

Assessment Booklet Preliminary



2025

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Updated 1 April 2025

INTRODUCTION

This booklet aims to give students, parents and caregivers information about the Preliminary Assessment Policy and Schedules. Students, parents and caregivers are urged to read this booklet carefully. It is the responsibility of the student to be thoroughly familiar with the assessment process. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with their Year Adviser, the Careers Adviser or the Deputy Principal.

Students are expected to attempt all assessment tasks and to be present for all other learning experiences. Students are also expected to attempt all other assigned work such as homework, assignments and class work that may not be part of the assessment program but is still vital for students to achieve the outcomes of the course.

It is very important that students apply themselves to all the experiences of the course with diligence and sustained effort. In Year 11 **THREE HOURS** each night is considered the minimum amount of time students should give to their studies. This time will increase when assessment tasks, assignments and examinations occur. If this is balanced with regular exercise, a good diet and moderate social activities, students should have an enjoyable and successful year.

Course Requirements

For a student to be considered to have satisfactorily completed a course there must be, in the Principal's view, sufficient evidence that the student has

1. followed the course developed by the Board;
2. applied themselves with diligence and sustained effort; and
3. achieved some or all of the course outcomes.

At NBSC Cromer Campus, any student in danger of not satisfying course requirements may receive a NESA N-Award Warning Letter. At least two letters must be sent before a student is deemed to have failed to meet the requirements. Students may receive N-Award Warning Letters for the following reasons:

- Unsatisfactory attendance resulting in lack of participation in course experiences
- Being ill-prepared or ill-equipped for class work preventing participation in course experiences
- Failure to complete set tasks
- Failure to complete homework
- Failure to complete assessment tasks
- Failure to complete practical tasks
- Lack of participation in class work
- Failure to submit or present for assessment tasks

Pattern of Study

To qualify for the Higher School Certificate students must study a pattern of Preliminary and HSC courses. Both the Preliminary and HSC patterns must include:

- 12 units at Preliminary level and 10 units at HSC level.
- At least 6 units that are Board Developed Courses.
- At least 3 courses of 2 unit value or greater.
- At least 4 subjects.
- No more than 6 units of courses in Science.

Most students elect to study 10 units in Year 12. This means that after the Preliminary result students may drop **one** course of 2 unit value.

25 Hour Personal Development and Health Course, Life Ready

Life Ready is a mandatory personal development and health education course for Years 11 and 12 students in NSW Government Schools. The course provides an opportunity for students to extend and build on the outcomes achieved in Personal Development, Health and Physical Education (PD/H/PE) from Years 7 to 10.

Life Ready reflects some of the contemporary health issues facing young people. It acknowledges and aims to support senior students as they address changing issues related to identity, independence, and their changing responsibilities.

The course is organised around two key aspects of young people's lives during the senior years of school: relationships and drugs. There is enough research to suggest that the wellbeing of young people is likely to be at risk during this time as they struggle to deal with change in most areas of their lives.

Life Ready allows time for reflection for senior students and for the sharing of ideas, perceptions and experiences in a safe and supportive environment. The course is designed so that students have considerable input into its planning and its delivery.

Extension Courses

Students who show proficiency in a course may choose to do an Extension course which builds on the content of the 2 unit course, with an additional value of 1 unit. These are offered in Year 12 only, except for English and Mathematics. In English and Mathematics, a second extension is available which goes beyond the standard of Extension 1.

In addition to English and Mathematics, extension courses are available in Year 12 in History, Music, and some languages. Students should discuss their interest in doing an extra extension unit with their teacher and Head Teacher who will be only too happy to advise and assist them in making their choice. Please note that should parents/caregivers wish to be included in these discussions they would be most welcome.

Illness, Accident or Misadventure Procedures

It is the responsibility of the student to be present for or to hand in tasks at the required time. Students should read the calendar carefully and note the dates for when your tasks are due. Failure to meet these requirements will result in severe penalties e.g. zero marks.

The only exception to this rule will be in the cases of illness, accident or unavoidable misadventure. In the case of illness an acceptable medical certificate is required. In other cases, satisfactory documentary evidence is required (similar to that required at the actual Higher School Certificate Examination) to support any requests for special consideration. In all cases students must complete the illness, accident or misadventure form and submit it to the Deputy Principal of Year 11. This must be done within three days of returning to school. In cases of extended absence, a maximum time of two school weeks from the initial due date of the task will be allowed. If the Deputy Principal is not at school, the student may see the Principal or the other Deputy Principal.

Students who are absent on the day a task is due must hand it in as soon as they arrive at school. If the task is to be completed in class, the student is expected to do this on the day that they return.

Students who are absent from school for school purposes such as work experience and authorized excursions should, as far as possible, submit assessment tasks before the activity. Otherwise assessment tasks should be submitted as soon as they return to school. These students will not need to follow the illness, accident or misadventure procedures. Students are required to ensure that their teachers are aware of why they have not been at school and to ask the organizing teacher to confirm this with the class teacher.

Appeals

When a student considers that they have been unfairly treated as a result of the process used in an assessment task the student may appeal to the Appeals Committee. **Any appeal must be lodged within two days of the assessment process being completed for that task and may only be in terms of the process followed.** Students should note that the NESA does not allow appeals against a mark or grade awarded, only against process.

If a student considers that they have been unfairly treated as a result of the process used in an illness, accident or misadventure case, the student may also appeal to the Appeals Committee. **Any appeal must be lodged within two days from when the student was informed of the decision.**

This committee will consist of the Deputy Principal, the Year Adviser and the Head Teacher of the relevant faculty. All appeals must be submitted to the Deputy Principal in writing.

School Assessment Policy

1. Course guidelines set out the approximate timing for each task. Your class teacher will advise you of the precise timing at least two weeks before the task is to be administered and will at the same time inform you of the nature of the task and the outcomes to be assessed. This will be done in writing using the standard form or something very similar. This process does not apply to examinations.
2. It is the student's responsibility to be alert to the notification of tasks. In case of absences from school, students will need to check with their teachers immediately upon their return. Absence from school when notification is given out will not be considered as a reason for the granting of an extension of time for an assessment task.
3. In Years 11 and 12, assessment will be on a yearly basis.
4. The school has endeavoured to structure the timing of assessment tasks to limit non-examination tasks to three per week where possible. Students who do extension courses in the senior school may find there are times when there are more than two tasks in a week.
5. When students submit an assessment task such as an assignment a receipt should be sought from the teacher for this task. A receipt is printed on the bottom of the notification form and can be torn off and handed to the student. Students are advised to keep the receipt and a copy of the assessment task. This does not apply to examinations and class tests.
6. When the assessment task is returned to the student, teachers will supply the mark awarded and written comments as appropriate. The student's position in rank order is indicated in the Semester 1 and Semester 2 reports.
7. Students must demonstrate that they are serious candidates by their regular attendance in lessons and satisfactory completion of assessment tasks. They must present themselves on time at the place specified for each assessment task or hand in each assessment task by the time specified.
8. Students who complete all aspects of the assessment task and submit it on or before the due date are eligible for the full mark allocated for the task. Students who fail to submit an assessment task by the due date or to attend an assessment task at school will be given zero if they have no valid reason.
 - Assessment tasks must be submitted to the teacher concerned as specified on assessment task notification. Failure to do so will result in an E grade being awarded and NESA 'N' determination Official Warning Letter being issued.
9. Students who fail to attend an Assessment Task which is to be completed at school or to submit an assessment task by the due date but who have a valid reason (e.g. sickness) may be given an opportunity to do the task or an equivalent task at a later date. In exceptional circumstances it may be necessary to give an estimate mark.

These students will need to follow the Illness, Accident or Misadventure Procedures. If the application is granted these students will be eligible for the full mark allocated to the task. For sickness a doctor's certificate is required.

10. Students who submit an incomplete task on or before the due date are to be allocated a mark. This mark is to be based on the proportion of the task completed. The task does not automatically receive a zero mark. As an example, if the task had six equally weighted components and a student attempted only three of these, that student would be eligible for up to 50% of the mark allocated to the task.
11. Students are subject to and required to comply with the procedures and rules published for examinations. Any student found to be disturbing the examination will receive zero marks for that task.
12. If a student submits a task which is deemed by the teacher to be a non-serious attempt, then an E grade may be awarded.
13. **MALPRACTICE** A zero mark will be recorded for tasks where malpractice is involved. Malpractice is defined as failing to comply with the assessment policy for Northern Beaches Secondary College Cromer Campus or dishonesty through cheating or plagiarizing in Assessment Tasks or exams. **PLAGIARISM** is the theft of someone else's work. This includes copying the work of another person directly and intermingling it with your own work or simply presenting something that you didn't write as your own. Cutting and pasting chunks of text from the net and presenting this as your own work is one example. Any assignments or assessment tasks submitted must be the student's own work. Plagiarism will result in the student receiving zero marks for that task. Students found to have copied another student's work will also receive a N-Award Warning letter. All students have the responsibility to protect their intellectual property (their own work). Students who are found to have knowingly allowed their work to be copied or who have given their work to another student will also receive zero marks for that task.
14. Students who choose to use a computer must ensure that work is handed in on time. Computer failure will not be accepted as a reason for lateness. Students should ensure that adequate backup systems are in place and that hard copy is produced well in advance.
15. School Reports will generally include examination marks, examination ranks, cumulative assessment marks, cumulative assessment ranks, outcome achievement, personal learning profiles and teacher comments for each course.
16. Submitting work generated by an Artificial Intelligence App or Bot as your own work constitutes malpractice. Even where students have written their own responses and run these through AI, this is unethical and will be treated as malpractice. This also includes, but is not limited to, using AI to format any part of the submitted response, including bibliographies. All work that is derived from another source must be cited at the point where another's ideas have been used, and in the Bibliography. If the marker or your teacher suspects that you have plagiarised or used AI writing tools to compose your response, it is your responsibility to prove that your assessment is all your own work, as per NESA guidelines (ACE 9023).

Common Grade Scale

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

The scale describes performance at each of the 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.

VET Assessment Policy

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Preliminary and HSC qualification
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which are awarded under the Australian Qualifications Framework (AQF)

Students will be assessed in both areas during each VET Course.

AQF Assessment

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as **competent**. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either **competent** or **not yet competent**.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at that time they will be given at least one further opportunity at an agreed time to be re-assessed. There are a number of competencies that may only be offered once during the course due to their

- WHS requirement; by
- Cost;
- Time frame;
- Supervision required; or
- Resource availability.

Specific information about these competencies will be issued to students at the beginning of the course.

Higher School Certificate (HSC)

Students will be awarded units towards their Preliminary and HSC by studying a VET Course. Some VET Courses eg Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Admission Rank (ATAR).

As with all HSC courses, NESA procedures apply to all VET Courses (refer to school NESA procedures).

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the **achievement of competency**. AQF qualifications will be assessed by NESA separately.

No Assessment Mark for VET Courses is required by NESA. An estimated examination mark for students entered for the HSC written examination must be submitted. **This mark will be used only in the case of an illness/disadvantage appeal.**

The estimate mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination. A trial HSC examination mark would be a suitable task.

Work Placement

Work Placement is a **mandatory HSC requirement** of curriculum framework VET courses. Appropriate hours are as follows:

120 hour course - a minimum of 35 hours in a workplace

240 hour course - a minimum of 70 hours in a workplace

60 hour course (extension) - a minimum of 14 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements. Learning in the workplace will enable students to:

- Progress towards the achievement of industry competencies;
- Develop appropriate attitudes towards work;
- Learn a range of behaviours appropriate to the industry;
- Practice skills acquired off the job in a classroom or workshop; and
- Develop additional skills and knowledge, including key competencies.

Note: Information Technology and Entertainment Industry Courses may simulate 35 hours of work placement. This must be documented and authorised by the school.

Assessment Schedule

Information regarding mandatory assessment tasks will be set out in an Assessment Schedule. These tasks will be used as evidence of competency.

Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses.

Illness, Accident or Misadventure Application

Copies of this form can be obtained from the Student Welcome Centre during break times.



CROMER CAMPUS

Illness, Accident and Misadventure Form for Assessment Task or Course Examination

Student Name Year

Subject Teacher

Task Due Date

Grounds for this Application

☐ Illness ☐ Accident ☐ Misadventure ☐ Other

Please provide details

.....

.....

Supporting Evidence

☐ Medical Certificate attached from.....
(Name of Doctor)

☐ Other Supporting Documentation
(Description)

☐ Requesting new date to submit or attempt task on
(Proposed Date)

Student Signature Date

Parent Signature Date

STUDENT TO SEE CLASS TEACHER TO FILL IN BELOW

Does this student require LaST provisions for this task? ☐ Yes ☐ No
(If Yes, HT LaST to determine the attempt date below)

Revised date to submit or attempt date
(Date)

Class Teacher ☐ Supportive ☐ Not Recommending
(Signature)

Head Teacher ☐ Supportive ☐ Not Recommending
(Signature)

DEPUTY PRINCIPAL ONLY

OUTCOME OF APPLICATION

This application has been ☐ Approved ☐ Declined

Deputy Principal
(Signature) (Date)

OFFICE PROCEDURES

- ☐ Office to supply the student with a photocopy of this completed form when the outcome is determined.
- ☐ Office to contact the teacher and obtain a copy of the exam/assessment for the deputy principal.
- ☐ Office to put the completed form in their Student Academic Record File.

Examination Policy and Procedures



NBSC CROMER CAMPUS

Year 11 and Year 12 Student
Examination Policy and Procedures

You need to know your NESA Student Number.

The examinations are held in _____ and _____, unless specified otherwise.
Special provisions will be in _____.

You will be informed of any variations to session times or locations.

You will assemble quietly outside _____ **10 minutes prior** to starting time. Be on time. Late arrivals are a distraction to other candidates and will be noted in the Examination Log.

You will be asked to move into the examination rooms so you are seated 5 minutes before the examination is due to start. There is **SILENCE** once you have entered the room. You will be asked to secure your personal belongings in a designated room. No food will be permitted in the examination rooms.

ATTENDANCE

Attendance is required **ONLY** for the examination you are sitting. Private study locations will be available at school between examinations.

NON ATTENDANCE/ ILLNESS or MISADVENTURE

If you do not attend or are unable to attend due to sickness/illness, **you must ring the school before 9am** on the morning of the examination. A **Doctor's Certificate** and **Misadventure Form** must be presented on the day of return to the Deputy Principal. **Failure to do this may result in a zero award.**

PLAGIARISM/CHEATING

In accordance with the DoE's All My Own Work policy, students who plagiarise or cheat during the examination may receive a **zero award.**

EQUIPMENT

Clear plastic pencil cases and water bottles only are permitted in the examination rooms. You should write in BLACK pens. Make sure you bring spare pencils (at least 2B), erasers, rulers, highlighters and a sharpener. A list of NESA approved calculators can be found online at: www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/exam-equipment-list

Mobile phones, Smart watches, any other electronic devices, correction fluid, dictionaries, except when permitted in language examinations, and paper or any printed or written material are **NOT ALLOWED** into the examination rooms in accordance with NESA and our school's policy. Borrowing items during an examination is not permitted.

Standard watches are permitted, but once you sit down in the examination room you must remove your watch and place it in clear view on your desk.

READING TIME

All written examinations have 10 minutes reading time. No talking or writing in this period.

DEPARTURE POLICY

Students are not allowed to leave (finish) in the first hour or leave (finish) in the last 30 minutes in accordance to NESA and School Policy.

Students who disrupt others during the examination may receive a zero award and will be subject to the school's disciplinary policy.

UNIFORM

You are to wear full school uniform. Students who are out of uniform are to be recorded in the Examination Log and directed to report to the Deputy Principal immediately after the examination.

N-Award Sample Letter



NBSC Cromer Campus

120 South Creek Rd

Cromer NSW 2099

Ph: 02 9981 1155

Email: NBSCCromer-h.School@det.nsw.edu.au

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

Wednesday, 26th February 2025

Dear Charles & Isabelle Scott

OFFICIAL WARNING – Non-completion of a Higher School Certificate Course Assessment Task

This letter is to advise that your son, Bon Scott, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in Music.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is an official warning notifying you that Bon is at risk of not completing the above course.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

In Year 11, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

Bon is not currently meeting one or more of these requirements.

Opportunity to resolve this task

The following tasks or requirements need to be completed by Bon.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on Hamlet	46%%	16/08/2025	Complete this essay and hand in	23/08/2025

Action by parent/guardian

To support Bon in meeting the course requirements, we request that you discuss this matter with him, and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact Mr J Smith.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically analyse & evaluate	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis and evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

CREATIVE AND PERFORMING ARTS FACULTY (CAPA)

Courses :

Dance

Drama

Entertainment (see VET Courses page 53)

Music

Visual Arts

Dance

Outcomes	
P1.1	understands dance as the performance and communication of ideas through movement and oral form
P1.2	understands the use of dance terminology relevant to the study of dance as an artform
P2.1	identifies the physiology of the human body as it is relevant to the dancer
P2.3	recognises the importance of the application of safe dance practice
P2.4	demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
P2.5	performs combinations, phrases and sequences with due consideration of safe dance practices
P3.1	identifies the elements of dance composition
P3.2	understands the compositional process
P3.3	understands the function of structure as it relates to dance composition
P3.4	explores the elements of dance relating to dance composition
P3.5	devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P3.6	structures movement devised in response to specific concept/intent
P4.1	understands the socio-historic context in which dance exists
P4.2	develops knowledge to critically appraise and evaluate dance
P4.3	demonstrates the skills of gathering, classifying and recording information about dance
P4.4	develops skills in critical appraisal and evaluation

Assessments					
Outcome	Component	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 4/5	Term 2 Week 10	Term 3 Week 9
		Performance + Interview	Half Yearly Exam	Composition + Interview	Appreciation
P2.1, P2.3, P2.4, P2.5	Performance 40%	30%			10%
P3.1, P3.2, P3.3, P3.4, P3.5, P3.6	Composition 30%			30%	
P4.1, P4.2, P4.3, P4.4	Appreciation 30%		10%		20%
Weighting	100%	30%	10%	30%	30%

Drama

Outcomes	
P1	develops acting skills in order to adopt and sustain a variety of characters and roles
P2	explores ideas and situations, expressing them imaginatively in dramatic form
P3	demonstrates performance skills appropriate to a variety of styles and media
P4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
P6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
P8	understands the dynamics of actor-audience relationship
P9	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
P10	demonstrates directorial and acting skills to communicate meaning through dramatic action
P11	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
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

Assessment					
Outcome	Component	Task 1	FORMATIVE	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 5	Term 2 Week 10	Term 3 Week 8
		Elements of Drama and Improvisation	1 Hour Formative Task	Elements of Production	Major Styles and Traditions
P1.1, P1.2, P1.4, P1.5, P1.7, P2.1, P2.4, P3.2	Making 30%	10%		20%	
P1.1, P1.3, P1.4, P1.5, P2.1, P2.2, P2.3, P3.1	Performing 40%	20%		10%	10%
P2.2, P3.1, P3.2, P3.3	Critically Studying 30%	5%		5%	20%
Weighting Total	100%	35%		35%	30%

Music

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

Assessment					
Outcome	Component	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 5	Term 2 Week 9	Term 3 Week 8
		Group Performance + Viva Voce	Half Yearly Exam	Composition	Yearly Exam + Solo Performance + Logbook
P1, 2, 3, 9	Performance 25%	10%			15%
P3, 4, 7, 8	Composition 25%			25%	
P4, 5, 6, 8	Musicology 25%	25%			
P4, 6, 8	Aural 25%		10%		15%
Weighting %	100%	35%	10%	25%	30%

Visual Arts

Outcomes	
ARTMAKING	
P1	Explores the conventions of practice in artmaking
P2	Explores the roles and relationships between the concepts of artist, artwork, world and audience
P3	Identifies the frames as the basis of understanding expressive representation through the making of art
P4	Investigates subject matter and forms as representations in artmaking
P5	Investigates ways of developing coherence and layers of meaning in the making of art
P6	Explores a range of material techniques in ways that support artistic intentions
ART CRITICISM & ART HISTORY	
P7	explores the conventions of practice in art criticism and art history
P8	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Assessment							
Outcome	Component & Weight %	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Short Answer Response	VAD & BOW Modernism	Half Yearly Exam	VAD & BOW Post Modernism	Extended Response	Yearly Exam
		Term 1 Week 10	Term 2 Week 4	Term 2 Week 5	Term 3 Week 4	Term 3 Week 4	Term 3 Week 9 -10
P1, P2, P3, P4, P5, P6	Art Making (50%)		25%		25%		
P7, P8, P9, P10	Art History and Criticism (50%)	10%		5%		15%	20%
MARKS	100%	10%	25%	5%	25%	15%	20%

ENGLISH FACULTY

Courses:

English Advanced

English Standard

English as an Additional Language or Dialect

English Studies

English Extension 1

English Advanced

Outcomes	
EA11-1	Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA11-2	Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA11-3	Analyses and uses language forms, features and structures of texts 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

Assessment				
Task Number	Task 1	FORMATIVE	Task 2	Task 3
Nature of task	Reading to Write Imaginative text with reflection	1 Hour Formative Task	Narratives that Shape our World Multimodal presentation	Critical Response Yearly Examination
Timing	Term 1, Week 10	Term 2, Week 5	Term 2, Week 9	Term 3, Weeks 9
Outcomes assessed	EA11-3, EA11-5, EA11-9		EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8
Components				
Knowledge and understanding of course content	15%		15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%		15%	20%
Weighting %	30%		30%	40%

English Standard

Outcomes	
EA11-1	Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EA11-2	Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA11-3	Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EA11-4	Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EA11-5	Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EA11-6	Investigates and explains the relationships between texts
EA11-7	Understands and explains the diverse ways texts can represent personal and public worlds
EA11-8	Identifies and explains cultural assumptions 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

Assessment				
Task number	Task 1	FORMATIVE	Task 2	Task 3
Nature of task	Reading to Write Imaginative text with reflection	1 Hour Formative Task	Contemporary Possibilities Multimodal presentation	Close Study of Literature Yearly Examination
Timing	Term 1, Week 10	Term 2, Week 5	Term 2, Week 9	Term 3, Week 9
Outcomes assessed	EN11-3, EN11-5, EN11-9		EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-9	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8
Components				
Knowledge and understanding of course content	15%		15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%		15%	20%
Weighting %	30%		30%	40%

English as an Additional Language or Dialect

Outcomes	
EAL11-1A	Responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL11-1B	Communicates information, ideas and opinions in familiar personal, social and academic contexts
EAL11-2	Uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL11-3	Identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
EAL11-4	Applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL11-5	Thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
EAL11-6	Investigates and explains the relationships between texts
EAL11-7	Understands and assesses the diverse ways texts can represent personal and public worlds
EAL11-8	Identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
EAL11-8	Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Assessment				
TASK	Task 1	FORMATIVE	Task 2	Task 3
Nature of task	Language, Text and context Multimodal Presentation	1 Hour Formative Task	Close Study of Text Viewing and Written Response	Texts and Society Yearly Examination
Timing	Term 1, Week 9	Term 2, Week 5	Term 2, Week 9	Term 3, Week 9
Outcomes assessed	EAL11-1B, EAL11-3, EAL11-4, EAL11-7		EAL11-1A, EAL11-2, EAL11-3, EAL11-5, EAL11-9	EAL11-1A EAL11-3, EAL11-5, EAL11-6, EAL11-8 EAL11-3, EA11-5, EA11-6, EA11-8
Components				
Knowledge and understanding of course content	20%		15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20%		15%	15%
Total %	40%		30%	30%

English Studies

Outcomes	
ES11-1	Comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES11-2	Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES11-3	Gains skills in accessing, comprehending and using information to communicate in a variety of ways
ES11-4	Composes a range of texts with increasing accuracy and clarity in different forms
ES11-5	Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
ES11-6	Uses appropriate strategies to compose texts for different modes, 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

Assessment					
Task number	Task 1	FORMATIVE	Task 2	Task 3	FORMATIVE
Nature of task	Achieving Through English Portfolio	1 Hour Formative Task	Multimodal Presentation	Portfolio	1 Hour Formative Task
Timing	Term 1, Week 10	Term 2, Week 5	Term 2, Week 9	Term 3, Week 8	Term 2, Week 9
Outcomes assessed	ES11-1, ES11-4, ES11-5 ES11-6		ES11-2, ES11-3, ES11-6, ES11-7, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9	
Components					
Knowledge and understanding of course content	15%		15%	20%	
Skills in: <ul style="list-style-type: none"> comprehending texts, communicating ideas, using language accurately, appropriately and effectively 	15%		15%	20%	
TOTAL	30%		30%	40%	

English Extension 1

Outcomes
EE11.1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE11.2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
EE11.3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
EE11.4 develops skills in research methodology to undertake effective independent investigation
EE11.5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
EE11.6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Assessment				
Task number	Task 1	FORMATIVE	Task 2	Task 3
Nature of task	Critical Response	1 Hour Formative Task	Multimodal	Yearly Exam
Timing	Term 2, Week 2	Term 2, Week 5	Term 3, Week 2	Term 3, Week 9/10
Outcomes assessed	Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4, EE11-5		Outcomes assessed EE11-1, EE11-2, EE11-3, EE-4, EE11-5	Outcomes assessed EE11-2, EE11-3, EE11-6
Components				
Knowledge and understanding of texts and why they are valued	15%		20%	15%
Skills in complex analysis composition and investigation	15%		20%	15%
Weighting %	30%		40%	30%

HUMAN SOCIETY & ITS ENVIRONMENT FACULTY (HSIE)

Courses:

Ancient History

Business Studies

Economics

Geography

Legal Studies

Modern History

Society & Culture

Studies of Religion II

Ancient History

Outcomes	
AH11-1	Describes the nature of continuity and change in the ancient world
AH11-2	Proposes ideas about the varying causes and effects of events and developments
AH11-3	Analyses the role of historical features, individuals and groups in shaping the past
AH11-4	Accounts for the different perspectives of individuals and groups
AH11-5	Examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6	Analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7	Discusses and evaluates differing interpretations and representations of the past
AH11-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-10	Discusses contemporary methods and issues involved in the investigation of ancient history

Assessments				
Task	Task 1 In Class Assessment	FORMATIVE TASK	Task 2 Historical Investigation	Task 3 Yearly Exam
Due Date	Term 1 Week 8	Term 2 Week 5	Term 2 Week 10	Term 3 Week 9/10
Outcomes	Will be selected from AH11-1-AH11 -5	1 Hour Formative Task	Will be selected from AH1.1-AH11-10	Will be selected from AH1.1-AH11-10
Knowledge and understanding of course content 40%	5%		15%	20%
Stimulus-based skills 20%	10%		0%	10%
Inquiry and research 20%	10%		10%	
Communication of ideas and issues in appropriate forms 20%	5%		10%	5%
Weighting	30%		35%	35%

Business Studies

Outcomes	
P1	Discusses the nature of business, its role in society and types of business structure
P2	Explains the internal and external influences on businesses
P3	Describes the factors contributing to the success or failure of small to medium enterprises
P4	Assesses the processes and interdependence of key business functions
P5	Examines the application of management theories and strategies
P6	Analyses the responsibilities of business to internal and external stakeholders
P7	Plans and conducts investigations into contemporary business issues
P8	Evaluates information for actual and hypothetical business situations
P9	Communicates business information and issues in appropriate formats
P10	Applies mathematical concepts appropriately in business situations

Assessment			
Task	Task 1 Business Report	Task 2 Half Yearly Exam	Task 3 Yearly Exam
Due Date	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9/10
Outcomes	Will be selected from P1-P10	Will be selected from P1-P10	Will be selected from P1-P10
Knowledge and understanding of course content 40%	10%	10%	20%
Stimulus-based skills 20%		10%	10%
Inquiry and research 20%	15%	5%	-
Communication of business information, ideas and issues in appropriate forms 20%	5%	5%	10%
TOTAL	30%	30%	40%

Economics

Outcomes	
P1	demonstrates understanding of economic terms, concepts and relationships
P2	explains the economic role of individuals, firms and government in an economy
P3	describes, explains and evaluates the role and operation of markets
P4	compares and contrasts aspects of different economies
P5	analyses the relationship between individuals, firms, institutions and government in the Australian economy
P6	explains the role of government in the Australian economy
P7	identifies the nature and causes of economic problems and issues for individuals, firms and governments
P8	applies appropriate terminology, concepts and theories in economic contexts
P9	selects and organises information from a variety of sources for relevance and reliability
P10	communicates economic information, ideas and issues in appropriate forms
P11	applies mathematical concepts in economic contexts
P12	works independently and in groups to achieve appropriate goals in set timelines

Assessment			
Task	Task 1 In class test	Task 2 Half Yearly Exam	Task 3 Yearly Exam
Due Date	Term 1 Week 10	Term 2 Week 5	Term 3 Week 9/10
Outcomes	Will be selected from P1-P10	Will be selected from P1-P10	Will be selected from P1-P10
Knowledge and under-standing of course content 40%	5%	15%	20%
Stimulus-based skills 20%	5%	5%	10%
Inquiry and research 20%	5%	15%	
Communication of business information, ideas and issues in appropriate forms 20%	5%	5%	10%
TOTAL	20%	40%	40%

Geography

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

Assessment					
Outcome	Component and Weighting	Task 1	Formative	Task 2	Task 3
		Term 1 Week 7	Term 2 Week 5	Term 2 Week 7	Term 3 Weeks 9/10
		Essays	Task	Geographical Investigation	Yearly Exam
Outcomes will be selected from GE1101-GE1109	Knowledge & understanding of course content 40%	10%	1 Hour Formative Task	5%	20%
Outcomes will be selected from GE1101-GE1109	Geographical skills and tools 20%	5%		5%	10%
Outcomes will be selected from GE1101-GE1109	Geographical inquiry and research, including fieldwork 20%	5%		10%	5%
Outcomes will be selected from GE1101-GE1109	Communication of geographical information, ideas and issues in appropriate forms 20%	5%		10%	5%
TOTAL %		25%		30%	40%

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

Assessment					
Component and Weight %		Task 1	FORMATIVE	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 5	Term 2 Week 7	Term 3 Weeks 9/10
		Research Essay and In-Class Topic Test	1 hour Formative Task	In-class Topic Test	Yearly Exam
		P1; P2; P4; P6		P1; P5; P6; P9	P1; P2; P3; P7; P8; P9; P10
Knowledge & under-standing of course content	40%	5%		10%	25%
Analysis and evaluation	20%	5%		10%	5%
Inquiry and research	20%	10%		5%	5%
Communication of legal information, ideas and issues in appropriate forms	20%	5%		10%	5%
Total weighting %	100%	25%		35%	40%

Modern History

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

Assessment					
Outcomes	Components And Weightings %	Task 1	Formative	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 5	Term 2 Week 9	Term 3 Week 9/10
		Essay	1 Hour Formative Task	Historical Investigation	Yearly Exam
MH11-1 to MH11-5	Knowledge & Understanding 30%	10%		10%	10%
MH11-6 to MH11-7	Source-based skills 30%	10%		10%	10%
MH11-8	Historical inquiry & research 20%	10%		10%	
MH11-9 to MH11-10	Communication of historical understanding in appropriate forms 20%	5%		5%	10%
Marks	100%	25%		35%	40%

Society and Culture

Outcomes	
P1	identifies and applies social and cultural concepts
P2	describes personal, social and cultural identity
P3	identifies and describes relationships and interactions within and between social and cultural groups
P4	identifies the features of social and cultural literacy and how it develops
P5	explains continuity and change and their implications for societies and cultures
P6	differentiates between social and cultural research methods
P7	selects, organises and considers information from a variety of sources for usefulness, validity and bias
P8	plans and conducts ethical social and cultural research
P9	uses appropriate course language and concepts suitable for different audiences and contexts
P10	communicates information, ideas and issues using appropriate written, oral and graphic forms

Assessment					
Outcome	Component and Weight %	Task 1	½ Yearly	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 5	Term 2 Week 10	Term 3 Week 9/10
		Test (MCQ and writing)	1 Hour Assessment	Research Project	Yearly Exam
P1 – 5	Knowledge and Understanding 50%	5%	10%	15%	20%
P6-P8	Application & evaluation of social and cultural research methodologies 30%	10%	-	15%	5%
P9-P10	Communication of information, ideas and issues in appropriate forms 20%	5%	-	10%	5%
TOTAL	100%	20%	10%	40%	30%

Studies of Religion II

Outcomes	
P1	Describes the characteristics of religion and belief systems
P2	Identifies the influence of religion and belief systems on individuals and society
P3	Investigates religious traditions and belief systems
P4	Examines significant aspects of religious traditions
P5	Describes the influence of religious traditions in the life of adherents
P6	Selects and uses relevant information about religion from a variety of sources
P7	Undertakes effective research about religion, making appropriate use of time and resources
P8	Uses appropriate terminology related to religion and belief systems
P9	Effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

Assessment				
Component and Weight %	Task 1	Formative	Task 2	Task 3
	Term 1 Week 7	Term 2 Week 5	Term 2 Week 8	Term 3 Weeks 9/10
	In-class Topic Test	1 Hour Formative Task	Research Essay and In-class Topic Test	Yearly Exam
	P1, P2, P3, P9		P4, P5, P6, P7, P9	P2, P3, P4, P8, P9
Knowledge & understanding of course content 40%	15%		10%	15%
Source-based skills 20%			10%	10%
Investigation and research 20%			10%	10%
Communication of information, ideas and issues in appropriate forms 20%	10%		5%	5%
Total weighting %	25%		35%	40%

MATHEMATICS FACULTY

Courses:

Mathematics Advanced

Mathematics Standard

Mathematics Extension 1

Mathematics Advanced

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

Assessment					
Component	Task 1	Formative	Task 2	Task 3	Marks
	In-class Assessment	Task	In-class Assessment	Yearly Assessment	
	Term 1 Week 8	Term 2 Week 5	Term 2 Week 8	Term 3 Weeks 9/10	
	1,2, 9	1 Hour Formative Task	3, 4, 8,9	1 - 9	
Understanding, fluency and communications	12.5%		17.5%	20%	50%
Problem solving, reasoning and justification	12.5%		17.5%	20%	50%
Weighting	25%		35%	40%	100%

Mathematics Standard

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

Assessment					
Component	Task 1	Formative	Task 2	Task 3	Marks
	In-class Assessment	Task	In-class Assessment	Yearly Examination	
	Term 1 Week 10	Term 2 Week 5	Term 2 Week 9	Term 3 Week 9/10	
	1,2,5,6,7,9,10	1 Hour Formative Task	1,2,3,4,6,7,9,10	1-10	
Understanding, fluency and communications	12.5%		17.5%	20%	50%
Problem solving, reasoning and justification	12.5%		17.5%	20%	50%
TOTAL	25%		35%	40%	100%

Mathematics Extension 1

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

Assessment					
Component	Task 1	Formative	Task 2	Task 3	Marks
	In-class Assessment	Task	In-class Assessment	Yearly Assessment	
	Term 1 Week 10	Term 2 Week 5	Term 2 Week 9	Term 3 Weeks 9/10	
	5, 6, 7	1 Hour Formative Task	1, 2, 3, 6, 7	1 - 7	
Understanding, fluency and communications	12.5%		17.5%	20%	50%
Problem solving, reasoning and justification	12.5%		17.5%	20%	50%
Weighting	25%		35%	40%	100%

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION FACULTY (PDHPE)

Courses:

Community and Family Studies

Exploring Early Childhood

Health and Movement Science

Sport Lifestyle and Recreation

Community and Family Studies

Outcomes	
1.1	Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
1.2	Proposes effective solutions to resource problems
2.1	Accounts for the roles and relationships that individuals adopt within groups
2.2	Describes the role of the family and other groups in the socialisation of individuals
2.3	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
2.4	Analyses the interrelationships between internal and external factors and their impact on family functioning
3.1	Explains the changing nature of families and communities in contemporary society
3.2	Analyses the significance of gender in defining roles and relationships
4.1	Utilises research methodology appropriate to the study of social issues
4.2	Presents information in written, oral and graphic form
5.1	Applies management processes to maximize the efficient use of resources
6.1	Distinguishes those actions that enhance wellbeing
6.2	Uses critical thinking skills to enhance decision making

Assessment					
Course Components	Task 1	Formative	Task 2	Task 3	Syllabus Weighting %
Due Date	Term 1 Week 9	Term 2 Week 5	Term 2 Week 8	Term 3 Weeks 9/10	
Type of Task	In Class Task	1 Hour Formative Task	In Class Task	Yearly Exam	
Course Outcomes	1.1, 1.2, 4.2, 5.1, 6.1		2.1, 2.3, 3.1, 6.1	Core 1, Core 2, Core 3 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1	
Knowledge & Understanding of Course Content	10%		10%	20%	
Skills in Critical Thinking, Research Methodology, Analysing and Communicating	15%		25%	20%	60%
Total:	25%		35%	40%	100%

Exploring Early Childhood

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

Assessment					
Component	Task 1	Formative	Task 2	Task 3	Syllabus Weighting %
Type of Task	In class Task	Term 2 Week 5	In class Task	Yearly Examination	
Due Date	Term 1, Week 9	1 Hour Formative Task	Term 2, Week 7	Term 3 Weeks 9/10	
Course Outcomes	1.1, 1.4, 5.1, 6.2		1.3, 2.4, 3.1	1.1-6.2	
Knowledge and Understanding of course content	10%		10%	20%	40%
Skills in critical thinking, research methodology, analysing and communicating	25%		25%	10%	60%
Total	35%		35%	30%	100%

Health and Movement Science

Outcomes	
HM-11-01	Interprets meanings, measures and patterns of health experienced by Australians
HM-11-02	Analyses methods and resources to improve and advocate for the health of young Australians
HM-11-03	Analyses the systems of the body in relation to movement
HM-11-04	Investigates movement skills and psychology to improve participation and performance
HM-11-05	Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
HM-11-06	Analysis: analyses the relationships and implications of health and movement concepts
HM-11-07	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
HM-11-08	Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
HM-11-09	Problem-solving: proposes and evaluates solutions to health and movement issues
HM-11-10	Research: analyses a range of sources to make conclusions about health and movement concepts

Assessment					
Task		Task 1	Formative	Task 2	Task 3
Course Component		Depth Study – Key Issues Affecting the Health of Young People	Task	Collaborative investigation – Stages of learning / Skill Acquisition	Yearly Exam
Due Date		Term 2 Week 3	Term 2 Week 5	Term 3 Week 3	Term 3 Weeks 9-10
Outcomes Assessed		HM -11-01 HM-11-08 HM-11-09	1 Hour Formative Task	HM-11-03 HM-11-05 HM-11-07 HM-11-10	HM-11-01 HM-11-02 HM-11-03 HM-11-04 HM-11-06 HM-11-09
Assessment Component	Weight				
Knowledge and understanding	40%	10%		10%	20%
Skills	60%	20%		30%	10%
Weighting	100%	30%		40%	30%

Sport Lifestyle and Recreation

Outcomes	
1.1	Applies the rules and conventions that relate to participation in a range of physical activities
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle
1.3	Demonstrates ways to enhance safety in physical activity
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	Describes administrative procedures that support successful performance outcomes
2.1	Explains the principles of skill development and training
2.2	Analyses the fitness requirements of specific activities
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities
2.4	Describes how societal influences impact on the nature of sport in Australia
2.5	Describes the relationship between anatomy, physiology and performance
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Designs programs that respond to performance needs
3.3	Measures and evaluates physical performance capacity
3.4	Composes, performs and appraises movement
3.5	Analyses personal health practices
3.6	Assesses and responds appropriately to emergency care situations
3.7	Analyses the impact of professionalism in sport
4.1	Plans strategies to achieve performance goal
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	Makes strategic plans to overcome the barriers to personal and community health
4.4	Demonstrates competence and confidence in movement contexts
4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
5.1	Accepts responsibility for personal and community health
5.2	Willingly participates in regular physical activity
5.3	Values the importance of an active lifestyle
5.4	Values the features of a quality performance
5.5	Strives to achieve quality in personal performance

Assessment					
Task		Formative	Task 1	Task 2	Task 3
Course Component		Task	Resistance Training Assignment	Games and Games Application	Yearly Exam
Due Date		Term 2 Week 5	Term 2 Week 8	Ongoing Practical Assessments	Term 3 Weeks 9/10
Outcomes Assessed		1 Hour Formative Task	1.2, 2.2, 2.5, 3.2, 3.3, 5.6	1.1, 1.3, 3.1, 4.4, 5.3	1.4, 1.5, 2.1, 2.4, 3.5, 3.7, 4.5, 5.4
Assessment Component	Weight				
Knowledge and Understanding	40%		10%	10%	20%
Skills	60%		25%	25%	10%
Weighting	100%		35%	35%	30%

SCIENCE FACULTY

Courses:

Biology

Chemistry

Earth & Environmental

Investigating Science

Physics

Biology

Outcomes - Working Scientifically	
BIO11/12-1	Develops and evaluates questions and hypotheses for scientific investigation.
BIO11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.
BIO11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information.
BIO11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
BIO11/12-5	Analyses and evaluates primary and secondary data and information.
BIO11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
BIO11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

Outcomes - Knowledge and Understanding	
BIO11-8	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes.
BIO11-9	Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms.
BIO11-10	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species.
BIO11-11	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem.

Assessment					
Component	Task 1	Formative Task	Task 2	Task 3	Weighting %
	Practical Investigation	Task	Depth Study	Yearly Examination	
	Module 1 Cells as the Basis of Life		Module 3 Biological Diversity	Module 1-4 Cells as the Basis of Life Organisation of Living Things Biological Diversity Ecosystem Dynamics	
	Term 1, Week 6	Term 2, Week 5	Term 2, Week 7	Term 3, Week 9/10	
	Outcomes assessed BIO11/12-1 to BIO11/12-5 BIO11/12-7 BIO11-8		Outcomes assessed BIO11/12-1 to BIO11/12-5 BIO11/12-7 BIO11-10	Outcomes assessed BIO11/12-1 to BIO11/12-7 BIO11-8 to BIO11-11	
Skills in Working Scientifically	20%	1 hour Formative Task	30%	5%	60%
Knowledge & understanding	10%		10%	25%	40%
Total %	30%		40%	30%	100%

Chemistry

Outcomes - Working Scientifically	
CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation.
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.
CH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information.
CH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
CH11/12-5	Analyses and evaluates primary and secondary data and information.
CH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
CH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

Outcomes - Knowledge and Understanding	
CH11-8	Explores the properties and trends in the physical, structural and chemical aspects of matter.
CH11-9	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships.
CH11-10	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions.
CH11-11	Analyses the energy considerations in the driving force for chemical reactions.

Assessment					
Component	Task 1	Formative Task	Task 2	Task 3	Weight %
	Practical Investigation Module 1 Properties and Structure of Matter	Task	Depth Study Report Module 2 Quantitative Chemistry Module 3 Reactive Chemistry	Yearly Examination Module 1-4 Properties and Structure of Matter Quantitative Chemistry Reactive Chemistry Drivers of Reactions	
	Term 1, Week 8	Term 2, Week 5	Term 2, Week 7	Term 3, Week 9-10	
	Outcomes assessed CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11-8	1 hour Formative Task	Outcomes assessed CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	Outcomes assessed CH11/12-1 to CH11/12-7 CH11-8 to CH11-11	
Skills in Working Scientifically	20%		30%	10%	60%
Knowledge and Understanding	10%		10%	20%	40%
Total %	30%		40%	30%	100%

Earth & Environmental Science

Outcomes - Working Scientifically	
EES11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	Analyses and evaluates primary and secondary data and information
EES11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Outcomes - Knowledge and Understanding	
EES11-8	Describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
EES11-9	Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10	Describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11	Describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

Assessment					
Component	Task 1	Formative Task	Task 2	Task 3	Weighting %
	Depth study Module 1 Earth's Resources	Task	Practical Investigation Module 2 Plate Tectonics	Yearly Examination Module 1-4	
	Term 1, Week 9	Term 2, Week 5	Term 2, Week 6	Term 3, Week 9	
	Outcomes assessed EES11/12-1 EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-8	1 Hour Formative Task	Outcomes assessed EES11/12-3 EES11/12-5 EES11/12-6 EES11/12-7 EES11-8 EES11-9 EES11-10	Outcomes assessed EES11/12-1 to EES11/12-7 EES11-8 EES11-9 EES11-10 EES11-11	
Skills in Working Scientifically	30%		20%	20%	60%
Knowledge and Understanding	5%		5%	30%	40%
Total %	35%		25%	50%	100%

Investigating Science

Outcomes - Working Scientifically	
INS11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	Analyses and evaluates primary and secondary data and information
INS11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Outcomes - Knowledge and Understanding	
INS11-8	Identifies that the collection of primary and secondary data initiates scientific investigations
INS11-9	Examines the use of inferences and generalisations in scientific investigations
INS11-10	Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INS11-11	Describes and assesses how scientific explanations, laws, and theories have developed

Assessment					
Component	Task 1	Formative Task	Task 2	Task 3	Weighting %
	Practical Investigation Module 1	Task	Depth Study Module 3	Yearly Examination Modules 1-4	
	Term 2, Week 2	Term 2, Week 5	Term 3, Week 5	Term 3, Week 10	
	Outcomes Assessed INS11/12-1 INS11/12-3 INS11/12-4 INS11/12-5	1 Hour Formative Task	Outcomes Assessed INS11/12-1 INS11/12-6 INS11/12-7 INS11-10	Outcomes Assessed INS11-8 INS11-9 INS11-10 INS11-11	
Skills in Working Scientifically	30%		30%		60%
Knowledge and Understanding			10%	30%	40%
Total %	30%		40%	30%	100%

Physics

Outcomes - Working Scientifically	
PH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation.
PH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.
PH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information.
PH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
PH11/12-5	Analyses and evaluates primary and secondary data and information.
PH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
PH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

Outcomes - Knowledge and Understanding	
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.

Assessment					
Component	Task 1	Formative Task	Task 2	Task 3	Weight %
	Practical Investigation Module 1 Kinematics	Task	Depth Study Research and Presentation Module 3 Waves and Thermodynamics	Yearly Examination Modules 1-4 Kinematics Dynamics Waves and Thermodynamics Electricity and Magnetism	
	Term 1, Week 7	Term 2, Week 5	Term 2, Week 7	Term 3, Week 9+10	
	Outcomes assessed PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-8	1 hour Formative Task	Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-10	Outcomes assessed PH11/12-1 to PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in Working Scientifically	20		30%	10%	60%
Knowledge and Understanding	10		10%	20%	40%
Total %	30%		40%	30%	100%

TECHNOLOGICAL & APPLIED SCIENCES FACULTY (TAS)

Courses:

Design and Technology

Hospitality – Food & Beverage VET (see VET Courses page 53)

Industrial Technology (Timber and Multimedia)

Design & Technology

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

Assessment						
Component	Task 1	Formative	Task 2	Task 3	Task 4	Weight
	Term 2 Week 2	Term 2 Week 5	Term 3 Week 8	Term 3 Week 7	Term 3 Week 9/10	%
	Design Project 1		Research Task	Design Project 2	Yearly Exam	
Outcomes Assessed	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	1 Hour Formative Task	P1.1, P2.1, P2.2, P4.3	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P4.3, P5.3, P6.1, P6.2	
Knowledge and Understanding of course content	10%		20%		10%	40%
Knowledge and skills in designing, managing, producing and evaluating a major design project	30%			30%		60%
Total	40%		20%	30%	10%	100%

Industrial Technology (Multimedia and Timber)

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

Assessment					
Component	Task 1	FORMATIVE	Task 2	Task 3	Weight
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 4	Term 3 Week 9/10	%
	Industry Study	1 Hour Formative Task	Folio/Project	Yearly Exam	
Outcome	P1.1, P1.2, P5.1, P6.2,, P7.1, P7.2		P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.1, P1.2, P2.1, P6.1, P7.2	
Knowledge and understanding of course content	15%		10%	15%	40%
Knowledge and skills in the management, communication and production of projects	15%		30%	15%	60%
Total	30%		40%	30%	100%

VET CURRICULUM FRAMEWORKS

Courses:

Entertainment

Hospitality – Tourism, Travel and Hospitality

Entertainment VET Course



Education

Entertainment Industry
Qualification: CUA30420 Certificate III in Live Production and Technical Services
Cohort 2025 - 2026
Training Package CUA Creative Arts and Culture

RTO - NSW Department of Education - 90333

School Name: NBSC Cromer Campus

Assessment Schedule Year 11 - 2025

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 – White card	Task 2 – Plan a career	Task 3 – Safe and sound	Formative Task	Task 4 – Bump in the light	Yearly Exam
			Week TBA Term TBA	Week TBA Term TBA	Week 4 Term 2	Week 5 Term 2	Week 8 Term 3	Week 9/10 <u>Term 3</u>
Code	Unit of Competency	HSC Examinable	Date TBA	Date TBA	Date 23.05.25		Date 10.09.25	Date TBA
CPCCWHS1001	Prepare to work safely in the construction industry		Prior to WPL			Preliminary Examinable Units of Competency		Preliminary Examinable Units of Competency
CUAIND314	Plan a career in the creative arts industry			Post WPL				
CUAWHS312	Apply work health and safety practice	X			X			
CUASOU331	Undertake live audio operations	X			X			
CUALGT311	Operate basic lighting	X					X	
CUASTA212	Assist with bump in and bump out of shows						X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA30420 Certificate III in Live Production and Technical Services.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

Hospitality – Tourism, Travel and Hospitality VET Course



Education

Hospitality
Qualification: SIT20322 Certificate II in Hospitality
Cohort 2025 - 2026
Training Package SIT Tourism, Travel and Hospitality

RTO - NSW Department of Education - 90333

School Name: NBSC Cromer Campus Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 Safety in the kitchen	Formative Assessment	Task 2 Service please	Preliminary Exam
Code	Unit of Competency	HSC Examinable	Week 2-8 Term 2	Week 5 Term 2	Week 3-5 Term 3	Week 9/10 Term 3
SITXWHS005	Participate in safe work practices	X	X	X		X
SITXFSA005	Use hygienic practices for food safety	X	X	X		X
SITXFSA006	Participate in safe food handling practices	X	X	X		X
SITHCCC025	Prepare and present sandwiches		X			
SITXCCS011	Interact with customers	X			X	X
SITXCOM007	Show social and cultural sensitivity				X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a Preliminary exam and trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

Preliminary Assessment Calendar

T1, Week 1	T1, Week 2	T1, Week 3	T1, Week 4	T1, Week 5	T1, Week 6	T1, Week 7	T1, Week 8	T1, Week 9	T1, Week 10
T2, Week 1	T2, Week 2	T2, Week 3	T2, Week 4	T2, Week 5	T2, Week 6	T2, Week 7	T2, Week 8	T2, Week 9	T2, Week 10
				Year 11 Preliminary Half Yearly Exam period					
T3, Week 1	T3, Week 2	T3, Week 3	T3, Week 4	T3, Week 5	T3, Week 6	T3, Week 7	T3, Week 8	T3, Week 9	T3, Week 10
								Year 11 Yearly Exam period	Year 11 Yearly Exam period