



**YEAR 11 PRELIMINARY  
ASSESSMENT  
INFORMATION HANDBOOK  
2020**

## **Eligibility for the HSC**

To be eligible for the award of the Higher School Certificate (HSC) students must:

- have gained the Record of School Achievement (ROSA) or such other qualifications as the NSW Education Standards Authority (NESA) considers satisfactory
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by the NESA or a college of TAFE
- have completed “HSC: All My Own Work” (or its equivalent)
- have satisfactorily completed courses that comprise the pattern of study required by the NESA for the award of the HSC
- sit for and make a serious attempt at the requisite HSC examinations

The NESA may refuse to grant an HSC to a student whose attendance or application at school has been of such an unsatisfactory character that the award of the certificate would not, in the opinion of the NESA, be justified.

## **Pattern of Study**

To qualify for the HSC students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least six (6) units from Board Developed Courses
- At least two (2) units of a Board Developed Course in English
- At least three (3) courses of two units value or greater (either Board Developed or Board Endorsed courses)
- At least four (4) subjects

To satisfy pattern of study requirements for the HSC a student may count a maximum of six (6) Year 11 units and six (6) HSC units from courses in Science.

## **Pathways**

A student may take up to 5 years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the students sits for their first HSC examination.

Schools will need to ensure that the NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

## **Life Skills**

It should be recognised that students following a life skills special program of study will be eligible for the award of the HSC. The completion of a transition planning process for each student is a condition of access to a special program of study involving Life Skills courses for Stage 6.

## **Vocational Education and Training**

Students undertaking Vocational Education Training (VET) courses must meet their course requirements.

Students taking VET courses may be deemed to have either completed or not yet completed course competencies.

As well students taking VET Curriculum Frameworks courses may take the optional HSC examination in their course and have an HSC mark recorded on their credential. In some cases this mark may be used in the calculation of an Australian Tertiary Admissions Rank.

If a student fails to undertake any mandatory work placement component of a VET course it will be determined that the student has not met the NESA mandatory work placement requirements. In this case the Principal will indicate that the course has not been satisfactorily completed and the student will be recommended for an ‘N’ determination.

## **Responsibilities**

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment
- Provide students with detailed feedback on their performance, in a timely manner

The Irrawang High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Head of Faculty but will include information about the extent to which a student has performed against the assessment outcomes.

## Student Assessment

The HSC mark, the final mark a student is awarded for each subject studied for their HSC, is a 50:50 combination of a student's examination mark and school-based assessment mark for each course.

At the conclusion of each subject's HSC assessment program, Irrawang High School will submit a school-based assessment mark to NESA for each student. The mark will be based on student performance in the tasks in Irrawang High School's assessment program. The assessment mark submitted by Irrawang High School is adjusted (moderated) by NESA to produce the assessment mark that appears on individual student HSC results. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. Irrawang High Schools course assessment marks are adjusted based on the performance of the Irrawang High School students in the HSC examination. The rank order of students as submitted by the school is not changed.

The moderation of assessment marks by NESA is a statistical procedure that adjusts the assessment marks a school has awarded to its students for a course by using the examination marks awarded to those students. For each course the procedure adjusts the mean of the school assessments to be equal to the mean of the examination marks obtained by the group. It also sets the top school assessment mark to be equal to the top examination mark, and sets the bottom assessment mark to be equal to (or close to) the bottom examination mark. All other assessment marks are adjusted accordingly. In performing this adjustment the general shape of the distribution of assessment marks submitted by a school is maintained. As a result all assessment marks are converted into the same 'currency' as the examination marks. These school based marks are not released as they still need to be put through a further adjustment.

The school-based assessment mark submitted to NESA will be based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course. Each course has internal assessment tasks with varied weightings according to the NESA requirements for the particular subject. Each assessment task will contribute towards the final school-based assessment mark, associated course rank and relative gap to the next student.

HSC assessment is designed to determine how well students have achieved the whole range of outcomes for any given course. This provides greater scope than is possible from a single examination. It allows for flexibility in the nature of the assessment task, and so tests a wider range of skills, such as oral, research and practical skills, than is possible from examinations alone. It gives students credit for what they have achieved throughout their courses in addition to their final examination.

The performance of HSC students in the final HSC examination is judged against course standards. This allows consistent judgement to be made over a number of years about relative performance. Examinations are designed to spread student performance across the entirety of marks allocated to the examination.

### Notification

Through this handbook students are informed of:

- The components of each course as specified in the course requirements and their respective weightings
- The weightings of each task in relation to the total requirements for the course
- The nature of each assessment task e.g. formal examination, written task, oral task
- The school's policy regarding illness, misadventure and malpractice in assessment tasks
- The school's policy regarding late submission and non-completion of assessment tasks
- The students' entitlements to school reviews and subsequent appeals to NESA

As well as the Year 12 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of 2 weeks prior to the task that contains:

- The date and time the task is to be submitted
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task

- The amount of time that will be allocated during lessons if applicable

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class, unless there are exceptional circumstances.

Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is not flexible under normal circumstances.

Staff at Irrawang High School are responsible for developing separate course based assessment strategies according to specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

## **Completion / Submission**

### **Submission**

#### **NSW Education Standards Authority (NESA)**

The NESA expects students to attempt all assessment tasks set. The NESA requires all students to follow an assessment program and have an assessment mark submitted for all non-VET courses in which they are enrolled.

#### **Submission of tasks Irrawang High School**

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course. Tasks submitted after the due date without a successful Student Misadventure/Appeal Form will receive an automatic zero mark. Tasks must never be left on a desk or table for collection by the teacher.

Students must attend school for the full day on the day that an assessment task is due (If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late). **VET**

VET courses are competency based. The Board and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held, by the Registered Training Organisation (RTO), of the competencies achieved by students.

In a competency-based course, assessment of competencies is criterion referenced. Thus, a student's performance is judged against a prescribed standard, not against the performance of other students. The purpose of assessment is to judge competence based on performance. A student is judged as either competent or not yet competent. This judgment is made based on evidence, which may be in a variety of forms. **Task Non Completion**

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or endorsed leave) the student will be issued with a zero mark. If tasks prepared at home are not submitted by the time stipulated on the due date they will be regarded as late unless a Student Appeal Form is submitted. Late submission will result in a zero mark being awarded for the task.

As assessment tasks are mandatory components of the HSC course, the student would be expected to make a serious attempt at the assessment task when submitting late or otherwise. The student would then receive feedback about their response. The student would still have a zero mark recorded against their performance for the task.

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control.

Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another. Failure of computers or disks or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, a warning letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The letter will also contain a rescheduled date for the submission of incomplete works.

The minimum requirement for completion of the HSC assessment program is that the student makes a genuine attempt at assessment tasks, which contribute to an excess of 50 percent of available marks in that course. Students who are absent without leave from an assessment task or who fail to complete a task by the due date because of absence are ineligible for the award of a mark for that task. Extensions may only be granted where there is a legitimate reason for absence approved by the Deputy Principal or Principal. Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

In the case of Extension courses, students who fail to meet the assessment requirements for the co-requisite 2 unit course will not receive a result in either course.

### **Plagiarism**

Plagiarism is the deliberate use of another person's ideas or work without attribution. Plagiarism is not merely the copying of sections of text from the internet or other sources but can include summarising, modification or appropriation. Plagiarising negates the value of assessment for learning and undermines the purposes of school-based assessment.

A student found to have plagiarised may have a zero mark awarded for their assessment task score. An 'N' warning letter will be issued and the 'N' warning processes will be invoked.

### **Malpractice**

Cheating, plagiarism or copying of another student's work will be viewed seriously by the school. If malpractice is proven then a zero result will be recorded for that assessment task and an official warning letter will be issued. Consideration may be given to further action.

Malpractice includes (but is not restricted to) the following:

- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
- Cheating in any form (including having someone such as a tutor complete a take home task)
- Plagiarism from the Internet, books or other sources, or from another person's work
- Providing a false explanation of why work was not handed in by the due date
- Students who are at school but who are recorded as having an unjustified absence at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If a student is deemed to be guilty of malpractice, a zero award may be given for the entire task. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks which are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.

In addition, if an assessment task reflects a non-serious or frivolous, attempt it may be awarded zero. If this was to occur a student would also receive an 'N' warning letter.

Finally, if it is found that an assessment task produces invalid or unreliable results then the results of that task may be made void and an alternative task may be administered. The school's protocols for the issuance of an assessment task will be invoked. As a general rule however, except in extra-ordinary circumstances, results of assessment tasks will not be discarded without close and careful consideration.

### **Misadventure / Appeals Process**

Students absent (due to illness or school business) from school on the day an assessment task, test or examination is due to be completed must complete and submit a Student Misadventure / Appeal Form within two days after their return to school. The Student Misadventure/Appeal Form may be collected from the

Deputy Principal and once completed with all signatures submitted to the Deputy Principal. When the students know ahead of time that they will be absent for an assessment task they should advise the course Head Teacher one week prior to the date to complete the task at an agreed time. The advice to the Head Teacher should be made at least one week before the assessment is due.

If a student believes they have an acceptable reason for non-completion of an assessment task, involving illness or misadventure and supported by documentary evidence, an application must be made on the appropriate form. This must be handed to the appropriate Deputy Principal before the conclusion of the second day of the student's return to school. The task is to be completed on the first day back from absence by the student.

A Misadventure Panel comprising of a Deputy Principal and the Head Teacher of the subject concerned will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and to the parent(s) of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an 'N' Warning letter.

In relation to the Student Misadventure / Appeal Form, the decision of the appeals panel can be determined as follows:

- Complete an alternate task prior to the set date
- Extension without penalty
- Provide an estimate based on evidence (evidence can be completion of original task)
- Reason unacceptable, mark confirmed of a zero or otherwise

"Technological" breakdown (e.g. computer or printer problems) will NOT be accepted as reasons for an appeal. (Students are advised to save as they develop their task, to print draft copies and hand in either a storage device or draft copy until the final copy can be handed in. Students may also have the option to email their task, if agreed to by the class teacher in consultation with the Head Teacher.) **Note:**

- All forms must be completed in blue or black pen
- Forms must be completed neatly providing sufficient information to allow the appeal to be given appropriate consideration
- There is no ground for appeal against the value of the mark given
- The Appeals Panel will maintain a file of all appeals lodged
- Medical certificates will be required to cover absences through illness
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and parents may be part of this meeting.

Students who are suspended from school are expected to attend for assessment tasks. Suspension is not considered to be grounds for appeal. A suspended student should come to the front office, sign in for the designated period, attend the task and then leave the school grounds immediately.

### **Leave**

Granting of leave is a matter for the school principal to determine. The principal has discretion in granting leave provided that she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved.

### **Extensions**

Extensions may be granted before the due date only. Only the Head of Faculty may recommend an extension. Students are required to submit an Student Appeal Form to the subject Head of Faculty with any appropriate documentation to support the request.

Extensions will only be granted in the most exceptional circumstances and should not be assumed by students. Students should apply for extensions at least seven days before a task is due, except in extraordinary circumstances.

### **N Determination**

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by the NESA and

- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- Achieved some or all of the course outcomes

The principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

An "N" Warning Letter may be given in the following circumstances:

- A student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to School
- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of the BOSTES. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

If a student does not satisfactorily complete tasks worth more than 50% of the final course assessment, neither an assessment nor examination mark will be recorded on that student's Higher School Certificate for the subject concerned. This could make the student ineligible for the award of the Higher School Certificate.

If at any time it appears that a student is at risk of being given an 'N' determination in any course, the principal will warn the student as soon as possible and advise the parent(s) or guardian(s) in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective a further warning letter will be sent. Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The principal will then issue the 'N' determination generally at interview.

If a student wishes a school review of an 'N' determination, a NESAs appeal must be submitted to the Principal. A review will be undertaken by the Deputy Principal and Head Teacher concerned. A further appeal may be presented to NESAs. Information is available from the Principal.

An 'N' determination will have the following consequences:

- In a 1 or 2 unit course, that course will not contribute in that year to the required pattern of study
- In the common component of related courses that course and the related Extension course will not contribute in that year to the pattern of study
- In the Extension course, that course only will not contribute in that year to the required pattern of study

Where students fail to comply with the school's expectations an 'N' determination warning letter will be issued. A minimum of two warning letters will be sent to parents before the school may recommend to NESAs that a student does not receive an award in a course. This is known as an 'N' Determination and it may result in the non-award of the HSC.





## APPLICATION FOR ILLNESS / MISADVENTURE

Assessment tasks are a compulsory and necessary component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper application for consideration under the **published rules of the Assessment Procedures**.

**An application for misadventure form is to be completed ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 2 school days.**

Date: \_\_\_\_\_

Subject: \_\_\_\_\_

Student Name: \_\_\_\_\_

Task:

Due Date:

Year Group (please circle): **Year 7-10**      **Year 11**      **Year 12**

### CIRCUMSTANCES (Tick a box):

- Illness/Misadventure                       School Business (*Academic, CAPA, Cultural, Sport*)

### SUPPORTING DOCUMENTATION

Reason for missing assessment task or application for extension:

Medical Certificate Attached:      **YES/NO** (Medical Certificate **MUST** be attached to the form if the reason is **ILLNESS**)

Have you **ATTACHED** further documentation to support your application?      **YES/NO**  
(This could include a **Statutory Declaration or Representation Form** detailing your circumstances)

Classroom Teacher Signature: \_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Student needs to complete the task on the first day or first subject specific period back from absence.

- Has the task been completed?      YES/NO      Date to be completed \_\_  Comment – *submission, format, alternative task, extension*

**OFFICE USE ONLY**

**Application for Misadventure Panel Decision**

- Head Teacher Determination
- Panel Determination

Has the student submitted supporting documentation to support absence   **YES/NO**

Has the task been completed?   **YES/NO**

**Outcome and Recommendation**

- Zero
- Estimate
- Alternative Task
- Other

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**Deputy Principal Signature:**

**Date:**



# Student Assessment Task Submission Flow Chart

Student receives a minimum of 2 weeks' notification of assessment task

Student knows they will be away the date of the assessment task for: *sporting representation, work experience, planned medical procedure.*

Student absent on day of assessment task

Student collects Misadventure Form from Deputy Principal prior to absence and completes this with supporting documentation at least ONE week prior: e.g. school representation acceptance note

Student notifies school of absence. On first day of attendance after absence, the student collects a Misadventure Form from Deputy Principal.

Alternative assessment arrangements will be made by the Classroom Teacher and Head Teacher in consultation with the Deputy Principal where necessary

Student completes assessment task first day back

Alternative assessment arrangements will be made by the Classroom Teacher and Head Teacher in consultation with the Deputy Principal where necessary

Misadventure Form signed by Classroom Teacher, Head Teacher, Parent and Student and returned within 2 school days.

Misadventure Form signed by Classroom Teacher, Head Teacher, Parent and Student and returned within 2 school days.

Misadventure Panel determines outcome if necessary

Misadventure Panel determines outcome if necessary

Student may appeal Misadventure Panel decision

## YEAR 11 SUBJECT ASSESSMENT SCHEDULE - 2020

WEEK	TERM 1	TERM 2	TERM 3
	LINE SUBJECT	LINE SUBJECT	LINE SUBJECT
1			
2		4 Mathematics	2 IT Multimedia 5 IT Timber 2 IT Metal 4 Mathematics 4 Mathematics Standard 6 PVDI
3		2 Entertainment VET	6 Food Technology
4		1 PDHPE 6 PVDI 4 Mathematics Standard	2 Hospitality VET 4 Mathematics Extension 1 Visual Arts
5		1 Visual Arts	SLR 2 Biology
6	1 CAFS	1 CAFS	
7		2 Biology	2 Hospitality VET
8	2 Chemistry 6 Food Technology 4 Mathematics Extension	6 Society and Culture 6 Ancient History 5 Business Studies 2 Chemistry 5 Engineering Studies 1 Legal Studies 1 PDHPE	3 English Studies
9	6 Society and Culture 6 Ancient History 5 Business Studies 6 Dance 5 Engineering Studies 3 English Advanced 3 English Studies 1 Legal Studies 6 Physics	6 Dance 3 English Advanced 5 Modern History 6 Physics 1 Drama	Yearly Examinations 6 PVDI Project 5 Retail Services VET
10	3 English Extension 1 3 Standard English 2 IT Multimedia 5 IT Timber 2 IT Metal 5 Music 5 Retail Services VET 1 Drama	5 Music 3 Standard English 3 English Studies 3 English Extension 1 2 Entertainment VET 5 Retail Services VET	Yearly Examinations
11	5 Modern History SLR		

# Ancient History

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		Nature of Ancient History	Historical Investigation	Any combination of topics may be incorporated except Historical Investigation
<b>Task Type</b>		Source analysis	Research	End of Course Examination
<b>Week/Term</b>		<b>T1W9</b>	<b>T2W8</b>	<b>T3W9</b>
<b>Assessment Component</b>				
Knowledge and understanding of course content	<b>40</b>	10		30
Historical Skills in the analysis/evaluation of sources and interpretations	<b>20</b>	10		10
Historical Inquiry	<b>20</b>		20	
Communication of historical understanding in appropriate forms	<b>20</b>	10	10	
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		A11-5, A11-6, A11-7	AH11-3, AH11-4, AH11-6, AH11-8 AH11-9	Any combination of outcomes may be tested

## Course Outcomes

A student:

AH1-1: 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

# Biology

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		Scientific Report Depth Study	Practical Investigation Environment Study	Yearly Examination
<b>Task Type</b>		In class practical activity	Research task	Examination
<b>Week/Term</b>		<b>T2W7</b>	<b>T3W5</b>	<b>T3W9</b>
<b>Assessment Component</b>				
Skills in Working Scientifically	<b>60</b>	20	20	20
Knowledge and understanding	<b>40</b>	10	10	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		BIO11-1 BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-10	BIO11-1 BIO11-2 BIO11-3 BIO11-7 BIO11-9	BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11

## Course Outcomes

### Working Scientifically - a student:

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

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

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

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

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

BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes BIO11-7

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

### Knowledge and understanding - a student:

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

BIO11-10 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

# Business Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		Nature of Business	Business management	Yearly Examination Any combination of topics may be tested
<b>Task Type</b>		Source Based Analysis	Report	End of Course Examination
<b>Week/Term</b>		<b>T1W9</b>	<b>T2W8</b>	<b>T3W9</b>
<b>Assessment Component</b>				
Knowledge and understanding of course content	<b>40</b>	10	20	10
Stimulus-based skills	<b>20</b>	10		10
Inquiry and research	<b>20</b>	10	10	
Communication of business information, ideas and issues in appropriate forms	<b>20</b>		10	10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		1, 2, 6, 7, 8	2, 5, 6, 7, 9	All may be tested

## Course Outcomes

A student:

- 1-discusses the nature of business, its role in society and types of business structure
- 2-explains the internal and external influences on businesses
- 3-describes the factors contributing to the success or failure of small to medium enterprises
- 4-assesses the processes and interdependence of key business functions
- 5-examines the application of management theories and strategies
- 6-analyses the responsibilities of business to internal and external stakeholders
- 7-plans and conducts investigations into contemporary business issues
- 8-evaluates information for actual and hypothetical business situations hypothetical business situations
- 9-communicates business information and issues in appropriate formats
- 10-applies mathematical concepts appropriately in business situations

# Community and Family Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		Resource Management	Individuals and Groups	Resource Management, Individuals and Groups, Families and Communities
<b>Task Type</b>		Interview Design, conduct and analyse an interview	Case Study Conflict within Groups	Yearly Examination
<b>Week/Term</b>		<b>T1W6</b>	<b>T2W6</b>	<b>T3W9</b>
<b>Assessment Component</b>				
Knowledge and understanding of course content	<b>40</b>	15	15	10
Historical inquiry and research	<b>10</b>	5	5	
Source-based skills	<b>30</b>	5	5	20
Communication of historical understanding	<b>20</b>	10	10	
<b>Total</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>
<b>Outcomes Assessed</b>		1.1, 1.2, 4.2, 5.1, 6.1	2.1, 2.3, 4.1, 4.2	1.1–6.2

## Course Outcomes A

student:

- 1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- 2.1 analyses different approaches to parenting and caring relationships
- 2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- 2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- 3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- 3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities



# Chemistry

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Practical Test  Module 1 Properties and Structure of Matter	Depth Study Report  Module 2 Quantitative Chemistry  Module 3 Reactive Chemistry	Yearly Examination
Task Type				
Week/Term		T1W8	T2W8	T3W9
Assessment Component				
Skills in working scientifically	60	20	30	10
Knowledge and understanding	40	10	10	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Outcomes Assessed		CH11-1 CH11-2 CH11-3 CH11-4 CH11-7 CH11-8	CH11-1 CH11-4 CH11-5 CH11-6 CH11-7 CH11-9	CH11-1 to CH11-7 and CH11-8 to CH11-11

## Course Outcomes

A student:

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

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

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

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

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

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

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

CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter

CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11-11 analyses the energy considerations in the driving force for chemical reactions

# Dance

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/ Topic Focus</b>		Performance	Composition and Appreciation	Performance, Composition and Appreciation
<b>Task Type</b>		Individual Performance + Interview and Safe Dance Practice Report	Presentation of Composition Under Development + Interview and Logbook Submission	Individual Performance + Interview, Individual Composition + Interview, and Yearly Examination
<b>Week/Term</b>		<b>T1, W9</b>	<b>T2, W9</b>	<b>T3, Yearly Exam Period</b>
<b>Assessment Component</b>		Performance	Composition and Appreciation	Performance, Composition and Appreciation
PERFORMANCE	<b>40</b>	30		10
COMPOSITION	<b>30</b>		20	10
APPRECIATION	<b>30</b>		10	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		P1.2, P2.1, P2.2, P2.3, P2.4, P2.5	P1.3, P3.1, P3.2, P3.4, P3.5, P3.6, P4.4	P1.2, P2.1, P2.2, P2.3, P2.4, P2.5 P3.2, P3.3, P3.4, P3.5, P3.6 P4.1, P4.2, P4.3, P4.4, P4.5

## Course Outcomes. A student:

### Preliminary Course Outcomes

#### Dance as an Artform A student:

- P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form
- P1.2 understands the use of dance terminology relevant to the study of dance as an artform
- P1.3 develops the skills of dance through performing, composing and appreciating dance P1.4 values the diversity of dance as an artform and its inherent expressive qualities

#### Performance A student:

- P2.1 identifies the physiology of the human body as it is relevant to the dancer
- P2.2 identifies the body's capabilities and limitations
- 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 P2.6 values self-discipline, commitment and consistency in technical skills and performance

#### Composition A student:

- 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

P3.7 values their own and others' dance activities as worthwhile

**Appreciation** A student:

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

P4.5 values the diversity of dance from national and international perspectives

# Drama

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/ Topic Focus</b>		Theatrical Traditions and Performance Styles - Bertolt Brecht and Epic Theatre Performance Essay	Individual Project: Performance/Design	Improvisation/Playbuilding/Acting
<b>Task Type</b>		Performance Essay Script	Recorded monologue and design task with logbook submissions	Group performance, Logbook and Essay
<b>Week/ Term</b>		<b>T1 W10</b>	<b>T2 W9</b>	<b>Year 11 Yearly Exam Period T3</b>
<b>Assessment Component</b>				
MAKING	<b>40</b>	15	10	15
PERFORMING	<b>30</b>	5	15	10
CRITICALLY STUDYING	<b>30</b>	10	5	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		1.3, 1.5, 2.1, 2.4, 3.2, 3.3	1.1, 1.2, 1.5, 1.6, 2.1, 3.1	1.1, 1.4, 2.2, 2.3, 3.1, 3.2, 3.3

## Year 11 Drama Outcomes:

A student:

P1.1 uses acting skills to adopt and sustain a variety of characters and roles

P1.2 uses performance skills to interpret and perform scripted and other material

P1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works

P1.4 collaborates effectively to produce a group-devised performance

P1.5 demonstrates directorial skills

P1.6 records refined group performance work in appropriate form

P1.7 demonstrates skills in using the elements of production

P2.1 demonstrates effective performance skills

P2.2 uses dramatic and theatrical elements effectively to engage an audience

P2.3 demonstrates directorial skills for theatre and other media

P3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements

P3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses

P3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

# Engineering Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		Engineered Products	Braking Systems	Yearly Examination
<b>Task Type</b>		Engineered Product Analysis	Engineering Solution and Report	Examination
<b>Week/Term</b>		<b>T1W9</b>	<b>T2W8</b>	<b>T3W9</b>
<b>Assessment Component</b>				
Knowledge and understanding of course content	<b>60</b>	10	10	40
Knowledge and skills in research, problem solving and communication related to engineering practice	<b>40</b>	20	20	
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		1.2 3.2, 3.3, 4.1, 4.2, 4.3, 6.2	1.1, 2.2, 3.1, 3.2 5.1, 5.2, 6.2	1.2, 2.1, 3.1, 3.3, 4.2, 4.3, 6.1

## Course Outcomes

A student:

- 1.1 identifies the scope of engineering and recognises current innovations
- 1.2 explains the relationship between properties, structure, uses and applications of materials in engineering
- 2.1 describes the types of materials, components and processes and explains their implications for engineering development
- 2.2 describes the nature of engineering in specific fields and its importance to society
- 3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice
- 3.2 develops written, oral and presentation skills and applies these to engineering reports
- 3.3 applies graphics as a communication tool
- 4.1 describes developments in technology and their impact on engineering products
- 4.2 describes the influence of technological change on engineering and its effect on people
- 4.3 identifies the social, environmental and cultural implications of technological change in engineering
- 5.1 demonstrates the ability to work both individually and in teams
- 5.2 applies management and planning skills related to engineering
- 6.1 applies knowledge and skills in research and problem-solving related to engineering
- 6.2 applies skills in analysis, synthesis and experimentation related to engineering

# English Extension 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Power and Morality	Power and Morality	Power and Morality
Task Type		Imaginative response	Multimodal Presentation	Yearly Examination
Week/Term		T1W10	T2W9	T3W9
Assessment Component				
Knowledge and Understanding of texts and why they are valued	50	15	20	15
Skills in complex analysis composition and investigation	50	15	20	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-5

Course Outcomes A

student:

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

EE11-2 analyses and experiments with language forms, 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

# English Advanced

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Reading to Write COMMON MODULE	Narratives that Shape our World	Critical Study of Literature
Task Type		Multimodal Presentation	Feature Article/ Imaginative Task	Yearly Examination Critical Response
Week/Term		<b>T1W9</b>	<b>T2W8</b>	<b>T3W9</b>
Assessment Component				
Knowledge and understanding of course content	<b>50</b>	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	15	20	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>
<b>Outcomes Assessed</b>		EA11-1, EA11-2, EA11-4, EA11-8, EA11-9	EA11-3, EA11-5, EA11-6, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-8

## Course Outcomes

A student:

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

# English Standard

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		<u>Common Module:</u> Reading to Write	<u>Common Module:</u> Reading to Write + <u>Module B:</u> Close Study of Literature	<u>All Modules:</u> Examination
Task Type		Writing Portfolio	Written Task	Yearly Examination
Week/Term		<b>T1W10</b>	<b>T2W10</b>	<b>T3W9</b>
<b>Assessment Component</b>				
Knowledge and understanding of the course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
<b>Total</b>	100	30	35	35
<b>Outcomes Assessed</b>		EN11-1, EN11-3, EN11-7, EN11-9	EN11-1, EN11-3, EN11-5, EN11-8	EN11-2, EN11-4, EN11-5, EN11-6

## Course Outcomes

### A student:

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11-6 investigates and explains the relationships between texts

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

EN11-8 identifies and explains cultural 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



# English Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		<u>Common Module:</u> Achieving Through English	<u>Elective Module:</u> Playing the Game	<u>Elective Module:</u> The Big Screen + All Modules
<b>Task Type</b>		Interview and Career Portfolio	Written Response	Portfolio representing a collection of Classwork across all modules
Week/Term		<b>T1W9</b>	<b>T2W9</b>	<b>T3W8</b>
<b>Assessment Component</b>				
Knowledge and understanding of the course content.	50	15	15	20
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively.	50	15	15	20
<b>Total</b>	100	30	30	40
<b>Outcomes Assessed</b>		ES11.1 ES11.4 ES11.6	ES11.2 ES11.3 ES11.7 ES11.9	ES11.5 ES11.8 ES11.9 ES11.10

## Course 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, media, audiences, contexts and purposes

ES11-7 represents own ideas in critical, interpretive and imaginative texts

ES11-8 identifies and describes relationships between texts

ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

ES11-10 monitors and reflects on aspects of their individual learning and collaborative processes in order to plan for future learning

# English Extension

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Power and Morality	Power and Morality	Power and Morality
Task Type		Imaginative Response	Multimodal Presentation	Yearly Examination
Week/Term		<b>T1W11</b>	<b>T2W10</b>	<b>T3W9</b>
Assessment Component				
Knowledge and understanding of the course content.	50	15	20	15
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively.	50	15	20	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		EE11-1 EA11-3 EA11-6	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5	EE11-1 EE11-2, EE11-3 EA11-5

## Yr 11 English Extension Course Outcomes

### A student:

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

EE11-2 analyses and experiments with language forms, 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

# Food Technology

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Food Availability & Selection	Nutrition Task & Experimentation	Examination
Task Type		Research & Practical Tasks	Research & Practical Tasks	Examination
Week/Term		<b>T1W8</b>	<b>T3W3</b>	<b>T3W9</b>
Assessment Component				
Knowledge and understanding of course content	<b>40</b>	10		30
Knowledge and skills in designing, researching, analysing and evaluating	<b>30</b>		20	10
Skills in experimenting with and preparing food by applying theoretical concepts	<b>30</b>	10	20	
<b>Total</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>
<b>Outcomes Assessed</b>		1.1, 1.2, 4.1, 4.2, 5.1	2.1, 3.1, 3.2, 4.3, 4.4, 5.1	1.1, 1.2, 2.1, 2.2, 3.1

## Course Outcomes A

student:

- 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- 2.1 explains the role of food nutrient in human nutrition
- 2.2 identifies and explains the sensory characteristics and functional properties of food
- 3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- 3.2 presents ideas in written, graphic and oral form using computer software where appropriate
- 4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- 4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- 4.3 selects foods, plans and presents meals/diets to achieve optimum nutrition for individuals and groups
- 4.4 applies an understanding of the sensory characters and functional properties of food to the preparation of food product
- 5.1 generates ideas and develops solutions to a range of food situations

Assessment Events for Hospitality Food and Beverage Delivery Strategy B SIT20316 Certificate II Hospitality		Topic quiz	Event No. 1	Event No. 6	Event No. 5	Work Placement	Prelim Yearly Exam*
		Online	Café Culture	E-Portfolio check 1	Resource Management		
		These quizzes combined with event assessments will determine outcome of units	Date: 2020 Week: 9 Term 3 2020	Date: 2020 Week: 7 Term: 3 2020	Date: 2020 Week: 4 Term:4 2020	Date: 2020 Week: 4/6 Term: 3 2020	Date: 2020 Week: 9 Term: 3 2020
Code	Unit of Competency						
SITXWHS001	Participate in safe work practices	Term 1 Wk 6	✓	Portfolio check and feedback on students skill and knowledge development			✓
SITXFSA001	Use hygienic practices for food safety	Term 1 Wk 11	✓				✓
SITHFAB005	Prepare and serve espresso coffee	Term 2 Wk 4	✓				✓
SITHFAB007	Serve Food and Beverage	Term 3 Wk 4					✓
SITHFAB004	Prepare and serve non-alcoholic beverages	Term 3 Wk 10					✓
BSBSUS201	Participate in Environmentally sustainable work practices	Term Wk			✓	✓	

The possible Preliminary outcome of the course is a Statement of Attainment towards a **SIT20316 Certificate II in Hospitality**. Assessments are competency based. Students' will need to be able to consistently apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

# Industrial Technology – Metal

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Design, Research and Production	Practical Project & Report	Yearly Examination
Task Type		Report & Class Presentation	Ongoing classwork	Examination
Week/Term		<b>T1W10</b>	<b>T3W2</b>	<b>T3W9</b>
Assessment Component				
<i>Industry Study</i>	15			15
<i>Design</i>	10	10		
<i>Management &amp; Communication</i>	20	10	10	
<i>Production</i>	40	10	30	
<i>Industry Related Manufacturing Technology</i>	15			15
Total	100	30	40	30
Outcomes Assessed		P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P5.1, P5.2	P1.1, P1.2, P7.1, P7.2

## Course Outcomes

### Year 11 Industrial Technology Outcomes:

A student:

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

# Industrial Technology – Multimedia

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		Design, Research and Production	Practical Project & Report	Yearly Examination
<b>Task Type</b>		Report & Class Presentation	Ongoing classwork	Examination
<b>Week/Term</b>		<b>T1W10</b>	<b>T3W2</b>	<b>T3W9</b>
<b>Assessment Component</b>				
<i>Industry Study</i>	<b>15</b>			<b>15</b>
<i>Design</i>	<b>10</b>	<b>10</b>		
<i>Management &amp; Communication</i>	<b>20</b>	<b>10</b>	<b>10</b>	
<i>Production</i>	<b>40</b>	<b>10</b>	<b>30</b>	
<i>Industry Related Manufacturing Technology</i>	<b>15</b>			<b>15</b>
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		<b>P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2</b>	<b>P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P5.1, P5.2</b>	<b>P1.1, P1.2, P7.1, P7.2</b>

## Course Outcomes

A student:

- 1.1 describes the organisation and management of an individual business within the focus area industry
- 1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- 2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- 2.2 works effectively in team situations
- 3.1 sketches, produces and interprets drawings in the production of projects
- 3.2 applies research and problem-solving skills
- 3.3 demonstrates appropriate design principles in the production of projects
- 4.1 demonstrates a range of practical skills in the production of projects
- 4.2 demonstrates competency in using relevant equipment, machinery and processes
- 4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- 5.1 uses communication and information processing skills
- 5.2 uses appropriate documentation techniques related to the management of projects
- 6.1 identifies the characteristics of quality manufactured products
- 6.2 identifies and explains the principles of quality and quality control
- 7.1 identifies the impact of one related industry on the social and physical environment
- 7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

# Industrial Technology - Timber

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		Design, Research and Production	Practical Project & Report	Yearly Examination
<b>Task Type</b>		Report & Class Presentation	Ongoing classwork	Examination
<b>Week/Term</b>		<b>T1W10</b>	<b>T3W2</b>	<b>T3W9</b>
<b>Assessment Component</b>				
<i>Industry Study</i>	<b>15</b>			<b>15</b>
<i>Design</i>	<b>10</b>	<b>10</b>		
<i>Management &amp; Communication</i>	<b>20</b>	<b>10</b>	<b>10</b>	
<i>Production</i>	<b>40</b>	<b>10</b>	<b>30</b>	
<i>Industry Related Manufacturing Technology</i>	<b>15</b>			<b>15</b>
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		<b>P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2</b>	<b>P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P5.1, P5.2</b>	<b>P1.1, P1.2, P7.1, P7.2</b>

## Course Outcomes A

student:

- 1.1 describes the organisation and management of an individual business within the focus area industry
- 1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- 2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques 2.2 works effectively in team situations
- 3.1 sketches, produces and interprets drawings in the production of projects 3.2 applies research and problem-solving skills
- 3.3 demonstrates appropriate design principles in the production of projects
- 4.1 demonstrates a range of practical skills in the production of projects
- 4.2 demonstrates competency in using relevant equipment, machinery and processes
- 4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- 5.1 uses communication and information processing skills
- 5.2 uses appropriate documentation techniques related to the management of projects
- 6.1 identifies the characteristics of quality manufactured products
- 6.2 identifies and explains the principles of quality and quality control
- 7.1 identifies the impact of one related industry on the social and physical environment
- 7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

# Legal Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		The Legal System	The Legal System The Individual and the Law	Any Combination of Topics may be Tested
Task Type		Research	Topic Test	End of Course Examination
Week/Term		T1W9	T2W8	T3W9
Assessment Component				
Knowledge and understanding of course content	40	10	10	20
Analysis and evaluation	20		10	10
Inquiry and research	10	10		
Communication of legal information, ideas and issues in appropriate forms	30	10	10	10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes Assessed		1, 2, 3, 4	5, 6, 7, 8	All outcomes may be assessed

Course Outcomes A

student:

- 1 identifies and applies legal concepts and terminology
- 2 describes the key features of Australian and international law
- 3 describes the operation of domestic and international legal systems
- 4 discusses the effectiveness of the legal system in addressing issues
- 5 describes the role of law in resolving conflict, as well as nature of the law.
- 6 explains the nature of the interrelationship between the legal system and society
- 7 evaluates the effectiveness of the law in achieving justice
- 8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- 9 communicates legal information using well-structured responses
- 10 accounts for differing perspectives and interpretations of legal information and issues



# Modern History

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Nature of Modern History: The Contestability of the Past: JFK	Historical Investigation	Combination of Topic Areas
Task Type		Source analysis	Research Task	End of Course Examination
Week/Term		T1W11	T2W9	T3W9
Assessment Component				
Historical skills in the analysis and evaluation of sources and interpretations	20	10		10
Historical inquiry	20		20	
Communication of historical understanding in appropriate forms	20	10	10	
Knowledge and understanding of course content	40	10		30
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		MH11-5 MH11-6, MH11-7	MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4

Course Outcomes

A student:

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

# Mathematics Extension

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		Functions Calculus 1	Functions Calculus 1 Trigonometric Functions Calculus 2	Functions Calculus 1 Trigonometric Functions Calculus 2 Statistical Analysis Exponential and Logarithmic Functions
<b>Task Type</b>		Modelling Task: Use of technology to model mathematical situations	AFL: Summary AAL: Quiz- multiple attempts allowed AOL: Test with summary allowed	Final exam- no aids allowed.
<b>Week/Term</b>		<b>T1W8</b>	<b>T3W4</b>	<b>T3W10</b>
<b>Assessment Component</b>				
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	<b>50</b>		20	30
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	<b>50</b>	30	10	10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		ME11-1, ME11-2, ME11- 6, ME11-7	ME11-1, ME11-2, , ME11- 3, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11- 5, ME11-7

Course Outcomes A

student:

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

# Mathematics

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		Functions Calculus 1	Functions Calculus 1 Trigonometric Functions Calculus 2	Functions Calculus 1 Trigonometric Functions Calculus 2 Statistical Analysis Exponential and Logarithmic Functions
<b>Task Type</b>		Modelling Task: Use of technology to model mathematical situations	AFL: Summary AAL: Quiz- multiple attempts allowed AOL: Test with summary allowed	Final exam- no aids allowed.
<b>Week/Term</b>		<b>T2W2</b>	<b>T3W2</b>	<b>T3W9</b>
<b>Assessment Component</b>				
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	<b>50</b>		20	30
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	<b>50</b>	30	10	10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		MA11-1, MA11-2, MA11-5, MA11-8, MA11- 9	MA11-1, MA11-2, MA11-5, MA11-3, MA11-4 MA11-7, MA11-8, MA11- 9	MA11-1, MA11-2, MA11- 5 MA11-7, MA11-8, MA11-6, MA11-8, MA11- 9

Course Outcomes A

student:

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 Standard

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		Financial Mathematics Equations	Linear Relationships Measurement	Financial Mathematics Equations Linear Relationships Measurement Data
<b>Task Type</b>		AFL: Summary AAL: Quiz- multiple attempts allowed AOL: Test with summary allowed	Modelling Task: Use of technology to model mathematical situations	Final exam- no aids allowed.
<b>Week/Term</b>		<b>T2W2</b>	<b>T3W2</b>	<b>T3W9</b>
<b>Assessment Component</b>				
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	<b>50</b>	25		25
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	<b>50</b>	5	30	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		MS11-5	MS11-9 MS11-10 MS11-2 MS11-1	MS11-3 MS11-4 MS11-5 MS11-6 MS11- 7 MS11-8

Course 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 and three-dimensional figures

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical models

MS11-7 develops and carries out simple statistical processes to answer questions posed

MS11-8 solves probability problems involving multistage events

MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts

MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

# Music

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		Composition and Process Diary Representing Topic 1  Performance	Musicology Research and VIVA VOCE presentation of analysed aural examples representing topic 2	Performance and Yearly Examination
<b>Task Type</b>				
<b>Week/Term</b>		<b>T1W10</b>	<b>T2W10</b>	<b>T3W10</b>
<b>Assessment Component</b>				
Performance	<b>40</b>	10		30
Composition	<b>20</b>	20		
Musicology	<b>20</b>		20	
Aural	<b>20</b>		10	10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		1, 3, 5, 7, 10	2, 4, 6, 8	1, 4, 5, 7, 9, 11

Course Outcomes

A student:

Through activities in performance, composition, musicology and aural

1 performs music that is characteristic of the topics studied

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

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

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

5 comments on and constructively discusses performances and compositions

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

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

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

9 performs as a means of self-expression and communication

10 demonstrates a willingness to participate in performance, composition, musicology and aural activities 11 demonstrates a willingness to accept and use constructive criticism

# Personal Development Health & Physical Education

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		Core 1 – Better Health for Individuals	Core 2 – The Body In Motion	Cores 1 and 2 Options: Fitness Choices First Aid
<b>Task Type</b>		Ottawa Charter Essay Response	Practical Lab Research	Yearly Examination
<b>Week/Term</b>		<b>T2W4</b>	<b>T2W8</b>	<b>T3W9</b>
<b>Assessment Component</b>				
Knowledge and understanding of course content	<b>50</b>	10	15	25
Historical inquiry and research	<b>15</b>	5	5	5
Source-based skills	<b>20</b>	10	5	5
Communication of historical understanding	<b>15</b>	10	5	
<b>Total</b>		<b>35</b>	<b>30</b>	<b>35</b>
<b>Outcomes Assessed</b>		1, 3, 5, P6, 15	7, 9, 17	1-11, 14, 15, 17

## Course Outcomes

### A student:

- 1 identifies and examines why individuals give different meanings to health
- 2 explains how a range of health behaviours affect an individual's health
- 3 describes how an individual's health is determined by a range of factors
- 4 evaluates aspects of health over which individuals can exert some control
- 5 describes factors that contribute to effective health promotion
- 6 proposes actions that can improve and maintain an individual's health
- 7 explains how body systems influence the way the body moves

- 8 describes the components of physical fitness and explains how they are monitored
- 9 describes biomechanical factors that influence the efficiency of the body in motion

- 10 plans for participation in physical activity to satisfy a range of individual needs
- 11 assesses and monitors physical fitness levels and physical activity patterns
- 12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Opt 1)
- 13 develops, refines and performs movement compositions in order to achieve a specific purpose (Opt 2)
- 14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Opt 4)
- 15 forms opinions about health-promoting actions based on a critical examination of relevant information

- 16 uses a range of sources to draw conclusions about health and physical activity concepts
- 17 analyses factors influencing movement and patterns of participation

# Photography

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		INTRODUCTION TO DIGITAL PHOTOGRAPHY  USE OF LIGHT AND SHADOW	REFLECTIONS, MIRRORS AND GLASS.	INTRODUCTION TO PRACTICE IN VIDEO ART
<b>Task Type</b>		PART A)  Digital Portfolio  Digital Photograms, Photo deconstruction Portraits (light and shadows) and Journal.  PART B) Artist Response	Part a) REFLECTIONS Photographic Portfolio Part B) Artist Case Study.	Video/animation Art Project and Research Task
<b>Week/Term</b>		<b>T2W4</b>	<b>T3W2</b>	<b>T3W9</b>
<b>Assessment Component</b>				
<i>Photographic Practice</i>		20	20	15
<i>Critical and Historical</i>		10	20	15
<b>Total</b>		30	40	30
<b>Outcomes Assessed</b>		M4, M6, CH1, CH3	M1, M3, M5, CH1, CH2, CH4, CH5	M2, CH2

Course Outcomes A

Student:

M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3 investigates different points of view in the making of photographs and/or videos and/or digital images

M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

# Physics

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Research and Presentation	Depth Study Practical Investigation and Report	Yearly Examination
Task Type				
Week/Term		T1W9	T2W9	T3W9
Assessment Component				
Skills in working scientifically	60	20	30	10
Knowledge and understanding	40	10	10	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		PH11-1 PH11-2 PH11-3 PH11-4 PH11-7 PH11-8	PH11-1 PH11-3 PH11-4 PH11-5 PH11-7 PH11-10 PH11-9	PH11-1 PH11-4 PH11-5 PH11-6 PH11-7 PH11-8 PH11-9 PH11-10 PH11-11

## Course Outcomes

A student:

Working Scientifically - a student:

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

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

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

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

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

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

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

Knowledge and Understanding - a student:

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 m



COURSE: Preliminary 2020 Retail Services (120 hours)

Student Competency Assessment Schedule

Preliminary/120hr outcome: Statement of attainment

Assessment Events for Certificate III in Retail SIR30216		Event No. 1	Event No. 2	Event No. 3	Work Placement	Yearly Exam*
		There's no I in team	Better safe than sorry	Cash me outside		
		Date: Week: 10 Term: 1 2020	Date: Week: 10 Term 2 2020	Date: Week: 9 Term: 3 2020	Date: Week: 2 Term: 3	Date: Week: 9 Term: 3
Code	Unit of Competency					
SIRXIND001	Work effectively in a service environment	x				
SIRXCOM002	Work effectively in a team	x				
SIRXWHS002	Contribute to workplace health and safety		x			
SIRXIND002	Organise and maintain the store environment		x			
SIRXCEG001	Engage the customer			x		
SIRXCEG002	Assist with customer difficulties			x		
SIRXCEG003	Build customer relationships and loyalty			x		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a Statement of Attainment towards **SIR30216 Certificate III in Retail**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

**COURSE: Preliminary 2020 Entertainment Industry (VET)**

Preliminary/240hr outcome: Statement of attainment towards CUA30415 Certificate III in Live Production and Services

**Student Competency Assessment Schedule**

Assessment Events for Statement of Attainment towards CUA30415 Certificate III in Live Production and Services		Event 1	Event 1B		Event 2	
		Safe and Sound	Optional Delivery (White Card)	Work Placement 1*	Many Hands Make Lights Work	Preliminary Yearly Exam
		Date: Week 3 Term 2, 2020	Date: Term 2, 2020	Date: Weeks 4 and 6 Term 3,2020	Date: Week 10 Term 3, 2020	Date: Week 9 Term 3, 2020
Code	Unit of Competency					
CUASOU301	Undertake live audio operations	X				
CUAWHS302	Apply work health and safety practices	X				
CPCCOHS1001A	Work safely in the construction industry		X			
CUALGT301	Operate basic lighting				X	X
CUAIND301	Work effectively in the creative arts industry				X	

Depending on the achievement of units of competency, the possible HSC qualification outcome is a Statement of attainment towards CUA30415 Certificate III in Live Production and Services. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent".

\*Work placement will be conducted externally (outside of school).

# Sport, Lifestyle and Recreation

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		Module Tasks	Ongoing Practical Assessment	Yearly Examination
<b>Task Type</b>		Research and Inquiry Based Learning	Skills Based Analysis	Examination
<b>Week/Term</b>		<b>T1W11</b>	<b>T3W5</b>	<b>T3W9</b>
<b>Assessment Component</b>				
Knowledge and understanding of course content	<b>60</b>	10	30	20
Historical inquiry and research	<b>10</b>	10		
Source-based skills	<b>10</b>	5		5
Communication of historical understanding	<b>20</b>	5	10	5
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes Assessed</b>		1.1, 1.4, 1.6, 2.1, 2.2, 2.4, 2.5, 3.2	1.1, 1.3, 2.3, 3.1, 3.3, 4.1, 4.4	1.1, 1.4, 2.1, 2.4, 3.2, 3.7, 4.5

## Course Outcomes

A student:

- 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

# Society and Culture

Course Components	Syllabus Weightings	Task 1	Task 2	Task 4
<b>Syllabus/Topic Focus</b>		The Social and Cultural World	Personal and Social Identity  Intercultural Communication	All Topics
<b>Task Type</b>		In-class test: written responses	Cross-cultural investigation	Yearly Exam: written responses
<b>Week/Term</b>		<b>T1W9</b>	<b>T2W8</b>	<b>T3W9</b>
<b>Assessment Component</b>				
Knowledge and understanding of course content	<b>50</b>	20	5	25
Application and evaluation of social and cultural research methods	<b>30</b>	5	20	5
Communication of information, ideas and issues in appropriate forms	<b>20</b>	5	5	10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes Assessed</b>		P1, P2, P3, P5, P7	P6, P8, P9 P10	P1, P2, P3, P4, P5, P6, P7, P8, P9 and P10

Course Outcomes

**Year 11 Society and Culture Outcomes:**

A student:

- P1 describes the interaction between persons, societies, cultures and environments across time
- P2 identifies and describes relationships within and between social and cultural groups
- P3 describes cultural diversity and commonality within societies and cultures
- P4 explains continuity and change, and their implications for societies and cultures
- P5 investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society
  
- P6 differentiates between, and applies, the methodologies of social and cultural research
- P7 applies appropriate language and concepts associated with society and culture
- P8 selects, organises and considers information and sources for usefulness, validity and bias
- P9 plans an investigation and analyses information from a variety of perspectives and sources
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms
- P11 works independently and in groups to achieve appropriate goals in set timelines

# Work Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>		In the Work Place- (Work Place Issues, including Personal Finance)	Experiencing Work	A Combination of any Year 11 Topic Focus Areas
<b>Task Type</b>		Portfolio	Work Placement	End of Course Examination – In Class Task
<b>Week/Term</b>		<b>T1W9</b>	<b>As available but must be completed by T2W8</b>	<b>T3W8</b>
<b>Assessment Component</b>				
Knowledge, understanding and skills relating to employment options, career management, life planning and further education and training	<b>30</b>	10		20
Skills	<b>70</b>	15	55	
<b>Total</b>	<b>100</b>	<b>25</b>	<b>55</b>	<b>20</b>
<b>Outcomes Assessed</b>		1, 2, 4, 8	3,5,7,8	Any combination of outcomes may be used

## Course 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

# Visual Arts

Course Components	Task 1	Task 2	Task 3
<b>Syllabus/Topic Focus</b>	Art History and Materiality	2D Material Practice	Preliminary Examination
<b>Task Type</b>	3D Collection of Works, VAPD and Zine	Body of Work and VAPD	Formal Examination
<b>Week/Term</b>	<b>T2WK5</b>	<b>T3WK4</b>	<b>T3WK 8-9</b>
<b>Assessment Component</b>			
<i>Artmaking</i>	10	40	
<i>Critical and Historical</i>	10		40
<b>Total</b>	20%	40%	40%
<b>Outcomes Assessed</b>	P1,P4,P7, P10	P2, P3, P5, P6	P7, P8, P9, P10

## Course Outcomes

A student:

P1: explores the conventions of practice in artmaking

P2: explores the roles and relationships between the concepts of artist, artwork, world and audience

P3: identifies the frames as the basis of understanding expressive representation through the making of art

P4: investigates subject matter and forms as representations in artmaking

P5: investigates ways of developing coherence and layers of meaning in the making of art

P6: explores a range of material techniques in ways that support artistic intentions

P7: explores the conventions of practice in art criticism and art history

P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts c

