

Vincentia High School



PRELIMINARY COURSES Assessment Booklet 2018

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<p style="text-align: center;">ASSESSMENT POLICIES AND PROCEDURES Preliminary Courses Student and Parent Information</p>

*Regarding the Policy booklet, make sure you understand how the system works. Read this booklet carefully, and if you are confused about any aspect, make sure you speak to your class teacher, the appropriate Head Teacher, Year Adviser or the Head of Secondary Studies.
Make sure you are aware of your rights and responsibilities.*

GENERAL INFORMATION

A What is a Preliminary Course?

Preliminary courses are studied before Higher School Certificate courses in a subject. Preliminary course work is regarded as assumed knowledge for the award of the Higher School Certificate and **must have been satisfactorily completed** before a student is considered eligible for entry into a HSC course.

B What Does “Satisfactorily Completed” Mean?

Satisfactory study of a course involves not only the completion of assessment tasks but satisfactory participation and progress in ALL aspects of that course.

To satisfactorily complete a Preliminary course you must:

- a) Have a satisfactory record of attendance
- b) Complete the requirements of the course as specified by the syllabus. This includes mandatory oral, practical and project work.
- c) Make a serious attempt at assessment tasks which contribute to more than 50% of available school assessment marks.
- d) Make a serious attempt at all examinations set as part of the assessment program.
- e) Apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

If the Principal considers that you have not satisfactorily completed a Preliminary course, you may not be considered for entry into the HSC course for that subject.

C What is a “Satisfactory Record of Attendance”?

You must:

- a) Have a pattern of attendance which shows that you are making a genuine effort. You cannot regularly take time off and seriously expect to satisfactorily complete a Preliminary course.
- b) As a general rule a student who has missed in excess of 20% of the available school days is not likely to have achieved the course outcomes and therefore would not be deemed to have satisfactorily completed Preliminary course requirements.

N.B. At Vincentia High School this could occur if 3 lessons per month, in any one subject were consistently missed.

D Where To Get Advice:

- Stage 6 Team
- Careers Adviser
- Head Teacher Wellbeing/LASP
- Year Adviser
- Head Teacher or Course Co-ordinator
- Subject Teacher of the course concerned

E Appeals - Reviews

- a) Students can only question the mark or rank for an individual assessment task immediately after the return of that task. This concern must be discussed first with the class teacher and, if still dissatisfied, the student may then approach the Head Teacher for a final decision. Where students can demonstrate that there is a clerical error in allocation of marks they have the right to have their marks and rank amended at any time.
- b) Students who want to make an appeal against their final Preliminary course determination should seek advice from the Head Teacher Secondary Studies who will organise support for the students to present a written appeal application.
An appeal can only be about procedure (e.g. notice not given in writing) or computation or clerical error, not regarding the teacher’s professional judgement of the work of the individual performance in the Assessment Task (i.e. allocation of marks).

Appeals must be made on the official Vincentia High School application form available from the Head Teacher Secondary Studies.
- c) The Vincentia High School Senior Board of Review will consist of the Principal (or nominated representative), Deputy Principal, Head Teacher Secondary Studies and a neutral member of staff acceptable to both parties (student and KLA). The Senior Board of Review must be convened within five (5) school days of the receipt of the written appeal application.
- d) In all matters relating to the satisfactory completion of assessed and non-assessed tasks, the decision of the Principal is final.

ASSESSMENT

- a) Assessment in Preliminary courses begins Term 1 of Year 11 and for most subjects, continues until the end of Term 3. Specific details for individual subjects follow the general notes.
- b) Assessments are scheduled by the subject coordinator. During this time research tasks will be handed in, in-class tasks will occur or assessment exams will be scheduled. These scheduled times will be free of planned excursions. Where an unforeseen event (such as a regional sporting event) cuts across a set task date, changes will be negotiated with you.
- c) The times specified in this handbook are a **guide only**. Vincentia High School reserves the right to make changes as are deemed necessary. You will be notified of any changes. Planning and adjustment of dates are done to ensure that no advantage or disadvantage to a student takes place.
- d) You should know the exact date and nature of an assessment task early in the term of that task. You will be provided with as much information as necessary for you to approach the task with reasonable confidence.
- e) If you have been absent from school, on your return always check with your teacher to find out if details of a task have been handed out. You have a responsibility to ensure you are always up to date in a subject. It is no excuse to plead ignorance of assessment responsibility because of class absence.
- f) Teachers of each course will inform you of the nature and any applicable dates for each task. Use the personal planner (in this booklet) to enter YOUR assessment tasks, or use your diary.

A Take Home Assessment Tasks

- a) These may form part of an assignment, project, research essay, and so on.
- b) All tasks are to be submitted on the due date of the Assessment Task at a time specified by the teacher. This is **YOUR** responsibility. If for some reason you are unable to attend school on the day a task is due, you must make arrangements to have the task arrive at school on the due date.
- c) An extension of time will not automatically be granted to a student. Extensions will only be granted if written application is made to the Head Teacher Secondary Studies **prior to the due date**, giving a valid reason for the request which can be substantiated and verified. Use the appropriate form available from the Head of Secondary Studies, a copy of which is in this book. In the case of exceptional circumstances or unexpected illness, application for misadventure may be made after the due date, but must include evidence such as a medical certificate. If you are ill on the day, a parent or carer must notify the school on that day.
- d) Where a task is not presented on the due date and no extension has been

granted, the task will be awarded a zero (0) mark. However, to meet the “satisfactorily completed” requirement you must still hand the task in to your teacher.

- e) The work submitted must be YOUR OWN! For this reason you may be asked to discuss the task on a regular basis with your teacher, submit stages or drafts, before handing in the final copy. Plagiarism will result in a zero (0) mark and the issue of an N warning.
- f) If you submit a task on time but still score zero (0), your attempt may be deemed by your teacher to be a non-serious attempt. If this happens, it could well affect the “satisfactory completed” requirement.

B In School Assessment Tasks

- a) These may take the form of: a written task, class essay, practical work, field work, oral presentation, skills test, topic test, exam, and so on.
- b) The following rules and procedures adapted from the Board of Studies rules for the HSC examination apply to similar assessment tasks conducted at Vincentia High School:

Students must:

- Follow the supervisor’s instructions at all times.
- Behave in a polite and courteous manner towards supervisors and other candidates.
- Be at the exam room at least 15 minutes before the start of the exam.
- Provide all necessary equipment.
- Leave bags as directed.
- Wear full school uniform.

Students must not:

- Speak to any person other than the supervisor during the exam.
- Behave in any one way likely to disturb the work of candidates or upset the conduct of the exam.
- Cheat, or in any other way behave dishonestly during the exam.
- Leave the exam room during the exam (except in an emergency).
- Bring mobile phones or unauthorised electronic devices into the exam room.

N.B. Preliminary students remain in the exam room for the total length of the exam.

C Consequences

If you do not comply with these rules, your paper will be cancelled and your marks lost. In addition, a school punishment could be applied as such behaviour is not acceptable to the Vincentia High School community.

D Appeals

- a) Students wishing to register concern regarding disruptive conduct of other candidates may contact the Head Teacher Secondary Studies as soon as possible after the examination has concluded. Issues of concern will be dealt with by the Senior Board of Review.
- b) Students wishing to appeal decisions concerning cancellation of papers or other consequences are to approach the Head Teacher Secondary Studies for the matter to be dealt with by the senior Board of Review.
- c) If someone else delivers your task, they will be required to sign it in on the due date. The same conditions apply as in non-submission of tasks outlined earlier.

REPORTING

You will receive regular feed-back on your progress through the teacher's evaluation of the assessment task. Advice on ranking will be provided after each task and on the yearly report.

When do Higher School Certificate Courses Commence?

In most subjects, Higher School Certificate courses will commence at the beginning of Term 4, of your Year 11 – Preliminary year.

Progression to HSC Courses

Progression to HSC courses is not automatic. Students who receive an 'N' determination (unsatisfactory) may not progress to the HSC course in that subject. Students can appeal to the Principal who may allow them to progress to the HSC course on the provision that certain negotiated tasks and criteria are met.

ATAR Eligibility Rules

Refer to the following, UAC & NESA websites and check with Head Teacher Secondary Studied for any questions, concerns or for further information.

**THE REQUIREMENTS OF THE EDUCATION ACT 1990
AND AS PRESCRIBED BY THE BOARD OF STUDIES
IN RELATION TO
NEW SOUTH WALES HIGHER SCHOOL CERTIFICATE**

A. The *Education Act 1990* provides for the Higher School Certificate to be awarded by the Board of Studies to students who have:

- gained a ROSA (or other qualifications considered satisfactory by the Board)
- attended a government school (or registered and accredited non-government school)
- participated, to the Board's satisfaction, in courses of study which have been determined to be appropriate
- completed those courses to the Board's satisfaction
- undertaken the requisite examinations or other forms of assessment
- complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or Board.

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

B. The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) Courses of study of a general description determined by the Minister on the recommendation of the Board are to be provided for each student in each Year,
- (b) Those courses of study are to include a course of study in English,
- (c) Those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Board,
- (d) Those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Board and approved by the Minister.

These requirements are articulated in *Attachment 2*.

PATTERN OF STUDY REQUIREMENTS CHECKLIST
FOR THE 2018 HIGHER SCHOOL CERTIFICATE

NOTE: All requirements apply to BOTH Preliminary and HSC course patterns.

Do you meet the following **PATTERN OF STUDY** requirements?

	At least 12 Preliminary and 10 HSC units of study
	At least 2 units of a Board Developed Course in English
	At least 4 subjects
	At least 6 units of Board Developed Courses
	At least 3 courses of 2 unit value or greater (may be Board Developed and/or Board Endorsed Courses).
	A student may count a maximum of 6 Preliminary units and 6 HSC units from courses in Science (see Appendix 1 - ACE Manual)
	No other Science course may be combined with Senior Science in the Preliminary pattern of study. Students undertaking Senior Science in the HSC pattern of study must have satisfactorily completed the Preliminary course in at least one Science course (see Appendix 1 - ACE Manual)
	Beginners Language course only if minimal previous study or knowledge of the language (see 2002 ACE Manual 11.12.4 for criteria)
	Board Endorsed Courses have current endorsement
	Students are not enrolled in Board Developed and/or Board Endorsed Course combinations which are the subject of Board exclusions (see October 2002 ACE Manual 11.12 and section 11 Appendices 1, 2, 3 and 8 AND your school BEC decision letters for exclusions)

REMINDER

1. Students seeking a ATAR (Australian Tertiary Admittance Ranking) must have 10 units of Board Developed HSC courses and meet the University course requirements and Category A and B Group patterns (see Official Notice B.O.S. 34/01: Board Bulletin Vol. 10, No. 2) and **current** UAC publications. NB: Board Endorsed Courses and Content Endorsed Courses, including vocational Content Endorsed Courses, do not satisfy requirements for an ATAR.
2. Schools should note that additional Departmental curriculum requirements (eg, sport, religious education, 25 hours of PD/H/PE etc) or conditions of enrolment at school are not requirements for Higher School Certificate credentialing as determined by the Board of Studies as the Statutory Higher School Certificate Credentialing Authority.
3. Schools will need to ensure that Board requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements. Refer to the October 2002 ACE Manual Section 11 for details.
4. It should be recognised that students following a special program of study will be eligible for the award of the Higher School Certificate. The completion of a transition-planning process for each student is a condition of access to a special program of study involving Life Skills courses for Stage 6. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of the student in Life Skills courses for Stage 6 is the result of an individual transition-planning process (see October 2002 ACE Manual 16).

SPECIAL CIRCUMSTANCES APPEAL

Name: _____ **Year: 11/12** **Date:** _____

Please describe the Assessment Task(s) missed below:

Course	Teacher	Type of Assessment Task	Due Date
1			
2			
3			
4			
5			
6			

Reasons for missing assessment task(s): _____

Reasons for requesting extension: _____

Reason for appeal: _____

I have/have not attached a Medical Certificate from the Doctor: _____

I have/have not attached a supporting statement from: _____

HT Secondary Studies was notified of this appeal on ___ / ___ / ___ by _____

Student Signature: _____

Approved / Denied: Date: _____

Head Teacher Secondary Studies: _____

Notes

If this appeal has been approved it is now up to you to make alternate arrangements with your Classroom Teacher(s)

SENIOR STUDENT SUBJECT CHANGE FORM

Student Name: _____ **Year:** _____

List subjects being studied NOW

1	4	
2	5	
3	6	

- Checklist:** HSC Board Developed Units – minimum 6
- HSC ATAR Units – minimum 10
- Category B – VET Units

I wish to (i) Change from _____ **to** _____

(ii) Drop _____

You must see the following Head Teachers

- a. HT Losing _____ Signature _____
- b. HT Gaining _____ Signature _____
- c. HT Secondary Studies _____ Signature _____

Student signature _____ **Date** _____

Parent signature _____ **Date** _____

<i>Office Use Only</i>	Timetable <input type="checkbox"/>	eBOS <input type="checkbox"/>
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PERSONAL ASSESSMENT PLANNER

- 1 **Do All Tasks**
It is expected that you will complete all tasks, making a genuine attempt with no sign of malpractice (cheating).
- 2 **Do Tasks When Due**
It is your responsibility to be present for, or hand in, an Assessment Task on the day it is due.
- 3 **Attend Day Before, Lesson Before**
It is your responsibility to be present at school the calendar day before and all lessons, on the day, up until the task is due. A school excursion is considered to be attendance.
- 4 **Clashes**
It is your responsibility to let your teacher know if there is a clash, such as three tasks due on the same day or a compulsory excursion on the same day as an Assessment Task. If you feel the situation is unfair you should see the Head Teacher Secondary Studies immediately.
- 5 **Absence From Tasks**
It is your responsibility to arrange for the handing in of a task or providing necessary documentation if you are unable to do so. If not, a zero (0) will be awarded.
- 6 **Board of Studies Requirements**
Familiarise yourself with the BOS requirements for the satisfactory completion of courses and for satisfactory attendance (and stick to them).
- 7 **ATAR**
Familiarise yourself with eligibility rules for gaining an ATAR. Check your subject selection.
- 8 **Assessment Schedule**
Ensure you have a copy of the assessment schedule for EACH course you are studying and that you are aware of course requirements.
- 9 **Vincentia High School Assessment Policy**
Be aware of the assessment policy and procedures of Vincentia High School as detailed in this booklet, and abide by them.
- 10 **Advice**
It is your responsibility to seek advice from the Head of Secondary Studies if there is a problem which has not been resolved satisfactorily within a class or KLA.

To be fair to everyone, the rules have to be followed.

TERM 1

WEEK	DUE DATE	SUBJECT	TASK	HANDED IN
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

TERM 2

WEEK	DUE DATE	SUBJECT	TASK	HANDED IN
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

TERM 3

WEEK	DUE DATE	SUBJECT	TASK	HANDED IN
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

Englisch

English Studies

Task Number	Task 1	Task 2	Task 3	
Nature of task	Multimodal presentation Mandatory Module: Achieving through English	In class test Elective Module: Part of a Family	Elective Module Exam Telling us all about it	
Timing	Term 1, Week 9	Term 2, Week 6	Term 3, Week 8	
Outcomes assessed	ES11-2, ES11-3, ES11-6	ES11-1, ES11-2, ES11-7	ES11-3, ES11-4, ES11-6	
Components				Weighting%
Knowledge and understanding of course content	20%	10%	20%	50%
Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	20%	10%	20%	50%
Total %	40%	20%	40%	100%

English Standard

Task Number	Task 1	Task 2	Task 3	
Nature of task	Writing task Reading to Write	Multimodal Presentation Close Study of Literature	Yearly Examination Contemporary Possibilities	
Timing	Term 1, Week 6 (draft) Term 1, Week 8	Term 2, Week 6 (draft) Term 2, Week 8	Term 3, TBC	
Outcomes assessed	ES11-3, ES11-5 ES11-6, EN11-9	ES11-1, ES11-3 ES11-5, EN11-8	ES11-1, ES11-2, ES11-3 EN11-5, EN11-7	
Components				Weighting%
Knowledge and understanding of course content	15%	20%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	20%	15%	50%
Total %	30%	40%	30%	100%

English Advanced

Task Number	Task 1	Task 2	Task 3	
Nature of task	Writing task Reading to Write	Imaginative task Critical Study of Literature	Exam - Essay Narratives that shape our world	
Timing	Term 1, Week 6 (draft) Term 1, Week 8	Term 2, Week 6 (draft) Term 2, Week 8	Term 3, TBC	
Outcomes assessed	ES11-3, ES11-5 ES11-6, EN11-7, EN11-9	ES11-3 ES11-5, EN11-9	ES11-1, ES11-3 EN11-5, EN11-8	
Components				Weighting%
Knowledge and understanding of course content	15%	20%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	20%	15%	50%
Total %	30%	40%	30%	100%

English Extension

Components	Task 1	Task 2	Task 3	Weighting%
	Imaginative response	Multimodal TED Talk	Yearly Examination	
	Term 1, Week 10	Term 2, Week 9-10	Term 3, Week 10	
	Outcomes assessed ES11-3, ES11-5 ES11-6, EN11-9	Outcomes assessed ES11-1, ES11-3 ES11-5, EN11-8	Outcomes assessed ES11-1, ES11-2, ES11-3 EN11-5, EN11-7	
Knowledge and understanding of texts and why they are valued	15%	20%	15%	50%
Skills in complex analysis composition and investigation	15%	20%	15%	50%
Total %	30%	40%	30%	100%

Drama

Syllabus Components	Task 1	Task 2	Task 3	
Syllabus Outcomes	Performance: Improvisation, Playbuilding and Acting Presentation of group performance based on Theatrical Traditions workshops, log book analysis of improvisation process including evaluations of ideas development, decisions regarding the manipulation of theatrical elements and student contribution to collaboration	Influential Directors Workshop: Research Task and Workshop Research task on the influence of selected Theatrical Style on theatrical traditions and movements Presentation of Classroom Workshop on one selected Theatrical Practitioner informed by ideas and approaches of selected Director including log book record	Presentation of Individual Project: Solo project and Exam - Essay Presentation of solo performance, log book including research and evaluation of the student's development of the actor/audience relationship and refinement of dramatic action	
Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 7 and exam week	
Outcomes Assessed	P1.1, P1.3, P1.4, P1.5 P3.1	P1.6 P2.2, P2.3 P3.2, P3.3	P1.2 P2.1, P2.3, P2.4	
Components:			Weighting %	
Making		20%	20%	40%
Performing	10%	10%	10%	30%
Critically Studying	20%	10%		30%
Total %	30%	40%	30%	100%

Mathematics

Mathematics Standard 1 Year 11 Pathways

Components	Task 1	Task 2	Task 3	Weighting%
	In-class open book test Topics F1.2, S1, A1	Assignments/ Investigation Topics S1.1, M1.1, M1.3	Yearly Examination Topics F1.1, F1.2, S1, S2 M1, M2, A1, A2	
	Term 1, Week 8	Term 2, Week 8	Term3, Week 9	
	Outcomes Assessed MS11-2 MS11-5 MS11-6 MS11-8 MS11-9 MS11-10	Outcomes Assessed MS11-2 MS11-3 MS11-4 MS11-7 MS11-8 MS11-9 MS11-10	Outcomes Assessed MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total %	30%	30%	40%	100%

Mathematics Standard 2 Year 11 Pathways

Components	Task 1	Task 2	Task 3	Weighting%
	In-class open book test Topics F1.2, A1, S1	Assignments/ Investigation Topics S1, M1, F1	Yearly Examination Topics F1.1, F1.2, S1, S2 M1, M2, A1, A2	
	Term 1, Week 9	Term 2, Week 8	Term3, Week 9	
	Outcomes Assessed MS11-2 MS11-5 MS11-6 MS11-8 MS11-9 MS11-10	Outcomes Assessed MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	Outcomes Assessed MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total %	30%	30%	40%	100%

MATHEMATICS (ADVANCED) - 2 UNIT

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3
			Term 1 Week 7	Term 2 Week 7	Term 3 Week 9/10
			<i>Open Book Quiz</i>	<i>Topic Research Task</i>	<i>Yearly Exam</i>
P1, P2, P3, P4 P5, P6, P7, P8	Knowledge Understanding & Skills	45%	10%	10%	25%
P1, P2, P5	Reasoning, Interpretation, Explanatory & Communicative Skills	55%	20%	20%	15%
		100%	30%	30%	40%

MATHEMATICS EXTENSION - 1 UNIT

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3
			Term 1 Week 11	Term 2 Week 10	Term 3 Week 9/10
			<i>Topic Research</i>	<i>Open Book Quiz</i>	<i>Yearly Exam</i>
PE1, PE2, PE3, PE4, PE5, PE6	Knowledge Understanding & Skills	45%	10%	10%	25%
PE1, PE2, PE5, PE6	Reasoning, Interpretation, Explanatory & Communicative Skills	55%	20%	20%	15%
		100%	30%	30%	40%

Science

Biology

Task	Task 1	Task 2	Task 3	Totals
Task Type	Practical (Module 1)	Depth Study (Field Trip-Module 3)	Final Examination (Modules 1-4)	N/A
Date Due	Term 1, Week 9	Term 2, Week 9	Term 3 TBA	N/A
Outcomes	BIO11-8 BIO11-9 BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4	BIO11-10 BIO11-11 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7	BIO11-8 BIO11-9 BIO11-10 BIO11-11 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7	N/A
Skills in Working Scientifically	20%	20%	20%	60%
Knowledge and understanding	10%	10%	20%	40%
Weighting	30%	30%	40%	100%

Chemistry

Task	Task 1	Task 2	Task 3	Totals
Task Type	Research (Module 1)	Depth Study (Module 2 or 3)	Final Examination (Modules 1-4)	N/A
Date Due	Term 1, Week 9	Term 2, Week 9	Term 3 TBA	N/A
Outcomes	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11/12-8	CH11/12-1 CH11/12-5 CH11/12-6 CH11/12-7 CH11/12-9	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11	N/A
Skills in Working Scientifically	20%	20%	20%	60%
Knowledge and understanding	10%	10%	20%	40%
Weighting	30%	30%	40%	100%

Physics

Task	Task 1	Task 2	Task 3	Totals
Task Type	Practical (Module 1 & 2)	Depth Study (Research-Module 3)	Final Examination (Modules 1-4)	N/A
Date Due	Term 1, Week 9	Term 2, Week 9	Term 3 TBA	N/A
Outcomes	PH11-8 PH11-9 PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7	PH11-10 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7	PH11-8, 9, 10, 11 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7	N/A
Skills in Working Scientifically	20%	20%	20%	60%
Knowledge and understanding	10%	10%	20%	40%
Weighting	30%	30%	40%	100%

САРРА

MUSIC 1 - 2 UNIT

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3
			Term 1 Week 9	Term 2 Week 9	Yearly Examination
P2, P5, P8 P10, P11	Musicology	25%	10%	15%	
P1, P8, P9 P10, P11	Performance	25%	10%	15%	
P3, P8, P10 P11	Composition	25%	15%	10%	
P4, P6, P8 P10	Aural	25%			25%
		100%	35%	40%	25%

Photography Video & Digital Imaging

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3
			Term 1 Week 10	Term 2 Week 10	Term 3 Week 10
M1, M4, M2	Making	50%	Folio of work/VAPD =15%	Folio of Work/VAPD = 15%	Folio of Work/VAPD = 20%
CH1, CH4	Studying	50%	Written task =15%	Written task +15%	Written task +20%
		100%	30%	30%	40%

VISUAL ARTS - 2 UNIT

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3
			Term 1 Week 9 & 10	Term 2 Week 5 & 10	Term 3 Week 9
			<i>Body of Work</i>	<i>Body of Work</i>	<i>Body of Work</i>
P1, P4, P5, P6	Art Making	50%	VAPD 5% Body of Work 10% = 15%	VAPD 5% Body of Work 10% = 15%	VAPD 5% Body of Work 15% = 20%
P7, P10	Art Criticism/History	50%	Written Task = 10%	Written Task = 15%	Yearly Examination 25% = 25%
		100%	25%	30%	45%

VISUAL DESIGN - 2 UNIT

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3
			Term 1 Week 9 & 10	Term 2 Week 5 & 10	Term 3 Week 9
DM1 DM2 DM3 DM4 DM5 DM6	Art Making	70%	Portfolio of Designed Works 20%	Portfolio of Designed Works 25%	Portfolio of Designed Works 25%
DM7 DM8 DM9 DM10	Art Criticism/History	30%	Written Task 10%	Written Task 10%	Class Test 10%
		100%	30%	35%	35%

HSIE

ABORIGINAL STUDIES - 2 UNIT

COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 8 & 9
		<i>Aboriginality & The Land</i>	<i>Local/Comparative Case Study: Research and Report</i>	<i>Yearly Exam</i>
OUTCOMES		P1.2, P2.1, P2.2	P2.2, P3.1, P3.2 P3.3, P4.1, P4.2, P4.3	P1.2, P1.3, P2.1, P2.2, P3.1 P3.2, P3.3
Knowledge and Understanding of content	30%	5%	10%	15%
Investigation, Analysis, Synthesis and Evaluation of information from a variety of sources and perspectives	30%	10%	10%	10%
Research and Inquiry Methods	25%	5%	10%	10%
Communication of information, ideas and issues in appropriate forms	15%	5%	5%	5%
	100%	25%	35%	40%

ANCIENT HISTORY - 2 UNIT

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3
			Term 1 Week 7	Term 2 Week 9	Term 3 Week 9
			<i>Reconstructing the Past</i>	<i>Historical Investigation Research and Presentation</i>	<i>Examination</i>
P1.1, P1.2 P3.1, P3.2, P3.3, P3.4, P3.5, P3.6 P4.1, P4.2	Knowledge & Understanding of course content	40%	15%		25% Yearly
P1.1 P2.1 P3.1, P3.2, P3.3, P3.4, P3.6, P4.1, P4.2	Source based skills	25%	15%		10%
P1.1 P2.1 P3.1, P3.2, P3.3, P3.4, P3.6 P4.1, P4.2	Historical inquiry & research	20%		20%	
P1.1 P2.1 P3.1, P3.2, P3.3 P3.4, P3.6 P4.1, P4.2	Communication of historical information in appropriate forms	15%		15%	
		100%	30%	35%	35%

BUSINESS STUDIES - 2 UNIT

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3
			Term 2 Week 2	Term 3 Week 1	Term 3 Week 9
			<i>Nature of Business</i>	<i>Business Planning</i>	<i>All topics</i>
			Media Folder	Business Research Task	Exam
P2, P7, P9	Knowledge and understanding of course content	40%	5%	15%	20%
P4, P5, P8	Stimulus-based skills	20%		10%	10%
P4, P8 P9	Inquiry and research	20%	10%	10%	
P1, P2, P3, P4, P5, P6, P10	Communication of business information, ideas and issues in inappropriate forms	20%	5%	15%	
		100%	20%	50%	30%

Geography 2 Unit

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3
			Term 1 Week 9	Term 2 Week 8 9	Term 3 Week 8 & 9
			<i>Fieldwork/Written Report</i>	<i>Senior Geography Project</i>	<i>Yearly Exam</i>
P1, P2, P3, P6 P7, P8, P9, P10, P11 P12	Knowledge & Understanding of course content	40%		10%	30%
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11 P12	Geography skills & tools	20%	10%	10%	
P1, P4, P5, P6, P7, P8 P9, P10, P11 P12	Geographical inquiry & research including fieldwork	20%		20%	
P7, P8, P9, P10, P11 P12	Communication of Geographical fieldwork information, ideas & issues in appropriate forms	20%	10%		10%
		100%	20%	40%	40%

LEGAL STUDIES - 2 UNIT

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTING (SYLLABUS)	Task 1	Task 2	Task 3
			Term 1 Week 9	Term 2 Week 9	Term 3 Week 9
			<i>Webquest with oral presentation</i>	<i>Research Based Essay</i>	<i>Preliminary Exam</i>
P1, P2 P3, P4 P6, P8	The Legal System	40%	25%		15%
P1, P4, P6, P8 P9	The Individual and The Law	45%		35%	10%
P2, P4, P5 P6, P7, P8 P9, P10	Law in Practice	15%			15%
		100%	25%	35%	40%

SOCIETY AND CULTURE - 2 UNIT

OUTCOMES	COMPONENTS	WEIGHTING	Task 1	Task 3	Task 5
			Term 1 Week 8	Term 2 Week 10	Term 3 Week 7
			<i>Social and Cultural World</i>	<i>Personal and Social Identity</i>	<i>Yearly Exam</i>
P1, P2, P3, P4, P5, P6	Knowledge and understanding of course content	50%	20%	15%	15%
P6, P7, P8	Application and evaluation of social and cultural research methodologies	30%	15%	10%	5%
P9, P10	Communication of Information, Ideas and Issues in appropriate forms	20%	5%	10%	5%
		100%	40%	35%	25%

PD/H/PE

PD/H/PE - 2 UNIT

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Term 1 Week 6	Term 2 Week 9	Term 3 Week 9
		<i>Core 1 - In Class Extended Response</i>	<i>Core 2 - Practical Tasks Video Analysis</i>	<i>Yearly Examination</i>
		OUTCOMES P1, P2, P3, P4, P5, P7, P8, P9 P10 P11, P14, P15, P16, P17	OUTCOMES P1, P2, P4, P5, P15, P16	OUTCOMES P1, P2, P3, P4, P5, P6 P10, P11, P15, P16
<i>Knowledge and Understanding of:</i> <ul style="list-style-type: none"> • factors that affect health. • the way the body moves. 	30%		20%	10%
<i>Skills in:</i> <ul style="list-style-type: none"> • influencing personal and community health. • taking action to improve participation and performance in physical activity. 	30%	15%	5%	10%
<i>Skills in:</i> <ul style="list-style-type: none"> • critical thinking, research and analysis 	40%	15%	5%	20%
Total	100%	30%	30%	40%

DANCE

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Term 1 Weeks 9	Term 2 Weeks 6	Term 3 Week 8
		Presentation of Dance Performance Performance of class sequences, including process diary with informal interview	Presentation of Solo Composition Demonstration of Core Composition, including process diary, informal elaboration and rationale	Yearly Examination Part 1: Written Core Appreciation Exam Part 2: Presentation of Performance demonstrating dance technique, and performance quality
		P1.2, P1.3, P2.1, P2.2 P2.3, P2.4, P2.5 P4.3	P1.1, P3.1, P3.2, P3.3 P3.4, P3.5, P3.6, P3.7	P1.3, P1.4, P2.6, P4.1 P4.2, P4.4, P4.5
<i>Knowledge and Understanding of:</i> <ul style="list-style-type: none"> • factors that affect health. • the way the body moves. 	40%	20%		20%
<i>Skills in:</i> <ul style="list-style-type: none"> • influencing personal and community health. • taking action to improve participation and performance in physical activity. 	30%		30%	
<i>Skills in:</i> <ul style="list-style-type: none"> • critical thinking, research and analysis 	30%	10%		20%
Total	100%	30%	30%	40%

COMMUNITY & FAMILY STUDIES

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Term 1 Weeks 8	Term 2 Weeks 9	Term 3 Week 9
		Core 1 - Resource Management Case Study	Core 2 - Individuals and Groups	Yearly Examination
		P1.1, P1.2, P3.2, P4.2, P5.1,P6.1	P1, P2, P3, P4, P5, P6 P10, P11, P15, P16	P1-P5, P7-P11 P13-P17
Knowledge and Understanding of course content	55%	15%	20%	20%
Skills in critical thinking, research methodology, analyzing and communicating	45%	15%	10%	20%
Total	100%	30%	30%	40%

TAS

Design & Technology

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

ELECTRONICS

Task	Task 1	Task 2	Task 3	
Nature of task	Design Build - Project 1	Design Build - Project 2	Yearly Examination	
Timing	Term 2 Week 5	Term 3 Week 7	End -Term 3	
Outcomes assessed	P1.1, P2.1, P2.2, P3.1, P3.2 P3.3, P4.1, P4.2, P4.3 P5.1, P5.2	P1.1, P2.1, P2.2, P3.1, P3.2 P3.3, P4.1, P4.3 P5.1, P5.2, P6.1, P6.2	P1.1, P1.2, P2.1, P3.1 P6.1, P7.1, P7.2	
Components				Weighting
Industry Study			15%	15%
Design, Management & Communication	10%	10%	10%	30%
Production	20%	20%		40%
Industry Related Manufacturing Technology	5%	5%	5%	15%
Total	35%	35%	30%	100%

ENGINEERING STUDIES

Task	Task 1	Task 2	Task 3	
Nature of task	Engineering Fundamentals and Engineered Product Analysis	Engineering Solution And Engineering Report	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes assessed	P1.2, P2.1 P4.1, P4.2	P1.1, P2.2, P3.1, P3.2 P5.1, P5.2, P6.2	P1.2, P2.1, P3.1, P3.3 P4.2, P4.3, P6.1	
Components				Weighting
Knowledge and understanding of course content	10%	10%	40%	60%
Knowledge and skills in research, problem solving and communication related to engineering practice	15%	25%		40%
Total	25%	35%	40%	100%

Food Technology

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

TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

Task	Task 1	Task 2	Task 3	
Nature of task	Design Build - Project 1	Design Build - Project 2	Yearly Examination	
Timing	Term 2 Week 5	Term 3 Week 7	End -Term 3	
Outcomes assessed	P1.1, P2.1, P2.2, P3.1, P3.2 P3.3, P4.1, P4.2, P4.3 P5.1, P5.2	P1.1, P2.1, P2.2, P3.1, P3.2 P3.3, P4.1, P4.3 P5.1, P6.1, P6.2	P1.1, P1.2, P2.1, P3.1 P6.1, P7.1, P7.2	
Components				Weighting
Industry Study			15%	15%
Design, Management & Communication	10%	10%	10%	30%
Production	20%	20%		40%
Industry Related Manufacturing Technology	5%	5%	5%	15%
Total	35%	35%	30%	100%