

Preliminary Assessment Guide 2022



BRAIDWOOD CENTRAL SCHOOL

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Information for Senior Students and Parents/Caregivers

The following material is provided for the information of senior students at Braidwood Central School and their parents/caregivers regarding Preliminary Assessment. It is not definitive and reference should be made to school policy documents for further details.

Satisfactory Study of a Course

The NSW Education Standards Authority (NESA) expects students to have:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied themselves with diligence and sustained effort **to the set tasks and experiences provided in the course** by the school. This clause will apply to any students who ***continually hand in class work late, truant or who are absent without justification***, as determined by the NSW Department of Education;
- (c) achieved some or all of the course outcomes; and/or
- (d) completed all assessment tasks. However, if you fail to attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded an N-determination for that course.

Where a candidate has failed to satisfactorily study a course, the principal will:

- (a) apply a “N” (Non-completion) determination and advise NESA accordingly. Courses which were not satisfactorily completed will not be printed on Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- (b) advise the candidate of the submission and the right of appeal.

About the RoSA

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential and contains a student’s record of academic achievement up until the date they leave school. This could be at the end of Year 10 or up until and including the end of Year 12.

The RoSA records completed Year 10 and Year 11 courses and grades, and Year 12 HSC results for students not eligible for the HSC. It also records participation in any uncompleted Year 11 or Year 12 courses and the date of leaving school.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning. The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard for the HSC credential. Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with a Higher School Certificate testamur and have their results re-issued on a Record of Achievement.

While the RoSA credential is for school leavers, all Years 10, 11 and 12 students are able to access and print a Student eRecord via their NESA Students Online account. The eRecord is not a formal NESA credential but has the same information as a RoSA. The Student eRecord

is also available to schools via Schools Online. Schools can generate an eRecord to check the student's course information is correctly recorded. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student's Students Online account.

Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- completed the mandatory curriculum requirements for Years 7 to 10
- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy NESA curriculum and assessment requirements for the RoSA
- complied with the requirements of the Education Act.

RoSA grades and reporting of student achievement

The RoSA includes an A to E grade for all Year 10 and Year 11 courses the student has satisfactorily completed. Grades are:

- based on student achievement in their assessment work
- submitted to NESA in Term 4
- monitored by NESA for fairness and consistency.

Vocational Educational and Training (VET) and Life Skills courses are reported differently to graded courses.

VET

- Students who have undertaken a VET course as part of their RoSA will be issued with additional VET certification documentation that recognises their achievement towards a nationally recognised Australian Qualifications Framework (AQF) VET qualification.
- NESA distributes VET certification documentation on behalf of school system Registered Training Organisations (RTO).

Life Skills

- For every successfully completed Life Skills course, an accompanying Profile of Student Achievement is included with the RoSA.
- The Profile of Student Achievement lists all the Life Skills syllabus outcomes achieved by the student in each Life Skills course completed. NESA prints and issues the profile to school leavers along with their RoSA.
- Where students satisfactorily complete a Life Skills course, the course is listed on the RoSA with the annotation Refer to Profile of Student Achievement.

Commonly asked questions:

Q Will my parents or caregiver be informed of any non-attempt?

A Yes they will. Any such communication, including official warnings given to you, will be maintained as records.

Q Will my general behaviour throughout the year be taken into account for assessment purposes?

A Your behaviour may affect your ability to meet NESA requirement that “students apply themselves with diligence and sustained effort.” In addition, unsatisfactory participation in learning by a student over 17 years of age can result in that student’s place at school being declared vacant.

In simple terms:

You need to turn up to lessons, attempt all class work and submit assessment tasks on time in order to satisfactorily meet the requirements of each course.

Assessment Tasks

What is meant by assessment?

Assessment is the measurement of **actual student performance** in various tasks. It is not a measure of potential performance or an estimate of general ability.

Assessment tasks are used to determine Record of School Achievement grades in preliminary courses.

2 weeks before the due date

- Your teacher will issue you with a task notification
- You will sign to say you have received the task
- You will clarify your understanding of the task by asking your teacher questions
- If you are absent on the day a task is handed out it is your responsibility to see your teacher and collect the task (use the calendar in this book to work out when tasks will be issued)

On the day before the task is due

- You will check that you have completed the task and have it ready to hand in
- You will print out a submission cover sheet and complete it
- You will check your alarm clock is set and that you are ready to get to school on time

On the due date

- You will take your assessment task and completed submission cover sheet to homeroom
- The head teacher will collect your task and hand you back the task receipt
- You will sign on the sheet

2 weeks after the due date

- Your task should have been returned to you within 2 weeks
- Your feedback should include a grade, a **rank**, an indication of what you have done well and an indication of how you can improve
- If you wish to appeal your grade or the processes of the task you must do so within 5 days of your task being returned

Problems with assessment tasks

What happens if I know I will be away when an assessment task is due?

- You must approach the head teacher of the course, where possible at least two (2) full school days prior to the due date, giving your reasons in writing. Your parent or caregiver must sign this note.
- The head teacher will determine if an extension is required and communicate this with you and the course teacher
- SBAT/VET students should alert their teacher to their attendance pattern so that due dates will not clash with work placement where possible. The head teacher will negotiate a new submission date if this is required. If you are aware that a work placement clash exists, it is your responsibility to submit the assessment task before the due date. This could include electronic submission as negotiated with your teacher.

What happens if I don't submit my task on the due date?

- You will receive a zero
- If you have a valid reason for being absent from school you can complete an illness/misadventure form and take it to the head teacher of the course. The head teacher and the assessment coordinator will work together on determining whether an extension, a modified task or an estimate will be given.

What happens if I don't submit an assessment task?

- As well as receiving zero you will receive an N award letter
- Failure to submit tasks will result in unsatisfactory completion of a course and put your HSC in jeopardy.

Behaviours which will affect assessment results

Any of the following actions may incur a zero mark for any assessment task:

- a) cheating during an assessment task;
- b) copying from another student and claiming that work as your own; presenting an assignment which is clearly not your own work, this includes work completed by another individual on your behalf;
- c) allowing other students to copy your work;
- d) copying material with no due acknowledgement;
- e) disrupting an assessment task; and/or
- f) truancy or absence from an assessment task without providing a satisfactory explanation.
- g) A non-serious attempt. Non-serious attempts are determined through consultation between the course teacher and head teacher. Examples could include:
 1. an attempt being so poor as to be considered non-serious
 2. use of derogatory remarks or obscene language



People rarely make the mistakes listed above intentionally. More often they are a result of poor planning, a lack of balance between commitments or other stresses.

As soon as you start to feel as though you are not coping with assessment work you need to talk to someone at school. That could be your class teacher, student advisor, head teacher, counsellor, deputy or principal. All of these people are here to help you manage your assessment schedule with the rest of your life.

Examinations

All courses can have only a single formal examination. At Braidwood Central School this will take the form of a yearly examination. These examinations reflect aspects of the length and format of the real HSC examinations and as such are an excellent gauge of your progress at that point. The examinations are a formal process run by external supervisor. You will be provided with an examination timetable, normally spanning a week. You will complete examinations in place of your regular timetabled classes.

Because the examinations are a formal process you will need to comply with the following rules:

- You are not permitted to leave early unless you have permission from the supervisor due to a legitimate reason
- You are not permitted to take phones, devices or watches into the examination room
- You are not allowed to take notes or spare paper into the examination room
- You are only allowed to take clear water bottles with no labels into the examination room
- You are not allowed to borrow equipment during the examination

Illness/misadventure applications surrounding the examinations

- If you are going to be absent from the examinations you must **IMMEDIATELY** notify the deputy principal to make arrangements to sit for the examination(s) at a later date. You will not be able to sit for the examinations before the due date.
- If you are ill, it is necessary to contact the school **immediately**. A Doctor's Certificate will be required to cover an absence from an examination. You must complete an Illness/Misadventure Form as soon as you return to school after your absence. This form appears at the back of this booklet. You must then meet with the deputy principal to arrange a later date to sit for the examination(s). The new examination date(s) should be within two (2) weeks of your return to school.
- If you become ill **during** the examination, you are required to let the examination supervisor know **immediately**. You will then need to complete an illness/misadventure application within 1 week of the examination date. This will require supporting documentation such as a medical certificate. A medical certificate is not sufficient on its own.

Class Tests

Some course may have in class tests as part of their assessment schedule. These tests can take place at any point in the year and will normally be held in your regular classroom in a regular lesson. Although these tests are less formal, they are still assessable tasks and need to be completed in a serious and diligent manner. The rules and procedures listed above will also apply to class tests.

Changes, Appeals and Reviews

Changes to assessment tasks

The published dates in this book are a guide to what will occur across the year. However, dates and tasks may need to change due to unforeseen circumstances. If a change of task is required the course teacher will follow this process:

1. Consult with the assessment coordinator to ensure that the change of task does not cause student's undue burden. The assessment coordinator will check the assessment schedule and the school calendar before determining if a task should be moved to a new date.
2. If a task is changed students will receive and be asked to sign for a new notification sheet. The new notification will specify what aspects of the task have been changed (nature of the task, due date or both)

Appeals

Students may appeal assessment tasks on two grounds – the processes used in the assessment or the grade awarded for the assessment. If you wish to make an appeal you must complete the appeal form (found in the back of this book) and submit it to the relevant subject head teacher within 5 days of receiving your results. The head teacher will take your form to the appeal panel.

1. Processes

If you feel that any of the processes listed in this book were not followed by a teacher or if you feel that some other aspect of the administration of the task you have the right to make an appeal.

2. Grade

If the grade and rank for a task is not what you expected, then you may approach the relevant teacher for a re-assessment within five (5) full school days after results have been received.

If illness has affected your performance during the task, you must inform your class teacher (and, in the case of examinations, the deputy principal) immediately. A medical certificate may be required.

If the head teacher feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students.

Reviews

You can ask for a review of your final assessment. You should first approach the relevant head teacher. If that is not satisfactory then you should see the deputy principal. If the matter is still not resolved then a panel comprising the principal, the deputy principal and the relevant head teacher will examine the matter and come to a final decision. This procedure applies to all courses including Frameworks courses.

You have 5 days from the time you are notified of your final assessment rank in which to lodge a formal, written appeal, using the *Student Appeal Form*. No appeals will be considered after this date.

Withdrawing from a course

Students at the completion of year 11 can withdraw from a course of study, as long as they continue to study 10 units. Students must continue their current pattern of study to a satisfactory level until the beginning of 2023. Students who wish to drop a subject during term 4 of 2022 will need to meet with Mr Wall and then have a meeting with their parents, Mr Wall and Miss Salzke.

Guide to Referencing

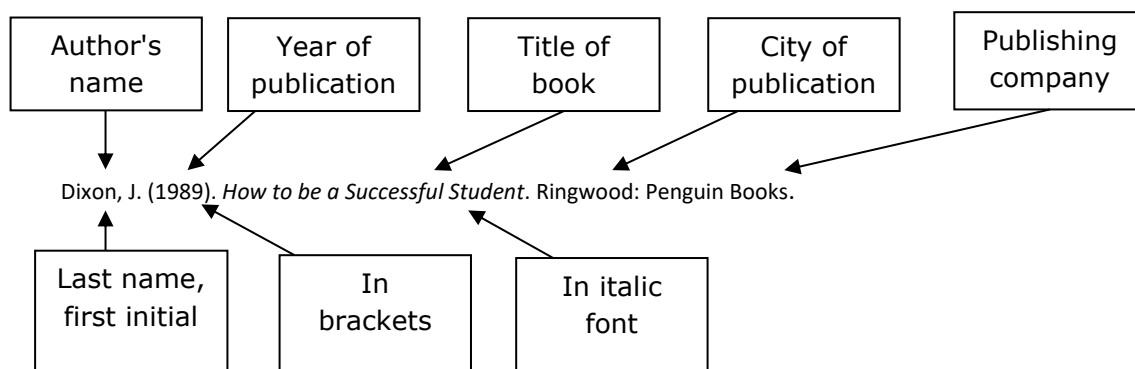
A part of your learning at school may involve completing an assignment or project. You may need to use information created, collected or written by other people to include in your assignment.

When you use sources of information, such as books, websites, newspapers and magazines, your teacher may ask you to attach details about those sources to your work. This is called referencing. Some people call these details a bibliography.

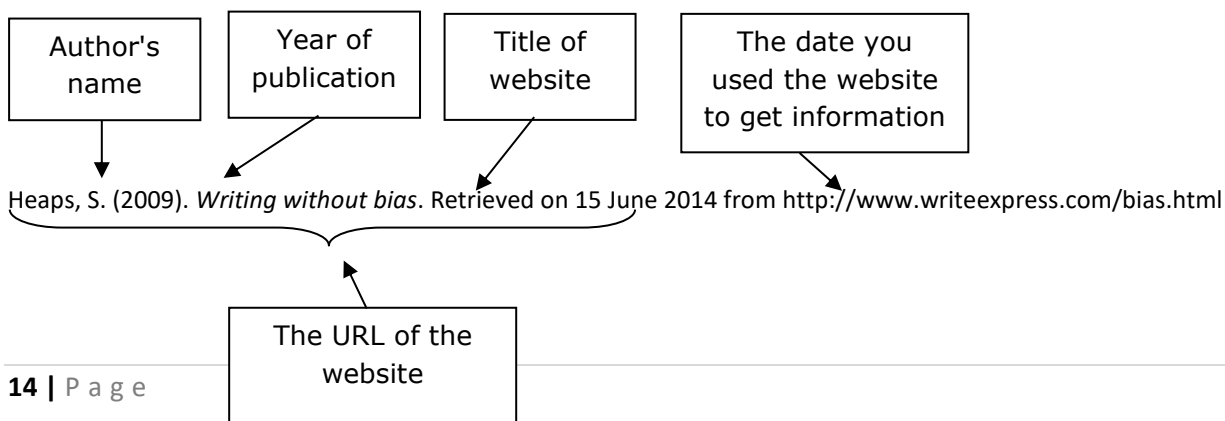
Here are some hints on how to write this list of resources.

1. The reference list or bibliography is at the end of your completed work.
2. It begins on a new page and has the title **References**.
3. There are different types of sources of information. The examples below show how to set out the reference for each type of source.

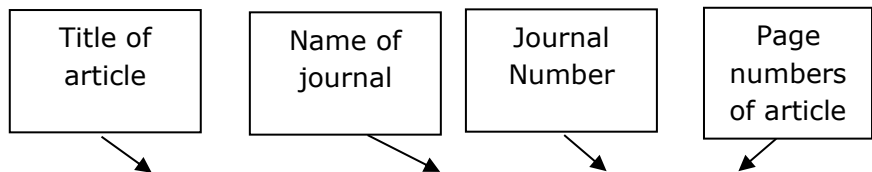
Printed books:



Websites:

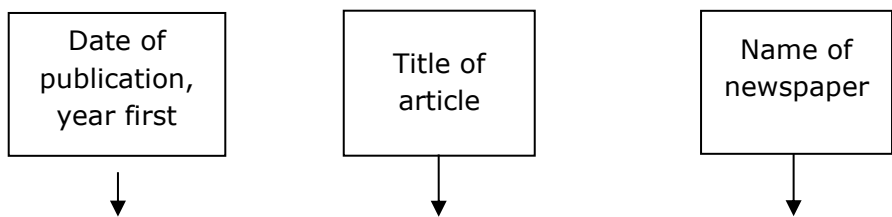


Printed journal articles:



Reid, J and Sand, R. (1987). The wood and the grove. *Journal of Mythology*, 9, p. 23-24.

Printed newspaper or magazine articles:



Leech, G. (2002, September 19). Call for a research shake-up. *The Australian*, p. 13.

Government Publications:



Department of Defence. (2009). *the loss of HMAS Sydney II*. Canberra, Australia.

Dictionaries and Encyclopaedias:

McFarlane, I. (1999). *Encyclopaedia of Australian Rock and Pop*. St Leonards: Allen & Unwin.

or if there is no author named ...

The Cambridge Encyclopaedia of the Human Body. (2004). Cambridge: Cambridge University Press.

4. Sorting your sources:

The list is sorted **alphabetically by the first entry** in the reference (usually the author's last name).

Ignore the words "the" or "a" at the beginning of a title.

For the examples you have seen, this is how the reference list would be written...

References:

The Cambridge Encyclopaedia of the Human Body. (2004). Cambridge: Cambridge University Press.
(Ignore the word "The" at the beginning of the title.)

Department of Defence. (2009). The Loss of HMAS Sydney II. Canberra, Australia.

Dixon, J. (1989). How to be a Successful Student. Ringwood: Penguin Books.

Heaps, S. (2009). Writing without bias. Retrieved on 15 June 2014 from <http://www.writeexpress.com/bias.html>

Leech, G. (2002, September 19). Call for a research shake-up. The Australian, p. 13.

McFarlane, I. (1999). Encyclopaedia of Australian Rock and Pop. St Leonards: Allen & Unwin.

Common Grade Scale for Preliminary Courses

The Common Grade Scale shown below should be used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

2022 Preliminary Assessment Schedule Summary Calendar

	1	2	3	4	5	6	7	8	9	10
Term 1							EES Chemistry Business Studies Drama	Biology Ancient History Design and technology	English Visual Arts PDHPE Work Studies Physics	Mathematics Agriculture Music
Term 2	VET Clusters due					Mathematics Agriculture Music	English PDHPE Work Studies	EES Chemistry Business Studies Drama	Bio Ancient History Design and technology	Visual Arts Physics
Term 3	VET clusters due	Yearly Examinations for all subjects except English Studies who will submit their portfolio of work in this week								

Students please note: The dates listed for each of the above tasks are approximate and have been indicated to assist your planning and study. You should refer to task notifications for more accurate dates. The outcomes assessed in each task may vary slightly from those listed in this guide but will be specified in the notification provided prior to each task.

Agriculture 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task	Practical Task	Preliminary Examination	
Timing	Term 1 Week 10	Term 2, week 6	Term 3, week 2/3	
Outcomes assessed	P1.1,1.2 P2.2, P4.1,	P1.1, P1.2,,P2.1 P2.3 P3.1	P1.1, P2.1, P2.2,P2.3,P3.1,P4.1, P5.1	
Components				
Knowledge and understanding of course content	10	10	20	40
Knowledge, understanding and skills required to manage agricultural production systems	10	10	20	40
Skills in effective research, experimentation and communication	10	10		20
Total %	30	30	40	100

Syllabus outcomes

A student:

- P1.1 describes the complex, dynamic and interactive nature of agricultural production systems
- P1.2 describes the factors that influence agricultural systems
- P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems
- P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems
- P2.3 describes the farm as a basic unit of production
- P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- P4.1 applies the principles and procedures of experimental design and agricultural research
- P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Agriculture Preliminary Course 2022											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1 2022	Introduction to Agriculture- 4 weeks (15%)- -Agricultural systems -Agricultural history -Social aspects surrounding agriculture				Animal Production- 8 weeks (30%) -Animals and their commercial production -Plants, climate and resource interaction -Microbes, invertebrates and pests -Technology -Experimental design and research						Task 1 Due
	P1.1, P1.2, P2.3				P2.2, P3.1, P4.1, P5.1						
Term 2 2022	Animal Production		Plant Production- 8 weeks (30%) -Plants and their commercial production -Animals, climate and resource interaction -Microbes, invertebrates and pests -Technology -Experimental design and research								Task 2 Due
	P2.2, P3.1, P4.1, P5.1		P2.1, P3.1, P4.1, P5.1								
Term 3 2022	Farm Case Study- 6 weeks (25%) -The farm as a unit of production -Farm management -Marketing -Farm technology -The agricultural workplace					Skill revision, consolidation of knowledge					Task 3 Due
	P1.1, P1.2, P2.3, P3.1										

Ancient History 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Oral presentation – representations of ancient history	Major project – historical investigation	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 2	
Outcomes assessed	<i>AH11-2, AH11-3, AH11-5, AH11-7, AH11-8</i>	<i>AH11-1, AH11-2, AH11-6, AH11-7, AH11-8, AH11-9</i>	<i>AH11-4, AH11-6, AH11-9, AH11-10</i>	
Components				
Knowledge and understanding of course content	5	5	30	40
Historical skills in analysis and evaluation of sources and interpretations	5	10	5	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	20	40	40	100

Syllabus outcomes

A student:

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

AH 11-2 Proposes ideas about the varying causes and effects of events and developments

AH 11-3 Analyses the role of historical features, individuals and groups in shaping the past

AH 1-4 Accounts for the different perspectives of individuals and groups

AH 11-5 Examines the significance of historical features, people, places, events and developments of the ancient world

AH 11-6 Analyses and interprets different types of sources for evidence to support an historical account or argument

AH 11-7 Discusses and evaluates differing interpretations and representations of the past

AH 11-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH 11-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH 11-10 Discusses contemporary methods and issues involved in the investigation of ancient history

Ancient History Preliminary Course (2022)											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1 2022		Case Study: Thera					Independent work on task	Task 1: Representation of the past (oral presentation)	Features of Ancient Societies: Death and Funerary Customs in Ancient Egypt		
		AH11-2, AH11-4, AH11-5, AH11-6							AH11-1, AH11-2, AH11-4		
	Investigating Ancient History – The Nature of Ancient History The Investigation of Ancient Sites and Sources Example: <i>Petra</i>			Investigating Ancient History – The Nature of Ancient History Historical Authentication and Reliability Example: <i>Oxus Treasure</i>		Investigating Ancient History – The Nature of Ancient History The Representation of the Ancient Past Example: <i>Ramesses II; Leonidas I; Hannibal; Zenobia</i>			Investigating Ancient History – The Nature of Ancient History Preservation, Conservation and/or Reconstruction of Ancient Sites Example: Knossos		
	AH11-1, AH11-3, AH11-5, AH11-6, AH11-10,			AH11-3, AH11-5, AH11-6		AH11-2, AH11-3, AH11-5, AH11-7, AH11-8			AH11-1, AH11-3, AH11-5, AH11-6, AH11-7,		
Term 2 2022	Ongoing investigation of Features of Ancient Societies: Death and Funerary Customs in Ancient Egypt										
	Investigating Ancient History – The Nature of Ancient History Cultural Heritage and the Role of Museums Example: <i>Parthenon sculptures</i>		Investigating Ancient History – The Nature of Ancient History The Treatment and Display of Human Remains Example: <i>mummified remains of ancient Egypt; bog bodies; Ötzi – the Iceman</i>		Historical investigation Choice from <i>Ashoka, Persepolis, Masada, Palmyra and the Silk Road OR Teotihuacan</i>			Task 2: Historical investigation	Revision		
	AH11-1, AH11-3, AH11-5, AH11-7, AH11-10		AH11-3, AH11-4, AH11-5, AH11-10		AH11-1, AH11-2, AH11-6, AH11-7, AH11-8, AH11-9,			AH11- 1, AH11- 2, AH11- 3, AH11- 4, AH11- 5, AH11 – 6, AH11 – 7, AH11 – 8, AH11 – 9, AH11 - 10			
Term 3 2022	Revision and examinations Task 3			Revision & Consolidation of concepts							
	AH11-4, AH11-6, AH11-9, AH11-10			AH11- 1, AH11- 2, AH11- 3, AH11- 4, AH11- 5, AH11 – 6, AH11 – 7, AH11 – 8, AH11 – 9, AH11 - 10							

Biology 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Enzyme Practical Investigation	Depth Study Ecosystem Sampling	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 2/3	
Outcomes assessed	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-6, BIO11/12-7 BIO11-8	BIO11/12-1, BIO11/12-2 BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-11	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Components				
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total %	30	40	30	100

Syllabus Outcomes

A student develops skills in applying the processes of Working Scientifically:

Questioning and predicting

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

Planning investigations

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

Conducting investigations

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

Processing data and information

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

Analysing data and information

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

Problem solving

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

Communicating

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

A student develops knowledge and understanding of the structure and function of organisms:

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

A student develops knowledge and understanding of the Earth's biodiversity and the effect of evolution:

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Biology Year 11- 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Cells as the Basis of Life: Students examine the structure and function of organisms at both the cellular and tissue levels, and investigate the biochemical processes of photosynthesis and respiration					Organisation of Living Things: Students examine the structure and function of transport systems in living things and compare their nutrient and gas requirements				
	Depth Study 5 hours: Focus on enzyme function BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-6, BIO11/12-7, BIO11-8					BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11-9 Task 1 Due				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Biological Diversity Pt1: Students investigate selecting pressures and organism adaptations			Ecosystem Dynamics: Students investigate past and present ecosystems to determine how the human impact on biodiversity can be minimised Task 2 Due						
	BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11-10			Depth Study 8 Hours: Focus on population sampling BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-11						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Study	Yearly Examination Period		Biological Diversity Pt2: Students investigate the Theory of Evolution by Natural Selection			Consolidation of Year 11 Content			
		Task 3 Due		Depth Study 2 hours: Focus on microevolution BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11-10						

Business Studies 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Nature of Business: Case Study	Business Plan for a small to medium enterprise	Examination	
Timing	Term 1, Week 7	Term 2, Week 8	Term 3, Week 2/3	
Outcomes assessed	P2, P7, P9	P1, P3,P6,P7,P9,P10	P3, P4,P5,P8,P9,P10	
Components				
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills	10		10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms		10	10	20
Total %	25	35	40	100

Syllabus Outcomes

A student:

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

Business Studies 2022											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1 2022	Nature of business (20% Indicative Time) Contemporary business situations; business case studies Role and types of businesses; influences in the business environment; business growth and decline Assessment task due week 7							Business management (40% Indicative Time) Contemporary business situations; business case studies Nature of management; management approaches			
	P1, P2, P6, P7, P8							P2, P4, P5, P6, P7, P8, P9, P10			
Term 2 2022	Business management (Cont.) (40% Indicative Time) Contemporary business situations; business case studies Management process; management and change Assessment task due week 8								Business planning (40% Indicative Time) Contemporary business situations; business case studies		
	P2, P4, P5, P6, P7, P8, P9, P10								P1, P3, P4, P6, P7, P8, P9, P10		
Term 3 2022	Business planning (Cont.) (40% Indicative Time) Contemporary business situations; business case studies Small to medium enterprises (SMEs); Influences in establishing an SME; business planning process; critical issues in business success and failure Assessment task due week 2/3										
	P1, P3, P4, P6, P7, P8, P9, P10										

Chemistry 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study of Bonding Properties and Structure of Matter	Depth Study of Reactivity of Metals and quantitative analysis	Yearly Examination	
Timing	Term 1, week 7	Term 2, week 8	Term 3, Week 2/3	
Outcomes assessed	CH11/12-1 CH11/12-3 CH11/12-5 CH11/12-7 CH11-8	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11-9 CH11-10	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11	
Components				
Skills in Working Scientifically	20	25	15	60
Knowledge and Understanding	10	10	20	40
Total %	30	35	35	100

Syllabus Outcomes

A student develops skills in applying the processes of Working Scientifically

Questioning and predicting

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

Planning investigations

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

Conducting investigations

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

Processing data and information

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

Analysing data and information

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

Problem solving

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

Communicating

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

A student develops knowledge and understanding of the fundamentals of chemistry

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

A student develops knowledge and understanding of equilibrium and acid reactions in chemistry:

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

Chemistry Year 11- 2022										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Module 1: Properties and Structure of Matter Students investigate the fundamental chemical concepts about structure and bonding. Students design their own investigations and practice efficient information and data-collection strategies, as well as developing skills in communicating their findings using appropriate scientific language.								Module 2: Introduction to Quantitative Chemistry Students examine the quantitative nature of chemistry.	
	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8						Task 1 Due		CH11/12-2, CH11/12-4, CH11/12-6, CH11-9	
Term 2	Module 2: Introduction to Quantitative Chemistry Students examine the quantitative nature of chemistry.				Module 3: Reactive Chemistry Students investigate the basic reaction types in chemistry and the energy transformations that are associated with chemical changes, such as light and heat. The rate of chemical reactions and the factors that affect the rate are investigated.					
	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-6, CH11-9				CH11/12-2, CH11/12-3, CH11/12-4, CH11-10				Task 2 Due	
Term 3	Review and Exams <div style="text-align: center;">Task 3 Due</div>			Module 3: Reactive Chemistry		Module 4: Drivers of Reactions Students investigate the factors that initiate and drive a reaction. They will use mathematical models to predict the spontaneity of a reaction and the thermodynamic nature of chemical processes.				
	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11			CH11/12-2, CH11/12-3, CH11/12-4, CH11-10		CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH11-11				

Design and Technology 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Design Product + Portfolio	Design Project + Designer Case Study	Preliminary Examination	
Timing	Term 1, week 8	Term 2, week 9	Term 3- Week 2/3	
Outcomes assessed	P4.1, P4.2, P5.1, P5.2, P5.3, P6.2	P5.3, P4.3, P3.1	P1.1, P2.1, P2.2, P5.1, P5.2, P5.3, P6.1	
Components				Weighting %
<i>Knowledge and understanding of course content</i>	10	10	20	40
<i>Knowledge and skills in designing, managing, producing and evaluating design projects</i>	20	30	10	60
Total %				100

Syllabus Outcomes:

P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects
P2.1 identifies design and production processes in domestic, community, industrial and commercial settings
P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing
P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities
P4.2 uses resources effectively and safely in the development and production of design solutions
P4.3 evaluates the processes and outcomes of designing and producing
P5.1 uses a variety of management techniques and tools to develop design projects
P5.2 communicates ideas and solutions using a range of techniques
P5.3 uses a variety of research methods to inform the development and modification of design ideas
P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects
P6.2 evaluates and uses computer-based technologies in designing and producing

Design and Technology (2022) Scope and Sequence

Term	Content Overview	Assessment Tasks
Term 1 Task 1: Design Project #1 12 Weeks	Unit: Child's Play Overview: Students learn about the design process in developing and producing design solutions, with a focus on designing a Children's Toy product. Students hone their research skills to inform the development of their designs. Students learn to use resources safely and effectively, and use a variety of management techniques and tools in designing and producing a design. Students learn to communicate ideas and evaluate solutions through ICT portfolio.	Assessment Task 1: Design Project #1 – 'Child's Play'- due week 8 Product Design: Children's Toy Overview: Students design and produce a child's toy for children aged within 12 months to 5 years. Students will be assessed on the demonstration of skill and understanding of market research, product development, project management and production skills. Students will submit a working prototype with a supporting design portfolio documenting the design process.
Term 2 Task 2: Design Project #2 12 Weeks	Unit: Designability Overview: Students learn about needs-based design, focusing on producing the best possible solution to a researched need of a person who is elderly, or living with a disability or impairment. Students utilise a wide variety of research methods to inform their designs, to locate needs, trends and end-user profiling. Students experiment with a range of resources, tools, techniques and materials to effectively produce a solution. Students continue to develop their understanding of the design process, via management, documentation and communication of the project in design portfolio.	Assessment Task 2: Design Project #2 – 'Designability' – due week 9 Product Design: Needs-Based Design Overview: Students design and produce a prototype of a household product that makes an everyday task easier for either the elderly, someone with a disability or impairment . Students submit a design portfolio documenting the design process
Term 3 Task 3: Prelim Exam 6 Weeks	Unit: Design Theory and Practice Overview: Students will continue to learn about design theory and practice via further case studies of designers. Students will study: design processes, factors affecting designing and producing, design and production processes; environmental and social issues; marketing and market research; work health and safety; factors affecting management; interpreting and presenting data; ethics in research; manufacturing and production; computer-based technologies. Preliminary examination- due week 2/3	Assessment Task #3: Preliminary Examination Overview: Students will sit the Preliminary Examination. Time allowed: 1 hour and 30 minutes, plus 5 minutes reading time. The paper will consist of three sections: Section 1 (10 marks): Multiple choice questions. Section 2 (15 marks): There will be short answer questions that may contain multiple parts in one question. Section 3 (15 marks): There will be one extended response question, four pages of an examination writing booklet (approximately 600 words).
	OUTCOMES ASSESSED: <i>P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities</i> <i>P4.2 uses resources effectively and safely in the development and production of design solutions (Product)</i> <i>P5.1 uses a variety of management techniques and tools to develop design projects. (Portfolio)</i> <i>P5.2 communicates ideas and solutions using a range of techniques (Project Development)</i> <i>P5.3 uses a variety of research methods to inform the development and modification of design ideas.</i> <i>P6.2 evaluates and uses computer-based technologies in designing and producing</i>	
	OUTCOMES ASSESSED: <i>P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing (Product)</i> <i>P4.2 uses resources effectively and safely in the development and production of design solutions</i> <i>P4.3 uses resources effectively and safely in the development of design solutions (Portfolio)</i> <i>P5.1 uses a variety of management techniques and tools to develop design projects.</i> <i>P5.2 communicates ideas and solutions using a range of techniques</i> <i>P5.3 uses a variety of research methods to inform the development and modification of design ideas (Project Development and Realisation)</i>	
	OUTCOMES ASSESSED: <i>P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects</i> <i>P2.1 identifies design and production processes in domestic, community, industrial and commercial settings</i> <i>P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects</i> <i>P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects</i>	

Drama 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Group Performance and rationale	Director's Folio	Mini Individual Project (Performance or Submission)	
Timing	Term 1, week 7	Term 2, week 8	Term 3, Week 2/3	
Outcomes assessed	P2.1, P2.2, P2.3, P2.6, P3.1, P3.2	P1.4, P1.6, P2.3, P2.4, P2.5, P3.2	P1.4, P1.5, P2.2, P3.1, 3.2, P3.3	
Components				
Performing	10%		20%	30
Making	20%		20%	40
Critically Studying		30%		30
Total %	30	30	40	100

Syllabus outcomes

A student:

P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles

P1.2 explores ideas and situations, expressing them imaginatively in dramatic form

P1.3 demonstrates performance skills appropriate to a variety of styles and media

P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively

P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance

P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action

P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration

P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole

P2.1 understands the dynamics of actor-audience relationship

P2.2 understands the 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

Drama Preliminary Course 2022										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Topic: Improvisation, Playbuilding and Acting Students study a range of texts and explore the concept of Reductio Ad Absurdum. Students engage with various comedy forms and the improvisational strategies that can be used to deliver this content and engage an audience.									
	Texts: Variety of comedy extracts – Reductio Ad Absurdum									
	Outcomes: P1.7, P2.1, P2.2, P2.3, P2.6, P3.1, P3.2							Task 1 Due		
Term 2	Topic: Performance and Production Skills Students read Ruby Moon and study the text from a directorial perspective. They consider the elements of production required to produce a performance and consider these elements in relation to their own performances.									
	Texts: Matt Cameron's <u>Ruby Moon</u>									
	Outcomes: P1.2, P1.4, P1.5, P1.6, P1.8, P2.3, P2.4, P2.5, P3.2								Task 2 Due	
Term 3	Topic: Introduction to Australian Theatre (Theatrical Traditions and Performance Styles) Students consider Australian Theatre traditions from multiple perspectives. They focus in on Aboriginal performance practices and the development of Australian theatre. Students engage with a variety of Australian extracts and work at developing their individual skills as a performer/maker in a mini IP task.									
	Texts: Variety of Australian extracts (including '7 Stages of Grieving')									
	Outcomes: P1.3, P1.4, P1.6, P2.4, P2.6, P3.1, P3.2, P3.3, P3.4						Task 3 Due			

Earth & Environmental Science 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Media Article Analysis	Introduced Species Depth Study	Yearly Examination	
Timing	Term 1, week 7	Term 2, week 8	Term 3, Week 2/3	
Outcomes assessed	EES11/12-3, EES11/12-4, EES11/12-5, EES11-8 or EES11-9	EES11/12-1, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-7, EES11-11	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-10, EES11-11	
Components				
Skills in Working Scientifically	10	35	15	60
Knowledge and Understanding of Course Content	20	5	15	40
Total %	30	40	30	100

Syllabus Outcomes

A student develops skills in applying the processes of Working Scientifically

Questioning and predicting

EES11-1 develops and evaluates questions and hypotheses for scientific investigation

Planning investigations

EES11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

Conducting investigations

EES11-3 conducts investigations to collect valid and reliable primary and secondary data and information

Processing data and information

EES11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

Analysing data and information

EES11-5 analyses and evaluates primary and secondary data and information

Problem solving

EES11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

Communicating

EES11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

A student develops knowledge and understanding of the Earth's systems:

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

A student develops knowledge and understanding of the Earth's processes and human impacts:

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 change

Earth and Environmental Science Year 11- 2022										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Earth's Resources: Students investigate the fundamentals of geology as well as some of the guiding principles. They will describe key features of the Earth's systems including the geosphere, atmosphere, hydrosphere and biosphere and explain how they are interrelated					Plate Tectonics: Students investigate the evidence for the theory of plate tectonics and how movements in the Earth's crust can be monitored and used to predict events and land formations				
	Depth Study 5 hours: Focus on components of the Earth and minerals EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11-8					EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11-9 <div style="border: 1px solid black; padding: 2px; display: inline-block;">Task 1 Due</div>				
Term 2	Energy Transformations Pt1: Students investigate the energy transformations that move tectonic plates			Human Impacts: Students investigate the effects of humans on the Earth's resources and environment and how these effects can be mitigated to maintain a sustainable future						
	EES11/12-5, EES11/12-6, EES11/12-5, EES11-10			Depth Study 10 hours: Focus on introduced species and their impacts EES11/12-1, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-11 <div style="border: 1px solid black; padding: 2px; display: inline-block;">Task 2 Due</div>						
Term 3	Study	Yearly Examination Period		Energy Transformations Pt2: Students investigate the energy transformations that occur between the atmosphere, oceans and land that generate weather and climate phenomena			Consolidation of Year 11 Content			
		<div style="border: 1px solid black; padding: 2px; display: inline-block;">Task 3 Due</div>		EES11/12-1, EES11/12-5, EES11/12-6, EES11-10						

English Advanced 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Response to stimulus with reflection	Module B - Multimodal	Yearly Exam	
Timing	Term 1, Week 9	Term 2, Week 7	Term 3 week 2/3	
Outcomes assessed	EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-9	EA11-1, EA11-2, EA11-3, EA 11-7, EA11-8	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	
Components	Weighting %			
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

Syllabus Outcomes

A student:

EA 11-1 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 considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

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 texts and their effects on meaning

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

Advanced English Year 11 Course (2022)											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1 2022	<p>Common Module – Reading to Write: Transition to Senior English (40 hours)</p> <p>Students undertake intensive and close reading of quality texts from a variety of modes and media to further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey ideas, relationships, endeavours and scenarios. Students develop their capacity to respond perceptively to texts through their own considered and thoughtful writing and their judicious reflection on their skills and knowledge as writers. Text: A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, media and digital texts</p>								<p>Module B: Close Study of Literature</p> <p>See Term 2</p>		
	<p>Outcomes: EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-9</p>								<p>Task 1 Due</p>		
Term 2 2022	<p>Module B: Critical Study of Literature (40 hours)</p> <p>Students develop analytical and critical knowledge, understanding and appreciation of a literary text. Through increasingly informed personal responses to the text in its entirety, students develop understanding of the distinctive qualities of the text and notions of textual integrity. Text: Othello, Shakespeare</p>							<p>Exam Revision</p>			
	<p>Outcomes: EA11-1, EA11-2, EA11-3, EA 11-7, EA11-8</p>							<p>Task 2 Due</p>			
Term 3 2022	<p>Exam Revision</p>			<p>Module A: Narratives that Shape our World (40 hours)</p> <p>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, as a way of connecting people within and across cultures, communities and historical eras; inspiring change or consolidating stability; revealing, affirming or questioning cultural practices; sharing collective or individual experiences; or celebrating aesthetic achievement. Students deepen their understanding of how narrative shapes meaning in a range of modes, media and forms, and how it influences the way that individuals and</p> <p>Text: Narratives of the Other: selection of poems by Ouyang Yu and the film 'Arrival', directed by Denis Villeneuve</p>							
	<p>Task 3 Due</p>			<p>Outcomes: EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-8</p>							

English Standard 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Reading to Write - Portfolio	Module B - Multimodal	Yearly Exam	
Timing	Term 1, Week 9	Term 2, Week 7	Term 3, week 2/3	
Outcomes assessed	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-9	EN11-1, EN11-2, EN11-3, EN11-7, EN11-8	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8, EN11-9	
Components				
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

Syllabus 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 assumptions in texts and their effects on meaning

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

Standard English Year 11 Course (2022)											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1 2022	<p>Common Module – Reading to Write: Transition to Senior English (40 hours)</p> <p>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.</p> <p>Text: A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, media and digital texts</p>								<p>Module B: Close Study of Literature</p> <p>See Term 2</p> <p>Task 1 Due</p>		
	<p>Outcomes: EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-9</p>										
Term 2 2022	<p>Module B: Close Study of Literature (40 hours)</p> <p>Students develop their knowledge and appreciation of a substantial literary print text. Through their close study of and personal responses to the text in its entirety, students develop an understanding of the ways that language features, text structures and stylistic choices can be used in literary texts.</p> <p>Text: Poetry, Peter Skrzynecki 'Immigrant Chronicles'</p>							<p>Exam Revision</p> <p>Task 2 Due</p>			
	<p>Outcomes: EN11-1, EN11-2, EN11-3, EN 11-7, EN11-8</p>										
Term 3 2022	<p>Exam Revision</p> <p>Task 3 Due</p>			<p>Module A: Contemporary Possibilities (40 hours)</p> <p>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 non-linear texts</p> <p>Text: Life of Pi (2012) Ang Lee</p>							
				<p>Outcomes: EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-8</p>							

English Studies 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Mandatory Module: Achieving through English Job interview task	Elective C: On the Road Multimodal presentation	Both modules Portfolio of classwork	
Timing	Term 1, Week 9	Term 2, Week 7	Term 3, Week 2/3	
Outcomes assessed	ES11-1, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10	ES11-2, ES11-3, ES11-6, ES11-7	ES11-1, ES11-4, ES11-7, ES11-10	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in:• comprehending texts• communicating ideas• using language accurately, appropriately and effectively	15	15	20	50
Total %	30	30	40	100

Syllabus outcomes

A student:

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

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

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

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

ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-6 uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes

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

English Studies Preliminary Course 2022											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1 2022	Mandatory Module: Achieving through English Students develop comprehension strategies and improve skills that enable them to express themselves in English confidently, effectively, appropriately and with grammatical accuracy.								Elective Module C: On The Road		
	Texts: Variety of texts drawn from academic and workplace contexts (M) and (NF)								Task 1 Due		
	Outcomes: ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10										
Term 2 2022	Elective Module C: On The Road (continued) Students develop understanding and proficiency in the use of language related to travel, for example the language used by journalists, filmmakers and those in the travel industry.							Time for working on portfolio of work and developing skills for examination in other subjects			
	Texts: Travel memoirs (NF), Film travel text (F) and a range of industry based texts							Texts: Consolidation of own texts			
	Outcomes: ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6							Task 2 Due		Outcomes: ES11-4, ES11-6, ES11-7, ES11-10	
Term 3 2022			Elective Module L: Who Do I Think I Am? students develop an understanding of language and texts typically used to express people’s ideas, emotions and beliefs about themselves and their lives. They learn about how an individual can share experiences and reveal beliefs, aspirations and talents through exploring how language is used in conversations, interviews, biographies, autobiographies and written reflections in a range of media.								
			Texts: A range of biographies (NF), prose fiction (PF) and script (D) excerpts, poems (P) and digital texts (m)								
			Outcomes: ES11-1, ES11-5, ES11-6, ES11-7, ES11-8, ES11-9, ES11-10								

(d) drama (f) film (m) media (nf) nonfiction (p) poetry (pf) prose fiction

Mathematics Advanced 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Functions Open-Book Task Topics: F1.1, F1.2 (see scope and sequence for more detail on topics)	Investigation Topics: F1.3, F1.4, E1.1, E1.2	Yearly Examination Topics: F1.1, F1.2, F1.3, F1.4, E1.1, E1.2, T1.1, C1.1, C1.2, C1.3, C1.4	
Timing	Term 1, week 10	Term 2, week 6	Term 3, Week 2/3	
Outcomes assessed	MA11-1, MA11-8, MA11-9	MA11-1, MA11-2, MA11-6, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-8, MA11-9	
Components				Weighting %
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Syllabus 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

Mathematics Advanced 2022 Textbook: Cambridge Maths – Advanced Year 11

Weeks		1	2	3	4	5	6	7	8	9	10		
Term 1	Topics	Algebra					Functions						
	Unit Title	F1.1: Algebraic techniques					F1.2: Introduction to functions			F1.3: Linear, quadratic and cubic functions Assessment task due week 10			
	Outcomes	MA11-1, MA11-2, MA11-8, MA11-9			MA11-1, MA11-2, MA11-8, MA11-9			MA11-1, MA11-2, MA11-8, MA11-9			MA11-1, MA11-2, MA11-8, MA11-9		
		1	2	3	4	5	6	7	8	9	10		
Term 2	Topics	Functions		Exponential and Logarithmic Functions			Trigonometric Functions			Calculus			
	Unit Title	F1.4: Further functions and relations		MA-E1 Logarithms and Exponentials E1.1: Introducing logarithms E1.2: Logarithmic laws and applications			T1.1 Trigonometry Assessment task due week 6			MA-C1 Introduction to Differentiation C1.1: Gradients of tangents C1.2: Difference quotients C1.3: The derivative function and its graph C1.4: Calculating with derivatives			
	Outcomes	MA11-1, MA11-2, MA11-8, MA11-9		MA11-6, MA11-8, MA11-9			MA11-1, MA11-4, MA11-3, MA11-8, MA11-9			MA11-1, MA11-5, MA11-8, MA11-9			
		1	2	3	4	5	6	7	8	9	10		
Term 3	Topics	Calculus	Exam period	Calculus				Statistical Analysis					
	Unit Title	C1.4: Calculating with derivatives	Assessment task due week 2/3	MA-C1 Introduction to Differentiation T1.2 Radians E1.3: The exponential function and natural logarithms E1.4: Graphs and applications of exponential and logarithmic functions				MA-S1 Probability and Discrete Probability Distributions S1.1: Probability and Venn diagrams S1.2: Discrete probability distributions					
	Outcomes	MA11-1, MA11-5, MA11-8, MA11-9		MA11-1, MA11-5, MA11-8, MA11-9				MA11-7, MA11-8, MA11-9					

Mathematics Standard 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Topic Test with 1-pager Topics: Measurement	Modelling Task Topics: Linear Relationships, Interest and Depreciation	Yearly Examination Topics: Algebra, Financial Mathematics, Measurement	
Timing	Term 1, week 10	Term 2, week 6	Term 3, Week 2/3	
Outcomes assessed	MS11-3, MS11-4, MS11-9, MS11-10	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	
Components				Weighting %
Understanding, Fluency and Communicating	25	5	20	50
Problem Solving, Reasoning and Justification	5	25	20	50
Total %	30	30	40	100

Syllabus outcomes

A student:

MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems

MS11-2 represents information in symbolic, graphical and tabular form

MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS11-4 performs calculations in relation to two-dimensional 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

Mathematics Standard 2022 **Textbook:** Cambridge Maths – Standard Year 11

Weeks		1	2	3	4	5	6	7	8	9	10
Term 1	Topics	Algebra Algebra involves the use of symbols to represent numbers or quantities and to express relationships, using mathematical models and applications. Study of algebra is important in developing students' reasoning skills and logical thought processes.			Measurement Measurement involves the application of knowledge, skills and understanding of numbers and geometry to quantify and solve problems in practical situations. Knowledge of measurement enables completion of daily tasks such as making time estimations, measuring medicine, finding weights and understanding areas of materials or substances. Study of measurement is important in developing students' ability to make reasonable estimates for quantities, apply appropriate levels of accuracy to particular situations, and apply understanding of aspects of measurement such as length, area, volume and similarity to a variety of problems.						
	Unit Title	MS-A1 Formulae and Equations			M1.1: Practicalities of measurement M1.3: Units of energy and mass		M1.2: Perimeter, area and volume		MS-M2 Working with Time		<div style="border: 1px solid black; padding: 2px; display: inline-block;">Task 1 Due</div>
	Outcomes	MS11-1, MS11-6, MS11-9, MS11-10			MS11-3, MS11-4, MS11-9, MS11-10		MS11-3, MS11-4, MS11-9, MS11-10		MS11-3, MS11-4, MS11-9, MS11-10		
Weeks		1	2	3	4	5	6	7	8	9	10
Term 2	Topics	Algebra (ctd) Knowledge of algebra enables the modelling of a problem conceptually so that it is simpler to solve. Study of algebra is important in developing ability to represent and solve problems.			Financial Mathematics Financial Mathematics involves the application of knowledge, skills and understanding of numbers to earning, spending, investing, saving and borrowing money. Knowledge of financial mathematics enables students to analyse different financial situations, to calculate the best options for given circumstances, and to solve financial problems. Study of financial mathematics develops students' ability to make informed financial decisions, to be aware of consequences of decisions, and to manage personal financial resources effectively.						Revision
	Unit Title	MS-A2 Linear Relationships			F1.1: Interest and depreciation		F1.2: Earning and managing money		F1.3: Budgeting and household expenses		
	Outcomes	MS11-1, MS11-2, MS11-6, MS11-9, MS11-10			MS11-2, MS11-5, MS11-6, MS11-9, MS11-10		MS11-2, MS11-5, MS11-6, MS11-9, MS11-10		MS11-2, MS11-5, MS11-6, MS11-9, MS11-10		
Weeks		1	2	3	4	5	6	7	8	9	10
Term 3	Topics	Revision	Exam period <div style="border: 1px solid black; padding: 2px; display: inline-block;">Task 3 Due</div>		Statistical Analysis Statistical Analysis involves the collection, exploration, display, analysis and interpretation of data to identify and communicate key information. Knowledge of statistical analysis enables the careful interpretation of situations and raises awareness of contributing factors when presented with information by third parties, including the possible misrepresentation of information. Study of statistics is important in developing students' understanding of the contribution that statistical thinking makes to decision-making in society and in the professional and personal lives of individuals.						
	Unit Title				S1.1: Classifying and representing data		S1.2: Summary statistics		MS-S2 Relative Frequency and Probability		
	Outcomes				MS11-2, MS11-7, MS11-9, MS11-10		MS11-2, MS11-7, MS11-9, MS11-10		MS11-8, MS11-9, MS11-10		

Music 1 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Composition Portfolio and Performance	Viva Voce and Aural task	Performance and Aural	
Timing	Term 1, Week 10	Term 2, Week 6	Term 3, Week 2	
Outcomes assessed	P1, P2, P7, P3, P5, P8, P9	P2, P4, P5, P6, P7,	P1, P2, P4, P5, P7, P9	
Components				Weighting %
Performance	10		15	25
Aural		5	20	25
Composition	25			25
Musicology		25		25
Total %	35	30	35	100

Syllabus outcomes

A student:

P1 performs music that is characteristic of the topics studied

P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied

P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied

P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles

P5 comments on and constructively discusses performances and compositions

P6 observes and discusses concepts of music in works representative of the topics studied

P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied

P8 identifies, recognises, experiments with and discusses the use of technology in music

P9 performs as a means of self-expression and communication

P 10 demonstrates a willingness to participate in performance, composition, musicology and aural activities

P 11 demonstrates a willingness to accept and use constructive criticism

Music 1 Preliminary Course										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1 2022	Film Music									
	<p>This topic allows students to develop their understanding of Film music and enhance their skills in listening, musicology and performing music. The focus areas include a range of music, how the use of musical concepts impacts film music. The formative assessment tasks draw on students' knowledge of these focus areas and measure their learning and ability within aural and musicology.</p> <p style="text-align: right;">Task 1 Due</p>									
P1, P2, P3, P4, P5, P6, P7, P8, P9										
Term 2 2022	Australian Music									
	<p>This topic allows students to develop their understanding of Australian music and enhance their skills in aural, composition and performing music. The focus areas include a range of Australian music, how the use of musical concepts impacts the music and how to compose music. The formative assessment tasks draw on students' knowledge of these focus areas and measure their learning and ability within composing and performing areas.</p> <p style="text-align: center;">Task 2 Due</p>									
P1, P2, P4, P6, P7, P8, P9, P10, P11										
Term 3 2022	Music of the 18 th century									
	<p>This topic allows students to develop their understanding of music of the 18th century and enhance their skills in aural and performing music. The focus areas include a range of music, how the use of musical concepts impacts the music and performing 18th century music. The formative assessment tasks draw on students' knowledge of these focus areas and measure their learning and ability within aural and performing areas.</p> <p style="text-align: center;">Task 3 Due</p>									
P1, P2, P3, P4, P5, P6, P7, P8, P9										

Physics 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study: Mechanics	Depth Study Research and Presentation Waves and Thermodynamics	Yearly Examination	
Timing	Term 1, week 9	Term 2, Week 10	Term 3, Week 2/3	
Outcomes assessed	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-10	PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Components	Weighting %			
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total %	30	40	30	100

Syllabus outcomes:

Students:

Questioning and predicting

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

Planning investigations

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

Conducting investigations

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

Processing data and information

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

Analysing data and information

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

Problem solving

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

Communicating

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

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

Physics Year 11-2022											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1	Module 1: Kinematics Students investigate the characteristics, measurement and analysis of motion.							Module 2: Dynamics Students examine the forces on objects and the results of forces in systems.			
	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11-8 5 hours depth study							PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11-9 5 hours Depth Study <div style="text-align: right; border: 1px solid black; padding: 2px;">Task 1 Due</div>			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Module 2: Dynamics Students examine the forces on objects and the results of forces in systems.			Module 3: Waves and Thermodynamics Students investigate wave characteristics and behaviour. They also examine the subsequent movement of energy and its modes of behaviour.						
	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11-9			PH11/12-3, PH11/12-4, PH11/12-6, PH11/12-7, PH11-10 5 hours depth study <div style="text-align: right; border: 1px solid black; padding: 2px;">Task 2 Due</div>						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Revision and exams <div style="text-align: right; border: 1px solid black; padding: 2px;">Task 3 Due</div>			Module 4: Electricity and Magnetism Students investigate the characteristics and features of charges and associated fields. They are then introduced to applications of flowing charges and subsequent magnetic phenomena.						
	PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11			PH11/12-1, PH11/12-5, PH11/12-7, PH11-11						

Personal Development, Health & Physical Education 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Body in Motion Task	Case Study	Yearly Exam	
Timing	Term1, Week 9	Term 2, Week 7	Term 3, Week 2	
Outcomes assessed	P7, P8, P10, P11,	P1, P2, P3, P4, P16	P1-9, P15	
Components				Weighting %
Knowledge and understanding of: Factors that affect health. The way the body moves.	10	10	20	40
Skills in: critical thinking, research, communicating and analysis.	20	20	20	60
Total %	30	30	40	100

Syllabus 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
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

Personal Development, Health & Physical Education Preliminary Course										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1 2022	<p>Body in Motion: Outcomes P7, P8, P9, P10, P11, P16, P17</p> <p>This compulsory module examines the scientific foundations of human movement. In this module, students explore how the body moves and why it moves in particular ways. Students focus on the relationships between anatomy, physiology, fitness, biomechanics and efficient human movement.</p>									
										Task 1 Due
Term 2 2022	<p>Better Health for Individuals: Outcomes P1, P2, P3, P4, P5, P6, P15, P16</p> <p>This compulsory module examines the meanings of health, the perceptions individuals have about health and the range of factors and behaviours that influence health. Students are introduced to health promotion and investigate approaches and strategies that can assist individuals to achieve better health.</p>									
							Task 2 Due			
Term 3 2022	<p>First Aid: Outcomes P6, P12, P15, P16</p> <p>This option module addresses the need for a well-rehearsed, established routine in the delivery of first aid. In this module, students engage in the investigation and practical application of the major assessment and management techniques for the types of injury and medical conditions that require first aid attention. They explore the cause and symptoms of these main injuries and medical conditions. Students also explore the ethical arguments associated with the delivery of first aid.</p>					<p>Fitness Choices: Outcomes P5, P6, P10, P15, P16, P17</p> <p>This option module examines the exercise options that are available to meet the varying fitness needs of individuals. In this module, students investigate what exercise means to different people and the factors that influence exercise choices. As a major focus of this module, students experience a range of exercise options and evaluate the ability of each to meet individual fitness needs.</p>				
			Task 3 Due							

Visual Arts 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Artmaking: Artwork and Visual Arts Process Diary	Historical and Critical Studies: Artwork Analysis Task	Historical and Critical Studies: Preliminary Examination	
Timing	Term 1, week 9	Term 2, Week 10	Term 3, Week 2	
Outcomes assessed	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10 P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
Components				Weighting %
Artmaking	30	20		50
Art History and Criticism		20	30	50
Total %	30	40	30	100

Visual Arts Stage 6 Syllabus Outcomes:

Content Area	Artmaking Outcomes <i>A student:</i>	Historical and Critical Studies Outcomes <i>A student:</i>
Practice	P1: explores the conventions of practice in artmaking	P7: explores the conventions of practice in art criticism and art history
Conceptual Framework	P2: explores the roles and relationships between the concepts of artist, artwork, world and audience	P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
Frames	P3: identifies the frames as the basis of understanding expressive representation through the making of art	P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
Representation	P4: investigates subject matter and forms as representations in artmaking	P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed
Conceptual Strength and Meaning	P5: investigates ways of developing coherence and layers of meaning in the making of art	
Resolution	P6: explores a range of material techniques in ways that support artistic intentions	

Visual Arts (2022) Scope and Sequence Document		
Assessment	Art Historical and Critical Studies	Artmaking – HSC Body of Work
Term 1 Assessment Task 1: Artwork – Painting and Drawing Portrait	Unit: Challenging Art History <i>Students will learn about the Art Historical timeline and how artists challenge the traditions of Western art history with a focus on the evolving depiction of the human form. Students will learn about the role of the art critic and art historian. Artist-focus is on modern and postmodern artists who utilise portraiture and appropriation as social commentary.</i> Artist + Artwork Studies: <ul style="list-style-type: none"> The History of Portraiture and the evolution of depicting the human form Appropriation: Da Vinci versus Marcel Duchamp, Manet versus Yasumasa Morimura OUTCOMES: P7, P8, P9, P10	Unit: Challenging Art History <ul style="list-style-type: none"> Artmaking Form: 2D – Drawing/Painting Subject Matter: Portraiture and the Human Form Artmaking Classwork: Students will hone their drawing and painting skills and understanding via in-class workshops. Artmaking Task (Assessment Task 1 30%) due week 9: <i>Students will create a painting or drawing based on a well-known portrait or artwork depicting of the human figure. They will aim to appropriate the artwork to create a challenge art historical narratives, challenge an issue in society or to create a new meaning.</i> OUTCOMES: P1, P2, P3, P4
Term 2 Assessment Task 2: Artwork Analysis Task + Artwork + VAPD Weeks	Unit: Perspectives of Australia <i>Students will study a variety of contemporary perspectives of the Australian cultural landscape. Students will explore a range of Indigenous and non-indigenous contemporary artists that utilise a range of media and technologies, and will critique an Australian art exhibition. Students will hone their artwork analysis and extended response writing skills in Assessment Task 2 (20%).</i> Artist + Artwork Studies: <ul style="list-style-type: none"> Contemporary Indigenous Perspectives: Tony Albert, Vernon Ah Kee, Fiona Foley, Vincent Namatajira, Tracey Moffat Contemporary Multicultural Perspectives of Australia: Joan Ross, Abdul Abdullah, Ben Quilty, Lindy Lee, Tamara Dean, Art Exhibition Review – National Gallery of Australia OUTCOMES: P7, P8, P9, P10	Unit: Perspectives of Australia <ul style="list-style-type: none"> Artmaking Form: Photomedia, and Printmaking Subject Matter: Australian Culture – People, Landscape, Urban Artmaking Classwork: Students will develop their printmaking and photo-media skills via a variety of mediums: digital photography, screen printing and digital manipulation. Artmaking Task (Assessment Task 2 20%) due week 10: <i>Students will create a series of digital and analogue prints that respond to their contemporary perspectives of Australian culture and society. Students will experience a range of photography and digital manipulation techniques. Students will utilise their photography and concepts to develop a series of analogue prints using silk screen printing techniques.</i> OUTCOMES: P1, P2, P3, P4, P5, P6
Term 3 Assessment Task 3: Preliminary Examination	Unit: Art and Nature <i>Students will learn about sculpture, installation and ceramic artists who are inspired by and respond to the natural environment. Students will develop their extended response writing skills and will responding to unseen artworks in the Preliminary Examination (Assessment Task 3 30%) due week 2/3</i> Artist + Artwork Studies: <ul style="list-style-type: none"> Installation: Janet Lawrence, Andy Goldsworthy Sculpture: Bronwyn Oliver, Colleen Southwell Ceramics: Juz Kitson, Christopher David White, Fernando Casasempere, Zemer Peled, Merran Esson OUTCOMES: P7, P8, P9, P10	Unit: Art and Nature <ul style="list-style-type: none"> Artmaking Form: 3D – Sculpture, Ceramics Subject Matter: The natural environment Artmaking Task: Students will respond to an aspect of the natural environment in a sculptural ceramic work or series of works. Students will consider and develop their curatorial and display skills to develop a sophisticated presentation of works. OUTCOMES: P1, P2, P3, P4, P5, P6

Work Studies 2022

Task number	Task 1	Task 2	Task 3	
Nature of task	Survey and data analysis	Occupation Investigation	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 7	Term 3, Week 2/3	
Outcomes assessed	2,4,5	4,5,7,9	1,2,3,5,8,9	
Components				
Knowledge and understanding	10	10	10	30
Skills	25	25	20	70
Total %	35	35	30	100

Syllabus outcomes

A student:

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

Work Studies 2022										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
Term 1 2022	<p style="text-align: center;">Core Study: My Working Life (30 hours)</p> <p style="text-align: center;">This module focuses on assisting students to take responsibility for planning and implementing their career plan and revising it as required.</p> <p style="text-align: center;">Outcomes: 1, 2, 3, 4, 5, 6, 7, 8 and 9</p>									
										Task 1 Due
Term 2 2022	<p style="text-align: center;">Module 5: Managing Work and Life Commitments (30 hours)</p> <p style="text-align: center;">This module focuses on assisting students to analyse those factors that affect work–life balance and to make decisions that help them to get the balance right. They should develop a clear idea of the positive and negative influences on working lives</p> <p style="text-align: center;">Outcomes: 2, 3, 5, 6, 7, 8 and 9</p>									
							Task 2 Due			
Term 3 2022	Revision and exam preparation	Yearly Examination	<p style="text-align: center;">Module 6: Personal Finance (20 hours)</p> <p style="text-align: center;">This module focuses on assisting students to successfully manage their finances after obtaining a job.</p> <p style="text-align: center;">Outcomes: 4, 5, 7, 8 and 9</p>							
		Task 3 Due								

VET – Primary Industries 2022

	TERM 1	TERM 2	TERM 3
2022	<p>Cluster 3- AHCWRK201 Observe and report on weather</p> <p>Cluster 2- Work AHCWRK204 Work effectively in the industry AHCWRK209 Participate in workplace communications AHCWRK205 Participate in environmentally sustainable work practices</p>	<p>Cluster 7- Tractors AHCMOM202 Operate tractors</p> <p>AHCMOM304 Operate machinery & equipment</p>	<p>Cluster 12- Biosecurity AHCBIO201 Inspect & clean machinery for plant, animal & soil material</p>
Assessment	<p>Cluster 3 Cluster 2</p>	<p>Cluster 7</p>	<p>Cluster 12</p>



Education

Wagga Wagga RTO 90333

AHC20116 Certificate II in Agriculture

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy, numeracy suitability of a student for this course.

Course: Primary Industries (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this industry include farm

Core Units of Competency

AHCWHS201 Participate in WHS processes

AHCWRK209 Participate in environmentally sustainable work practices

AHCWRK204 Work effectively in the industry

Elective Units of Competency

AHCWRK201 Observe and report on weather

AHCCHM201 Apply chemicals under supervision

AHCPMG201 Treat weeds

ACHWRK205 Participate in workplace communications

AHCLSK202 Care for health and welfare of livestock

AHCLSK205 Handle livestock using basic techniques

AHCLSK206 Identify and mark livestock

AHCLSK204 Carry out regular livestock observations

AHCMOM202 Operate tractors

AHCMOM304 Operate machinery and equipment

AHC BIO201 Inspect and clean machinery for plant, animal and soil

AHCLSK211 Provide feed for livestock

AHCLSK209 Monitor water supplies

AHCINF202 Install, maintain and repair farm fencing

AHCINF201 Carry out basic electric fencing operations

AHCLSK316 Prepare livestock for competition

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for AHC20116 Certificate II in Agriculture. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards AHC20116 Certificate II in Agriculture.

Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not competent' in individual units of competency.

N Determinations: Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

Resources costs: Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: on school site or school leased land. Eg. Common

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

For more information on possible outcomes please visit the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

Assessment Summary AHC20116 Certificate II in Agriculture

Requirements for HSC purposes		Dates							
Work Placement (compulsory for the HSC) - 70 hours in total.		WEEK 4 Term 2 & 3							
Preliminary examination		School Exam timetable							
Assessment Plan		Evidence gathering techniques							
<i>Trainers must deliver and assess Cluster 1, 2, 3, 4, at least one of Cluster 5 and 6 and then select optional clusters to total 18 units</i>									
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, etc.	Role play, oral presentation	Third party report	Self-assessment	HSC examinable
Cluster 1 – Participate in WHS Processes									
AHCWHS201	Participate in WHS processes	✓		✓	✓		✓		✓
Cluster 2 – Working in the Industry									
AHCWRK209 AHCWRK204 ACHWRK205	Participate in environmentally sustainable work practices Work Effectively in Industry Participate in workplace communications	✓		✓	✓	✓	✓		✓
Cluster 3 – Weather									
AHCWRK201	Observe and report on weather	✓			✓		✓		✓
Cluster 4 - Chemicals									
AHCCHM201 AHCPMG201	Apply Chemicals Under Supervision Treat Weeds	✓			✓	✓			✓
Cluster 5 – Healthy Animals									
AHCLSK202 AHCLSK205 AHCLSK206 AHCLSK204	Care for health and welfare of livestock Handle livestock using basic techniques Identify and mark livestock Carry out regular livestock observations	✓	✓		✓			✓	✓
Cluster 7 - Tractors									
AHCMOM202 AHCMOM304	Operate tractors Operate machinery and equipment	✓		✓	✓				
Cluster 8 – Feed and Water Livestock									
AHCLSK211 ACHLSK209	Provide feed for livestock Monitor water supplies	✓		✓	✓				
Cluster 9 - Fencing									
AHCINF202 AHCINF201	Install, maintain and repair farm fencing Carry out basic electric fencing operations	✓	✓		✓				
Cluster 11 – Show Livestock									
AHCLSK316	Prepare livestock for competition	✓	✓	✓					
Cluster 12 - Inspect and clean machinery for plant, animal and soil									
AHC BIO201	Inspect and clean machinery for plant, animal and soil	✓	✓		✓			✓	✓

VET – Hospitality 2022

	TERM 1	TERM 2	Term 3
2022	<p>Cluster 1 Work effectively with others BSBWOR203</p> <p>Cluster 2 Part A Use hygienic practices for food safety SITXFSA001</p> <p>Cluster 2 Part B Use food preparation equipment SITHCCC001</p> <p>Participate in safe food handling practices SITXFSA002</p> <p>Cluster 10 Portfolio Use cookery skills effectively SITHCCC011</p>	<p>Cluster 2 Part B Use food preparation equipment SITHCCC001</p> <p>Participate in safe food handling practices SITXFSA002</p> <p>Cluster 3 Participate in safe work practices SITXWHS001</p> <p>Participate in environmentally sustainable work practices BSBSUS201</p> <p>Cluster 10 Portfolio Use cookery skills effectively SITHCCC011</p>	<p>Cluster 5 Portfolio Prepare dishes using basic methods of cookery SITHCCC005</p> <p>Cluster 10 Portfolio Use cookery skills effectively SITHCCC011</p>
Assessment	<p>Cluster 1, Cluster 2A Cluster 2B</p>	<p>Cluster 2B Cluster 3 Portfolio Cluster 10</p>	<p>Cluster 5 - collection of Evidence Portfolio Cluster 10</p>



Education

Wagga Wagga RTO 90333

SIT20416 Certificate II in Kitchen Operations

Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks.

This qualification provides a pathway for commercial cooks into commercial cookery including work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care, hospitals, prisons, schools.

Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

Core Units of Competency

BSBWOR203 Work effectively with others

SITHCCC001 Use food preparation equipment

SITHCCC005 Prepare dishes using basic methods of cookery

SITHCCC011 Use cookery skills effectively

SITHKOP001 Clean kitchen premises and equipment

SITXFSA001 Use hygienic practices for food safety

SITXINV002 Maintain the quality of perishable items

SITXWHS001 Participate in safe work practices

Elective Units of Competency

SITHIND002 Source & use information on the hospitality industry

SITXFSA002 Participate in safe food handling practices

SITHCCC002 Prepare and present simple dishes

SITHCCC006 Prepare appetisers and salads

SITCCC003 Prepare and present sandwiches

BSBSUS201 Participate in environmentally sustainable work practices

This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.

Support services may be available to meet needs of individual students.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a SIT20416 Certificate II in Kitchen Operations.

Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations. Portfolios of evidence are required for some units of competency in this

Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met the NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

Complaint or Appeals: Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

Resources costs: discuss fees with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: onsite delivery in our commercial kitchen at Braidwood Central School.

Exclusions: Refer to NESAs Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

Assessment Summary SIT20416 Certificate II in Kitchen Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	WEEK 4 Term 2 & 3
Preliminary examination	School Exam timetable

Assessment Plan		Evidence gathering techniques			
Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – Getting Along					
BSBWOR203	Work effectively with others				X
Cluster 2 – Safe and hygienic food preparation					
SITXFSA001	Part A Use hygienic practices for food safety	X			X
SITHCCC001	Part B Use food preparation equipment	X	X		X
SITXFSA002	Participate in safe food handling practices	X	X		X
Cluster 3 – Safe and Sustainable work practices					
SITXWHS001	Participate in safe work practices	X	X		X
BSBSUS201	Participate in environmentally sustainable work practices				X
Cluster 4 – Preparing quality simple dishes					
SITHCCC002	Prepare and present simple dishes	X	X		X
SITXINV002	Maintain the quality of perishable items				
Cluster 5 – Producing menu Items					
SITHCCC005	Prepare dishes using basic methods of cookery	X	X	X	X
Cluster 6 – Cleaning the kitchen					

SITHKOP001	Clean kitchen premises and equipment	X	X		X
Cluster 7 – Preparing appetisers and salads					
SITHCCC006	Prepare appetisers and salads	X	X	X	X
Cluster 8 – Sandwich preparation					
SITHCCC003	Prepare and present sandwiches	X	X		X
Cluster 9 – Keeping up to date with industry					
SITHIND002	Source and use information on the hospitality industry				X
Cluster 10 – Use cookery skills effectively					
SITHCCC011	Use cookery skills effectively	X	X	X	X

Glossary of terms

	Student Responsibilities	School Responsibilities
Absent on the day of task	<p>Hand in your assessment task to the head teacher on time. If you know that you are going to be away on the day of an assessment task, then you must consult with the head teacher at the earliest possible time. If you are away unexpectedly then it is your responsibility to contact the head teacher before the commencement of the task. This is usually done by you or a member of your family ringing the school. As soon as you return to school, you must see the head teacher and complete an illness/misadventure form. Appropriate documentation must be presented to support your case.</p> <p>Illness/misadventure forms can be found at the back of this book.</p>	<p>The school requires valid proof from students as to why the normal assessment plan has been varied. It will provide a mark of zero if the student has not provided a valid and acceptable reason for a variation being made. This in turn alters the overall rank of the student in the course.</p> <p>Illness/Misadventure forms are returned to the relevant head teacher who will consult with the deputy principal.</p>
Appeals	<p>If you have followed the school assessment policies and feel that you have been disadvantaged by an assessment decision then you must follow the steps listed below:</p> <ul style="list-style-type: none"> • complete an appeal form • submit the form and a copy of your task, result and feedback to the relevant head teacher • this must take place within five school days of the return date of the task or issue of assessment statistics. <p>An appeal must contain all of the evidence to support your case. Use the appeal form located at the back of this guide to lodge your appeal.</p>	<p>The school provides a review committee to mediate in cases of dispute about assessment procedures. The review committee will consist of the principal, the deputy principal and the head teacher of the course.</p>
Assessment mark/rank	<p>Check your assessment task results immediately when returned to you.</p>	<p>Provide a mark and rank for each task. Provide a progressive Higher School Certificate rank at the end of each reporting period.</p>

	Student Responsibilities	School Responsibilities
Assessment notification	Be sure that you are clearly aware of your responsibilities and the requirements and due date of any assessment tasks.	The assessment notification for each of your tasks will be given to you in writing at least two weeks prior to the task. It will provide details as to: <ul style="list-style-type: none"> • the mark weighting of the task in your Preliminary final assessment • the week or date, by which the task must be completed • the outcomes to be assessed • the nature of each task
Assessment plan	Students are given notice of all assessment tasks at the beginning of the Preliminary course. Be sure that you have carefully studied your Preliminary ASSESSMENT SCHEDULES and the CALENDAR. It is your responsibility to keep track of what tasks are coming up.	At the start of your Preliminary courses the school will provide you with an ASSESSMENT SCHEDULE and CALENDAR for your courses. These documents are in this booklet.
Attendance	Attend all timetabled lessons unless a legitimate reason prevents it. If you are absent it is your responsibility to catch up on all missed work. As a general rule your absences should not exceed 15% of the available lessons.	Monitor student attendance to ensure that sufficient course work is being experienced to achieve the course outcomes. Advise students and guardians in writing if their attendance is causing concern. Satisfactory attendance is required to achieve the outcomes of any course. If the principal deems attendance to be unsatisfactory then she may decide that sufficient course outcomes have not been achieved for the award of the Higher School Certificate in those courses affected.
Correct pattern of study	Be sure that your courses of study meet the requirements for the award of a Higher School Certificate.	Your curriculum co-ordinator will provide assistance in checking your plan of Higher School Certificate courses.
Course requirements	Take every possible step to ensure you are fulfilling the requirements for your Higher School Certificate courses.	Your course teachers will monitor your progress and report to you any cases of "non-compliance" with assessment guidelines or lack of diligence and sustained effort.
Diligent and sustained effort	This requires you to complete all course work and tasks to the best of your ability.	Class teachers will provide you with work to ensure that the course guidelines are met.

	Student Responsibilities	School Responsibilities
Disability provisions	If you feel that you may require special provisions for the Higher School Certificate or at a particular time, talk to Learning Support Head Teacher.	NESA makes disability provisions available to students who have difficulties or impairments which are likely to affect their results in the Higher School Certificate. To claim disability provisions, see the Learning Support Head Teacher.
Due dates	Due dates must be met. Unless otherwise stated a task will be considered as due during assembly on the due date.	Provide at least 2 weeks' notice as to the exact date for the completion of any assessment task. Provide a mark of zero for a late task unless special consideration has been granted beforehand or illness/ misadventure can be proven.
Frivolous and non-serious attempt	Complete all tasks to the best of your ability.	The school will treat this as non-completion of a task.
Malpractice	Fair practices are expected from students at all times.	Unfair advantage cannot be allowed. A mark of zero may be given by the head teacher when you have: <ul style="list-style-type: none"> • cheated or attempted to cheat • claimed another person's work as your own • allowed other students to copy your work • deliberately disrupted an assessment task • made a frivolous or non-serious attempt.
Non-completion of a task	If you miss a task and receive a zero, you must still complete the task to a satisfactory standard in order to complete the course.	Record the completion of tasks to ensure that students complete all tasks. Provide a mark of zero for a late task unless special consideration has been granted beforehand.
Originality of work	Any assessment work submitted by you must be your own work. All sources of assistance and advice must be acknowledged within the work or as a list of references at the end of the task.	The school requires all assessment student work to be their own. Students can refer to sources in their work, but marks are awarded for how these are used.
Other tasks	Other set tasks must be completed to the best of your ability.	Your teachers will set other tasks as part of the course work. The tasks will assist you in meeting the course outcomes.

	Student Responsibilities	School Responsibilities
Problems completing a task	<p>If a problem does occur, discuss it with your teacher at the earliest possible time. Reasons and excuses will not be considered after the event.</p> <p>Equipment failure such as computer or printing difficulties will not be accepted as reasons for late submission of a task.</p>	<p>In cases of "non-compliance" with the assessment guidelines the school will provide a warning in writing with advice on how to rectify the problem. If necessary a second and final warning may be issued in writing. At this point, if the student has not rectified the problem, their progress will be deemed as unsatisfactory and may lead to an "N" determination in that course.</p>
Uncertainty	<p>If you have any concerns about the assessment for your Preliminary courses, check with your teachers and head teachers. Uncertainty cannot be used as an excuse for not meeting your obligations.</p>	<p>The school will provide you with information on how the Higher School Certificate assessment works.</p>

Braidwood Central School



Preliminary Illness/Misadventure Application

Course:

Task number:

Student's Name: _____

Teacher's Name: _____

Assessment Task Title: _____

Date of Notification: _____

Task Date or Date Due: _____

Details of Application: _____

Items of evidence attached: _____

Student's Signature: _____

Date: _____

Parent's Signature: _____

Date: _____

Attach evidence documents to this form. This form is to be handed to the head teacher of the course.

Head teacher recommendation: HT Signature:
School action: Deputy Principal Signature:

Braidwood Central School



Preliminary Assessment Task Appeal Form

To be submitted to the Assessment Co-ordinator

Course:

Task number:

Student's Name: _____

Teacher's Name: _____

Assessment Task Title: _____

Date of Notification: _____

Task Date or Date Due: _____

Reason for appeal

- the marks awarded with reference to the published marking criteria or rubric.
- the administration of the task. Such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension.
- whether the task conforms to the school's assessment policy as described in this assessment handbook. Such as, failing to notify that a task is assessable or not including a notified task in the assessment marks.

Please explain your reasons for the appeal:

Response from Head Teacher about your claim.

Appeal Result

Assessment Review Panel:

Decision and reason:

Panel members' signatures:

Copy to:

- Student
- (Original) Student file
- HSC monitoring folder
- Note made in electronic mark book



Assessment Task Submission Cover Sheet

Student name: _____

Subject: _____

Teacher: _____

Assessment task title: _____

Due date: _____

Checklist for submission: Please indicate by ticking that your assessment task meets the following requirements prior to submission.

	Task submitted on A4 (unless otherwise specified)		Declaration below is signed and completed
	Pages stapled firmly together		Other teacher specifications ...
	Page numbers are recorded		
	Student has a copy of the task		

I certify that this assignment is my own work and that due acknowledgement is made of sources and direct quotes. I certify that I am aware of my obligations under provisions for honest conduct and I am also aware of Braidwood Central School policies on plagiarism and academic misconduct.

Student signature: _____

✂-----

ASSESSMENT TASK SUBMISSION STUDENT RECEIPT

Please retain this receipt and a copy of your assessment task.

Student name: _____

Subject: _____

Teacher: _____

Assessment task title: _____

Date submitted: _____

Head Teacher signature: _____

