



# **Preliminary Course Assessment Guide**

***INFORMATION EXPLAINING ASSESSMENT PROCEDURES***

**2024**

***"NESA may refuse to award a certificate to those students whose attendance and application at school has been unsatisfactory".***

## **POLICY AND PROCEDURES**

The assessment procedures used by Woollooware High School follow NESA policy statements and guidelines.

Assessment of the student's satisfactory progress in the Preliminary and Higher School Certificate courses are carried out by school-based procedures as outlined in this document. Such assessments are weighted to components and tasks specified by NESA in syllabus documents. The types of assessment tasks vary from course to course and within the one course can take many forms e.g. essays, tests, research assignments. Individual task marks may be standardised before combining.

## **OBJECTIVES OF THE ASSESSMENT POLICY AND PROCEDURES**

The policy and procedures seek to maintain fair and equitable assessment processes by:

- Clearly communicating the policy to students and other members of the school community.
- Presenting an assessment schedule for every course.
- Identifying, specifying, scheduling and assigning a value, to every assessment task throughout each course.
- Providing students with a clear guide to the assessment tasks and procedures in each course.
- Establishing appropriate procedures for recording and reporting students' performances in assessment tasks.
- Providing clear information on variations from standard practice and assessment review procedures.

## **IMPLEMENTATION**

1. Students are expected to attempt all assessment tasks specified, and sit for all tests scheduled, as part of the assessment program in all courses in which they are enrolled.
2. Where a student fails to satisfactorily attempt assessment tasks worth more than fifty percent of the final assessment mark, the student will automatically be given a "Non-completion of course determination" award in that course.
3. In order to give adequate notice to students of tasks, approximate dates and general schedules of tasks are provided in this booklet.
4. Additionally, classroom teachers will provide students with a minimum of two weeks' notice in writing for each specific assessment task. This notice will include information on the outcomes of the syllabus to be assessed, the value and nature of the particular task, and the specific weightings (except in Mathematics) which will apply to the various outcomes
5. Students will also be notified in advance of the dates for formal examinations which may count towards course assessment.
6. Should it become necessary to vary tasks from published dates, students will be given notification in writing as soon as the variation is known.
7. Teachers will give clear instructions as to specifically when an assessment task which has been completed outside the classroom is due (i.e. time, place, date and to whom it is to be delivered).
8. For oral tasks, students are to submit a written copy of the task to be delivered orally on the date the task is due.
9. Students are to be notified of their rank order in each task.
10. Head Teachers will keep a register of senior assessment tasks; a copy of which will be given to the Deputy Principal.

## **STUDENT RESPONSIBILITIES**

1. There is a large volume of work in all senior courses and it is not possible to assess all the outcomes of each syllabus in the relatively few assessment tasks set. It is therefore strongly advised that all students approach classwork and homework designed to address those syllabus outcomes with the same diligence with which they approach designated assessment tasks.
2. It is the student's responsibility to:
  - be aware of this assessment policy and the information provided by each faculty with which the student studies.
  - present work on time
  - not plagiarise work from any source
  - be aware of the penalties for late submission and non-submission of assessment tasks.
  - present evidence to substantiate claims where unavoidable lateness or absence has occurred. (See Non-completion of Assessment Tasks).

It is the responsibility of each student to read all examination timetables correctly and follow all instructions relating to procedures in examinations. No allowance will be made for students who fail to present for examinations due to misreading of a timetable or fail to comply with instructions due to misreading of a paper.

## **SATISFACTORY ATTEMPT AT COURSES**

1. The Board of Studies will be notified when students satisfactorily complete a course. This course will then be recorded on the student's academic transcript.
2. To demonstrate satisfactory application in a course, students must:
  - regularly attend classes. A "rule of thumb" mark for attendance is 90% or over.
  - show reasonable diligence and application to studies and demonstrate progress in meeting the outcomes of the course.
3. Where a student has been unable to demonstrate the minimum required outcomes for a Preliminary or Higher School Certificate course, a "Non-completion of course determination" may be made in that course provided that the student has been given at least three formal warnings and these warnings have been given in time for the student to rectify the identified shortcomings.
4. Where a student has been given an "Non-completion of course determination" in a Preliminary course, the student will not be able to proceed to the equivalent HSC course; and that course will not contribute to the award of the Preliminary Certificate.
5. Where a student has been given a "Non-completion of course determination" in a HSC course, that course will not contribute to either the award of the Higher School Certificate or the award of an ATAR.
6. In such cases, the student shall be entitled to appeal under NESAs Policy and Procedures.

## **ASSESSMENT MARKS**

The school submits your final assessment marks to NESAs calculated from your cumulative results from the formal assessment tasks you undertake in Year 12.

If the final school assessment ranking assigned by the school differs significantly from your expectation, based on the information provided to you during the course, you may seek a review of your ranking in that course.

A review will NOT involve a reconsideration of any teacher's assessment of the value of a student's work in any of the tasks on which the ranking is based.

## LATE ENTRY INTO A COURSE

Students transferring from another school will begin their assessments upon arriving at this school. Where a student transfers from another school during the assessment process, the following procedure will be used to calculate the student's assessment:

1. The marks for all students for all tasks completed by the student will be totalled using the weightings in the course assessment schedule.
2. The new student's rank will be established from this process.
3. Marks for the whole assessment program, excluding the new student, will be totalled. The rest of the students will be ranked on this total, using the weightings specified.
4. The new student will be assigned a mark based on the rank calculated in step two.

## NON-COMPLETION OF ASSESSMENT TASKS

1. Should a student be absent on the day of an assessment task, or the day when an assessment task is due, **the student must contact the school to inform the relevant teacher.**
2. If an absence was due to illness, the student must submit a medical certificate with a completed misadventure form (copy in the back of this booklet). These must be given to the relevant head teacher **on the day the student returns to school.**
3. If a student is to be absent on the day of an assessment task, **they or their parent or guardian** must ring the school and inform the appropriate **head teacher.**

On the first day of return to school the student must see the appropriate **head teacher** and complete a Misadventure Form (copy in back of this booklet) and attach any supporting evidence. If the supporting evidence is a Doctor's Certificate it must clearly state that in the opinion of the doctor the student is incapable of completing or sitting the task on medical grounds. This then must be given to the appropriate head teacher who will make a decision on the application for misadventure. **Failure to complete this process will incur the same penalties as for late submission of a task.**

4. **The head teacher** will determine whether the reason is sufficiently strong as to allow for consideration to be given. If the head teacher determines that it is the task will be awarded a mark or the student will be awarded an estimate or set an alternate task. If the head teacher determines that the reason isn't sufficient the student will be awarded zero for the task.
5. Students awarded zero in these circumstances can appeal to the principal in writing within one day of being informed of the head teacher's determination.
6. Students who have an **unauthorised absence** (no valid explanation, no note, fractional truant) will receive a non-attempt (NA) for the task. **Generally, for the purpose of this policy, holidays are classed as an unauthorised absence.**
7. Any student found to be staying at home during school time on the day of a task, will be considered to be seeking to gain an unfair advantage and may have that task/test cancelled. A student who truants from a class while at school for the same purpose will be considered in the same manner.
8. Preparing for an assessment task in another class is not allowed.

## TECHNOLOGY FAILURE

If you are presenting work produced via computer it is your responsibility to make sure you have adequate backups of information. Technology failure is not an acceptable excuse for failing to submit tasks on the due date.

## MALPRACTICE

1. Malpractice occurs when a student breaks the rules of an examination or assessment task by plagiarising or copying another student's work; by allowing his/her work to be copied by another student; by undertaking improper communication during a task either personally or by electronic means; by making unauthorised use of materials; and interfering with the performance and/or concentration of other students.
2. Cases of malpractice will be referred to the relevant head teacher.
3. Where an accusation of malpractice can be proven to the principal's satisfaction, a **mark of zero** will be awarded to the student for the task.

## APPEALS

1. Students may only appeal against their results in an assessment task
  - a. if the student believes that the marker of the task was wrong in fact in marking an answer; or
  - b. if a student believes that the task set was flawed or invalid; or
  - c. when the procedures set down in this document have not been followed.
2. Students may not appeal against a mark awarded by a teacher or against a ranking awarded by a teacher in any other circumstances.
3. Where a student wishes to appeal a task, **the appeal must be made in writing and handed to the principal within twenty-four hours of the task being returned.**
4. An appeal against results or marks (individual or accrued) for tasks undertaken throughout a course, which is submitted at or near the end of the course, will generally not be considered.
5. The appeal shall be decided by the principal on the recommendation of a staff panel consisting of one deputy principal, a head teacher other than the head teacher of the course involved and one other staff member.
6. If, following the panel's recommendation, the principal upholds the appeal; the principal will direct a course of action to rectify the circumstances which led to the appeal. The principal's decision is final.

M BENSON  
PRINCIPAL

## COURSE SELECTION CONSIDERATIONS

In 2022, the Minister for Education announced a raft of HSC reforms as part of the Curriculum Reform program, which included removing classifications for ATAR courses. Previously, only 2 units of a Category B courses could contribute to the ATAR.

The announcement came after a review of the VET sector identified current HSC and ATAR arrangements as a barrier to developing a pipeline of job-ready high school graduates. The Joint ATAR Reform Advisory Committee also recommended the removal of HSC course categories for the calculation of the ATAR.

This piece of reform aims to lift the perceived value of vocational studies and will give students the opportunity to study more courses they are interested in and passionate about.

The change will be in place from the 2025 HSC. **Year 10 students making subject selections in 2023 for Year 11 in 2024 will be the first to benefit from the changes.**

## COURSE SELECTION CONSIDERATIONS AND THE ATAR

If you wish to undertake an ATAR pathway, any course the school offers, for which there is a **formal HSC examinations** in 2025, can be used to calculate your ATAR.

Choosing a broad range of subjects in your senior years may allow you to be better equipped to succeed in further education, training or work.

## REQUIREMENTS FOR THE HSC

Both the Year 11 and Year 12 pattern of study must include:

- 2 units of compulsory English
- at least 6 units of Board Developed Courses
- at least 3 courses of 2 units value or greater
- at least 4 subjects (including English)
- a maximum of 6 units of Science may be included in the Year 11 pattern of study
- a maximum of 7 units of Science may be included in the Year 12 pattern of study

## TYPES OF HSC COURSES

Board Developed Courses	Board Endorsed Courses
HSC examination except for: <ul style="list-style-type: none"><li>• optional examination in English Studies and Mathematics Standard 1 and VET Curriculum Framework courses</li><li>• all Life Skills courses</li></ul>	No HSC examination – school based assessment only
May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)	Not included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)
Includes some Vocational Education and Training (VET) courses	Includes some Vocational Education and Training (VET) courses
Includes Life Skills courses	

## VET BOARD DEVELOPED COURSES

<ul style="list-style-type: none"><li>• Automotive</li></ul>	<ul style="list-style-type: none"><li>• Human Services</li></ul>
<ul style="list-style-type: none"><li>• Business Services</li></ul>	<ul style="list-style-type: none"><li>• Information and Digital Technologies</li></ul>
<ul style="list-style-type: none"><li>• Construction</li></ul>	<ul style="list-style-type: none"><li>• Primary Industries</li></ul>
<ul style="list-style-type: none"><li>• Electrotechnology</li></ul>	<ul style="list-style-type: none"><li>• Retail Services</li></ul>
<ul style="list-style-type: none"><li>• Entertainment Industry</li></ul>	<ul style="list-style-type: none"><li>• Tourism, Travel and Events</li></ul>
<ul style="list-style-type: none"><li>• Financial Services</li></ul>	<ul style="list-style-type: none"><li>• Hospitality</li></ul>

## HSC DIRECTIVE TERMS

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

# ENGLISH ADVANCED

FACULTY: ENGLISH

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Imaginative Text with Reflection Reading to Write	Interactive ICT (Multimodal Presentation)  Narratives that Shape Our World	Yearly Examination  All Modules	
<b>Timing</b>	Term 1, Week 9	Term 2, Weeks 9 - 10	Term 3, Weeks 9 -10	
<b>Outcomes assessed</b>	EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	
Components	Weighting %			
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## ENGLISH ADVANCED - OBJECTIVES & OUTCOMES

### Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing

### Outcomes:

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

### Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- use language to shape and make meaning according to purpose, audience and context

### Outcomes:

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

### Objective C

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- think in ways that are imaginative, creative, interpretive and critical

### Outcomes:

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

### Objective D

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- express themselves and their relationships with others and their world

### Outcomes:

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

### Objective E

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- learn and reflect on their learning through their study of English

### Outcomes:

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

# ENGLISH STANDARD

FACULTY: ENGLISH

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Imaginative Text with Reflection Reading to Write	Interactive ICT (Multimodal Presentation)  Contemporary Possibilities	Yearly Examination  All Modules	
<b>Timing</b>	Term 1, Week 9	Term 2, Weeks 9-10	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Components	Weighting %			
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## ENGLISH STANDARD - OBJECTIVES & OUTCOMES

### Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing

### Outcomes:

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

### Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- use language to shape and make meaning according to purpose, audience and context

### Outcomes:

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

### Objective C

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- think in ways that are imaginative, creative, interpretive and critical

### Outcomes:

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

### Objective D

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- express themselves and their relationships with others and their world

### Outcomes:

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

### Objective E

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- learn and reflect on their learning through their study of English

### Outcomes:

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

# ENGLISH EXTENSION

FACULTY: ENGLISH

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Imaginative Response Texts, Culture and Value	Multimodal Presentation Texts, Culture and Value	Yearly Examination Texts, Culture and Value	
<b>Timing</b>	Term 1, Week 10	Term 3, Week 3	Term 3, Weeks 9-10	
<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, EE-4, EE11-5	
Components	Weighting %			
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## ENGLISH EXTENSION - OBJECTIVES & OUTCOMES

### Objective A

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- articulate understanding through speaking, listening, reading, writing, viewing and representing

### Outcome:

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

### Objective B

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts

### Outcome:

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

### Objective C

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values

### Outcomes:

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

### Objective D

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- express understanding of how cultural, historical and social contexts are represented in critical and creative texts

### Outcome:

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

### Objective E

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- reflect on and evaluate their own processes of learning and creativity

### Outcome:

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

# ANCIENT HISTORY

FACULTY: HSIE

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	In-Class Assessment Skills and Human Remains	Historical Investigation	Formal Examination-Short answer and extended response	
<b>Timing</b>	Term 1, Week 7	Term 2, Week 7	Term 3, Exam Period	
<b>Outcomes assessed</b>	AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-5, AH11-6, AH11-7, AH11-9	
Components	Weighting %			
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms		10	10	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## ANCIENT HISTORY - OBJECTIVES & OUTCOMES

### Objectives:

- Develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context.
- Develop an understanding of continuity and change over time.
- Undertake the process of an historical inquiry.
- Use historical concepts and skills to examine the ancient past.
- Communicate an understanding of history, sources and evidence, and historical interpretations.

### Outcomes:

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

AH11-2 proposes ideas about the varying causes and effects of events and developments

AH11-3 analyses the role of historical features, individuals and groups in shaping the past

AH11-4 accounts for the different perspectives of individuals and groups

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world

AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH11-7 discusses and evaluates differing interpretations and representations of the past

AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

# BIOLOGY

# FACULTY: SCIENCE

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Practical Task	Depth Study and Presentation	Yearly Examination	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9-10	
<b>Outcomes assessed</b>	BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO1/121-7, BIO11-8	BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-9	BIO11/12 1 to 7, BIO11- 8 to BIO11-11	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	<b>40</b>
Skills in Working Scientifically	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## BIOLOGY - OUTCOMES

A student

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Develop knowledge and understanding of the structure and function of organisms

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

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

FACULTY: HSIE

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Topic Test	Business Research Task	Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9&10	
<b>Outcomes assessed</b>	P1, P2, P6	P4, P6, P7, P8, P9, P10	P1, P2, P3, P5, P8, P9, P10	
Components	Weighting %			
Knowledge and understanding	10	10	20	<b>40</b>
Stimulus-based skills	10		10	<b>20</b>
Inquiry and Research		20		<b>20</b>
Communication of business information		10	10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## **BUSINESS STUDIES - OBJECTIVES & OUTCOMES**

**Objective:** Business Studies aims to develop knowledge, understanding, skills and values which enable students to make judgements about the performance of businesses in a dynamic business environment.

### **Outcomes:**

P1 discusses the nature of business, its role in society and types of business structure

P2 explains the internal and external influences on businesses

P3 describes the factors contributing to the success or failure of small to medium enterprises

P4 assesses the processes and interdependence of key business functions

P5 examines the application of management theories and strategies

P6 analyses the responsibilities of business to internal and external stakeholders

P7 plans and conducts investigations into contemporary business issues

P8 evaluates information for actual and hypothetical business situations

P9 communicates business information and issues in appropriate formats

P10 applies mathematical concepts appropriately in business situations

# CHEMISTRY

# FACULTY: SCIENCE

Tasks	Task 1	Task 2	Task 3	
Nature of Task	Depth Study	Skills/ Practical Task	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9-10	
Outcomes assessed	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-8	CH11/12-3 to CH11/12-7 CH11/12- 8, CH11/12-9	CH11/12-2 to CH11/12-7 CH11- 8, CH11-9, CH11-10, CH11-11	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Skills in Working Scientifically	15	25	20	60
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## CHEMISTRY - OUTCOMES

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

# COMMUNITY AND FAMILY STUDIES

## FACULTY: HOME ECONOMICS

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Developing Solutions Resource Management	Research Task Individuals and Groups	Yearly Examination Resource management Individuals and Groups Families and Communities	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	P1.1, P1.2, P4.1, P5.1, P6.1.	P2.1, P2.3, P4.2, P6.2.	P2.2, P2.4, P 3.1, P3.2.	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	<b>40</b>
Skills in Critical thinking, research methodology, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# COMMUNITY AND FAMILY STUDIES - OBJECTIVES & OUTCOMES

## Objectives:

- Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
- Knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities

## Outcomes:

P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals

P1.2 proposes effective solutions to resource problems

P2.1 accounts for the roles and relationships that individuals adopt within groups

P2.2 describes the role of the family and other groups in the socialisation of individuals

P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning

P3.1 explains the changing nature of families and communities in contemporary society

P3.2 analyses the significance of gender in defining roles and relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P5.1 applies management processes to maximise the efficient use of resources

P6.1 distinguishes those actions that enhance wellbeing

P6.2 uses critical thinking skills to enhance decision making

Embedded outcomes for all of Stage 6:

7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society

7.2 develops a sense of responsibility for the wellbeing of themselves and others

7.3 appreciates the value of resource management in response to change

7.4 values the place of management in coping with a variety of role expectations

# DESIGN AND TECHNOLOGY

## FACULTY: HOME ECONOMICS

Students will be given a minimum of two weeks' notice regarding assessment information. Note that the final grades issued for the purpose of ROSA will take into consideration all assessment tasks and all classwork/class tasks.

	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Childs Toy Mini Design Project Product/ Folio	Carrying Device Mini Design Project Product/ Folio	Yearly Examination	
<b>Timing</b>	Term 2 Week 5	Term 3 Week 5	Term 3 Week 9/10	
<b>Outcomes assessed</b>	P3.1, P4.2, P4.3, P5.1, P5.2	P4.1, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2	
<b>Components</b>				<b>Weighting %</b>
<b>Knowledge and understanding of course content</b>		10	20	30
<b>Knowledge and skills in designing, researching, analysing and evaluating</b>	15	10	10	35
<b>Skills in experimenting with and producing a product by applying theoretical concepts</b>	15	20		35
<b>Total %</b>	30	40	30	100



## **PRELIMINARY OUTCOMES:**

A student:

P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects

P2.1 identifies design and production processes in domestic, community, industrial and commercial settings

P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects

P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing

P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities

P4.2 uses resources effectively and safely in the development and production of design solutions

P4.3 evaluates the processes and outcomes of designing and producing

P5.1 uses a variety of management techniques and tools to develop design projects

P5.2 communicates ideas and solutions using a range of techniques

P5.3 uses a variety of research methods to inform the development and modification of design ideas

P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects

P6.2 evaluates and uses computer-based technologies in designing and producing

# EARTH & ENVIRONMENTAL SCIENCE

FACULTY: SCIENCE

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Field Study	Practical/ Skills Task	Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9-10	
<b>Outcomes assessed</b>	EES11/12-1, EES11/12-4, EES11/12-5, ESS11-8	EES11/12-4, EES11/12-6, EES11/12-7, EES11-10, EES11-11	EES11/12-1 to ESS11/12-7, EES11-8, ESS11-9, ESS11-10, ESS11-11	
Components	Weighting %			
Knowledge and understanding of course content	5	10	25	<b>40</b>
Skills in Working Scientifically	20	25	15	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## **EARTH AND ENVIRONMENTAL SCIENCE - OUTCOMES**

EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation

EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11/12-5 analyses and evaluates primary and secondary data and information

EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated

EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries

EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems

EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

# ECONOMICS

FACULTY: HSIE

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Introduction to Economics - Consumers & Businesses Topic Test	Economics Research Project	Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 3, Week 2	Term 3, Weeks 9&10	
<b>Outcomes assessed</b>	P1, P8, P11	P6, P9, P10	P2, P4, P5, P6, P7	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus based skills	10		10	<b>20</b>
Inquiry and Research		20		<b>20</b>
Communication in appropriate forms		10	10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## ECONOMICS - OBJECTIVES & OUTCOMES

**Objective:** The aim of Economics is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.

**Outcomes:**

P1 demonstrates understanding of economic terms, concepts and relationships

P2 explains the economic role of individuals, firms and government in an economy

P3 describes, explains and evaluates the role and operation of markets

P4 compares and contrasts aspects of different economies

P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy

P6 explains the role of government in the Australian economy

P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments

P8 applies appropriate terminology, concepts and theories in economic contexts

P9 selects and organises information from a variety of sources for relevance and reliability

P10 communicates economic information, ideas and issues in appropriate forms

P11 applies mathematical concepts in economic contexts

P12 works independently and in groups to achieve appropriate goals in set timelines

# ENGINEERING STUDIES FACULTY: INDUSTRIAL ARTS

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Engineering Report Engineering Fundamentals	Engineering Report Braking Systems	Examination Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9/10	
<b>Outcomes assessed</b>	P1.2, P2.2, P4.1	P3.1, P4.3, P4.2	P3.3, P3.1, P2.1	
Components	Weighting %			
Knowledge and understanding of course content	15	15	30	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	15	15	10	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# ENGINEERING STUDIES - OBJECTIVES & OUTCOMES

## Objectives:

- Understanding of the scope of engineering and the role of the engineer
- Knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society
- Communication skills appropriate to engineering practices
- Knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice
- Management and problem-solving skills in engineering contexts
- Skills in the application of engineering methodology

## Outcomes:

P1.1 identifies the scope of engineering and recognises current innovations

P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering

P2.1 describes the types of materials, components and processes and explains their implications for engineering development

P2.2 describes the nature of engineering in specific fields and its importance to society

P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice

P3.2 develops written, oral and presentation skills and applies these to engineering reports

P3.3 applies graphics as a communication tool

P4.1 describes developments in technology and their impact on engineering products

P4.2 describes the influence of technological change on engineering and its effect on people

P4.3 identifies the social, environmental and cultural implications of technological change in engineering

P5.1 demonstrates the ability to work both individually and in teams

P5.2 applies management and planning skills related to engineering

P6.1 applies knowledge and skills in research and problem-solving related to engineering

P6.2 applies skills in analysis, synthesis and experimentation related to engineering

# FRENCH CONTINUERS

FACULTY: LANGUAGES

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Speaking and Reading Task	Listening and Writing Task	Yearly Examination	
<b>Timing</b>	Term 2, Week 3	Term 2, Week 9	Term 3, Weeks 9&10	
<b>Outcomes assessed</b>	1.1, 1.2, 1.3, 1.4, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Components	Weighting %			
<b>Speaking</b>	10		10	<b>20</b>
<b>Listening and Responding</b>		20	10	<b>30</b>
<b>Reading and Responding</b>	20		10	<b>30</b>
<b>Writing</b>		10	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## FRENCH CONTINUERS - OBJECTIVES & OUTCOMES

**Objectives:** The student will;

1. exchange information, opinions and experiences in Indonesian
2. express ideas through the production of original texts in Indonesian
3. analyse, process and respond to texts that are in Indonesian
4. understand aspects of the language and culture of Indonesian-speaking communities

**Outcomes:**

The student:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of, and identifies, specific information in texts
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

# FOOD TECHNOLOGY FACULTY: HOME ECONOMICS

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Research and Practical Food Quality	Investigation, analysis and Practical Nutrition	Yearly Examination Food Availability and Selection Food Quality Nutrition	
<b>Timing</b>	Term 2, Week 6	Term 3, Week 4	Term 4, Weeks 9-10	
<b>Outcomes assessed</b>	P2.2, P3.2, P4.1, P4.4, P5.1.	P2.1, P3.1, P4.1, P4.2, P4.3	P1.1, P1.2,	
Components	Weighting %			
Knowledge and understanding of course content		10	30	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	20	10		<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# FOOD TECHNOLOGY - OBJECTIVES & OUTCOMES

## Objectives:

- Knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society
- Knowledge and understanding about the nature of food and human nutrition and an appreciation of the importance of food to health
- Skills in researching, analysing and communicating food issues
- Skills in experimenting with and preparing food by applying theoretical concepts
- Skills in designing, implementing and evaluating solutions to food situations

## Outcomes:

P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods

P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors

P2.1 explains the role of food nutrients in human nutrition

P2.2 identifies and explains the sensory characteristics and functional properties of food

P3.1 assesses the nutrient value of meals/diets for particular individuals and groups

P3.2 presents ideas in written, graphic and oral form using computer software where appropriate

P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food

P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection

P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups

P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food product

P5.1 generates ideas and develops solutions to a range of food situations

# GEOGRAPHY

FACULTY: HSIE

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Global Challenges Topic Test	Senior Geography Project	Yearly Examination	
<b>Timing</b>	Term 1, Week 7	Term 2, Week 10	Term 3, Weeks 9&10	
<b>Outcomes assessed</b>	P1, P2, P3, P6, P12	P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P6, P7, P8, P10, P12	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	<b>40</b>
Geographical tools and skills	10		10	<b>20</b>
Geographical and research, including fieldwork		20		<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms		10	10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## **GEOGRAPHY - OBJECTIVES & OUTCOMES**

**Objective:** The aim of Geography Stage 6 is to enable students to study the spatial and ecological dimensions of biophysical and human phenomena in a changing world.

**Outcomes:**

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

# INDONESIAN CONTINUERS      FACULTY: LANGUAGES

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Speaking and Reading Task	Listening and Writing Task	Yearly Examination	
<b>Timing</b>	Term 2, Week 3	Term 2, Week 9	Term 3, Weeks 9&10	
<b>Outcomes assessed</b>	1.1, 1.2, 1.3, 1.4, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
<b>Components</b>	<b>Weighting %</b>			
Speaking	10		10	<b>20</b>
Listening and Responding		20	10	<b>30</b>
Reading and Responding	20		10	<b>30</b>
Writing		10	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## INDONESIAN CONTINUERS- OBJECTIVES & OUTCOMES

**Objectives:** The student will;

1. exchange information, opinions and experiences in Indonesian
2. express ideas through the production of original texts in Indonesian
3. analyse, process and respond to texts that are in Indonesian
4. understand aspects of the language and culture of Indonesian-speaking communities

**Outcomes:**

The student:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of, and identifies, specific information in texts
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

# INDUSTRIAL TECHNOLOGY- GRAPHICS TECHNOLOGIES

FACULTY: INDUSTRIAL ARTS

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Practical & Folio Mini Design Task	Practical & Folio Minor Design Task	Examination Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10	
<b>Outcomes assessed</b>	P1.2, P2.1, P3.1, P3.3, P5.1, P5.2	P1.2,P2.2, P3.1, P3.3, P5.1, P5.2	P6.1 ,P6.2 ,P7.1 ,P7.2	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge, skills and the management and production of projects	20	30	10	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## **INDUSTRIAL TECHNOLOGY: GRAPHICS TECHNOLOGY - OBJECTIVES & OUTCOMES**

### **Objectives:**

- Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry
- Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment
- Competence in designing, managing and communicating within a relevant industry context
- Knowledge and skills in producing quality products
- Knowledge and skills in communication and information processing related to the industry focus area
- An appreciation of quality products and the principles of quality control
- An appreciation of the relationships between technology, the individual, society and the environment

### **Outcomes:**

P1.1 describes the organisation and management of an individual business within the focus area industry

P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies

P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques

P2.2 works effectively in team situations

P3.1 sketches, produces and interprets drawings in the production of projects

P3.2 applies research and problem-solving skills

P3.3 demonstrates appropriate design principles in the production of projects

P4.1 demonstrates a range of practical skills in the production of projects

P4.2 demonstrates competency in using relevant equipment, machinery and processes

P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects

P5.1 uses communication and information processing skills

P5.2 uses appropriate documentation techniques related to the management of projects

P6.1 identifies the characteristics of quality manufactured products

P6.2 identifies and explains the principles of quality and quality control

P7.1 identifies the impact of one related industry on the social and physical environment

P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

# INDUSTRIAL TECHNOLOGY - TIMBER PRODUCTS AND FURNISHINGS

**FACULTY: INDUSTRIAL ARTS**

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Practical & Folio Mini Design Task	Practical & Folio Minor Design Task	Examination  Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10	
<b>Outcomes assessed</b>	P1.2, P2.1, P3.1, P3.3, P5.1, P5.2	P1.2, P2.2, P3.1, P3.3, P5.1, P5.2	P6.1, P6.2, P7.1, P7.2	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge, skills and the management and production of projects	20	30	10	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES - OBJECTIVES & OUTCOMES

## Objective:

- Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry
- Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment
- Competence in designing, managing and communicating within a relevant industry context
- Knowledge and skills in producing quality products
- Knowledge and skills in communication and information processing related to the industry focus area
- An appreciation of quality products and the principles of quality control
- An appreciation of the relationships between technology, the individual, society and the environment

## Outcomes:

P1.1 describes the organisation and management of an individual business within the focus area industry

P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies

P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques

P2.2 works effectively in team situations

P3.1 sketches, produces and interprets drawings in the production of projects

P3.2 applies research and problem-solving skills

P3.3 demonstrates appropriate design principles in the production of projects

P4.1 demonstrates a range of practical skills in the production of projects

P4.2 demonstrates competency in using relevant equipment, machinery and processes

P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects

P5.1 uses communication and information processing skills

P5.2 uses appropriate documentation techniques related to the management of projects

P6.1 identifies the characteristics of quality manufactured products

P6.2 identifies and explains the principles of quality and quality control

P7.1 identifies the impact of one related industry on the social and physical environment

P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

# LEGAL STUDIES

FACULTY: HSIE

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Topic Test - The Legal System	Media Article Analysis - Individual and Law in Practice	Yearly Examination	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 9&10	
<b>Outcomes assessed</b>	P1, P2, P3, P6, P9	P1, P4, P6, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Components	Weighting %			
Knowledge and understanding of course content	15	5	20	40
Analysis and Evaluation		10	10	20
Inquiry and Research		20		20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## LEGAL STUDIES - OBJECTIVES & OUTCOMES

**Objective:** Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level

### **Outcomes:**

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

# LIFE READY

## STAGE 6 COURSE IN PERSONAL DEVELOPMENT & HEALTH – Year 11

All Year 11 students at Woollooware High School will attend a period a cycle to fulfil the requirements for this course plus attend presentations covering the themes mandated in the two focus areas.

### Course Assessment

- Life Ready is a requirement of the Department of education and training. It is not a NESA course. Completion of the course outcomes will be based on attendance and completion of unit activities.
- Assessment will be based on three (3) components
  - Class work and participation
  - A reflective journal and portfolio

### Objectives & Outcomes

Students will develop the knowledge, understanding, attitudes and skills to:

- 1.0 Enhance their ability to think critically and creatively and make decisions that promote the health, safety and wellbeing of self and others.
  - 1.1 Propose and evaluate situations and solutions which may affect the health, safety and wellbeing of self and others.
  - 1.2 Critically analyse situations, attitudes and behaviours that influence health, safety and wellbeing in different contexts.
- 2.0 Plan, develop and evaluate strategies for supporting the health, safety and wellbeing of self and others.
  - 2.1 Formulate and reflect on strategies and personal actions that enhance health, safety and wellbeing relevant to their current situation.
  - 2.2 Recognise and respond appropriately to situations which may be harmful to self and others.
  - 2.3 Evaluate the skills and actions that could be used in various situations which promote the health, safety and wellbeing of self and others.
  - 2.4 Develop and employ their own personal strengths and skills when practising a variety of responses to harmful situations.
- 3.0 Clarify and act on a personal set of positive values, beliefs and attitudes.
  - 3.1 Respect the right of others to hold their own personal set of values and beliefs.
  - 3.2 Analyse the relationship between health behaviours and personal beliefs, attitudes and values.
  - 3.3 Evaluate how the varied influences on attitudes and values impact on behaviours.
  - 3.4 Demonstrate behaviours that model positive values, beliefs and attitudes to health, safety and wellbeing.
- 4.0 Communicate and interact effectively with others.
  - 4.1 Assess the interpersonal skills required to establish and maintain respectful relationships.
  - 4.2 Demonstrate the ability to vary the ways they relate to people as situations change.
  - 4.3 Show respect for the ideas, feelings and contributions of others in various contexts.
  - 4.4 Analyse the positive and negative implications of technology on their personal identity, relationships with others and their health behaviours.
- 5.0 Respond positively in challenging and changing situations.

- 5.1 Plan for challenging and changing situations and understand the benefits of adapting to current and future challenges.
- 5.2 Assess personal strengths and skills required to achieve a positive outcome in a range of challenging and changing situations.
- 5.3 Apply skills and strategies to achieve a positive outcome in a range of different contexts.
- 6.0 Display a commitment to promoting respect, inclusion and social justice for self and others.
- 6.1 Build positive thinking, self-belief and a sense of empowerment by evaluating the contribution of personal strengths and achievements on the meaningful futures of self and others.
- 6.2 Demonstrate behaviours and actions which value inclusion, diversity and equity and show a commitment to social justice and creating supportive environments for self and others.
- 6.3 Challenge discrimination and harassment based on age, sex, gender, race, religion, disability and sexuality including homophobia and transphobia.
- 7.0 Know how and where to ask for help and support.
- 7.1 Identify appropriate sources of support.
- 7.2 Critically evaluate services and resources to identify sources of reliable information and support.
- 7.3 Demonstrate the capacity to seek help for self and others.

# MATHEMATICS STANDARD FACULTY: MATHEMATICS

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Assignment	Class task Topic	Formal exam All preliminary Topics	
<b>Timing</b>	Term 1, Week 6	Term 2, Week 4	Term 3, Week 9/10	
<b>Outcomes assessed</b>	MS11-2, MS11-7 MS11-9, MS11-10	MS11-3, MS11-4 MS11-5	All outcomes MS11-1 to MS11-10	
Components	Weighting %			
Understanding, Fluency and communication	10	20	20	<b>50</b>
Problem solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>



## MATHEMATICS STANDARD - OBJECTIVES & OUTCOMES

**Objective:** The study of Mathematics Standard in Stage 6 enables students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner

### **Outcomes:**

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

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

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

MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures

MS11-5 models relevant financial situations using appropriate tools

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

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

MS11-8 solves probability problems involving multistage events

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

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

# MATHEMATICS ADVANCED FACULTY: MATHEMATICS

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Class task Algebraic Techniques, Equations & Inequations	Assignment Topic	Formal exam All preliminary Topics	
<b>Timing</b>	Term 1, Week 6	Term 2, Week 4	Term 3, Week 9/10	
<b>Outcomes assessed</b>	MA11-1, MA11-9	MA11-8, MA11-9	All outcomes MA11-1 to Ma11- 9	
Components	Weighting %			
Understanding, Fluency and communication	20	10	20	<b>50</b>
Problem solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

## COURSE NAME - OBJECTIVES & OUTCOMES

**Objective:** The study of Mathematics Advanced in Stage 6 enables students to enhance their knowledge and understanding of what it means to work mathematically, develop their understanding of the relationship between 'real-world' problems and mathematical models and extend their skills of concise and systematic communication

**Outcomes:**

MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems

MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

MA11-9 provides reasoning to support conclusions which are appropriate to the context

# MATHEMATICS EXTENSION 1

FACULTY: MATHEMATICS

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Class task	Assignment Topic	Formal exam All preliminary Topics	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 5	Term 3, Week 9/10	
<b>Outcomes assessed</b>	ME11-1, ME11-2	ME11-5. ME11-6	All outcomes ME11-1 to ME11-7	
Components	Weighting %			
Understanding, Fluency and communication	20	10	20	<b>50</b>
Problem solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

## MATHEMATICS EXTENSION 1 - OBJECTIVES & OUTCOMES

**Objective:** The study of Mathematics Extension 1 in Stage 6 enables students to extend their knowledge and understanding of what it means to work mathematically, develop their skills to reason logically, generalise and make connections, and enhance their understanding of how to communicate in a concise and systematic manner.

### **Outcomes:**

ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

ME11-2 manipulates algebraic expressions and graphical functions to solve problems

ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering

ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts

ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

# MODERN HISTORY

FACULTY: HSIE

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	In-class Assessment Hiroshima and Nagasaki	Historical Investigation JFK	Formal Examination WWI and The Romanovs	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 3	Term 3, Exam Period	
<b>Outcomes assessed</b>	MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7	MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-6, MH11-9	
<b>Components</b>	<b>Weighting %</b>			
Knowledge and understanding of course content	20		20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10		10	<b>20</b>
Historical inquiry and research		20		<b>20</b>
Communication of historical understanding in appropriate forms		10	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## MODERN HISTORY - OBJECTIVES & OUTCOMES

### Objectives:

- Develop knowledge and understanding of a range of features, people, places, events and developments of the modern world in their historical context.
- Develop an understanding of continuity and change over time.
- Undertake the process of an historical inquiry.
- Use historical concepts and skills to examine the modern past.
- Communicate an understanding of history, sources and evidence, and historical interpretations.

### Outcomes:

MH11-1 describes the nature of continuity and change in the modern world

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 discusses and evaluates differing interpretations and representations of the past

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

# MUSIC 1

# FACULTY: CREATIVE ARTS

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Composition Portfolio and Musicology Task	Performance and Viva Voce	Aural Skills	
<b>Timing</b>	Term 1, Week	Term 2, Week 8	Term 3, Week 9	
<b>Outcomes assessed</b>	P2,3,6,7,8	P1,4,5,6	P4,5,7,8	
Components				Weighting %
Composition	25			<b>25</b>
Musicology	10	15		<b>25</b>
Aural			25	<b>25</b>
Performance		25		<b>25</b>
<b>Total %</b>	<b>35</b>	<b>40</b>	<b>25</b>	<b>100</b>



## MUSIC - OBJECTIVES & OUTCOMES

**Objective:** The aim of Music 1 Stage 6 is to provide students with the opportunity to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

### **Outcomes:**

P1 performs music that is characteristic of the topics studied

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

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

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

P5 comments on and constructively discusses performances and compositions

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

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

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

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

FACULTY: PDHPE

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Written & practical  Outdoor Recreation	Written  Better Health for Individuals	Yearly exam  Prelim topics	
<b>Timing</b>	Term 1, Week 7	Term 2, Week 5	Term 3, Week 9 - 10	
<b>Outcomes assessed</b>	P5, P10, P14, P16	P2, P3, P4, P5, P15	P1, P2, P3, P7, P8, P9, P11, P12, P15, P16, P17	
Components	Weighting %			
Knowledge and understanding of course content	10	20	20	50
Skills in critical thinking, research, analysing & communicating	20	10	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION - OBJECTIVES & OUTCOMES

## Objectives:

- Knowledge and understanding of the factors that affect health
- A capacity to exercise influence over personal and community health outcomes
- Knowledge and understanding about the way the body moves
- An ability to apply the skills of critical thinking, research and analysis

## Outcomes:

P1 identifies and examines why individuals give different meanings to health

P2 explains how a range of health behaviours affect an individual's health

P3 describes how an individual's health is determined by a range of factors

P4 evaluates aspects of health over which individuals can exert some control

P5 describes factors that contribute to effective health promotion

P7 explains how body systems influence the way the body moves

P8 describes the components of physical fitness and explains how they are monitored

P9 describes biomechanical factors that influence the efficiency of the body in motion

P10 plans for participation in physical activity to satisfy a range of individual needs

P11 assesses and monitors physical fitness levels and physical activity patterns

P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)

P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities

P15 forms opinions about health-promoting actions based on a critical examination of relevant information

P16 uses a range of sources to draw conclusions about health and physical activity concepts

P17 analyses factors influencing movement and patterns of participation

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

## FACULTY: CREATIVE ARTS

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Vintage</b> Folio of work Powerpoint presentation	<b>Creepy</b> Still and Moving work	<b>Yearly Exam</b>	
<b>Timing</b>	Term 2, Week 3	Term 3, week 8	Term 3, Week 9	
<b>Outcomes assessed</b>	M2, M3, M4, M6, CH1, CH2, CH3, CH4	M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5	
<b>Components</b>				<b>Weighting %</b>
Making Photographic works	30	40		70
Critical and Historical Studies	10		20	30
Total %	40	40	20	100

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING - OBJECTIVES & OUTCOMES

## 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 video and/or digital images.

M6 Takes into account issues of occupational health and safety in the making of photographs and/or video and/or digital images.

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/artwork/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 that photography and/or video and/or digital imaging can be used in various fields of cultural productions.

# PHYSICS

# FACULTY:SCIENCE

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Practical Task	Depth Study	Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9-10	
<b>Outcomes assessed</b>	PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH 11-8	PH11/12-1, to PH11/12-7  PH11-8, PH11-9, PH11-10, PH11-11	
Components	Weighting %			
Knowledge and understanding of course content	5	10	25	40
Skills in Working Scientifically	25	20	15	60
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## PHYSICS - OUTCOMES

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

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

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

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

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

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

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

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

Students develop knowledge and understanding of energy

PH11-10 explains and analyses waves and the transfer of energy of sound, light and thermodynamic principles

PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

# SOCIETY & CULTURE

FACULTY: HSIE

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Topic Test: Social & Cultural World	Research Task: Personal & Social Identity	Yearly Examination	
<b>Timing</b>	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 9&10	
<b>Outcomes assessed</b>	P1, P2, P3, P4	P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P9	
Components	Weighting %			
Knowledge and understanding of course content	20	5	25	50
Application and evaluation of social and cultural research methods		20	10	30
Communication of information, issues and ideas in appropriate forms		15	5	20
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



## SOCIETY AND CULTURE - OBJECTIVES & OUTCOMES

**Objective:** The aim of Society and Culture Stage 6 is for students to achieve social and cultural literacy by developing their knowledge and understanding about societies and cultures, developing their social and cultural research skills, and promoting positive values and attitudes essential to achieving social and cultural literacy.

**Outcomes:**

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

# VISUAL ARTS

# FACULTY: CREATIVE ARTS

Tasks	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Foundations of Visual Arts:  Drawing and Writing Task	Modernism Inspired  Folio of work	Yearly Examination	
<b>Timing</b>	Term 1, Week 10	Term 3, Week 7	Term 3, Week 9	
<b>Outcomes assessed</b>	P1, P4, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5 P6	P7, P8, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Artmaking	15	35		<b>50</b>
Critical and Historical Studies	20		30	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## VISUAL ARTS - OBJECTIVES & OUTCOMES

### **Artmaking Objective**

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

### **Art Criticism and Art History Objective**

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

### **Outcomes:**

P1 Explores the conventions of practice in artmaking

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

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

P4 Investigates subject matter and forms as representations in artmaking

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

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

P7 Explores the conventions of practice in art criticism and art history

P8 Explores the roles and relationships between concepts of artists, artwork, world and audience through critical and historical investigations of

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

P10 Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.

# Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

# CONSTRUCTION



Education

Construction

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: 1B4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package

School Name: Woollooware High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for 4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM
Code	Unit of Competency	Week 11 Term 1 Date Wed 10 <sup>th</sup> April 2024	Week 11 Term 1 Date Wed 10 <sup>th</sup> April 2024	Week 10 Term 2 Date Wed 10 <sup>th</sup> July 2024	Week 10 Term 3 Date Wed 25 <sup>th</sup> Sept 2024	Week 9/10 Term 3 Date TBC
CPCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X			
CPCCCM1011	Undertake basic estimation and costing			X		
CPCCOM1015	Carry out measurements and calculations			X		
CPCCOM2001	Read and interpret plans and specifications				X	
CPCCOM1013	Plan and organise work				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward 1B4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

\* Examinable units to be confirmed by teacher.

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

# CONSTRUCTION



Education

Construction

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: 1B4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package

School Name: Woollooware High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for 1B4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	Week 11 Term 1 Date Wed 9 <sup>th</sup> April	Week 10 Term 2 Date Wed 2 <sup>nd</sup> July	Week 10 Term 3 Date Wed 24 <sup>th</sup> Sept	Week 2-3 Term 3 Date TBC
CPCCJN2001	Assemble components	X			
CPCCJN3004	Manufacture and assemble joinery components				
CPCCCA2002	Use carpentry tools and equipment		X		
CPCCCM2005	Use construction tools and equipment		X		
CPCCCA2011	Handle carpentry materials		X		
CPCCVE1011	Undertake a basic construction project			X	
CPCCOM1012	Work effectively and sustainability in the construction industry			X	

Depending on the achievement of units of competency, the possible qualification outcome is a 1B4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using the HSC Trial Exam result.

\* Examinable units to be confirmed by teacher.

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

# HOSPITALITY



Education

Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Woollooware High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen	Task 2 Service please	EXAM
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week: 9	Week: 16	Week: 9/10
		Term: 2	Term: 3	Term 3
Code	Unit of Competency	Date: Wednesday 26 <sup>th</sup> June, 2024	Date: Wednesday, 28 <sup>th</sup> August, 2024	Date: TBA Exams 16-27 <sup>th</sup> September.
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

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

**\* Examinable units to be confirmed by teacher.**

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

# HOSPITALITY



Education

Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Woolooware High

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Beverage making 101	Task 5 Working 9 to 5	HSC TRIAL EXAM
Code	Unit of Competency	Week:11 Term: 1, 2025 Date: Wednesday, 9 <sup>th</sup> April	Week: 10 Term: 2 Date: Wednesday 2 <sup>nd</sup> July, 2s025	Week: 10 Term: 3 Date: Wednesday 24 <sup>th</sup> September, 2025	Week : 2-3 Term: 3 Date: 2025 TBA
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

**For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using two examinations. The Preliminary exam weighted at 30% and the HSC Trial Exam weighted at 70%.**

**\* Examinable units to be confirmed by teacher.**

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



# ASSESSMENT PLANNER

TERM 1, 2024	
Week	Tasks (and Weight)
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

**TERM 2, 2024**

<b>Week</b>	<b>Tasks (and Weight)</b>
1	
2	
3	<b>ASSESSMENT PERIOD</b>
4	
5	
6	
7	
8	
9	
10	

## TERM 3, 2024

Week	Tasks (and Weight)
1	
2	
3	
4	
5	
6	
7	
8	
9	<b>YEARLY</b>
10	<b>EXAMS</b>





# WOOLOOWARE HIGH SCHOOL

## ILLNESS / MISADVENTURE FORM

This form is to be completed by a student **who is unable to attend/submit an assessment task, on the due date** or **who feels that an assessment task has been affected by unforeseen illness or misadventure.** (Refer to the Assessment booklet for further details).

In order for any consideration to be extended to this task:

1. **Complete and present this form to the appropriate Head Teacher, with attached documentation to support this application on the first day your return to school.** (This could be done prior to the due date, if possible or where applicable)
2. If approval is granted, this form together with any other relevant documents will be filed and kept on record

NOTE: Failure to submit this form promptly may adversely affect the result of your request.

A request for consideration of illness/ misadventure for an assessment task undertaken throughout the year, which is submitted at or near the end of the course, will generally not be considered.

**It should not be assumed that an application using this form will be successful, as the reasons for misadventure will be considered on their merits.**

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Course/Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Assessment Task Missed: \_\_\_\_\_ Due Date: \_\_\_\_\_

Reason for Consideration: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

Supporting Evidence: Yes / No Type of evidence: \_\_\_\_\_

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

Date of Misadventure Request: \_\_\_\_\_ Home Phone: \_\_\_\_\_

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**OFFICE USE ONLY**

**Head Teacher: Options:**

- New submission date: \_\_\_\_\_
- Electronic submission of task
- Photographic evidence of progress being made on work/s
- Alternative task
- Other: \_\_\_\_\_

**Head Teacher: Decision Comments:**

\_\_\_\_\_  
 \_\_\_\_\_

Head Teacher Approval granted: Yes / No

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

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copy to:

- Student File (original)
- Head Teacher
- Student Copy
- Noted on Sentral – Wellbeing/Welfare/D  
ata/ Illness  
Misadventure

# Woollooware High School

## 2024 Preliminary Assessment Guide



**This form is to be signed and returned to:**

**Mrs Morton  
Head Teacher Administration Office  
A Block**

I \_\_\_\_\_ acknowledge that I have read  
(Print Name) (Roll Class)

and fully understand and accept the Assessment Policy of Woollooware High School and have also made my parents (guardians) aware of this policy.

**Signed:** \_\_\_\_\_

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

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