific thinking and problem-solving techniques. -Working individually and in teams	30	10	10	10	30	
Total Weighting	100	35	35	30	100	

**BUSINESS STUDIES
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 1 Week 8	Term 2 Week 6	Term 3 Week 6		Term 3 Week 8/9
		Task	Topic 1 Test Nature of Business	Topic 2 Business Management Research & Extended Response	Topic 3 Business Planning Research		Yearly Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
Knowledge and understanding of course content	40	P1, P2, P6, P7, P8 10	P1, P2, P4, P5, P6, P7, P8, P9, P10 10	P1, P2, P4, P6, P7, P8, P9, P10 20	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 20	40	
Stimulus - based Skills	20		10		10	20	
Inquiry Research	20			20		20	
Communication of business information, ideas, issues in appropriate forms	20		10	10		20	
Total Weighting	100	10	30	30	30	100	

CHEMISTRY 2 UNIT

		Task 1	Task 2	Task 3		
		Date	Term 1 Week 7	Term 2 Week 7		Term 3 Week 8/9
		Task	Secondary Sources Investigation	Practical/Skills Task		Yearly Examination
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
Knowledge and understanding of: - The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry -Atomic structure, the periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry	40	10	10	20	40	
Skills in: -Planning and conducting first-hand investigations -Gathering and processing first-hand data -Gathering and processing relevant information from secondary sources	30	15	15		30	
Skills in: -Communicating information and understanding -Developing scientific thinking and problem solving techniques -Working individually and in teams	30	10	10	10	30	
Total Weighting	100	35	35	30	100	

**COMMUNITY AND FAMILY STUDIES
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4		Term 3 Week 8/9
		Task	Report	Essay	Presentation		Preliminary Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
Knowledge of how the following impact on well-being: -Resource Management -Positive Relationships -Range of Societal Factors	40	P1.1, P4.2, P4.1, P6.1 10	P1.1, P2.1, P2.2, P2.3, P7.1, P7.4 20	P1.2, P2.4, P3.1, P3.2, P4.1, P4.2, P2.2 5	P2.2, P2.3, P2.4, P3.1, P3.2, P5.1, P6.2, P7.3 10	40	
Skills in: -Applying management to meet needs of individuals and groups and communities -Planning to take responsible action to promote well-being	25	10		5	10	25	
Knowledge and Skills in Research: -Methodology and research, critical thinking, analysing and communicating	35			25	10	35	
Total Weighting	100	20	20	30	30	100	

DESIGN AND TECHNOLOGY
2 UNIT

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 2 Week 4	Term 2 Week 7	Term 3 Week 7		Term 3 Week 9
		Task	Design Project 1	Research Assignment	Design Project 3		Yearly Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
Knowledge and Skills in: Innovation and Emerging Technologies	40	P2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2	P1.1, 2.1, 2.2, 4.1, 5.2, 5.3, 6.2	P1.1, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1	P1.1, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2	40	
Designing and Producing	60	15	5	25	15	60	
Total Weighting	100	15	20	40	25	100	

**DRAMA
2 UNIT**

	Task 1	Task 2	Task 3	Task 4		
	Date	Term 1 Week 6	Term 2 Week 3	Term 2 Week 8		Term 3 Week 8/9
	Task	Playbuilding Piece And Logbook	Essay	Creative Project And Concept		Exam
Syllabus components	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
	P1.1, P1.3, P1.4, P2.1, P2.2	P1.1, P1.3, P1.4, P2.1, P2.2	P1, P1.1, P1.2, P1.3, P1.6, P2.3, P2.4, P3.1, P3.3	P1.1, P1.2, P1.3, P1.4, P1.5, P2.1, P2.2, P2.3, P3.1, P3.2, P3.3		
Theatrical Traditions and Performance Styles 40		Making 20	Making 15	Critically Studying 5	40	
Improvisation, Playbuilding and Acting 40	Making 5 Performing 30			Critically Studying 5	40	
Elements of Production in Performance 20				Critically Studying 20	20	
Total Weighting 100	35	20	15	30	100	

**ENGINEERING STUDIES
2 UNIT**

		Task 1	Task 2	Task 3	
		Term 2 Week 2	Term 3 Week 5	Term 3 Week 8/9	
		Engineering Fundamentals Engineering Report	Biomedical Engineering Article	Yearly Exam	
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total
Knowledge and understanding of engineering principles and developments in technology	50	P1.1, P2.1, P3.2, P4.1, P4.2, P4.3,	P1.1, P1.2, P2.1, P2.2, P3.2, P3.3,	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	50
Skills in research, problem solving and communication related to engineering	30	10	10	10	30
Understanding of the scope and role of engineering including management and problem solving	20	5	5	10	20
Total Weighting	100	30	35	35	100

**ENGLISH ADVANCED
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 1 Week 8/9	Term 2 Week 9	Term 3 Week 6		Term 3 Week 8/9
		Task	Area of Study Common Unit	Elective 1	Elective 2		Yearly Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		P1, 2, 2A, 7, 12, 12A, 13	P4, 8	P6, 9	P3, 10		
Common Unit 'Change'	40	Part a) Speaking 15 Part b) Reading 10 Writing 5			Reading 10	40	
Elective 1 Shakespeare Othello	30		Viewing 10 Reading 10		Writing 10	30	
Elective 2 Close Study Speeches	30			Listening 15 Reading 5	Writing 10	30	
Total Weighting	100	30	20	20	30	100	

**ENGLISH ESL
2 UNIT**

		Task 1	Task 2	Task 3	Task 4	Task 5		
		Date	Term 1 Week 9	Term 2 Week 5	Term 2 Week 10	Term 3 Week 5		Term 3 Week 8/9
		Task	Area of Study	Area of Study	Elective 1	Elective 2		Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
Language Study Within an Area of Study	60	P1, 2, 3, 6, 13, 14 Speaking 20	P1, 2, 3, 6, 13, 14 Viewing & Representing 15 Writing 5	P7, 9, 10, 11	P4, 5, 8, 12	P3,10 Reading 10 Writing 10	60	
Elective 1: Aus Voices	20			Writing 15		Writing 5	20	
Elective 2: Purpose and Form	20				Listening 15	Listening 5	20	
Total Weighting	100	20	20	15	15	30	100	

**ENGLISH EXTENSION
1 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 2 Week 5	Term 2 Week 10	Term 3 Week 5		Term 3 Weeks 8/9
		Task	Research Task	Critical Essay In-Class	Portfolio + Oral Presentation (Tutorial)		Yearly Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		P1, 2, 3	P1, 2, 3	P1, 2, 4	P1, 2, 3, 4		
Knowledge and understanding of complex texts and of how and why they are valued	25	5	5	10	5	25	
Skills in: - Complex analysis - Sustained composition - Independent investigation	25	5	5	10	5	25	
Total Weighting	50	10	10	20	10	50	

**ENGLISH STANDARD
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 1 Week 8/9/10	Term 2 Week 8	Term 3 Week 5		Term 3 Week 8/9
		Task	Area of Study Common Unit	Elective 1	Elective 2		Yearly Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed P1, 5, 7, 11, 12, 13	Outcomes Assessed P4, 8, 9	Outcomes Assessed P2, 3, 6	Outcomes Assessed P3, 10	Total	
Common Unit 'Change'	40	Part a) Speaking 15 Part b) Reading 10 Writing 5			Reading 10	40	
Elective 1 Close Study Film	30		Viewing 10 Reading 10		Writing 10	30	
Elective 2 Conformity Poetry	30			Listening 15 Reading 5	Writing 10	30	
Total Weighting	100	30	20	20	30	100	

**FOOD TECHNOLOGY
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 1 Week 10	Term 2 Week 8	Term 3 Week 6		Term 3 Week 8/9
		Task	Culture Study	Research Project	Food Experiments		Yearly Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		P1.1, P1.2, P4.2	P3.1, P3.2, P4.3, P5.1	P2.2, P3.2, P4.4	P1.1, P1.2, P2.1, P2.2, P4.4, P3.1, P5.1		
Knowledge	20				20	20	
Research	30	10	15	5		30	
Experiment	30	5	5	20		30	
Design	20	10	10			20	
Total Weighting	100	25	30	25	20	100	

**INDUSTRIAL TECHNOLOGY
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 2 Week 2	Term 2 Week 8	Term 3 Week 7		Term 3 Week 9/10
		Task	Design Folio	Industry Study	Preliminary MDP And Folio		Prelim Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		P1, P6.1, P1.2, P6.2	P1, P6.1, P1.2, P6.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.3	P2.1, P2.2, P3.1, P3.2, P3.3, P4.3, P1, P6.1, P1.2, P6.2		
Knowledge and understanding of the organisation and management of manufacturing processes and techniques used by the focus area industry	40		15	10	15	40	
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	60	15	5	15	25	60	
Total Weighting	100	15	20	25	40	100	

**LEGAL STUDIES
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 1 Week 10	Term 2 Week 6	Term 3 Week 4		Term 3 Week 8/9
		Task	Written Response The Legal System	Test Individual and the Law	Research and Response Law in Practice		Yearly Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed P1, P2, P3, P5, P9	Outcomes Assessed P1, P2, P4, P5, P6, P9	Outcomes Assessed P1, P2, P3, P4, P5, P6, P7, P8	Outcomes Assessed P1, P2, P3, P4, P7, P9	Total	
Knowledge and understanding of course content	60	5	15	10	30	60	
Research	20	5	5	10		20	
Communication	20	5	5	10		20	
Total Weighting	100	15	25	30	30	100	

**MATHEMATICS
2 UNIT**

		Task 1	Task 2	Task 3	
		Term 1 Week 8	Term 2 Week 5	Term 3 Week 9/10	
		Task	Class Test	Half Yearly Exam	
Syllabus components	Weighting from syllabus specification	Outcomes Assessed P1, P2, P3, P4	Outcomes Assessed P1, P2, P3, P4, P5	Outcomes Assessed P1, P2, P3, P4, P5, P6, P7, P8	Total
Concepts, Skills and Techniques	50	12	18	20	50
Reasoning and Communication	50	13	17	20	50
Total Weighting	100	25	35	40	100

MATHEMATICS EXTENSION 1
1 UNIT

		Task 1	Task 2	Task 3		
		Date	Term 2 Week 5	Term 3 Week 2		Term 3 Week 8/9
		Task	Half Yearly Exam	Class Test		Yearly Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		PE1, PE2, PE3, PE6	PE1, PE2, PE3, PE6	PE1, PE2, PE3, PE6, P1-P8		
Concepts, Skills and Techniques	50	18	10	22	50	
Reasoning and Communication	50	17	10	23	50	
Total Weighting	100	35	20	45	100	

**MATHEMATICS GENERAL
2 UNIT**

		Task 1	Task 2	Task 3	
		Term 1 Week 8	Term 2 Week 3	Term 3 Week 9/10	
		Task Class Test	Half Yearly Exam	Yearly Exam	
Syllabus components	Weighting from syllabus specification	Outcomes Assessed MGP-VA MGP-1 MGP-2 MGP-3 MGP-5 MGP-6 MGP-7 MGP-9 MGP-10	Outcomes Assessed MGP-1 To MGP-10	Outcomes Assessed MGP-1 To MGP-10	Total
Concepts, Skills and Techniques	50	10	20	20	50
Reasoning and Communication	50	15	15	20	50
Total Weighting	100	25	35	40	100

**MODERN HISTORY
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 1 Week 9	Term 2 Week 6	Term 3 Week 1		Term 3 Week 8/9
		Task	Source Analysis and Extended Research	Research Essay	Individual Research and Oral Presentation		Yearly Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		P2.1, P3.3, P3.4, P4.1	P1.1, P2.1, P3.2, P5.2, P6.1	P1.2, P3.1, P3.2, P3.5, P4.2	P1.1, P4.2		
The Fall of the Romanovs	25	20			5	25	
The Decolonisation of Indochina	25		20		5	25	
Historical Investigation	20			20		20	
Core Study The World at the Beginning of the 20 th Century	30				30	30	
Total Weighting	100	20	20	20	40	100	

**MUSIC - COURSE 1
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 2 Week 5	Term 2 Week 10	Term 3 Week 7		Term 3 Week 8/9
		Task	<p>TOPIC 1</p> <p>Performance of two pieces. One piece must be from Topic 1, the other piece can be from Topics 1, 2 or 3</p> <p>TOPIC 2</p> <p>Detailed, concept based aural analysis of three pieces which are representative of the topic.</p>	<p>TOPIC 2</p> <p>Musicology Research Project</p> <p>Composition and Process Diary in style of chosen topic. Fully notated and recorded</p>	<p>TOPIC 3</p> <p>Musicology Research Project</p> <p>Composition Test</p>		<p>Yearly Exams</p> <p>Performance Present two performance pieces to formal performance standard (Week 8)</p> <p>Written Aural Discuss concepts of music in response to a variety of musical excerpts (Week 9)</p>
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed		
		P4, P5, P6 P1, P2, P3, P7, P9	P2, P3, P4, P6, P7, P8	P2, P3, P4, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P9	Total	
Musicology	25		10	15		25	
Composition	25		10	15		25	
Performance	25	10			15	25	
Aural	25	10			15	25	
Total Weighting	100	20	20	30	30	100	

**PDHPE
2 UNIT**

		Task 1: Exam (Core 2)	TASK 2: Scenario Analysis (Option 1)	TASK 3: Research task (Core 1)	Task 4: Lab report (Option 3)	Task 5: Yearly Exam (Core 1, Core 2, Op 3)
		Outcomes: P7, P8, P9, P17	Outcomes: P4, P6, P12	Outcomes: P1, P2, P3, P4, P5, P6	Outcomes: P10, P15, P16, P17,	Outcomes: P1, P2, P3, P4, P5, P6, P10
COMPONENTS	WEIGHT %	Due: T1, W9	Due: T2, W4	Due: T2, W10	Due: T3, W6	Due: T3, W9
Knowledge and understanding of: <ul style="list-style-type: none"> • Factors that affect health • The way the body moves 	40	20		10		10
Skills in: <ul style="list-style-type: none"> • Influencing personal and community health • Taking action to improve participation and performance in physical activity 	30		10		10	10
Skills in critical thinking, research and analysis	30		10	10		10
TOTAL	100	20	20	20	10	30

**PHYSICS
2 UNIT**

		Task 1	Task 2	Task 3	
		Term 1 Week 9	Term 3 Week 4	Term 3 Week 8/9	
		Practical/Skills Task	Secondary Sources Investigation	Yearly Exam	
Syllabus components	Weighting from syllabus specification	Outcomes Assessed P2, P9, P11, P12, P13, P14	Outcomes Assessed P1, P5, P12, P13, P14	Outcomes Assessed P3, P4, P6, P7, P8, P9, P10, P13, P14	Total
Knowledge and understanding of: - The history, nature, and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and developments in physics. - Kinematics and dynamics, energy, waves, fields and matter	40	10	10	20	40
Skills in: - Planning and conducting first hand investigations - Gathering and processing first hand data - Gathering and processing relevant information from secondary sources	30	15	15		30
Skills in: - Communicating information and understanding - Developing scientific thinking and problem solving techniques - Working individually and in teams	30	10	10	10	30
Total Weighting	100	35	35	30	100

SENIOR SCIENCE

		Task 1	Task 2	Task 3		
		Date	Term 1 Week 9	Term 2 Week 10		Term 3 Week 8/9
		Task	Practical/Skills Task	Secondary Sources Investigation		Yearly Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		P2, P9, P11, P12, P13, P14	P1, P5, P12, P13, P14	P3, P4, P6, P7, P8, P9, P10, P13, P14		
Knowledge and understanding of: - The history, nature, and practice of science ⁵⁶ , applications and uses of physics and their implications for society and the environment, and current issues, research and developments in physics. - Kinematics and dynamics, energy, waves, fields and matter	40	10	10	20	40	
Skills in: - Planning and conducting first hand investigations - Gathering and processing first hand data - Gathering and processing relevant information from secondary sources	30	15	15		30	
Skills in: - Communicating information and understanding - Developing scientific thinking and problem solving techniques - Working individually and in teams	30	10	10	10	30	
Total Weighting	100	35	35	30	100	

**SOCIETY & CULTURE
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 1 Week 7	Term 2 Week 7	Term 3 Week 5		Term 3 Week 8/9
		Task	Research and Report Social and Cultural World	Oral Task Personal and Social Identity	Primary Research and Class Response Intercultural Communication		Yearly Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		P1, P3, P5, P6, P10	P2, P3, P5, P6, P8, P9, P10	P1, P3, P4, P7, P8, P10	P1, P3, P4, P7, P8, P9, P10		
Knowledge and Understanding of Course Content	50	5	10	10	25	50	
Application and Evaluation of Social and Cultural Research Methodologies	30	10	5	10	5	30	
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5	20	
Total Weighting	100	20	20	25	35	100	

**VISUAL ARTS
2 UNIT**

		Task 1	Task 2	Task 3	Task 4	Task 5	
Date		Term 1 Week 9	Term 2 Week 3	Term 2 Week 8	Term 3 Week 7	Term 3 Week 8/9	
Task		Research and VAD	Essay	Artwork VAD	BOW	Yearly Exam	
Syllabus components	Weighting from syllabus specification	Outcomes Assessed P1, P2, P3, P4, P8, P10	Outcomes Assessed P7, P9	Outcomes Assessed P1, P4, P5 P6,	Outcomes Assessed P1, P2, P3, P4, P5, P6	Outcomes Assessed P7, P8, P9, P10	TOTAL
ART MAKING	50	10		10	30		50
CRITICAL and HISTORICAL	50	10	10	10		20	50
Total weighting	100	20	10	20	30	20	100

**BOARD ENDORSED COURSES
(BEC)**

**ENGLISH STUDIES
2 UNIT**

		Task 1	Task 2	Task 3	Task 4	Task 5		
		Date	Term 1 Week 8	Term 2 Week 8	Term 3 Week 5	Term 3 Week 8		Term 3 Week 8/9
		Task	Module 1	Module 2	Module 3	Portfolio		Yearly Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed P1, 2, 3, 4	Outcomes Assessed P1, 2, 3, 4	Outcomes Assessed P1, 2, 3, 4	Outcomes Assessed P1, 2, 3, 4	Outcomes Assessed P1, 2, 3, 4	Total	
Module 1	30	20				10	30	
Module 2	30		20			10	30	
Module 3	30			20		10	30	
Continuous Portfolio	10				10		10	
Total Weighting	100	20	20	20	10	30	100	
		Playing the Game	Achieving through English	Part of the Family				

**SPORT, LIFESTYLE AND RECREATION
2 UNIT**

Components	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5	Total
		Aquatic Pool Bronze	Sports Coaching Program and Presentation	Fitness Assessment	Practical Assessment	Exam	
		Term 1 Week 8	Term 2 Week 1 - 6	Term 3 Week 1 - 5	Term 1, 2, 3	Term 3 Week 8	
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	
		1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 2.1, 2.5, 3.1, 3.2, 3.6, 4.1, 4.2, 4.4	1.1, 1.3, 2.1, 2.5, 3.1, 3.2, 3.6, 4.1, 4.2, 4.4, 4.5	
Aquatics	20	20 (Practical)					20
First Aid	5					5	5
Sports Coaching	20		20				20
Fitness	15			10 (Practical)		5	15
Resistance Training	15					15	15
Games and Sports Application One (Invasion Games)	25				20 (Practical)	5	25
Total Weighting	100	20	20	10	20	30	100

**WORK STUDIES
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 1 Week 7	Term 2 Week 7	Term 3 Week 5		Term 3 Week 8/9
		Task	CORE Personal Investigation My Working Life	MODULE Option 1	MODULE Option 2		Yearly Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed 1,2,3,4	Outcomes Assessed 5,6,7	Outcomes Assessed 1,9	Outcomes Assessed 1,2,7,9	Total	
Knowledge And Understanding	30	10	5	5	10	30	
Skills	70	10	25	25	10	70	
Total Weighting	100	20	30	30	20	100	

**VOCATIONAL EDUCATION
AND TRAINING COURSES
(VET)**

CONSTRUCTION – CERTIFICATE II CPC 20211
2 UNIT

UNITS OF COMPETENCY	UNIT TITLE	COMPETENCY ASSESSMENT
CPCCCM1012A	Work effectively and sustainably in the construction industry	Competency / Not Yet Competent
CPCCCM1013A	Plan and organise work	
CPCCCM1014A	Conduct workplace communication	
CPCCCM1015A	Carry out measurements and calculations	
CPCCCM2001A	Read and interpret plans and specifications	
CPCCCM2005A	Use construction tools and equipment	
CPCCOHS1001A	Work safely in the construction industry	
CPCCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

HOSPITALITY - CERTIFICATE II SIT 20213
2 UNIT

UNITS OF COMPETENCY	UNIT TITLE
BSBWOR203B	Work effectively with others
SITXCOM201	Show social and cultural sensitivity
SITWHS101	Participate in safe work practices
SITHIND201	Source and use information on the Hospitality Industry
SITXCCS202	Interact with customers
SITHIND202	Use hospitality skills effectively
SITXFSA101	Use hygienic practices for food safety
SITHFAB203	Prepare and serve non-alcoholic beverages
SITHFAB204	Prepare and serve espresso coffee
SITHFAB206	Serve food and beverage
SITHCCC101	Use food preparation equipment
SITXFSA201	Participate in safe food handling practices
SITHCCC103	Prepare sandwiches
BSBSU201A	Participate in environmentally sustainable work practices
SITHACS101	Clean premises and equipment

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

PLANNERS

TERM 1 – 2017

DAY/ WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

PLANNERS

TERM 2 – 2017

DAY/ WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

PLANNERS

TERM 3 – 2017

DAY/ WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					