

# Granville Boys High School



DET USER

## Preliminary Assessment Booklet 2022

2022 Preliminary Assessment Booklet  
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# INTRODUCTION

## OUTCOMES, ASSESSMENT COMPONENTS, WEIGHTINGS AND TASKS

The Department of Education (DoE) and the NSW Education Standards Authority (NESA) have a number of technical terms that you should be aware of. The terms Syllabus, Outcomes, Assessment Components, Weightings and Tasks are technical terms that you should understand.

- Each course has a SYLLABUS that sets out the contents of the course. The syllabus is used by teachers to prepare their teaching lessons. It is essential that you have the syllabi of each course that you study. All NSW syllabi are available on the Internet at <https://syllabus.nesa.nsw.edu.au/stage-6/>. In each course syllabus are the OUTCOMES that should be achieved by students studying the course. The outcomes describe skills and knowledge that a student should be able to demonstrate once the course has been completed.
- Towards the end of each syllabus is a section describing what will be assessed in the course. This section shows what will be assessed, the assessment COMPONENTS, and how much weight will be given to the particular component, the WEIGHTINGS. Weightings are expressed as percentages of the total assessment program.
- The syllabus does not give you the details of the actual ASSESSMENT TASKS that you complete during your Preliminary or HSC year. Assessment tasks are developed by your teachers and are used to assess how well students have achieved the course outcomes. Assessment tasks are designed using the outcomes and weightings from the syllabus. The tasks take place as you study the course and assess all outcomes other than those related to attitudes and values. The actual form of the assessment task will vary from subject to subject.
- You may have tests, projects, presentations or reports to prepare. Before each assessment task, you will receive a **notification at least 2 weeks** before the task is due. This should include a description of the task. The descriptions will vary from subject to subject but you will find such information as what needs to be done, deadlines, format of the test, length of required answers and how the task will be marked.
- Assessment tasks will:
  - \* help you learn, expand your knowledge and encourage you to challenge yourself
  - \* show how much you have learnt and where you need to improve
  - \* demonstrate that you have satisfactorily completed a course
  - \* contribute to your final Preliminary grade.
  - \* allow you to show what you know, understand and can do in ways that cannot always be demonstrated in a written examination.

# Assessment Policy

The purpose of this document is to outline the Assessment Policy of Granville Boys High School for the Preliminary Higher School Certificate in 2022.

**Please read this policy carefully and make sure you understand it.** All students must sign that they have received this booklet.

## Preliminary Course

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary Pattern of Study comprising at least 12 units and a Higher School Certificate Pattern of Study comprising **at least** 10 units. Both Patterns must include:

- at least 10 units from Board developed courses
- at least 2 units of a Board developed course in English
- at least 3 courses of 2 units value or greater
- at least 4 subjects

## Purpose of Preliminary Course Assessment

The purpose of the school Assessment in reporting for the Preliminary Course is to provide an indication of a student's achievement based on:

- a wider range of syllabus outcomes than may be measured by a single Preliminary Course examination.
- multiple measures and observations made throughout the Preliminary Course, giving students credit for what they have achieved throughout their courses, in addition to their final examination.

## Satisfactory Completion of Preliminary Courses

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

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

## Section A: Student Responsibilities

### Expectations of students:

1. Students must attend all classes to satisfactorily complete the Preliminary Higher School Certificate Courses. **A minimum of 90% attendance is generally expected** for students to achieve the outcomes of the course being studied.

Unexplained absences, lateness and class attendance patterns **will be reviewed every five weeks** to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. (ACE Manual).

2. Attend classes on the day an assessment task is due.
3. All work submitted must be students' own work.
4. The Board of Studies expects students to **attempt all assessment tasks**.
5. Students must submit work by the due date.
6. Prepare for examinations and **make a serious attempt**.
7. Complete the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.
8. Where a student cannot meet a deadline or is absent for the submission or performance of a task, the student must apply for special consideration. (Refer to Point 12).

If there is a valid reason, an "**Assessment Task Misadventure / Illness Application**" proforma needs to be completed and all supporting documentation has to be submitted to the relevant head teacher on the first day back after their absence otherwise a zero mark will be awarded.

9. Students must make a genuine attempt at assessment tasks which contribute **in excess of 50% of the available marks otherwise they will be deemed unsatisfactory in that course**.

Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course. (ACE Manual August).

10. **Students who are absent on any day are responsible for ascertaining if an assessment task has been set in any subject on that day and obtaining any necessary information or task notifications issued for assessments.**
11. Students who transfer into the school after the commencement of the HSC Course will be given substitute tasks wherever possible. In some cases, estimates may be given.
12. **Procedures for students when absent from tasks**

Where a student cannot meet a deadline or is absent for the submission or performance of a task, the student must apply for special consideration. The form is on the last page of this booklet.

Any application of an extension of time is required before the due date.

If a student is absent on the day of the task:

- The student or his parent must telephone the school and inform the relevant Head Teacher.
- An application in writing **must** be lodged with the Head Teacher(s) of the subject(s) concerned at the beginning of the next day the student is in attendance at school.
- A doctor's certificate is required if the application is on medical grounds.

## Medical Certificates for Missed Assessment Tasks

Medical Certificates must:

- be written on a named doctor's pad, with contact details
  - include the day of the missed task
  - show in detail, the nature of the illness
  - show the length of time the student will be unfit for school
  - be produced immediately on return to school.
  - After considering a student's application, the Head Teacher will inform the student of the decision.
- 
- **If the student does not make application to the Head Teacher(s) concerned on their next school day of attendance after the due date of the missed assessment task, a zero mark will be recorded.**

**If the Assessment Task Misadventure/Illness Application is accepted**, then the teacher of that course will do one of the following:

- arrange for the student to attempt the task at a different time;
- arrange for the student to attempt an alternative task of a similar nature;
- in exceptional circumstances the Head Teacher may authorise the use of an estimate based on appropriate evidence.

**If the Assessment Task Misadventure/Illness Application is not accepted**, the student will be awarded a zero mark and a letter will be sent home to advise parents/guardians.

Students may appeal against the Head Teacher's decision by lodging an appeal form with the Principal **within three (3) school days of initial determination.**

The Principal may:

- Reject the appeal and order the zero mark to stand
- Grant a limited extension
- Order that a substitute task be performed
- Award an estimate
- 

### **13. During any assessment task/exam you must not:**

- Do anything that would disrupt the task or disturb another student
- Communicate with another student
- Look at another student's work
- Take into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher
- Make a non-serious attempt otherwise a zero mark will be awarded
- Be in possession of, or use a mobile phone or electronic device.
- **A zero mark will be awarded for all of the above breaches.**

## Section B: The School's Responsibilities

1. Each course will have its own assessment schedule developed within the guidelines provided by the Board of Studies. The Board requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they may be enrolled.

### This means that teachers are required to:

- set tasks to measure student performance in each component of the course;
- specify the relative value of each of these tasks;
- provide information on what is to be assessed;
- provide information on how they will be assessed;
- keep records of each student's performance on each task;
- provide students with information on their progress;
- the range of tasks used in the assessment will vary from course to course and may cover:
  - tests which may take a written, practical, oral and aural form
  - class and/or homework assignments, including essays and practical tasks
  - projects of varying degrees of length and complexity
  - oral presentations

### Head Teachers are required to:

- ensure tasks meet Board of Studies requirements for courses;
- ensure students sign when a task is issued;
- ensure students sign when a task is returned;
- record marks on faculty system before marks are returned,
- ensure Board of Studies Warning Letters are issued when appropriate or in accordance with Point 10 in this section.

### 2. Notification of Tasks:

- The actual form of the assessment task will vary from subject to subject. You may have tests, projects, presentations or reports to prepare.
- Before each assessment task, you will receive a **notification at least 2 weeks** before the task is due.
- Students will be provided with a written assessment notice containing information on the nature of the task and the outcomes to be assessed.

### 3. Student Feedback

Students will be given feedback on their performance (e.g. mark, position) as soon as possible after the completion of the task.

Students and parents will be advised in writing when zero marks are awarded.

### 4. The Award of "Zero Marks"

A zero mark is noted as a non-attempt for a particular course and can be awarded in two instances:

- non-presentation of a task without approved reason;
- an attempt to gain unfair advantage (malpractice).

### 5. Non-Presentation/Non-Attempt

If a task is not attempted or submitted by the due date and the student is not exempt, the student will be awarded a zero mark.



## 6. Malpractice

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. It is expected that work submitted in fulfilment of Assessment requirements shall be the student's own work. Examples of malpractice beyond this would include:

- Plagiarism – using material directly from books, journals or the internet without acknowledging the source
- Copying – copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own
- Not your own work – paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals or having someone else complete the task
- Submitting work that someone else, like a parent, tutor or subject expert, substantially contributed to
- Falsifying receipt documents
- Offering false documentation in support of an appeal
- Cheating during a test or exam, helping another student to engage in malpractice
- Misbehaving during exams, breaching exam rules

Where there is reason to suspect malpractice, or evidence of malpractice, the student shall be awarded a zero mark for the task following further investigation.

## 7. During any assessment task / exam if a student does any of the following:

- Does anything that disrupts the task or disturbs another student
- Communicates with another student
- Looks at another student's work
- Takes into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher
- Makes a non-serious attempt
- Cheats in any way
- Uses an electronic device (smart watch, phones etc)  
**then a zero mark will be awarded.**

## 8. Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late during an examination/assessment task without a valid reason he must undertake the task in the remaining time.

If lateness is for a valid reason and supported by evidence, the student will be allowed the normal length of time.

## 9. Extensions

Students who are unable to present for an out of class assessment task / assignment for valid reasons may apply to the teacher for an extension **prior to the due date for submission of the task**. Requests for extensions are to be made in writing. A negotiated extension could be expressed in terms of maximum marks, mark penalties and deadline times as determined by the teacher concerned in consultation with the Head Teacher.

## 10. Board of Studies Warning Letters

Boards of Studies warning letters are issued to students **who are not meeting course requirements**. **These letters are a warning to students that they are in danger of failing the course.**

The Course requirements are that the student:

- **follows** the course developed or endorsed by the Board; and
- **applies** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school;
- **achieves** some or all of the outcomes.

If a student is awarded a zero mark for a task or has not attempted the task, or made a non-serious attempt at the task, they may be at risk of not meeting the **assessment** requirements for that course. In this case, the student will also be sent a Board of Studies warning letter. The Teacher and Head Teacher will

- advise the student in writing with Board of Studies warning letters
- ensure Board of Studies warning letters are sent to parents informing them their son has missed an assessment task and informing them if attendance and performance have been unsatisfactory
- ensure that when the first Warning Letter is sent, the relevant Head Teacher will arrange a meeting with the student and the parents to discuss student's progress
- ensure that when the second Warning Letter is sent, the relevant Deputy Principal will arrange a meeting with the student and the parents to discuss student's progress and formulate an improvement plan.
- **If a student has two active Board of Studies warning letters, (in the same or different courses), the student may be awarded an 'N' determination in that course.** If the letters remain active following the interview with the Deputy Principal, the Head Teacher will organise an interview with the Principal, the student and the parents to discuss the award of an 'N' determination in that subject.
- **A student who receives a 'N' Determination will not be eligible to proceed to HSC at the end of term 3.**
- ensure that written acknowledgement from the student and his parent(s)/guardians(s) is requested
- ensure a copy of the Board of Studies warning letter is placed on the faculty file and on the student's central file.

## Section C: Student Reviews / Appeals

A student may appeal:

- against his mark in the course assessed on the grounds of a clerical error
- if the school has varied from its stated Assessment Policy.

No appeal may be entered against marks allocated for a particular task or piece of work.

A student who wishes to appeal must do so in writing. The appeal must be submitted through the Head Teacher of the subject concerned and should be completed soon after receiving the assessment back, or by mid-November of the HSC year. Details of methods of appeal are available from the Principal.

An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following:

- Principal
- Deputy Principal
- The Teacher currently involved in teaching the course
- The Head Teacher of the Faculty

In conducting a review, the Board requires the panel to ascertain whether:

- the weightings specified by the school in its assessment program conform to the Board's requirements as detailed in the subject guides;
  - the procedures used by the school for determining the final assessment program conform to its stated assessment program;
  - there are no computational or other clerical errors in the determination of the assessment mark.
- (BOS: ACE Manual)

Provided the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the review, there is provision for appeal to the Board of Studies.

The only grounds for such appeals will be to judge whether the procedures followed by Granville Boys High School complied with the Board of Studies policy and whether the conduct of the review was proper in all respects.

## Section D: Vocational Education and Training

### 1. Introduction

Granville Boys High School Vocational Education and Training (VET) assessment policy is based on the Board of Studies Guidelines and National Assessment Principles. All VET courses follow Granville Boys High School Preliminary and HSC Assessment Policies which include a schedule of assessment tasks, 'N Award' notification and appeals procedures.

### 2. Rationale

All VET Industry Curriculum Framework courses offered in Years 11 and 12 use competency-based assessment. This means that student achievement is assessed against industry competency standards. Industry competency standards describe the tasks performed by competent workers in the workplace.

**Competency is the performance of outcomes (knowledge / skills / attitudes) under particular conditions (preferably workplace conditions) to a required standard (specific to a particular industry).**

### 3. The Purposes of Assessment

Assessment for the Higher School Certificate VET framework courses has two distinct purposes: Assessment for the Australian Qualification Framework (AQF) – Competency based:

- applies to all courses within frameworks
- means of industry recognition

**Assessment for Australian Tertiary Admission Rank (ATAR):**

- written HSC examination
- optional for the 240-hour course only.

### 4. Assessment for the Australian Qualification Framework (AQF)

To gain an AQF Certificate I or II, students must:

- satisfactorily complete the mandatory workplace hours for their industry framework
- provide evidence that they have reached the competency standards for **every** unit chosen by their teacher in their industry framework.

The focus of the assessment of accredited vocational courses at GBHS is on what students can actually do and the standards at which they are able to perform. Assessment of competencies is criterion referenced, which means performance is measured in terms of whether students meet the prescribed levels of competency, not how well they carry out tasks relative to each other, or how long it takes to obtain the skill. Competence also implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. Students will be deemed 'competent' or 'more evidence required' in each module.

VET courses contain both core and optional modules. The course of study will be determined by negotiation between students and teachers for each industry framework. To gain an AQF Certificate I or II, students must provide evidence of competence in **all** modules chosen. To prove competency, students must satisfactorily complete all assessment tasks set for their industry framework. Standard school assessment procedures must be followed. However, as VET courses are competency based, students may attempt assessment tasks to demonstrate each competency more than once.

- **If a student is unsuccessful, they will be deemed not competent in that unit and the unit will not appear on their record. This will result in the student being ineligible for the AQF Certificate in the course.**
- **Students who do not satisfy the performance criteria in the competency standards for every module chosen by their teacher in their industry framework will be eligible for a Statement of Attainment at the end of their course. The Statement of Attainment will state all modules in which the student has proven their competency.**

## 5. Assessment for Australian Tertiary Admission Rank (ATAR)

For a VET course to contribute to a student's ATAR a student must:

- follow the standard procedures set down by the Board of Studies for satisfactory completion of a HSC course.
- successfully complete the mandatory work placement hours.
- sit the HSC examination.

## 6. HSC Examination

Every 2 Unit VET course offered at the school has an optional external HSC examination. The external exam is based on a sample of the knowledge, skills and understanding outcomes of the VET syllabus.

The HSC examination

- has no impact on student eligibility for AQF qualifications
- is optional for VET students
- is a two-hour written paper
- results contribute to the calculation of the student's ATAR.

Students who sit the examination will receive a course report in the same form as other Board developed courses. Reports will show marks ranging from 0 to 100 in each course. Each student will be placed into one of six performance bands. A performance description associated with each band

will summarise the attainments typically demonstrated by students. These performance descriptions refer to examination performance only and will not seek to describe achievement of industry competencies assessed through competency-based assessment.

Students undertaking the 240 courses are automatically enrolled in the HSC examination. Any student who does **not** wish to sit for the HSC external examination must contact the VET coordinator at the school during their HSC year. Students and their parents/guardians will need to complete the appropriate form and the VET coordinator will notify the BOS.

The external examination **only** may contribute to the calculation of the student's ATAR. Withdrawal from the examination does not affect requirements for completing the VET course satisfactorily for the HSC. If a student has satisfactorily completed the VET course but has not undertaken the external examination, the student will have the VET subject listed on their HSC, but there will be no examination mark and the VET course will not contribute to the calculation of their ATAR.

## **7. Board of Studies Requirements**

Students undertaking a VET course must meet the requirements of the Board of Studies for the Higher School Certificate along with the requirements of the AQF for the award of a certificate of attainment or a statement of attainment.

**The Board of Studies has mandated work placement as a requirement of the HSC. Students must achieve the hours of work placement required for the course undertaken.**

The rules and processes related to an "N" award for a Board Developed Course are applicable to students undertaking a VET course.

VET teachers must maintain appropriate documentation and follow the school's procedures when a student is not meeting course requirements.

## **8. Recognition of Prior Learning**

Students who already have some knowledge or experience that is covered in detail in a VET course at Granville Boys High School, may apply for recognition of prior learning. School Recognition of Prior Learning (RPL) policies and procedures are in line with Granville School Education Area policies and procedures. Students must contact the school VET coordinator to obtain further information and an application for RPL.

## **9. Assessment Principles and Procedures**

The assessment program for each framework is integral to the overall teaching and learning program and has direct links with the elements of competency. Assessment tasks are designed to be valid and reliable indicators of student competence in a manner that is flexible in order to be fair and equitable for all students. Constructive feedback to students is included in all assessment tasks.

A range of assessment opportunities will be provided to enable all students to demonstrate achievement in all units of competency contained in their VET course of study. Assessment may take the form of observation, assignment, portfolio, oral tasks, simulations, role-playing, journal, examination, presentation, practical demonstration or any other appropriate assessment strategies. Assessment tasks may be designed to integrate elements of competencies from different modules.

Assessment moderation and validation strategies are incorporated into the delivery of all VET courses at the school.

## 10. Internal Examinations

GBHS will conduct a trial HSC to enable teachers to provide the BOS with estimates of student examination performance. This may be required where a student lodges an illness/misadventure appeal relating to the HSC exam. The trial HSC examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency-based assessment program.

## 11. Work placement

**Mandatory work placement meets part of the assessment criteria for all VET courses conducted at the school and is structured learning out of school in workplaces. As the work placement is compulsory, students who do not complete the required hours of work placement to the satisfaction of the employer and the school will not have the course recognised by the Board of Studies. This will affect the HSC outcome if the student fails to meet the minimum requirement of 10 units in the HSC year. The student will be sent a Board of Studies warning letter.**

The minimum required hours of work placement are 35 hrs for each 120-hour course or 70 hrs over 2 years for a 240-hour course. In general, required hours are equal to one week for each 120 hours of the course.

**If a student does not attend or complete the work placement provided for them by the school or is not deemed satisfactory by the employer or the school, the student is responsible for providing an alternative work placement. The VET coordinator must approve this work placement before being undertaken by the student.**

In the event of illness or misadventure which hinders the student's attendance at work placement for one or more days, the student must follow the illness/misadventure procedures laid down in the GBHS Assessment Policy.

The policy requires that the student:

- notifies the employer of the absence on the morning of the absence before normal work start time by telephone,
- notifies the class teacher on the morning of the absence by telephone,
- completes the illness/misadventure form found in the GBHS Preliminary and HSC Assessment handbooks with a Doctor's Certificate attached. This must be given to the class teacher on the first day the student returns to school after completing work placement, to be approved by the VET coordinator.

## 12. Student Reviews/Appeals

A student may appeal against the award of "not yet competent" in a unit of work. The student should firstly discuss the issue with the VET teacher. If still not satisfied, the student should discuss the issue with the Head Teacher or VET coordinator. If the issue is still not resolved the student has a right to appeal the process.

A student who wishes to make a formal appeal must do so in writing. The VET coordinator will provide the student with the school appeal form. The form must be filled in and submitted with supporting documentation to the Principal within 5 working days of the determination.

An appeal panel will be formed within 10 days of the appeal. The panel will consist of the Principal, the VET coordinator, the VET teacher and another teacher from the framework of that appeal. The second VET teacher may be from another school in the case of there being only one teacher of that framework in the school.

The panel will consider the reasons for the appeal and will make one of two decisions on the basis of the evidence you have submitted:

- The assessment **did not** follow the school policy and procedures relating to competency-based assessment. In this instance you will be allowed to resubmit your evidence or be given an opportunity to be reassessed.
- The assessment **did** follow the school policy and procedures relating to competency-based assessment. In this instance the determination will stand and you will not be allowed to resubmit or be given another opportunity for reassessment.

The student may appeal to the Registered Training Organisation through the Regional office if they believe the school process has been unfair. The Regional Vocational Education Consultant (RVEC) will convene an appeals panel to consider that appeal. If the appeal is rejected, the student may lodge a further appeal to VETAB. The RVEC will inform the student of the process.

### **General Rules (which apply to ALL examinations and assessment tasks)**

**Exam conditions shall apply from when the first student enters the examination hall/venue until the last student leaves the examination hall/venue. Consistent consequences will apply for students found to be breaching the examination rules.**

#### **Before Entering the Examination Hall/Classroom/Library**

- Candidates should plan to arrive at least 15 minutes prior to the commencement of all examinations. Lateness is unacceptable.
- Full school uniform must be worn to all examinations.
- NO electronic devices, except NESA approved calculators, may be brought into the examination hall. NESA approved calculators must have the memory cleared before entry to the examination hall.
- Candidates must ensure that their **mobile phone(s) is turned off**, while sitting an **examination** nor an **in-class assessment task**.

#### **On Entering the Examination Hall/ classroom and During the Examination**

- Candidates must enter the examination hall silently.
- Complete silence **MUST** be adhered to whilst candidates are in the examination hall.
- Bags, containing notes/mobile phones/i-watches, are to be left in an orderly fashion at the back of the examination hall or at the front of a classroom for an in-class assessment task.
- Only clear, plastic pencil cases may be taken to examination desks.
- Candidates sit in alphabetical order or as instructed by supervising staff.
- Candidates are **NOT** to communicate with any other candidates in any way.
- Candidates must remain for the entire duration of every exam.
- Candidates must avoid the need to go to the toilet as best as possible. No candidates will be permitted to go to the toilet in the first hour or last half hour of the examination.
- Food and drink are **NOT** permitted in the exam hall. Water, in a clear plastic bottle is permitted.
- Candidates **MUST** obey all reasonable instructions given by supervisors.
- Borrowing is **NOT** permitted.
- Candidates must **NOT** pick up their writing implements until reading time has ceased and writing time has started.
- Caps, beanies, hoods and other such head wear are not permitted to be worn in the examination hall.
- All enquiries are to be addressed to supervising staff by candidates raising their hand.
- Code of Conduct/School Rules apply during ALL exams.

## **On Leaving the Examination Hall and After the Examination**

- NO exam papers or the writing paper provided is to be removed from the examination hall by a student.

### **COMMON GRADE SCALE FOR PRELIMINARY COURSES**

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

The scale describes performance at each of the five grade levels.

#### **A**

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

#### **B**

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

#### **C**

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

#### **D**

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

#### **E**

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



**COURSE  
ASSESSMENT  
SCHEDULES**

# ENGLISH FACULTY Assessment Schedules

## Preliminary English Extension 1- Objectives and Outcomes

A student:

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

## Preliminary Extension English Advanced Assessment Schedule

| Outcomes  | Assessment Components  | Date:<br><br>Task:<br>Weighting | Task 1   | Task 2   | Task 3   |
|---|--|---------------------------------|--|--|--|
|   |  |                                 | Term 1<br>Week 10<br>2022  | Term 2<br>Week 9<br>2022   | Term 3<br>Week 9<br>2022   |
|   |  |                                 | Essay<br>(Non-exam style)  | Multi-Modal Presentation<br>(Pecha Kucha)                              | Yearly Examination   |
| EE11-1, EE11-2,<br>EA 11-3, EA11-5                    | Common Module – Texts,<br>Culture and Value<br><br><i>Machiavelli - The Prince</i> | 30%                             | Knowledge and<br>Understanding 15%<br><br>Skills and Responding<br>15% |  |  |
| EE11-1, EE11-2,<br>EE 11-3, EE11-4,<br>EE11-5, EE11-6 | Common Module – Texts,<br>Culture and Value<br><br>Robert Browning Poetry          | 35%                             |  | Knowledge and<br>Understanding 15%<br><br>Skills and Responding<br>20% |  |
| EE11-1, EE11-2,<br>EE 11-3, EE11-4,<br>EE11-5, EE11-6 | Common Module – Texts,<br>Culture and Value<br><br>Netflix - <i>House of Cards</i> | 35%                             |  |  | Knowledge and<br>Understanding 20%<br><br>Skills and Responding<br>15% |
| <b>Totals</b>   |  | <b>100%</b>                     | 30%  | 35%  | 35%  |

## Preliminary English Advanced - Objectives and Outcomes

| Year 11 course outcomes<br>A student:   | Year 12 course outcomes<br>A student:  |
|---|--|
| <p><b>EA11-1</b> responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p><b>EA11-2</b> uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p><b>EA11-3</b> analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</p> <p><b>EA11-4</b> strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p> <p><b>EA11-5</b> thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p><b>EA11-6</b> investigates and evaluates the relationships between texts</p> <p><b>EA11-7</b> evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p><b>EA11-8</b> explains and evaluates cultural assumptions and values in texts and their effects on meaning</p> <p><b>EA11-9</b> reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner</p> | <p><b>EA12-1</b> independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p><b>EA12-2</b> uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p><b>EA12-3</b> critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</p> <p><b>EA12-4</b> strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p> <p><b>EA12-5</b> thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p><b>EA12-6</b> investigates and evaluates the relationships between texts</p> <p><b>EA12-7</b> evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p><b>EA12-8</b> explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning</p> <p><b>EA12-9</b> reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner</p> |

## Preliminary English Advanced Assessment Schedule

| Outcomes   | Assessment Components  | Date:       | Task 1  | Task 2   | Task 3   |
|--|--|-------------|---|--|--|
|  |  |             | Term 1<br>Week 10<br>2022   | Term 2<br>Week 9<br>2022   | Term 3<br>Week 7<br>2022   |
|  |  |             | Task:<br>Weighting  | Multi-Modal Presentation<br>(monologue and PowerPoint<br>presentation) | Essay<br>(Non-exam style)  |
| EA11-1, EA11-2,<br>EA 11-3, EA11-4,<br>EA11-5, EA11-6,<br>EA11-7, EA 11-9            | Common Module –<br>Reading to Write<br><br>Romanticism                   | 35 %        | Knowledge and<br>Understanding 15%<br><br>Skills and Responding 20% |  |  |
| EA11-1, EA 11-3,<br>EA11-4, EA11-5,<br>EA11-7, EA 11-8                               | Critical Study of<br>Literature<br>Shakespeare -<br><i>Julius Caesar</i> | 30%         |   | Knowledge and<br>Understanding 15%<br><br>Skills and Responding<br>15% |  |
| EA11-1, EA11-2,<br>EA 11-3, EA11-4,<br>EA11-5, EA11-6,<br>EA11-7, EA11-8,<br>EA 11-9 | Narratives that Shape<br>our World<br><br><i>Brave New World</i>         | 35%         |   |  | Knowledge and<br>Understanding 20%<br><br>Skills and Responding<br>15% |
| <b>Totals</b>  |  | <b>100%</b> | 35%   | 30%  | 35%  |

## Preliminary English Standard - Objectives and Outcomes

| Year 11 course outcomes   | Year 12 course outcomes  |
|---|--|
| A student:  | A student:   |
| <p><b>EN11-1</b> responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure</p> <p><b>EN11-2</b> uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p><b>EN11-3</b> analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning</p> <p><b>EN11-4</b> applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p> <p><b>EN11-5</b> thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p><b>EN11-6</b> investigates and explains the relationships between texts</p> <p><b>EN11-7</b> understands and explains the diverse ways texts can represent personal and public worlds</p> <p><b>EN11-8</b> identifies and explains cultural assumptions in texts and their effects on meaning</p> <p><b>EN11-9</b> reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner</p> | <p><b>EN12-1</b> independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p><b>EN12-2</b> uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p><b>EN12-3</b> analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning</p> <p><b>EN12-4</b> adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p> <p><b>EN12-5</b> thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p><b>EN12-6</b> investigates and explains the relationships between texts</p> <p><b>EN12-7</b> explains and evaluates the diverse ways texts can represent personal and public worlds</p> <p><b>EN12-8</b> explains and assesses cultural assumptions in texts and their effects on meaning</p> <p><b>EN12-9</b> reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner</p> |

## Preliminary English Standard Assessment Schedule

| Outcomes                               | Assessment Components   | Date:              | Task 1  | Task 2  | Task 3  |
|--|---|--------------------|---|---|---|
|  |   | Task:<br>Weighting | Term 1<br>Week 9<br>2022                                    | Term 2<br>Week 9<br>2022                                    | Term 3<br>Week 7<br>2022                                    |
|  |   |                    | Imaginative text with reflection                            | Interactive ICT presentation (multimodal presentation)      | Yearly Examination  |
| EN11-3, EN11-5, EN11-9                 | Common Module – Reading to Write<br><i>Of Mice and Men</i> – John Steinbeck | 30%                | Knowledge and understanding 15%<br>Skills in responding 15% |   |   |
| EN11-1, EN11-2, EN11-3, EN11-5, EN11-7 | Module A:<br>Contemporary Possibilities<br>SBS – <i>The Boat</i>            | 40%                |   | Knowledge and understanding 20%<br>Skills in responding 20% |   |
| EN11-1, EN11-3, EN11-5, EN11-6, EN11-8 | Module B:<br>Close Study of Literature<br><i>Raw</i> – Scott Monk           | 30%                |   |   | Knowledge and understanding 15%<br>Skills in responding 15% |
| <b>Totals</b>                          |   | 100%               | 30%   | 40%   | 30%   |



## Preliminary English Studies Objectives and Outcomes

| Year 11 course outcomes<br>A student:  | Year 12 course outcomes<br>A student:  |
|--|--|
| <p><b>ES11-1</b> comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes</p> <p><b>ES11-2</b> identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts</p> <p><b>ES11-3</b> gains skills in accessing, comprehending and using information to communicate in a variety of ways</p> <p><b>ES11-4</b> composes a range of texts with increasing accuracy and clarity in different forms</p> <p><b>ES11-5</b> develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts</p> <p><b>ES11-6</b> uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</p> <p><b>ES11-7</b> represents own ideas in critical, interpretive and imaginative texts</p> <p><b>ES11-8</b> identifies and describes relationships between texts</p> <p><b>ES11-9</b> identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade</p> <p><b>ES11-10</b> monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning</p> | <p><b>ES12-1</b> comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes</p> <p><b>ES12-2</b> identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts</p> <p><b>ES12-3</b> accesses, comprehends and uses information to communicate in a variety of ways</p> <p><b>ES12-4</b> composes proficient texts in different forms</p> <p><b>ES12-5</b> develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences</p> <p><b>ES12-6</b> uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</p> <p><b>ES12-7</b> represents own ideas in critical, interpretive and imaginative texts</p> <p><b>ES12-8</b> understands and explains the relationships between texts</p> <p><b>ES12-9</b> identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences</p> <p><b>ES12-10</b> monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner</p> |

## Preliminary English Studies Assessment Schedule 2022

| Outcomes          | Assessment Components  | Date:       | Task 1  | Task 2   | Task 3  |
|-------------------|--|-------------|---|--|---|
|                   |  |             | Term 1<br>Week 10<br>2022   | Term 2<br>Week 9/10<br>2022  | Term 3<br>Week 9<br>2022  |
| 1,3,6,7           | Achieving Through English: English in education, work and the community    | 30 %        | Job Resume and Interview<br><br>Knowledge and Understanding 15%<br>Skills in comprehending, communication ideas, using language 15% |  |   |
| 2,5,9,10          | We Are Australian: English in citizenship, community and cultural identity | 35%         |   | Group report (collaborative, written)<br><br>Knowledge and Understanding 15%<br>Skills in comprehending, communication ideas, using language 20% |   |
| MUST have 4 and 8 | On the Road: English and the experience of travel                          | 35%         |   |  | Travel Itinerary and Presentation (multimodal)<br><br>Knowledge and Understanding 20%<br>Skills in comprehending, communication ideas, using language 15% |
| <b>Totals</b>     |  | <b>100%</b> | 30%   | 35%  | 35%   |

# **MATHS FACULTY Assessment Schedules**

## Preliminary Mathematics Extension 1: Objectives and Outcomes

| Year 11 outcomes  | Year 12 outcomes   |
|---|--|
| <b>Objective:</b> Students develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques   |  |
| <b>ME11-1</b><br>uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses  | <b>ME12-1</b><br>applies techniques involving proof or calculus to model and solve problems  |
| <b>Objective:</b> Students develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis |  |
| <b>ME11-2</b><br>manipulates algebraic expressions and graphical functions to solve problems  | <b>ME12-2</b><br>applies concepts and techniques involving vectors and projectiles to solve problems   |
| <b>ME11-3</b><br>applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems   | <b>ME12-3</b><br>applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations |
| <b>ME11-4</b><br>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  | <b>ME12-4</b><br>uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution           |
| <b>ME11-5</b><br>uses concepts of permutations and combinations to solve problems involving counting or ordering  | <b>ME12-5</b><br>applies appropriate statistical processes to present, analyse and interpret data  |
| <b>Objective:</b> Students use technology effectively and apply critical thinking to recognise appropriate times for such use   |  |
| <b>ME11-6</b><br>uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts  | <b>ME12-6</b><br>chooses and uses appropriate technology to solve problems in a range of contexts  |
| <b>Objective:</b> Students develop the ability to interpret, justify and communicate mathematics in a variety of forms  |  |
| <b>ME11-7</b><br>communicates making comprehensive use of mathematical language, notation, diagrams and graphs  | <b>ME12-7</b><br>evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms                           |

| <b>Preliminary Mathematics Extension 1: Assessment Schedule</b> |   |                  |                          |                                    |                             |
|---|---|------------------|--------------------------|------------------------------------|-----------------------------|
| <b>Outcomes</b>   | <b>Assessment Components</b>                                |                  | <b>Task 1</b>            | <b>Task 2</b>                      | <b>Task 3</b>               |
|   |   | <b>Date</b>      | Term 1<br>Week 8<br>2022 | Term 2<br>Week 9<br>2022           | Term 3<br>Week 9/10<br>2022 |
|   |   | <b>Task</b>      | Class test<br>Open book  | Investigative<br>Task + validation | Yearly Exam                 |
|   |   | <b>Weighting</b> | <b>30%</b>               | <b>35%</b>                         | <b>35%</b>                  |
| <b>ME11-1<br/>ME11-3<br/>ME11-4</b>                             | <b>Understanding,<br/>fluency and<br/>communication</b>     | <b>50%</b>       | 15%                      | 17.5%                              | 17.5%                       |
| <b>ME11-2<br/>ME11-5<br/>ME11-6<br/>ME11-7</b>                  | <b>Problem solving,<br/>reasoning and<br/>justification</b> | <b>50%</b>       | 15%                      | 17.5%                              | 17.5%                       |
| <b>Marks</b>  |   | <b>100%</b>      | <b>30%</b>               | <b>35%</b>                         | <b>35%</b>                  |

| <b>Mathematics Advanced Objectives and Outcomes</b>  |   |
|--|---|
| Year 11 outcomes   | Year 12 outcomes  |
| <b>Objective:</b> Students: develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques  |   |
| <b>MA11-1</b><br>uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems  | <b>MA12-1</b><br>uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts        |
|  | <b>MA12-2</b><br>models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques                               |
|  | <b>MA12-3</b><br>applies calculus techniques to model and solve problems  |
| <b>Objective:</b> Students: develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability |   |
| <b>MA11-2</b><br>uses the concepts of functions and relations to model, analyse and solve practical problems   | <b>MA12-4</b><br>applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems   |
| <b>MA11-3</b><br>uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes   | <b>MA12-5</b><br>applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs   |
| <b>MA11-4</b><br>uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities   |   |
| <b>MA11-5</b><br>interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems   | <b>MA12-6</b><br>applies appropriate differentiation methods to solve problems  |
| <b>MA11-6</b><br>manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems  | <b>MA12-7</b><br>applies the concepts and techniques of indefinite and definite integrals in the solution of problems   |
| <b>MA11-7</b><br>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   | <b>MA12-8</b><br>solves problems using appropriate statistical processes  |
| <b>Objective:</b> Students: develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations                        |   |
| <b>MA11-8</b><br>uses appropriate technology to investigate, organise, model and interpret information in a range of contexts  | <b>MA12-9</b><br>chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use |
| <b>Objective:</b> Students: develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms   |   |
| <b>MA11-9</b><br>provides reasoning to support conclusions which are appropriate to the context  | <b>MA12-10</b><br>constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context                        |

| <b>Preliminary Course Assessment Schedule: Mathematics Advanced</b> |  |           |                          |                                    |                             |
|---|--|-----------|--------------------------|------------------------------------|-----------------------------|
| Outcomes  | Assessment Components                              |           | Task 1                   | Task 2                             | Task 3                      |
|   |  | Date      | Term 1<br>Week 7<br>2022 | Term 2<br>Week 7<br>2022           | Term 3<br>Week 9/10<br>2022 |
|   |  | Task      | Class test<br>Open book  | Investigative<br>Task + validation | Yearly Exam                 |
|   |  | Weighting | 30%                      | 35%                                | 35%                         |
| MA11-2<br>MA11-3<br>MA11-4<br>MA11-5<br>MA11-6<br>MA11-8            | Understanding,<br>fluency and<br>communication     | 50%       | 15%                      | 17.5%                              | 17.5%                       |
| MA11-1<br>MA11-7<br>MA11-9  | Problem solving,<br>reasoning and<br>justification | 50%       | 15%                      | 17.5%                              | 17.5%                       |
| Marks   |  | 100%      | 30%                      | 35%                                | 35%                         |

## Mathematics Standard Objectives and Outcomes

| Year 11 Standard  | Year 12 Standard 1  | Year 12 Standard 2   |
|---|---|--|
| <b>Objective: Students</b> develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts |   |  |
| <b>MS11-1</b><br>uses algebraic and graphical techniques to compare alternative solutions to contextual problems  | <b>MS1-12-1</b><br>uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts | <b>MS2-12-1</b><br>uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts  |
| <b>MS11-2</b><br>represents information in symbolic, graphical and tabular form   | <b>MS1-12-2</b><br>analyses representations of data in order to make predictions and draw conclusions   | <b>MS2-12-2</b><br>analyses representations of data in order to make inferences, predictions and draw conclusions  |
| <b>Objective: Students</b> develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks     |   |  |
| <b>MS11-3</b><br>solves problems involving quantity measurement, including accuracy and the choice of relevant units  | <b>MS1-12-3</b><br>interprets the results of measurements and calculations and makes judgements about their reasonableness                    | <b>MS2-12-3</b><br>interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate |
| <b>MS11-4</b><br>performs calculations in relation to two-dimensional and three-dimensional figures   | <b>MS1-12-4</b><br>analyses simple two-dimensional and three-dimensional models to solve practical problems                                   | <b>MS2-12-4</b><br>analyses two-dimensional and three-dimensional models to solve practical problems   |
| <b>MS11-5</b><br>models relevant financial situations using appropriate tools   | <b>MS1-12-5</b><br>makes informed decisions about financial situations likely to be encountered post-school                                   | <b>MS2-12-5</b><br>makes informed decisions about financial situations, including annuities and loan repayments  |
| <b>MS11-6</b><br>makes predictions about everyday situations based on simple mathematical models  | <b>MS1-12-6</b><br>represents the relationships between changing quantities in algebraic and graphical forms                                  | <b>MS2-12-6</b><br>solves problems by representing the relationships between changing quantities in algebraic and graphical forms  |
| <b>MS11-7</b><br>develops and carries out simple statistical processes to answer questions posed  | <b>MS1-12-7</b><br>solves problems requiring statistical processes  | <b>MS2-12-7</b><br>solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data   |
| <b>MS11-8</b><br>solves probability problems involving multistage events  | <b>MS1-12-8</b><br>applies network techniques to solve network problems   | <b>MS2-12-8</b><br>solves problems using networks to model decision-making in practical problems   |
| <b>Objective: Students</b> develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations   |   |  |
| <b>MS11-9</b><br>uses appropriate technology to investigate, organise and interpret information in a range of contexts  | <b>MS1-12-9</b><br>chooses and uses appropriate technology effectively and recognises appropriate times for such use                          | <b>MS2-12-9</b><br>chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use                       |
| <b>Objective: Students</b> develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs   |   |  |
| <b>MS11-10</b><br>justifies a response to a given problem using appropriate mathematical terminology and/or calculations  | <b>MS1-12-10</b><br>uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others              | <b>MS2-12-10</b><br>uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response   |



**Preliminary Mathematics Standard Assessment Schedule:**

| <b>Outcomes</b>   | <b>Assessment Components</b>                                |                  | <b>Task 1</b>            | <b>Task 2</b>                      | <b>Task 3</b>               |
|---|---|------------------|--------------------------|------------------------------------|-----------------------------|
|   |   | <b>Date</b>      | Term 1<br>Week 8<br>2022 | Term 2<br>Week 9<br>2022           | Term 3<br>Week 9/10<br>2022 |
|   |   | <b>Task</b>      | Class test<br>Open book  | Investigative<br>Task + validation | Yearly Exam                 |
|   |   | <b>Weighting</b> | <b>30%</b>               | <b>35%</b>                         | <b>35%</b>                  |
| MS11-1<br>MS11-2<br>MS11-4<br>MS11-7                      | <b>Understanding,<br/>fluency and<br/>communication</b>     | <b>50%</b>       | 15%                      | 17.5%                              | 17.5%                       |
| MS11-3<br>MS11-5<br>MS11-6<br>MS11-8<br>MS11-9<br>MS11-10 | <b>Problem solving,<br/>reasoning and<br/>justification</b> | <b>50%</b>       | 15%                      | 17.5%                              | 17.5%                       |
| <b>Marks</b>  |   | <b>100%</b>      | <b>30%</b>               | <b>35%</b>                         | <b>35%</b>                  |

# **SCIENCE FACULTY**

## **Assessment**

### **Schedules**

| <b>Preliminary Biology Objectives and outcomes</b>  |  |
|---|--|
| <b>Year 11 course</b>   | <b>Year 12 course</b>  |
| <p><b>Objective</b><br/>Students:<br/>develop knowledge and understanding of the structure and function of organisms</p>  | <p><b>Objective</b><br/>Students:<br/>develop knowledge and understanding of heredity and genetic technologies</p>   |
| <p><b>BIO11-8</b> describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes</p>  | <p><b>BIO12-12</b> explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species</p>                |
| <p><b>BIO11-9</b> 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</p> | <p><b>BIO12-13</b> explains natural genetic change and the use of genetic technologies to induce genetic change</p>  |
| <p><b>Objective</b><br/>Students:<br/>develop knowledge and understanding of the Earth's biodiversity and the effect of evolution</p>   | <p><b>Objective</b><br/>Students:<br/>develop knowledge and understanding of the effects of disease and disorders</p>  |
| <p><b>Year 11 course outcomes</b><br/>A student:</p>  | <p><b>Year 12 course outcomes</b><br/>A student:</p>   |
| <p><b>BIO11-10</b> describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species</p>                    | <p><b>BIO12-14</b> analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system</p>                  |
| <p><b>BIO11-11</b> analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem</p>   | <p><b>BIO12-15</b> explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease</p> |

### Preliminary Biology Assessment Schedule

| Component                               | Task 1   | Task 2   | Task 3  | Weighting % |
|---|--|--|---|-------------|
|   | Practical Investigation<br>Microscopy  | Depth Study Presentation   | Yearly Examination  |             |
|   | Term 1<br>Week 6   | Term 2<br>Week 9   | Term 3<br>Week 10   |             |
|   | Outcomes assessed<br>BIO11/12-1 BIO11/12-2<br>BIO11/12-3 BIO11/12-7<br>BIO11-9 | Outcomes assessed<br>BIO11/12-1 BIO11/12-4<br>BIO11/12-5 BIO11/12-6<br>BIO11/12-7 BIO11-10 | Outcomes assessed BIO11/12-4<br>BIO11/12-5 BIO11/12-6<br>BIO11/12-7 BIO11-8<br>BIO11-9 BIO11-10<br>BIO11-11 |             |
| <b>Skills in Working Scientifically</b> | 20%  | 20%  | 20%   | <b>60%</b>  |
| <b>Knowledge and understanding</b>      | 10%  | 10%  | 20%   | <b>40%</b>  |
| <b>Total %</b>                          | <b>30%</b>   | <b>30%</b>   | <b>40%</b>  | <b>100%</b> |

| <b>Preliminary Chemistry - Objectives and Outcomes</b>  |   |
|---|---|
| <b>Objective:</b> develop skills in applying the processes of Working Scientifically  |   |
| <b>Questioning and predicting</b><br>CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation   |   |
| <b>Planning investigations</b><br>CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information  |   |
| <b>Conducting investigations</b><br>CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information  |   |
| <b>Processing data and information</b><br>CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media  |   |
| <b>Analysing data and information</b><br>CH11/12-5 analyses and evaluates primary and secondary data and information  |   |
| <b>Problem solving</b><br>CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  |   |
| <b>Communicating</b><br>CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose  |   |
| Year 11 course  | Year 12 course  |
| <b>Objective:</b> develop knowledge and understanding of the fundamentals of chemistry  | <b>Objective:</b> develop knowledge and understanding of equilibrium and acid reactions in chemistry  |
| CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter<br>CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships   | CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems<br>CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models |
| <b>Objective:</b> develop knowledge and understanding of the trends and driving forces in chemical interactions   | <b>Objective:</b> develop knowledge and understanding of the applications of chemistry  |
| CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions<br>CH11-11 analyses the energy considerations in the driving force for chemical reactions | CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds<br>CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes                     |

| <b>Preliminary Chemistry Assessment Schedule 2022</b>                            |  |  |                           |                    |
|--|--|--|---------------------------|--------------------|
| <b>Component</b>   | <b>Task 1</b>  | <b>Task 2</b>  | <b>Task 3</b>             | <b>Weighting %</b> |
|  | <b>Depth Study Report</b>  | <b>Practical Test</b>  | <b>Yearly Examination</b> |                    |
|  | Module 1<br>Properties and Structure of Matter   | Module 2<br>Quantitative Chemistry<br><br>Module 3<br>Reactive Chemistry |                           |                    |
|  | Term 1 Week 8  | Term 2 Week 8  | Term 3 Week 10            |                    |
| <b>Outcomes assessed</b><br>CH11/12-1 CH11/12-2<br>CH11/12-4 CH11/12-7<br>CH11-8 | <b>Outcomes assessed</b><br>CH11/12-1 CH11/12-4<br>CH11/12-5 CH11/12-6<br>CH11/12-7 CH11-9 | <b>Outcomes assessed</b><br>CH11/12-1 to CH11/12-7<br>CH11-8 to CH11-11  |                           |                    |
| Skills in Working Scientifically   | 20%  | 30%  | 10%                       | <b>60%</b>         |
| Knowledge and Understanding  | 10%  | 10%  | 20%                       | <b>40%</b>         |
| <b>Total %</b>   | <b>30%</b>   | <b>40%</b>   | <b>30%</b>                | <b>100%</b>        |

## Preliminary Course – Earth and Environmental Studies

| <b>Objectives</b>  | <b>Preliminary Course outcomes</b>  |
|--|---|
| <p>Students will develop knowledge and understanding of:</p>   | <p>A student:</p>   |
| <ul style="list-style-type: none"> <li>• develop knowledge and understanding of the Earth's systems</li> </ul>                     | <p><b>EES11-8</b> describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated</p> <p><b>EES11-9</b> describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries</p> |
| <ul style="list-style-type: none"> <li>• develop knowledge and understanding of the Earth's processes and human impacts</li> </ul> | <p><b>EES11-10</b> describes the factors that influence how energy is transferred and transformed in the Earth's systems</p> <p><b>EES11-11</b> describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes</p>  |

## Preliminary Earth and Environmental Science- Course Assessment Schedule

| Name of Task                                  | Task 1:<br>Practical Examination   | Task 2:<br>Research Depth Study   | Task 3:<br>Final Examination  | Weighting  |
|---|--|---|---|------------|
| <b>Task Description</b>                       | Practical test based on some aspect of practical work covered in module 1 – Earth's Resources. | Environmental Management Report about Introduced species in the Sydney region.    | 2 hour examination consisting of multiple choice, short answer and extended response questions. |            |
| <b>Proposed Date</b>                          | Term 1<br>Week 9   | Term 2<br>Weeks 8-9   | Term 3<br>Weeks 9-10  |            |
| <b>Outcomes</b>                               | <b>EES11/12-3<br/>EES11/12-5</b>   | <b>EES11/12-1, ES11/12-2 ,<br/>EES11/12-4, EES11/12-6<br/>EES11/12-7 EES11-11</b> | <b>EES11-8, EES11-9,<br/>EES11-10, EES11-11</b>   |            |
| <b>Components</b>                             |  |   |   |            |
| Knowledge and understanding of course content |  | 10  | 30  | 40         |
| Skills in working scientifically              | 30   | 20  | 10  | 60         |
| <b>Marks</b>                                  | <b>30</b>  | <b>30</b>   | <b>40</b>   | <b>100</b> |



## Preliminary Physics - Objectives and Outcomes

**Objective:** develop skills in applying the processes of Working Scientifically

**Questioning and predicting:** PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

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

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

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

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

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

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

| Year 11 course  | Year 12 course   |
|---|--|
| <b>Objective:</b> develop knowledge and understanding of fundamental mechanics  | <b>Objective:</b> develop knowledge and understanding of advanced mechanics and electromagnetism   |
| <b>PH11-8</b> 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 | <b>PH12-12</b> describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles                                    |
| <b>PH11-9</b> 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  | <b>PH12-13</b> explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively                               |
| <b>Objective:</b> develop knowledge and understanding of energy   | <b>Objective:</b> develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics   |
| Year 11 course outcomes   | Year 12 course outcomes  |
| <b>PH11-10</b> explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles  | <b>PH12-14</b> describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world                              |
| <b>PH11-11</b> explains and quantitatively analyses electric fields, circuitry and magnetism  | <b>PH12-15</b> explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom |

### Preliminary Physics Assessment Schedule 2022

| Preliminary Physics Assessment Schedule 2022 |  |  |   |             |
|--|--|--|---|-------------|
| Component                                    | Task 1   | Task 2   | Task 3  | Weighting % |
|  | Research and Presentation<br><br>Kinematics  | Depth Study<br>Practical Investigation<br>and Report<br><br>Dynamics                       | Yearly Examination  |             |
|  | Term 1 Week 9  | Term 2 Week 9  | Term 3 Week 9   |             |
|  | <b>Outcomes assessed</b><br>PH11/12-1 PH11/12-2<br>PH11/12-3 PH11/12-4<br>PH11/12-7 PH11-8 | <b>Outcomes assessed</b><br>PH11/12-1 PH11/12-3<br>PH11/12-4 PH11/12-5<br>PH11/12-7 PH11-9 | <b>Outcomes Assessed</b><br>PH11/12-1 PH11/12-4<br>PH11/12-5 PH11/12-6<br>PH11/12-7 PH11-8<br>PH11-9 PH11-10<br>PH11-11 |             |
| Skills in Working Scientifically             | 20%  | 30%  | 10%   | <b>60%</b>  |
| Knowledge and Understanding                  | 10%  | 10%  | 20%   | <b>40%</b>  |
| <b>Total %</b>                               | <b>30%</b>   | <b>40%</b>   | <b>30%</b>  | <b>100%</b> |

# **HSIE Assessment schedules**

## Preliminary Ancient History - Objectives and Outcomes

| Objectives: Students   | Outcomes   |
|--|--|
| <ul style="list-style-type: none"> <li>● Explain the meaning and value of sources for an historical inquiry</li> <li>● Analyse sources to identify and account for the different perspectives of individuals and groups in the past</li> <li>● Analyse and synthesise evidence from different types of sources to develop reasoned claims</li> <li>● Identify and analyse problems relating to sources in the investigation of the past</li> <li>● Frame questions to guide historical inquiry and develop a coherent research plan</li> <li>● Use evidence from a range of sources to inform investigation and research</li> <li>● Acknowledge sources appropriately</li> </ul>   | <ul style="list-style-type: none"> <li>● <b>AH11-6</b> analyses and interprets different types of sources for evidence to support an historical account or argument</li> <li>● <b>AH11-7</b> discusses and evaluates differing interpretations and representations of the past</li> <li>● <b>AH11-8</b> plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</li> <li>● <b>AH11-9</b> communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</li> <li>● <b>AH11-10</b> discusses contemporary methods and issues involved in the investigation of ancient history</li> </ul> |
| <ul style="list-style-type: none"> <li>● Analyse the extent and nature of continuity and change over time</li> <li>● Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments</li> <li>● Form judgements about historical significance, recognising that significance may be attributed for different purposes</li> <li>● Analyse and evaluate contested interpretations and representations of the past</li> <li>● Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources</li> <li>● Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience</li> </ul> | <ul style="list-style-type: none"> <li>● <b>AH11-1</b> describes the nature of continuity and change in the ancient world</li> <li>● <b>AH11-2</b> proposes ideas about the varying causes and effects of events and developments</li> <li>● <b>AH11-3</b> analyses the role of historical features, individuals and groups in shaping the past</li> <li>● <b>AH11-4</b> accounts for the different perspectives of individuals and groups</li> <li>● <b>AH11-5</b> examines the significance of historical features, people, places, events and developments of the ancient world</li> </ul>  |

| <b>Preliminary Ancient History - Assessment Schedule</b>                        |   |   |  |                    |
|---|---|---|--|--------------------|
| <b>Component</b>  | <b>Task 1</b>   | <b>Task 2</b>   | <b>Task 3</b>  | <b>Weighting %</b> |
|   | <b>Source analysis</b><br>Investigating Ancient History     | <b>Research and essay</b><br>Historical Investigation                       | <b>Yearly Examination</b>  |                    |
|   | Term 1, Week 8  | Term 3, Week 2  | Term 3, Week 9   |                    |
|   | <b>Outcomes assessed</b><br>AH11-6 AH11-7 AH11-9<br>AH11-10 | <b>Outcomes assessed</b><br>AH11-3 AH11-4 AH11-5<br>AH11-6<br>AH11-8 AH11-9 | <b>Outcomes assessed</b><br>AH11-1 AH11-2<br>AH11-6 AH11-7<br>AH11-9 |                    |
| Knowledge and understanding of course content                                   | 20  | -   | 20   | <b>40</b>          |
| Historical skills in the analysis and evaluation of sources and interpretations | 5   | 5   | 10   | <b>20</b>          |
| Historical inquiry and research   | 10  | 10  | -  | <b>20</b>          |
| Communication of historical understanding in appropriate forms                  | 5   | 5   | 10   | <b>20</b>          |
| <b>Total %</b>  | <b>40</b>   | <b>20</b>   | <b>40</b>  | <b>100</b>         |

## Preliminary Business Studies Objectives and outcomes

| <b>Objectives</b>   | <b>Preliminary outcomes</b>  | <b>HSC outcomes</b>   |
|---|--|---|
| The nature, role and structure of business  | P1 discusses the nature of business, its role in society and types of business structure       | H1 critically analyses the role of business in Australia and globally                         |
| Internal and external influences on business  | P2 explains the internal and external influences on businesses                                 | H2 evaluates management strategies in response to changes in internal and external influences |
|   | P3 describes the factors contributing to the success or failure of small to medium enterprises | H3 discusses the social and ethical responsibilities of management                            |
| The functions and processes of business activity  | P4 assesses the processes and interdependence of key business functions                        | H4 analyses business functions and processes in large and global businesses                   |
| Management strategies and their effectiveness   | P5 examines the application of management theories and strategies                              | H5 explains management strategies and their impact on businesses                              |
|   | P6 analyses the responsibilities of business to internal and external stakeholders             | H6 evaluates the effectiveness of management in the performance of businesses                 |
| <b>The student develops skills to:</b>  | <b>The student:</b>  | <b>The student:</b>   |
| investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations | P7 plans and conducts investigations into contemporary business issues                         | H7 plans and conducts investigations into contemporary business issues                        |
|   | P8 evaluates information for actual and hypothetical business situations                       | H8 organises and evaluates information for actual and hypothetical business situations        |
| communicate business information and issues using appropriate formats   | P9 communicates business information and issues in appropriate formats                         | H9 communicates business information, issues and concepts in appropriate formats              |
| apply mathematical concepts appropriate to business situations  | P10 applies mathematical concepts appropriately in business situations                         | H10 applies mathematical concepts appropriately in business situations                        |

| <b>Preliminary Business Studies Assessment Schedule 2022</b>                 |  |   |                           |                    |
|--|--|---|---------------------------|--------------------|
| <b>Task number</b>   | <b>Task 1</b>  | <b>Task 2</b>                                   | <b>Task 3</b>             |                    |
| <b>Nature of task</b>  | <b>Topic Test</b><br>Nature of Business &<br>Business Management | <b>Small Business Plan</b><br>Business Planning | <b>Yearly Examination</b> |                    |
| <b>Timing</b>  | Term 2, Week 5   | Term 3, Week 4                                  | Term 3, Week 9/10         |                    |
| <b>Outcomes assessed</b>   | P1, P2, P6, P7, P8   | P1, P3, P6, P7, P9                              | P3, P4, P5, P8, P9, P10   |                    |
| <b>Components</b>  |  |   |                           | <b>Weighting %</b> |
| 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 of business information, ideas and issues in appropriate forms | 5%   | 5%  | 10%                       | <b>20%</b>         |
| <b>Total</b>   | <b>25%</b>   | <b>35%</b>                                      | <b>40%</b>                | <b>100%</b>        |

## Preliminary Legal Studies Objectives and outcomes

| Objectives  | Preliminary course outcomes  | HSC course outcomes  |
|---|--|--|
| <p><b>A student develops knowledge and understanding about:</b></p> <p>1. the nature and institutions of domestic and international law</p> | <p><b>A student:</b></p> <p>P1. identifies and applies legal concepts and terminology</p> <p>P2. describes the key features of Australian and international law</p>  | <p><b>A student:</b></p> <p>H1. identifies and applies legal concepts and terminology</p> <p>H2. describes and explains key features of and the relationship between Australian and international law</p>  |
| <p>2. the operation of Australian and international legal systems and the significance of the rule of law</p>                               | <p>P3. describes the operation of domestic and international legal systems</p> <p>P4. discusses the effectiveness of the legal system in addressing issues</p>   | <p>H3. analyses the operation of domestic and international legal systems</p> <p>H4. evaluates the effectiveness of the legal system in addressing issues</p>  |
| <p>3. the interrelationship between law, justice and society and the changing nature of the law.</p>  | <p>P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p>P6. explains the nature of the interrelationship between the legal system and society</p> <p>P7. evaluates the effectiveness of the law in achieving justice</p>                                       | <p>H5. explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p>H6. assesses the nature of the interrelationship between the legal system and society</p> <p>H7. evaluates the effectiveness of the law in achieving justice</p>  |
| <p><b>A student develops skills in:</b></p> <p>4. investigating, analysing and communicating relevant legal information and issues.</p>     | <p>P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>P9. communicates legal information using well-structured responses</p> <p>P10. accounts for differing perspectives and interpretations of legal information and issues</p> | <p>H8. locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>H9. communicates legal information using well-structured and logical arguments</p> <p>H10. analyses differing perspectives and interpretations of legal information and issues.</p> |



### Preliminary Legal Studies Assessment Schedule 2022

| Component                                   | Weighting   | Task 1<br>Term 2, Week 3   | Task 2<br>Term 3, Week 3                     | Task 3<br>Term 3, Week 9/10        |
|---|-------------|--|--|------------------------------------|
|   |             | Media file: Research and Oral Presentation<br>The Basic Legal Concepts | In Class Essay<br>The individual and the law | Yearly Exam                        |
|   |             | P1, P2, P4, P7, P8, P9   | P4, P5, P6, P7, P8, P9, P10                  | P1, P2, P3, P4, P5 P6, P7, P9, P10 |
| Knowledge & Understanding of course content | 40%         | 10%  | 10%  | 20%                                |
| Analysis and evaluation                     | 20%         |  | 10%  | 10%                                |
| Inquiry and research                        | 20%         | 10%  | 5%   |                                    |
| Communication                               | 20%         | 10%  | 5%   | 10%                                |
| <b>Total</b>                                | <b>100%</b> | <b>30%</b>   | <b>30%</b>                                   | <b>40%</b>                         |

## Preliminary Modern History - Objectives and Outcomes

**Objectives:** Students:

- develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context
- develop an understanding of continuity and change over time.

**Year 11 course outcomes**

A student:

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

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

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

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

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

**Year 12 course outcomes**

A student:

**MH12-1** accounts for the nature of continuity and change in the modern world

**MH12-2** proposes arguments about the varying causes and effects of events and developments

**MH12-3** evaluates the role of historical features, individuals, groups and ideas in shaping the past

**MH12-4** analyses the different perspectives of individuals and groups in their historical context

**MH12-5** assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

**Objectives:** Students:

- undertake the process of historical inquiry
  - use historical concepts and skills to examine the modern past
- communicate an understanding of history, sources and evidence, and historical interpretations

**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

**MH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument

**MH12-7** discusses and evaluates differing interpretations and representations of the past

**MH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

**MH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

### Preliminary Modern History Assessment Schedule

| Component   | Task 1   | Task 2   | Task 3   | Weighting % |
|---|--|--|--|-------------|
|   | <b>Oral task</b><br>Investigating Modern History               | <b>Research and essay</b><br>Historical Investigation                | <b>Yearly Examination</b>                                  |             |
|   | Term 1, Week 8   | Term 2, Week 9   | Term 3, Week 9   |             |
|   | <b>Outcomes assessed</b><br>MH11-6 MH11-7<br>MH11-9<br>MH11-10 | <b>Outcomes assessed</b><br>MH11-2 MH11-4<br>MH11-6 MH11-8<br>MH11-9 | <b>Outcomes assessed</b><br>MH11-1 MH11-3<br>MH11-5 MH11-9 |             |
| Knowledge and understanding of course content                                   | 20%  |  | 20%  | <b>40%</b>  |
| Historical skills in the analysis and evaluation of sources and interpretations | 5%   | 5%   | 10%  | <b>20%</b>  |
| Historical inquiry and research   |  | 15%  | 5%   | <b>20%</b>  |
| Communication of historical understanding in appropriate forms                  | 5%   | 10%  | 5%   | <b>20%</b>  |
| <b>Total</b>  | <b>30%</b>   | <b>30%</b>   | <b>40%</b>   | <b>100%</b> |

Retail Services Curriculum Framework Stage 6 Syllabus

Course requirements – Retail Services (240 indicative hours) – students attempt ONE of the following:

Pathway to  
SIR30216 Certificate III in Retail  
(General selling focus)

**SEVEN mandatory** units of competency  
(Section 2.4, Table 3)  
*with the following focus areas*  
**Customer service**  
**Safety**  
**Sales and security**  
**Working in the industry**  
(Section 3)

**TWO General selling stream** units of competency  
(Section 2.4, Table 4)  
*with the*  
**General selling focus area**  
(Section 3)

HSC elective units of competency to a minimum of  
**80 HSC indicative hours** from the streams not  
already undertaken and/or the elective pool  
(Section 2.4, Tables 5–7)

a minimum of **70 hours of work placement**  
(Section 2.1.4)

Pathway to  
SIR30216 Certificate III in Retail  
(Food selling focus)

**SEVEN mandatory** units of competency  
(Section 2.4, Table 3)  
*with the following focus areas*  
**Customer service**  
**Safety**  
**Sales and security**  
**Working in the industry**  
(Section 3)

**THREE Food selling stream** units of competency  
(Section 2.4, Table 5)  
*with the*  
**Food selling focus area**  
(Section 3)

HSC elective units of competency to a minimum of  
**60 HSC indicative hours** from the streams not  
already undertaken and/or the elective pool  
(Section 2.4, Tables 4,6–7)

a minimum of **70 hours of work placement**  
(Section 2.1.4)

Pathway to  
SIR20116 Certificate II in  
Community Pharmacy

**SEVEN mandatory** units of competency  
(Section 2.4, Table 3)  
*with the following focus areas*  
**Customer service**  
**Safety**  
**Sales and security**  
**Working in the industry**  
(Section 3)

**TWO Community pharmacy stream**  
units of competency (Section 2.4, Table 6)  
*with the*  
**Community pharmacy focus area**  
(Section 3)

HSC elective units of competency to a minimum of  
**75 HSC indicative hours** from the streams not  
already undertaken and/or the elective pool  
(Section 2.4, Tables 4–5,7)

a minimum of **70 hours of work placement**  
(Section 2.1.4)

**School Name: GRANVILLE BOYS HIGH SCHOOL**  
**COURSE: Preliminary Retail Services**

**Student Competency Assessment Schedule**  
**2022**

| Assessment Tasks for<br>Certificate III in Retail SIR30216 |  | Cluster A              | Cluster B        | Cluster C                      | Cluster D                        |
|--|--|------------------------|------------------|--------------------------------|----------------------------------|
|  |  | Customer Service       | Safety           | Are you being served?          | Working in the industry          |
|  |  | Week:4 and 8<br>Term:1 | Week:4<br>Term:2 | Week:8, week 2<br>Term:2 and 3 | Week: 8, week 4<br>Term: 3 and 3 |
| Code   | Unit of Competency                         |                        |                  |                                |                                  |
| SIRXCEG001   | Engage the Customer                        | X                      |                  |                                |                                  |
| SIRXCOM002   | Work effectively in a team                 | X                      |                  |                                |                                  |
| SIRXWHS002   | Contribute to workplace health and safety  |                        | X                |                                |                                  |
| SIRXCEG002   | Assist with Customer Difficulties          |                        |                  | X                              |                                  |
| SIRXCEG003   | Build Customer relationships and loyalty   |                        |                  | X                              |                                  |
| SIRXIND001   | Work effectively in a service environment  |                        |                  |                                | X                                |
| SIRXIND002   | Organise and maintain a store environment. |                        |                  |                                | X                                |

|                                    |
|------------------------------------|
| <b>Yearly Exam</b>                 |
| Week:9 and 10<br>Term: 3           |
| HSC Examinable Units of Competency |

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail SIR30216 or a Statement of Attainment towards a Certificate III in Retail SIR30216.

**Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. A course mark is not allocated.

## Preliminary Studies of Religion - Objectives and Outcomes

| <b>Objectives:</b><br><i>Students will develop knowledge, understanding and skills about:</i>  | <b>Outcomes:</b><br><i>A student:</i>   |
|--|---|
| <ul style="list-style-type: none"> <li>● the nature of religion and belief systems in local and global contexts</li> <li>● the influence and expression of religion and belief systems in Australia</li> <li>● religious traditions and their adherents</li> <li>● effective gathering, analysing and synthesising of information about religion</li> <li>● effective evaluation and application of findings from research about religion</li> <li>● communication of complex information, ideas and issues in appropriate forms to different audiences and in different contexts</li> </ul> | <ul style="list-style-type: none"> <li>● <b>P1</b> describes the characteristics of religion and belief systems</li> <li>● <b>P2</b> identifies the influence of religion and belief systems on individuals and society</li> <li>● <b>P3</b> investigates religious traditions and belief systems</li> <li>● <b>P4</b> examines significant aspects of religious traditions</li> <li>● <b>P5</b> describes the influence of religious traditions in the life of adherents</li> <li>● <b>P6</b> selects and uses relevant information about religion from a variety of sources</li> <li>● <b>P7</b> undertakes effective research about religion, making appropriate use of time and resources</li> <li>● <b>P8</b> uses appropriate terminology related to religion and belief systems</li> <li>● <b>P9</b> effectively communicates information, ideas and issues using appropriate written, oral and graphic forms</li> </ul> |

### Preliminary Studies of Religion - Assessment Schedule

| <b>Task number</b>  | <b>Task 1</b>  | <b>Task 2</b>   | <b>Task 3</b>             |                    |
|---|--|---|---------------------------|--------------------|
| <b>Nature of task</b>   | <b>Oral Presentation</b><br>Nature of Religion and Beliefs | <b>Research and Report</b><br>Religious Tradition Study | <b>Yearly Examination</b> |                    |
| <b>Timing</b>   | Term 1, Week 9   | Term 2, Week 8  | Term 3, Week 9            |                    |
| <b>Outcomes assessed</b>  | P1, P2, P6, P8   | P4, P5, P6, P7, P8, P9                                  | P1, P2, P5, P8, P9        |                    |
| <b>Components</b>   |  |   |                           | <b>Weighting %</b> |
| Knowledge and understanding of course content                       | 10   | 10  | 20                        | <b>40</b>          |
| Source-based skills   |  | -   | 20                        | <b>20</b>          |
| Investigation and research  | 10   | 10  | -                         | <b>20</b>          |
| Communication of information, ideas and issues in appropriate forms | 10   | 10  | -                         | <b>20</b>          |
| <b>Total %</b>  | <b>30</b>  | <b>30</b>   | <b>40</b>                 | <b>100</b>         |

# **TAS**

# **Assessment**

# **schedules**



School Name: Granville Boys High School  
 Course: Preliminary Construction

Student Competency Assessment Schedule

2022



| Assessment Tasks for<br>Certificate II Construction Pathways CPC20211 |   | Cluster A          | Cluster B               |
|---|---|--------------------|-------------------------|
|   |   | Safety             | Organise to Communicate |
| Assessment due  |   | Week: 8<br>Term: 2 | Week: 4<br>Term: 3      |
| Code  | Unit of Competency  |                    |                         |
| CPCCWHS1001   | Prepare to work safely in the construction industry                           | X                  |                         |
| CPCCOHS2001A  | Apply OHS requirements, policies, and procedures in the construction industry | X                  |                         |
| CPCCCA2002B   | Use carpentry tools and equipment   | X                  |                         |
| CPCCCM1012A   | Work effectively and sustainably in the construction industry                 | X                  |                         |
| CPCCCM1013A   | Plan and organise work  |                    | X                       |
| CPCCCM1014A   | Conduct workplace communication   |                    | X                       |

| Yearly Examination                 |
|------------------------------------|
| Week:9/10<br>Term:3                |
| HSC Examinable Units of Competency |

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

**GRANVILLE BOYS HIGH SCHOOL**

**Student Competency Assessment Schedule**

**Course: Preliminary Hospitality - Kitchen Operations**

**2022**

| Assessment Tasks for<br>Certificate II in Kitchen Operations SIT20416 |   | Cluster A              | Cluster B                       | Cluster C          |
|---|---|------------------------|---------------------------------|--------------------|
|   |   | Getting ready for work | Intro to the Commercial Kitchen | Safe food handling |
|   |   | Week:<br>Term:         | Week:<br>Term:                  | Week:<br>Term:     |
| Code  | Unit of Competency                          |                        |                                 |                    |
| SITXFSA001  | Use hygienic practices for food safety      | X                      |                                 |                    |
| SITXWHS001  | Participate in safe work practices          | X                      |                                 |                    |
| SITHKOP001  | Clean kitchen premises and equipment        |                        | X                               |                    |
| SITHCCC001  | Use food preparation equipment              |                        | X                               |                    |
| SITXINV002  | Maintain the quality of perishable items    |                        |                                 | X                  |
| SITXFSA001  | Participate in safe food handling practices |                        |                                 | X                  |
| SITHCCC002  | Prepare and present simple dishes           |                        |                                 | X                  |

| Yearly Examination   |
|----------------------|
| Week: 8/9<br>Term: 3 |
|                      |

Depending on the achievement of units of competency, the possible qualification outcome is Certificate I Engineering MEM10105 or a Statement of Attainment towards Certificate I Engineering MEM10105.

**Schools may schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

## Industrial Technology Timber Preliminary Objectives and Outcomes

| Objectives  | Outcomes  |
|---|---|
| <p>Students will develop:</p> <p>1. knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry</p> | <p>A student:</p> <p>P1.1 describes the organisation and management of an individual business within the focus area industry</p> <p>P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies</p>   |
| <p>2. knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment</p>                      | <p>P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques</p> <p>P2.2 works effectively in team situations</p>  |
| <p>3. competence in designing, managing and communicating within a relevant industry context</p>  | <p>P3.1 sketches, produces and interprets drawings in the production of projects</p> <p>P3.2 applies research and problem-solving skills</p> <p>P3.3 demonstrates appropriate design principles in the production of projects</p>   |
| <p>4. knowledge and skills in producing quality products</p>  | <p>P4.1 demonstrates a range of practical skills in the production of projects</p> <p>P4.2 demonstrates competency in using relevant equipment, machinery and processes</p> <p>P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects</p> |
| <p>5. knowledge and skills in communication and information processing related to the industry focus area</p>   | <p>P5.1 uses communication and information processing skills</p> <p>P5.2 uses appropriate documentation techniques related to the management of projects</p>  |
| <p>6. an appreciation of quality products and the principles of quality control</p>   | <p>P6.1 identifies the characteristics of quality manufactured products</p> <p>P6.2 identifies and explains the principles of quality and quality control</p>   |
| <p>7. an appreciation of the relationships between technology, the individual, society and the environment</p>  | <p>P7.1 identifies the impact of one related industry on the social and physical environment</p> <p>P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment</p>  |

| <b>Industrial Technology Timber Assessment Schedule 2022</b> |                                    |  |  |                    |
|--|------------------------------------|--|--|--------------------|
| <b>Task number</b>   | <b>Task 1</b>                      | <b>Task 2</b>  | <b>Task 3</b>                            |                    |
| <b>Nature of task</b>  | <b>Industry Case Study</b>         | <b>Major Project and Design Portfolio</b>                  | <b>Yearly Examination</b>                |                    |
| <b>Timing</b>  | Term 1, Week 9                     | Term 3, Week 7   | Term 3, Week 9/10                        |                    |
| <b>Outcomes assessed</b>                                     | P1.1, P1.2, P6.1, P6.2, P7.1, P7.2 | P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2 | P1.1, P1.2, P3.1, P6.1, P6.2, P7.1, P7.2 |                    |
| <b>Components</b>  |                                    |  |  | <b>Weighting %</b> |
| Industry Study   | 10%                                |  | 5%                                       | 15%                |
| Design, Management and Communication                         | 10%                                | 10%  | 10%                                      | 30%                |
| Production   |                                    | 40%  |  | 40%                |
| Industry Related Manufacturing Technology                    |                                    |  | 15%                                      | 15%                |
| <b>Total</b>   | <b>20%</b>                         | <b>50%</b>   | <b>30%</b>                               | <b>100%</b>        |

# CAPA Assessment Schedule

## Preliminary Music 1 - Objectives and Outcomes

| Preliminary Outcomes (P)  |   | HSC Outcomes (H) |   |
|---|---|------------------|---|
| <b>Objective:</b> to develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts. |   |                  |   |
| P1  | performs music that is characteristic of the topics studied   | H1               | performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble                          |
| P2  | observes, reads, interprets and discusses simple musical scores characteristic of topics studied  | H2               | reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied                                     |
| P3  | improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied | H3               | improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied      |
| P4  | recognizes and identifies the concepts of music and discusses their use in a variety of musical styles  | H4               | articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles                                |
| <b>Objective:</b> to develop the skills to evaluate music critically.   |   |                  |   |
| P5  | comments on and constructively discusses performances and compositions  | H5               | critically evaluates and discusses performances and compositions  |
| P6  | observes and discusses concepts of music in works representative of the topics studied  | H6               | critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening      |
| <b>Objective:</b> to develop an understanding of the impact of technology on music.   |   |                  |   |
| P7  | understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied                             | H7               | understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied |
| P8  | identifies, recognizes, experiments with and discusses the use of technology in music   | H8               | identifies, recognizes, experiments with, and discusses the use and effects of technology in music  |
| <b>Objective:</b> to develop personal values about music.   |   |                  |   |
| P9  | performs as a means of self-expression and communication  | H9               | performs as a means of self-expression and communication  |
| P10   | demonstrates a willingness to participate in performance, composition, musicology and aural activities  | H10              | demonstrates a willingness to participate in performance, composition, musicology and aural activities  |
| P11   | demonstrates a willingness to accept and use constructive criticism   | H11              | demonstrates a willingness to accept and use constructive criticism   |

## Granville Boys High School

### Music 1 Year 11

| Topic number                           | Topic 1   | Topic 2  | Topic 3   |                    |
|--|---|--|---|--------------------|
| <b>Nature of Assessment</b>            | <p><b>Popular Music<br/>(Performance 25%)</b></p> <p>Solo or ensemble performance and summary demonstrating the relevance of the performance repertoire within the topic.</p> | <p><b>Technology and its influence on music<br/>(Composition 25%)</b></p> <p>Submission of composition portfolio with three compositional activities reflecting Topic 2.</p>                                       | <p><b>Music for Small Ensembles<br/>(Viva Voce 25% + Aural Exam 25%)</b></p> <p>Viva voce developed from research and understanding relevant to the chosen topic 3.</p> |                    |
| <b>Overview<br/>(Aspects of study)</b> | a style • music of a group • music of a composer • a solo performer • technology in popular music • the role of improvisation   | • the development of musical technologies music within a period • music of a composer • computer generated music • technologies utilised by the music industry • technologies used in popular music • the Internet | chamber music • jazz ensembles • rock/pop groups • stage band • vocal ensembles • world music ensembles • the role of technology • the role of improvisation            |                    |
| <b>Timing</b>                          | <b>Term 1</b>   | <b>Term 2</b>  | <b>Term 3</b>   |                    |
| <b>Components</b>                      |   |  |   | <b>Weighting %</b> |
| Performance                            |   | 25   |   | <b>25</b>          |
| Composition                            | 25  |  |   | <b>25</b>          |
| Musicology                             |   |  | 25  | <b>25</b>          |
| Aural                                  |   |  | 25  | <b>25</b>          |
| <b>Total %</b>                         | <b>25</b>   | <b>25</b>  | <b>50</b>   | <b>100</b>         |

| <b>Preliminary Photography, Video and Digital Imaging Objectives and Outcomes</b> |  |
|---|--|
| M1:   | Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice   |
| M2:   | Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works               |
| M3:   | Investigates different points of view in the making of photographs and/or videos and/or digital images   |
| M4:   | Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images   |
| M5:   | Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images   |
| M6:   | Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works  |
| CH1:  | Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging  |
| CH2:  | Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations  |
| CH3:  | Distinguishes between different points of view and offers interpretive accounts in critical and historical studies   |
| CH4:  | Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging |
| CH5:  | Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production   |



| <b>Preliminary Photography, Video and Digital Imaging Assessment Schedule</b> |                   |  |                                      |                                      |                                      |   |
|---|-------------------|--|--------------------------------------|--------------------------------------|--------------------------------------|---|
| <b>Teacher:</b>   |                   | <b>Task 1</b>                                  | <b>Task 2</b>                        | <b>Task 3</b>                        | <b>Task 4</b>                        | <b>Task 5</b>                             |
| <b>Syllabus Components</b>  | <b>Weightings</b> | <b>Term 1, Week 7</b>                          | <b>Term 1, Week 10</b>               | <b>Term 2, Week 8</b>                | <b>Term 3, Week 5</b>                | <b>Term 3, Week 9/10</b>                  |
|   |                   | <b>Completed:<br/>In School/Home</b>           | <b>Completed:<br/>In School/Home</b> | <b>Completed:<br/>In School/Home</b> | <b>Completed:<br/>In School/Home</b> | <b>Completed:<br/>In School</b>           |
|   |                   | <b>Critical and<br/>Historical<br/>Studies</b> | <b>Making</b>                        | <b>Making</b>                        | <b>Making</b>                        | <b>Critical &amp; Historical<br/>Exam</b> |
| <b>Outcomes Assessed:</b>   |                   | CH1, CH2, CH3                                  | M2, M3, M6                           | M3, M4, M5, M6                       | M3, M4, M5, M6                       | CH1, CH2, CH3                             |
| <b>Critical and<br/>Historical<br/>Studies</b>                                | 30                | 15   |                                      |                                      |                                      | 15  |
| <b>Making</b>   | 70                |  | 20                                   | 25                                   | 25                                   |   |
| <b>Total %</b>  | <b>100%</b>       | <b>15</b>                                      | <b>20</b>                            | <b>25</b>                            | <b>25</b>                            | <b>15</b>                                 |

| <b>Visual Arts Objectives and Outcomes</b> |   |   |
|--|---|---|
| <b>Content</b>                             | <b>Preliminary Course Outcomes</b>  | <b>HSC Course Outcomes</b>  |
| Practice                                   | <b>P1:</b> explores the conventions of practice in art making   | <b>H1:</b> initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions                       |
| Conceptual framework                       | <b>P2:</b> explores the roles and relationships between the concepts of artist, artwork, world and audience   | <b>H2:</b> applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work      |
| Frames                                     | <b>P3:</b> identifies the frames as the basis of understanding expressive representation through the making of art  | <b>H3:</b> demonstrates an understanding of the frames when working independently in the making of art  |
| Representation                             | <b>P4:</b> investigates subject matter and forms as representations in art making   | <b>H4:</b> selects and develops subject matter and forms in particular ways as representations in artmaking   |
| Conceptual strength and meaning            | <b>P5:</b> investigates ways of developing coherence and layers of meaning in the making of art   | <b>H5:</b> demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways   |
| Resolution                                 | <b>P6:</b> explores a range of material techniques in ways that support artistic intentions   | <b>H6:</b> demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work           |
| Practice                                   | <b>P7:</b> explores the conventions of practice in art criticism and art history  | <b>H7:</b> applies their understanding of practice in art criticism and art history   |
| Conceptual framework                       | <b>P8:</b> explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art | <b>H8:</b> applies their understanding of the relationships among the artist, artwork, world and audience   |
| Frames                                     | <b>P9:</b> identifies the frames as the basis of exploring different orientations to critical and historical investigations of art                            | <b>H9:</b> demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art      |
| Representation                             | <b>P10:</b> explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed        | <b>H10:</b> constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts |

| <b>Creative and Performing Arts – Preliminary Visual Arts Assessment Schedule</b> |                   |                                      |   |                                      |                                      |  |
|---|-------------------|--------------------------------------|---|--------------------------------------|--------------------------------------|--|
| <b>Teacher:</b>   |                   | <b>Task 1</b>                        | <b>Task 2</b>   | <b>Task 3</b>                        | <b>Task 4</b>                        | <b>Task 5</b>                              |
| <b>Syllabus Components</b>  | <b>Weightings</b> | <b>Term 1, Week 7</b>                | <b>Term 2, Week 5</b>   | <b>Term 2, Week 9</b>                | <b>Term 3, Week 5</b>                | <b>Term 3, Week 9/10</b>                   |
|   |                   | <b>Completed:<br/>In School/Home</b> | <b>Completed:<br/>In School/Home</b>                              | <b>Completed:<br/>In School/Home</b> | <b>Completed:<br/>In School/Home</b> | <b>Completed:<br/>In Class Examination</b> |
|   |                   | <b>Art Criticism and Art History</b> | <b>Identity Body of Work/<br/>Critical &amp; Historical Essay</b> | <b>Art Making VAPD</b>               | <b>Object Body of Work</b>           | <b>Critical &amp; Historical Exam</b>      |
| <b>Outcomes Assessed:</b>   |                   | P7, P8                               | P1, P2, P4, P7, P9  | P1, P2, P4, P6                       | P1, P2, P3, P4, P5, P6               | P7, P8, P9, P10                            |
| Art Criticism and Art History   | 50                | 15                                   | 20  |                                      |                                      | 15   |
| Art Making / Body of Work   | 50                |                                      | 20  | 10                                   | 20                                   |  |
| <b>Total %</b>  | <b>100%</b>       | <b>15</b>                            | <b>40</b>   | <b>10</b>                            | <b>20</b>                            | <b>15</b>                                  |

# PDHPE Assessment Schedules

## Preliminary PDHPE Objectives and Outcomes

### Objectives: knowledge and understanding of the factors that affect health

| Preliminary Course Outcomes  | HSC Course Outcomes  |
|--|--|
| P1 identifies and examines why individuals give different meanings to health | H1 describes the nature and justifies the choice of Australia's health priorities                            |
| P2 explains how a range of health behaviours affect an individual's health   | H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk |
| P3 describes how an individual's health is determined by a range of factors  | H3 analyses the determinants of health and health inequities   |

### Objectives: a capacity to exercise influence over personal and community health outcomes

|  |  |
|--|--|
| P4 evaluates aspects of health over which individuals can exert some control | H4 argues the case for health promotion based on the Ottawa Charter  |
| P5 describes factors that contribute to effective health promotion           | H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities |
| P6 proposes actions that can improve and maintain an individual's health     | H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)                                |

### Objectives: knowledge and understanding about the way the body moves

|  |  |
|--|--|
| P7 explains how body systems influence the way the body moves                          | H7 explains the relationship between physiology and movement potential   |
| P8 describes the components of physical fitness and explains how they are monitored    | H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity |
| P9 describes biomechanical factors that influence the efficiency of the body in motion | H9 explains how movement skill is acquired and appraised   |

### Objectives: an ability to take action to improve participation and performance in physical activity

|   |   |
|---|---|
| P10 plans for participation in physical activity to satisfy a range of individual needs   | H10 designs and implements training plans to improve performance  |
| P11 assesses and monitors physical fitness levels and physical activity patterns  | H11 designs psychological strategies and nutritional plans in response to individual performance needs                                  |
| P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)                          | H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)   |
| P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)                                      | H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3) |
| P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4) |   |

### Objectives: an ability to apply the skills of critical thinking, research and analysis

|   |  |
|---|--|
| P15 forms opinions about health-promoting actions based on a critical examination of relevant information | H14 argues the benefits of health-promoting actions and choices that promote social justice  |
| P16 uses a range of sources to draw conclusions about health and physical activity concepts               | H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all                    |
| P17 analyses factors influencing movement and patterns of participation                                   | H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts                             |
|   | H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation |

| <b>Personal Development, Health and Physical Education – Preliminary Assessment Schedule</b>  |                                       |                          |  |                  |
|---|---------------------------------------|--------------------------|--|------------------|
| <b>Component</b>  | <b>Task 1</b>                         | <b>Task 2</b>            | <b>Task 4</b>  | <b>Weighting</b> |
| <b>Title</b>  | Good Health is Your Responsibility    | Movement Analysis        | Yearly Examination   |                  |
| <b>Timing</b>   | Term 1, Week 6                        | Term 2, Weeks 2–6        | Term 3, Week 9-10  |                  |
| <b>Topic</b>  | Core 1: Better Health for Individuals | Core 2: Body in Motion   | Core 1 + Core 2 +<br>Option 1: First Aid +<br>Option 4: Outdoor Recreation |                  |
| <b>Weighting</b>  | 30%                                   | 40%                      | 40%  |                  |
| <b>Outcomes</b>   | P1, P2, P3, P4, P5, P6, P15, P16      | P7, P8, P11, P17         | P1, P2, P3, P4, P5, P6, P7, P8, P11, P15, P16, P17                         |                  |
| <b>Type</b>   | Essay                                 | Practical Investigations | Examination  |                  |
| Knowledge and understanding of: <ul style="list-style-type: none"> <li>• Factors that affect health</li> <li>• The way the body moves</li> </ul>  | 10%                                   | 10%                      | 20%  | <b>40%</b>       |
| Skills in: <ul style="list-style-type: none"> <li>• Influencing personal and community health</li> <li>• Taking action to improve participation and performance in physical activity</li> </ul> | 10%                                   | 5%                       | 15%  | <b>30%</b>       |
| Skills in critical thinking, research and analysis.   | 10%                                   | 10%                      | 10%  | <b>30%</b>       |
| <b>Task Weighting</b>   | <b>30%</b>                            | <b>30%</b>               | <b>40%</b>   | <b>100%</b>      |

## Preliminary SLR - Objectives and Outcomes

|   |   |
|---|---|
| <p>1. knowledge and understanding of the factors that influence health and participation in physical activity</p>         | <p>1.1 applies the rules and conventions that relate to participation in a range of physical activities<br/>           1.2 explains the relationship between physical activity, fitness and healthy lifestyle<br/>           1.3 demonstrates ways to enhance safety in physical activity<br/>           1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia<br/>           1.5 critically analyses the factors affecting lifestyle balance and their impact on health status<br/>           1.6 describes administrative procedures that support successful performance outcomes</p> |
| <p>2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential</p>  | <p>2.1 explains the principles of skill development and training<br/>           2.2 analyses the fitness requirements of specific activities<br/>           2.3 selects and participates in physical activities that meet individual needs, interests and abilities<br/>           2.4 describes how societal influences impact on the nature of sport in Australia<br/>           2.5 describes the relationship between anatomy, physiology and performance</p>   |
| <p>3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance</p> | <p>3.1 selects appropriate strategies and tactics for success in a range of movement contexts<br/>           3.2 designs programs that respond to performance needs<br/>           3.3 measures and evaluates physical performance capacity<br/>           3.4 composes, performs and appraises movement<br/>           3.5 analyses personal health practices<br/>           3.6 assesses and responds appropriately to emergency care situations<br/>           3.7 analyses the impact of professionalism in sport</p>   |
| <p>4. a capacity to influence the participation and performance of self and others.</p>                                   | <p>4.1 plans strategies to achieve performance goal<br/>           4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context<br/>           4.3 makes strategic plans to overcome the barriers to personal and community health<br/>           4.4 demonstrates competence and confidence in movement contexts<br/>           4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity</p>   |
| <p>5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential</p>                 | <p><b>Values and Attitudes</b><br/>           1.1 accepts responsibility for personal and community health<br/>           1.2 willingly participates in regular physical activity<br/>           1.3 values the importance of an active lifestyle<br/>           1.4 values the features of a quality performance<br/>           1.5 strives to achieve quality in personal performance</p>   |

| <b>Sport, Lifestyle and Recreation – Preliminary Assessment Schedule 2022</b> |                              |                              |  |                  |
|---|------------------------------|------------------------------|--|------------------|
| <b>Component</b>  | <b>Task 1</b>                | <b>Task 2</b>                | <b>Task 3</b>                          | <b>Weighting</b> |
| Title   | First Aid                    | Games for everyone           | Super Coach                            |                  |
| Timing  | Term 1, Week 9               | Term 2 - Ongoing             | Term 3, Week 6                         |                  |
| Topic   | CPR                          | Practical                    | Sports Coaching and Training           |                  |
| Weighting   | 25%                          | 25%                          | 25%                                    |                  |
| Outcomes  | 1.3, 2.5, 3.6, 4.2, 4.4, 4.5 | 1.1, 1.3, 2.1, 3.1, 4.1, 4.4 | 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5 |                  |
| Type  | Practical demonstration CPR  | Practical                    | Coaching clinics                       |                  |
| Knowledge and understanding   | 15%                          | 10%                          | 10%                                    | <b>50%</b>       |
| Skills  | 10%                          | 15%                          | 15%                                    | <b>50%</b>       |
| <b>Task Weighting</b>   | <b>25%</b>                   | <b>25%</b>                   | <b>25%</b>                             | <b>100%</b>      |



# GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance banks and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

# Assessment Task Illness / Misadventure Application

## REQUEST FOR CONSIDERATION

To be completed by a student who was / is unable to attend / submit an assessment on the due date

**Student's Name:** \_\_\_\_\_ **Roll Class:** \_\_\_\_\_  
**Course:** \_\_\_\_\_ **Faculty:** \_\_\_\_\_

**Assessment Task Missed:** \_\_\_\_\_ **Task Date:** \_\_\_\_\_

**Task missed due to illness:** Attach Doctor's Certificate to this form.

Doctor's Name: \_\_\_\_\_

**Task missed through other reason:** State reason and attach any supporting evidence.

\_\_\_\_\_  
Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### FACULTY SECTION – to be completed by Head Teacher

Misadventure / illness application form received by: \_\_\_\_\_ Date: \_\_\_\_\_

Did student inform school of absence on the day of the task? Yes No

Was application lodged the next day the student was in attendance at school? Yes No

Teacher's name: \_\_\_\_\_

Teacher's comment: \_\_\_\_\_  
\_\_\_\_\_

Has this student submitted an Illness/Misadventure form for any other assessment tasks in this subject?

No Yes If yes, please comment \_\_\_\_\_  
\_\_\_\_\_

Head Teacher's recommendations: Accepted Rejected

New task Estimated mark Zero Award Referred to Examination Misadventure Panel

Head Teacher's Signature: \_\_\_\_\_

**Principal's Use:** Accepted Rejected

Comment: \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Parent / Guardian Comment:**

\_\_\_\_\_  
\_\_\_\_\_  
**Parent / Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_