

St Paul's Catholic College, Manly



Year 11

Preliminary

Assessment

Handbook

2020

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1 Formal assessment program introduction

This handbook has been developed to provide students and parents with information regarding assessment for the NSW Education Standards Authority (NESA) Preliminary Course.

1.1 Course completion criteria

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) studied the course developed or endorsed by the NESA; and
- (b) applied themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school (this is explained in more detail below); and
- (c) achieved some or all of the course outcomes.

1.1.1 Non-completion of a course

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This may be through assessment tasks, home study, ongoing classwork, ongoing bookwork, class discussions and preparation for lessons. Failure to provide such evidence may result in non-completion of a course. In such circumstances, students and their parents / caregivers will be notified through an official NESA warning letter.

1.1.2 Non-completion or failure to submit assessment tasks

If a student fails to complete an assessment task specified in the assessment program without a valid and accepted reason, a **zero** mark will be recorded for that task. In such circumstances, students will be notified through an official NESA warning letter.

1.2 What are the attendance requirements?

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main areas that need to be clarified with regard to absenteeism.

- (a) All absences must be supported by the parent or caregiver providing letter, email, phone call or notification via the Compass parent portal.
- (b) Where absence coincides with either:
 - (i) the due date of an assessment task, or
 - (ii) the date an assessment task is to be held, a medical certificate is required to substantiate the absence.
- (c) Where a student's pattern of attendance interferes with his engagement with a substantial number of course outcomes, that student will be at risk of being awarded a **non-completion** for that course. (Refer to Section 1.3 for information on non-completion of a course). A warning letter will be issued outlining the new requirements and a due date for outstanding work / tasks to be completed to ensure outcomes are satisfactorily met.
- (d) **Approved Leave:** This may be granted by the Principal. An *Exemption from Attendance Form* must be completed prior to the absence. However, this does NOT exempt a student from completing assessment tasks. An AIM form must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken.
- (e) The College does not encourage leave to be taken during a student's Preliminary year.

1.3 What happens if I am deemed to have not satisfactorily completed a course?

If at any time it appears that a student is at risk of being awarded a non-completion of a course determination, the Principal must give the student and parent or caregiver written warning as soon as possible. This is a NESA requirement. The purpose of the warning letter is to formally acknowledge when a student has not satisfied the requirements of a course. The warning letter outlines the action required by the student to address the situation by a revised date. A sample copy of the warning letter is provided on the next page. If a student does not heed the warning letter and continues to not follow course requirements, then a second warning letter will be sent. The Principal will then award the student a non-completion award in that course if he does not follow the actions required to address the situation by the due date. This may jeopardise a student's eligibility for enrolment in Higher School Certificate courses.

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least:

- (a) 12 units of Preliminary Courses; and
- (b) 10 units of HSC Courses

that satisfy the NESA pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.



St Paul's Catholic College

Darley Road
MANLY NSW 2095

Telephone: 9977 5111
Facsimile: 9977 0959

Official Warning Letter: Non-completion of a Preliminary Course

Date: <<date of letter>>
Student's Name: <<Given Name Surname>>
Subject: <<Course>>
Year: <<Year>>
Warning Letter: <<Letter Number>>

Dear <<Parent Title>>,

The purpose of this letter is to advise you that <<Given Name>> is in danger of not meeting the Course Completion Criteria for the Preliminary course <<Course>>.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as an official warning. This is the <<Letter Number>> official warning we have issued concerning <<Course>>. A minimum of two course specific warnings must be issued prior to a final non-completion of course determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of School Achievement and may affect the student's eligibility for the Higher School Certificate Course. It may also mean that the student is unable to proceed to the Higher School Certificate course if he has not satisfactorily completed the Preliminary Course.

To date, <<Given Name>> has not satisfactorily met <<completion criteria>> of the Course Completion Criteria.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for <<Given Name>> to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes listed need to be satisfactorily completed and/or achieved.

Task Name(s) / Course Requirement(s) / Course Outcome(s) currently NOT completed / achieved	Percentage Weighting (if applicable)	Original Due Date (if applicable)	Action required by the student to address the situation	Revised date to be completed by (if applicable)

Please discuss this important matter with <<Given Name>> and contact <<Leader of Learning Name>> if you need any part of the letter clarified.

Please complete the tear-off section on the next page to confirm receipt of this letter and return it to the Director of Teaching and Learning within 5 school days of receiving the letter.

Yours sincerely,

<<Leader of Learning Name>>
Leader of Learning

Mr C. Browne
Principal

2 What do I need to know about assessment tasks?

2.1 What is assessment?

Assessment tasks may take many forms, for example: written examinations, research assignments, projects, presentations, practical or field work reports. Whatever the form, the primary function of an assessment task is to improve learning by providing feedback to students and their teachers about what has been learnt.

During the Preliminary Course the NESA stipulates that a formal assessment program is to be developed and implemented in all schools. The assessment tasks undertaken in each subject will help to determine what is to be recorded on a student's Record of Achievement. Measuring achievement at various points throughout the course provides a better indication of student achievement than a single examination.

2.1.1 How am I notified about assessment tasks?

The assessment schedule for all Preliminary courses can be found in this handbook. In addition to this a student will receive an assessment notification for each task. It is the student's responsibility to keep himself informed about the timing of assessment tasks. It is the teacher's duty to provide the students with **written confirmation** of the:

- (a) weighting (e.g. 15%),
- (b) outcomes formally assessed
- (c) task type
- (d) actual date and time (e.g. Period 3, Wednesday, 13 May 2020 – Week 3 Term 2)
- (e) place – *if appropriate* (e.g. Long Reef headland), and
- (f) specific requirements

for each assessment task. This information must be given a minimum of **two weeks** prior to the task due date. Any changes to the assessment schedule will be notified to students in writing.

2.2 What do I do if I need to apply for an extension?

Extensions (extra time to complete an assessment task) may be granted to a student in some cases of illness and/or misadventure. A student must apply in writing at least ONE week before the scheduled date of the task (see 'AIM Form' for details).

2.2.1 Applying for an extension

- (a) Obtain an "*Application for Illness and Misadventure Form*" (refer to copy in Section 3 of this handbook).
- (b) Complete the form and return it to the relevant KLA Leader of Learning at least one week prior to the scheduled due date.
- (c) The application will be considered by the Director of Teaching and Learning and KLA Leader.
- (d) The student will be notified of the decision and if the extension is:
 - (i) **granted**, a new submission date will be given
 - (ii) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application for extension with the student, Director of Teaching and Learning and relevant KLA / teacher.

2.3 What happens if I am sick or some other unforeseen circumstance happens?

2.3.1 Illness or misadventure

If, due to illness, misadventure or compassionate grounds a student either:

- (a) misses an assessment task, or
- (b) is unable to complete an assessment task by the due date, or
- (c) is absent from school just prior to an assessment task being due or
- (d) his performance in a task is affected, or
- (e) is absent on the day an assessment task is due to be submitted.

The student must provide a **medical certificate** (where applicable) on the first day of his return to school. The medical certificate must be submitted with a completed “*Application for Illness/Misadventure Form*” (AIM Form - refer to Section 3 of this handbook). Where possible the College should also be notified via a phone call or email on the morning of the task.

The completed ‘AIM form’, with supporting documentation must be returned to relevant KLA Leader of Learning the next school day. This also applies for approved leave and school events (e.g. sport). Being on approved leave or a school event does not exclude a student from completing an assessment task.

The application will be considered by the KLA Leader of Learning and the Director of Teaching and Learning. The student will be notified of the decision and if the application is:

- (iii) **granted**, the student will be notified of the outcome
- (iv) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application with the student, Director of Teaching and Learning and relevant KLA leader.

2.3.2 Absence from school prior to an assessment task

Students who are absent from school / classes prior to an assessment task may gain an unfair advantage. If a student is absent the day before a task is due his reasons must be valid and justified. The College may ask for a medical certificate or other supporting documentation. If the student has no valid reason for his absence a zero mark will be awarded, however, the task still must be completed.

If the absence is due to **illness or misadventure** – an AIM form must be completed; refer to Section 3 of this handbook.

2.4 What happens if I hand in an assessment task late or miss it completely?

2.4.1 Implications of late or missed assessment tasks

If an assessment task is missed or handed in late without a valid reason it will be **awarded a zero mark**. The assessment task must still be submitted so that the student can demonstrate he has completed the requirements of the course.

In the Preliminary course, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed. Tasks that are submitted after the student has received a zero mark (i.e. task handed in late) WILL contribute to the excess of 50% required.

2.4.2 Establishing the exact due time

Teachers will indicate to students in writing when an assessment task is precisely due e.g. Period 3 Wednesday 10 May 2020. There are some instances though when an exact lesson cannot be specified. In such cases, where only a due date is given, students have until **3:30pm on the due date** to submit an assessment task to their teacher. If the teacher cannot be found students are to submit the assessment task to the **College Reception** where office staff will sign and stamp the time/date on the task and place it in the relevant teacher's pigeon hole.

2.5 What happens when technology fails?

Failure to complete an assessment task on time due to technological problems e.g. computer failure, printer problems, lost files, computer viruses etc. will NOT be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

2.6 What happens in the case of malpractice in an assessment task?

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- (a) copying someone else's work in part or in whole, and presenting it as their own
- (b) using material directly from books, journals, CDs or the internet without reference to the source
- (c) building on the ideas of another person without reference to the source
- (d) buying, stealing or borrowing another person's work and presenting it as their own
- (e) submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- (f) using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- (g) paying someone to write or prepare material
- (h) breaching school examination rules
- (i) using non-approved aides during an assessment task
- (j) contriving false explanations to explain work not handed in by the due date
- (k) assisting another student to engage in malpractice

A panel comprising the Director of Teaching and Learning and relevant KLA Leader of Learning will review any cases of suspected malpractice. If malpractice is proven a zero mark will be awarded.

2.6.1 Is the late submission of a task or a non-serious attempt considered malpractice?

Late submission of assessment tasks may be malpractice where it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice.

Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt.

2.7 What do I do if I require disability provisions?

If a student requires disability provisions for an assessment task (e.g. reader, writer, extra examination time etc.) it is his responsibility to apply to the Leader of Diverse Learning to establish his eligibility. The student must apply well in advance to allow sufficient time for the disability provisions that are required to be put in place.

2.8 What happens if I have transferred into St Paul's Catholic College after assessment has commenced?

If a student transfers into the school after the commencement of the Preliminary Course assessment he:

- (a) will sit all the remaining assessment tasks as prescribed in the assessment outline.
- (b) may be required to complete alternative tasks for any assessments missed.
- (c) will have their final assessment mark and position in the group determined by their performance in all common assessment tasks and any alternative tasks they have been required to complete.

2.9 What type of assessment feedback will I receive?

Students will be given feedback on how well they have performed on each assessment task. This can take the form of marks, teacher comments, description of the competencies achieved by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

A student can only query the marks awarded and tallied by a teacher for an individual assessment task at the time the task is returned. Every student should reflect upon and analyse the feedback they receive in order to assist their understanding of the concepts examined in the task. Remember that the main purpose of assessment is to improve learning.

2.10 Assessment in VET and work placement

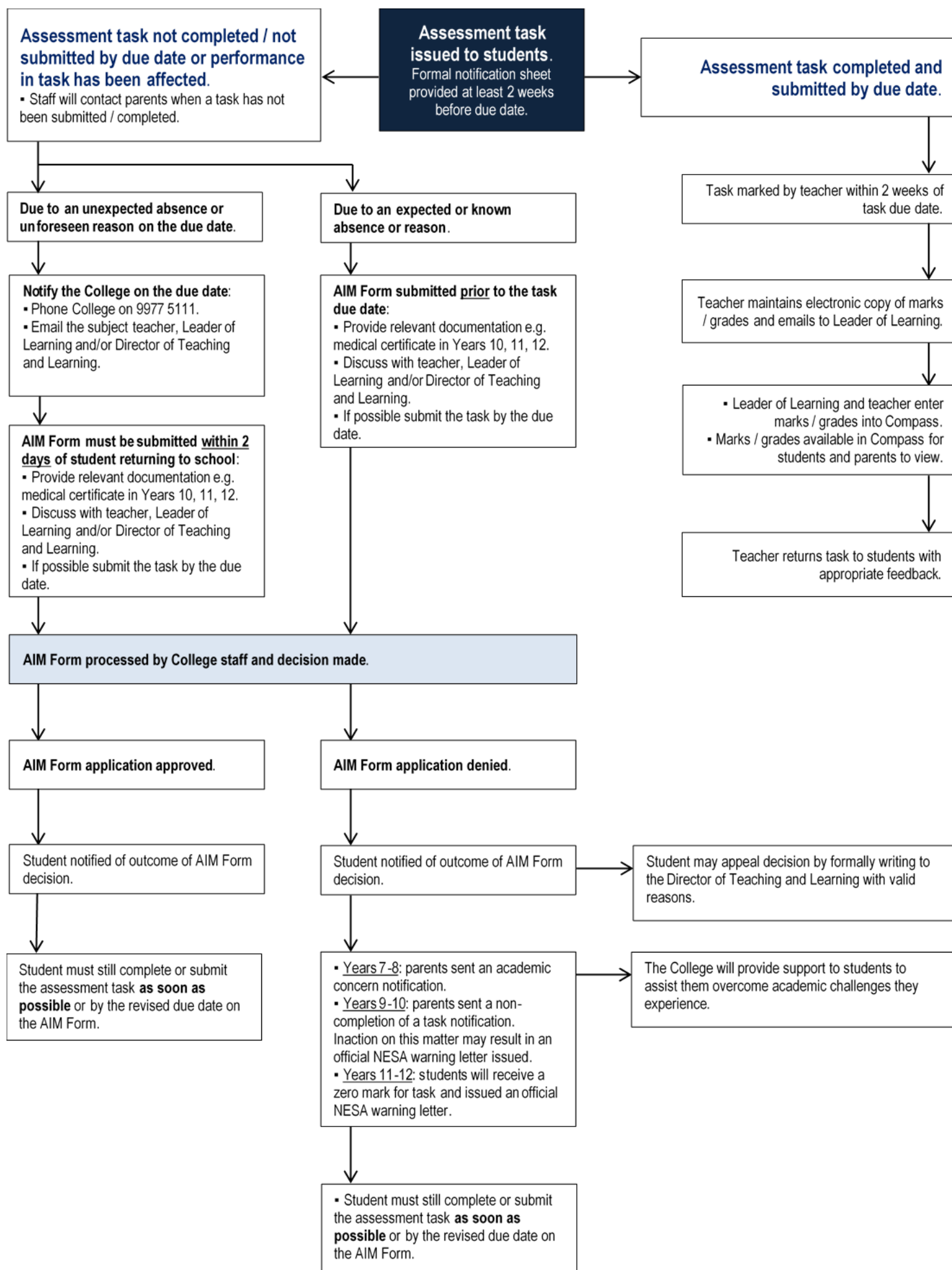
As with all other Preliminary courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements.

It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination.

It is a student's responsibility to see each of his teachers prior to commencing work placement regarding course work and upcoming assessment tasks which need to be complete before returning to school. If a student misses an assessment task whilst on work placement an AIM form must be submitted.

2.11 Procedure for the completion of assessment tasks

The flowchart on the next page provides an overview for the completion of assessment tasks. Specifically it provides information on what procedures and outcomes occur when assessment tasks are not completed or submitted on the due date as well as the procedures followed when tasks are submitted by their due date.



3 What do I do if I want to appeal a result?

A student is entitled to appeal to the Director of Teaching and Learning if he is not satisfied with:

- (a) the marks awarded for a particular assessment task; or
- (b) the school's response to his appeal for disability provisions on the grounds of illness/misadventure; or
- (c) the school's decision to award an 'N' Determination for a course; or

If a student intends to appeal to the College for any of the reasons (a) – (d) above he needs to see the Director of Teaching and Learning for the appropriate documents and procedures.

A student also has the right to appeal to the NESAs if he is not satisfied with the school's decision to award an 'N' Determination for a course.

3.1 Formal Assessment: Absence–Illness–Misadventure (AIM) Form

This form is to be used when a student is absent for a formal assessment task or unable to submit a task by its due date or time due to illness, misadventure, approved Principal leave or approved involvement in a College event. Where absences are foreseen, the form must be submitted prior to the due date of the task. For unforeseen absences it is to be submitted within two days of the student returning to the College, accompanied by supporting documentation (where applicable).

Student name:			
Year group:			
Subject:			
Teacher:			
Task requiring consideration:	▪ Task number: ▪ Task description:		
Date task is / was due: / /	Date task was issued: / /
Date(s) absent from school: / / to / /		
Reason for this absence:	<input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Principal leave <input type="checkbox"/> College event <input type="checkbox"/> Other		
Specific details / evidence for this absence: (attach any supporting documents to this form, e.g. medical certificate)			
.....			
Has the task been completed / submitted?	<input type="checkbox"/> Yes <input type="checkbox"/> No		

.....
Student signature

.....
Parent / Caregiver signature

Please return this form to staff in DM8 and ensure all sections above have been completed before submitting.

College use only

College decision

The student's reason for being absent from sitting / submitting this assessment task has been deemed:

☐ Justified ☐ Unjustified

As a result, the action to be taken is as follows:

.....

.....
Director of Teaching and Learning signature

..... / /
Date

Received stamp
Date received: / /

- | | |
|--|--|
| ■ Scanned copy of completed form emailed to:
■ For AIM forms involving HSC courses:
■ All AIM forms: | <input type="checkbox"/> Student <input type="checkbox"/> Leader of Learning <input type="checkbox"/> Subject teacher <input type="checkbox"/> Director of Teaching and Learning
<input type="checkbox"/> Scanned electronic copy saved in student archives folder
<input type="checkbox"/> AIMS database updated <input type="checkbox"/> Original form retained in DM8 |
|--|--|

4 Course assessment outlines

The following section contains assessment outlines for all Year 11 Preliminary courses at St Paul's in 2020. Each assessment outline indicates the:

- (a) course category
- (b) syllabus outcomes
- (c) assessment components and component weightings
- (d) focus outcomes assessed in each task
- (e) assessment components for each task
- (f) nature of each task (i.e. what students will be engaged in)
- (g) weighting for each task
- (h) timing of each task

Ancient History

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 8 Term 1	AH11-3, AH11-5, AH11-6, AH11-8, AH11-9	Research assignment Tutankhamun's tomb.		5	10	15	30%		/
Wk. 6 Term 2	AH11-4 AH11-6, AH11-7, AH11-9, AH11-10	Historical investigation Ancient personality.	20		10		30%		/
Wk. 9/10 Term 3	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	Examination End of Preliminary Course examination covering all content studied throughout the course.	20	15		5	40%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Historical skills in the analysis and evaluation of sources and interpretations	20%
C	Historical inquiry and research	20%
D	Communication of historical understanding in appropriate forms	20%

OUTCOMES

Code	Descriptor. A student ...
AH11-1	describes the nature of continuity and change in the ancient world
AH11-2	proposes ideas about the varying causes and effects of events and developments
AH11-3	analyses the role of historical features, individuals and groups in shaping the past
AH11-4	accounts for the different perspectives of individuals and groups
AH11-5	examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7	discusses and evaluates differing interpretations and representations of the past
AH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-10	discusses contemporary methods and issues involved in the investigation of ancient history

Biology

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 9 Term 1	BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11-11	Field study Ecosystem dynamics, including an aspect of a depth study.	20	10	30%		/
Wk. 7 Term 2	BIO11/12-1 BIO11/12-2, BIO11/12-3, BIO11/12-7, BIO11/12-8, BIO11-9	Practical investigation Cells as the basis of life and biochemical analysis.	20	10	30%		/
Wk. 9/10 Term 3	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	Examination End of Preliminary Course examination covering all content studied throughout the course.	20	20	40%		/
TOTAL			60	40	100%		

COMPONENTS

WEIGHTINGS

A	Skills in working scientifically	60%
B	Knowledge and understanding of course content	40%

OUTCOMES

Code	Descriptor. A student ...
BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Business Studies

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 10 Term 1	P1, P2, P4, P7, P8, P9	Stimulus and business report The nature of business and management processes	15	5	5	5	30%		/
Wk. 10 Term 2	P1, P4, P5, P6, P7, P8, P9, P10	Stimulus and business plan Business management and business plan	10	10	5	5	30%		/
Wk.9/10 Term 3	P1, P2, P3, P4, P5, P6, P8, P9, P10	Examination End of Preliminary Course examination covering all content studied throughout the course.	15	5	10	10	40%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Stimulus-based skills	20%
C	Inquiry and research	20%
D	Communication of business information, ideas and issues in appropriate forms	20%

OUTCOMES

Code	Descriptor. A student ...
P1	discusses the nature of business, its role in society and types of business structure
P2	explains the internal and external influences on businesses
P3	describes the factors contributing to the success or failure of small to medium enterprises
P4	assesses the processes and interdependence of key business functions
P5	examines the application of management theories and strategies
P6	analyses the responsibilities of business to internal and external stakeholders
P7	plans and conducts investigations into contemporary business issues
P8	evaluates information for actual and hypothetical business situations
P9	communicates business information and issues in appropriate formats
P10	applies mathematical concepts appropriately in business situations

Chemistry

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 10 Term 1	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-7, CH11-8	Open ended investigation Depth study: Properties and structure of matter	20	10	30%		/
Wk. 8 Term 2	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-7, CH11-9	First-hand investigation Chemical reactions and stoichiometry.	30	10	40%		/
Wk. 9/10 Term 3	CH11/12-1 to CH11/12-7; CH11-8 to CH11-11	Examination End of Preliminary Course examination covering all content studied throughout the course.	10	20	30%		/
TOTAL			60	40	100%		

COMPONENTS

WEIGHTINGS

A	Skills in working scientifically	60%
B	Knowledge and understanding of course content	40%

OUTCOMES

Code	Descriptor. A student ...
CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH 11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH 11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH 11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH 11/12-5	analyses and evaluates primary and secondary data and information
CH 11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH 11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH 11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH 11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH 11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH 11-11	analyses the energy considerations in the driving force for chemical reactions

Construction (VET)

Course: Preliminary Course
Course Category: B
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Competencies	Task Description
Ongoing throughout the course	As applicable to tasks	Students will be provided with numerous written, practical and/or oral competency tasks applicable to course content. Students may have a number of opportunities to gain competency by repeating tasks throughout the year.
Wk. 9/10 Term 3	All relevant competencies	Examination Refer to the task assessment notification for specific content addressed in this examination. Covering all units of competency marked with an asterisk (*) in unit list below.

- In addition to the major tasks listed in the table above, students will undergo regular competency assessment in numerous ongoing practical and theoretical tasks.

UNITS OF COMPETENCY

	Unit Code	Unit of Competency
1	CPCCCM1012A *	work effectively and sustainably in the construction industry
2	CPCCCM1013A *	plan and organise work
3	CPCCCM1014A *	conduct workplace communication
4	CPCCCM1015A *	carry out measurements and calculations
5	CPCCCM2001A *	read and interpret plans and specifications
6	CPCCCM2005B *	use construction tools and equipment
7	CPCCWHS1001 *	prepare to work safely in the construction industry
8	CPCCOHS2001A *	apply OHS requirements, policies and procedures in the construction industry
9	CPCCCM2006B	apply basic levelling procedures
10	CPCCCA2003A	erect and dismantle formwork for footings and slabs on ground
11	CPCCCA2011A	handle carpentry materials
12	CPCCCM2004A	handle construction materials
13	CPCCCA2002B	use carpentry tools and equipment
14	CPCCWF2001A	handle wall and floor tiling materials
15	CPCCWF2002A	use wall and floor tiling tools and equipment

- All students must complete 35 hours compulsory work placement (70 hours over two years).
- On successful completion of all competencies and 70 hours of work placement, students will gain an AQF Certificate II in Construction Pathways (CPC20211).

Design and Technology

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 7 Term 1	P1.1, P2.1, P2.2, P6.1	Innovation case study Independent research and written report on a chosen innovation.	10	20	30%		/
Wk. 7 Term 3	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	Preliminary project Product design, production and development of related design portfolio.	10	30	40%		/
Wk. 9/10 Term 3	P1.1, P2.2, P5.1, P5.2, P5.3	Examination End of Preliminary Course examination covering all content studied throughout the course.	20	10	30%		/
TOTAL			40	60	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Knowledge and skills in designing, managing, producing and evaluating design projects	60%

OUTCOMES

Code	Descriptor. A student ...
P1.1	examines design theory and practice, and considers the factors affecting designing and producing in design projects
P2.1	identifies design and production processes in domestic, community, industrial and commercial settings
P2.2	explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
P3.1	investigates and experiments with techniques in creative and collaborative approaches in designing and producing
P4.1	uses design processes in the development and production of design solutions to meet identified needs and opportunities
P4.2	uses resources effectively and safely in the development and production of design solutions
P4.3	evaluates the processes and outcomes of designing and producing
P5.1	uses a variety of management techniques and tools to develop design projects
P5.2	communicates ideas and solutions using a range of techniques
P5.3	uses a variety of research methods to inform the development and modification of design ideas
P6.1	investigates a range of manufacturing and production processes and relates these to aspects of design projects
P6.2	evaluates and uses computer-based technologies in designing and producing

Economics

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 9 Term 1	P1, P2, P3, P4, P5, P6, P8, P9, P10, P12	Stimulus based in class task Meaning, operation and working of an economic system.		10	10	10	30%		/
Wk.6 Term 2	P1, P2, P3, P4, P5, P7, P8, P10, P11, P12	Stimulus and research task Role and impact of markets.	15	5	5	5	30%		/
Wk.9/10 Term 3	P1, P2, P3, P5, P6, P7, P8, P9, P10, P11	Examination End of Preliminary Course examination covering all content studied throughout the course.	25	5	5	5	40%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Stimulus-based skills	20%
C	Inquiry and research	20%
D	Communication of economic information, ideas and issues in appropriate forms	20%

OUTCOMES

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

English Advanced

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 11 Term 1	EA11-1, EA11-4, EA11-9	Writing portfolio Reading to write.	15	15	30%		/
Wk. 10 Term 2	EA 11-2, EA11-6, EA11-7, EA 11-8	Multimodal presentation Module A: Narratives that shape our world.	15	15	30%		/
Wk. 9/10 Term 3	EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-8	Examination Reading to Write, Module A and Module B.	20	20	40%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	50%
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

OUTCOMES

Code	Descriptor. A student ...
EA11-1	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA11-3	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA11-4	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA11-5	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-6	investigates and evaluates the relationships between texts
EA11-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA11-8	explains and evaluates cultural assumptions and values in texts and their effects on meaning
EA11-9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

English Extension 1

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 2 Term 2	EE11-1, EE1-2, EE11-3	Extended response Texts, culture and value.	15	15	30%		/
Wk. 3 Term 3	EE11-4, EE11-5, EE11-6	Multimodal presentation and reflection Independent related project.	15	15	30%		/
Wk. 9/10 Term 3	EE11-1, EE11-2, EE11-3, EE11-5	Examination Part A: Analytical. Part B: Imaginative response with reflection.	20	20	40%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of complex texts and of how and why they are valued	50%
B	Skills in complex analysis; sustained composition and independent investigation	50%

OUTCOMES

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

English Standard

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 11 Term 1	ES11-1, ES11-3, ES11-4, ES11-9	Writing portfolio Reading to write.	15	15	30%		/
Wk. 10 Term 2	ES11-1, ES11-2, ES11-6, ES11-8	Multimodal presentation Contemporary possibilities.	15	15	30%		/
Wk. 9/10 Term 3	ES11-1, ES11-3, ES11-5, ES11-7, ES11-8	Examination Close study of literature.	20	20	40%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	50%
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

OUTCOMES

Code	Descriptor. A student ...
ES11-1	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
ES11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
ES11-3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
ES11-4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
ES11-5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
ES11-6	investigates and explains the relationships between texts
ES11-7	understands and explains the diverse ways texts can represent personal and public worlds
ES11-8	identifies and explains cultural assumptions in texts and their effects on meaning
ES11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Food Technology

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight	Your Mark	Your Rank
			A	B	C			
Wk. 9 Term 1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	Investigation and practical component Related to nutrition throughout the lifecycle.	10	10	10	30%		/
Week 8 Term 2	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	Experimentation and related written task Related to food quality and functional properties of food.		10	20	30%		/
Wk. 9/10 Term 3	P1.1, P1.2 and all other outcomes possible	Examination End of Preliminary End of Preliminary Course examination covering all content studied throughout the course (including extended response on food availability and selection).	30	10		40%		/
TOTAL			40	30	30	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Knowledge and skills in designing, researching, analysing and evaluating	30%
C	Skills in experimenting with and preparing food by applying theoretical concepts	30%

OUTCOMES

Code	Descriptor. A student ...
P1.1	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
P1.2	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
P2.1	explains the role of food nutrients in human nutrition
P2.2	identifies and explains the sensory characteristics and functional properties of food
P3.1	assesses the nutrient value of meals/diets for particular individuals and groups
P3.2	presents ideas in written, graphic and oral form using computer software where appropriate
P4.1	selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
P4.2	plans, prepares and presents foods which reflect a range of the influences on food selection
P4.3	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
P4.4	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
P5.1	generates ideas and develops solutions to a range of food situations

Geography

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 9 Term 1	P1, P2, P3, P4, P6, P7, P8, P9, P10, P11, P12	Fieldwork portfolio Fieldwork portfolio regarding biophysical interactions in a selected ecosystem.	10	5	10	5	30%		/
Wk. 2 Term 3	P1, P2, P4, P6, P7, P8, P9, P10, P11, P12	Senior Geography Project Inquiry project into a geographical issue operating at a local scale.	10	5	10	5	30%		/
Wk. 9/10 Term 3	P1, P2, P3, P4, P5, P6, P10, P12	Examination End of Preliminary Course examination covering all content studied throughout the course.	20	10		10	40%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Geographical tools and skills	20%
C	Geographical inquiry and research, including fieldwork	20%
D	Communication of geographical information, ideas and issues in appropriate forms	20%

OUTCOMES

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

Hospitality (VET)

Course: Preliminary Course
Course Category: B
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Competencies	Task Description
Ongoing throughout the course	As applicable to tasks	Students will be provided with numerous written, practical and/or oral competency tasks applicable to course content. Students may have a number of opportunities to gain competency by repeating tasks throughout the year.
Wk. 9/10 Term 3	All relevant competencies	Examination Refer to the task assessment notification for specific content addressed in this examination. Covering all units of competency marked with an asterisk (*) in unit list below.

- In addition to the major tasks listed in the table above, students will undergo regular competency assessment in numerous ongoing practical and theoretical tasks.

UNITS OF COMPETENCY

	Unit Code	Unit of Competency
1	BSBWOR203 *	work effectively with others
2	SITHIND002 *	source and use information on the hospitality industry
3	SITXFSA001 *	use hygienic practices for food safety
4	SITXWHS001 *	participate in safe work practices
5	SITHCCC001 *	use food preparation equipment
6	SITHCCC005 *	prepare dishes using basic methods of cookery
7	SITHKOP001 *	clean kitchen premises and equipment
8	SITXFSA002 *	participate in safe food handling practices
9	SITXINV002	maintain the quality of perishable items
10	SITHCCC011	use cookery skills effectively
11	SITHCCC002	prepare and present simple dishes
12	SITHCCC006	prepare appetisers and salads
13	SITHCCC007	prepare stocks, sauces and soups

- All students must complete 35 hours compulsory work placement (70 hours over two years).
- On successful completion of all competencies and 70 hours of work placement, students will gain an AQF Certificate II in Kitchen Operations (SIT20416).

Industrial Technology (Multimedia / Timber)

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 7 Term 1	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	Industry study Case study on specific multimedia / timber industry.	10	10	20%		/
Wk. 7 Term 3	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	Preliminary project Multimedia: Minor design project. Timber: Minor design project.	10	30	40%		/
Wk. 9/10 Term 3	P1.1, P1.2, P2.1, P6.1, P7.1	Examination End of Preliminary Course examination covering all content studied throughout the course.	20	20	40%		/
TOTAL			40	60	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Knowledge and skills in the design, management, communication and production of a major project.	60%

OUTCOMES

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

Legal Studies

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 7 Term 1	P1, P2, P3, P4, P5, P6, P8, P9, P10	Media file The legal system.	10	5	10	5	30%		/
Wk. 5 Term 2	P1, P2, P3, P4, P5, P6, P7, P9	Stimulus and research task Law reform and rights and responsibilities.	10	10	5	5	30%		/
Wk. 9/10 Term 3	P1, P2, P3, P4, P5, P6, P7, P9, P10	Examination End of Preliminary Course examination covering all content studied throughout the course.	20	5	5	10	40%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Analysis and evaluation	20%
C	Inquiry and research	20%
D	Communication of economic information, ideas and issues in appropriate forms	20%

OUTCOME

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

Mathematics Advanced

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 9 Term 1	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	Open book test Algebraic techniques; trigonometry; further algebraic techniques.	15	15	30%		/
Wk. 8 Term 2	MA11-1, MA11-2, MA11-8, MA11-9	Assignment / investigation task Functions; equations and functions.	15	15	30%		/
Wk. 9/10 Term 3	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	Examination End of Preliminary Course examination covering all content studied throughout the course.	20	20	40%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Understanding, fluency and communication	50%
B	Problem solving, reasoning and justification	50%

OUTCOMES

Code	Descriptor. A student ...
MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-9	provides reasoning to support conclusions which are appropriate to the context

Mathematics Extension 1

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 10 Term 1	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	Assignment / investigation task Further work with functions; further trigonometric identities.	15	15	30%		/
Wk. 9 Term 2	ME11-1, ME11-2, ME11-6, ME11-7	Class test Inverse functions; graphing functions; polynomials.	15	15	30%		/
Wk. 9/10 Term 3	ME11-1, ME11-2, ME11-3, ME11-5, ME11-6, ME11-7	Examination End of Preliminary Course examination covering all content studied throughout the course.	20	20	40%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Understanding, fluency and communication	50%
B	Problem solving, reasoning and justification	50%

OUTCOMES

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

Mathematics Standard

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 9 Term 1	MS11-1, MS11-2, , MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	Test Earning and managing money; formulae and equations; measurement and energy.	15	15	30%		/
Wk. 5 Term 2	MS11-2, MS11-3, MS11-4, MS11-7, MS11-9, MS11-10	Assignment / investigation task Applications of measurement, and data analysis.	15	15	30%		/
Wk. 9/10 Term 3	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	Examination End of Preliminary Course examination covering all content studied throughout the course.	20	20	40%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Understanding, fluency and communication	50%
B	Problem solving, reasoning and justification	50%

OUTCOMES

Code	Descriptor. A student ...
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional and three-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Modern History

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 9 Term 1	MH11-2, MH11-3, MH11-4, MH11-8, MH11-9, MH11-10	Source study Investigating Modern History and World War I.	20		10		30%		/
Wk. 9 Term 2	MH11-2, MH11-3, MH11-4, MH11-6, MH11-7, MH11-8, MH11-9	Multimodal presentation Historical investigation.		5	10	15	30%		/
Wk. 9/10 Term 3	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9	Examination End of Preliminary Course examination covering all content studied throughout the course.	20	15		5	40%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Historical skills in the analysis and evaluation of sources and interpretations	20%
C	Historical inquiry and research	20%
D	Communication of historical understanding in appropriate forms	20%

OUTCOMES

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

Music 1

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 10 Term 1	P2, P3, P6, P7, P8, P10, P11	Composition portfolio and musicological research Jazz composition and research task.		10	25	5	40%		/
Wk. 6 Term 2	P4, P5, P7, P8, P10, P11	Aural skills Australian music.				20	20%		/
Wk. 5 Term 3	P1, P4, P5, P6, P9, P10, P11	Performance and viva voce Small ensemble performance and viva voce.	25	15			40%		/
TOTAL			25	25	25	25	100%		

COMPONENTS

WEIGHTINGS

A	Performance	25%
B	Musicology	25%
C	Composition	25%
D	Aural	25%

OUTCOMES

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

Personal Development, Health and Physical Education

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 2 Term 2	P7, P8, P9, P11, P13, P16, P17	Movement analysis Sport analysis: body in motion.	10	20	30%		/
Wk. 5 Term 3	P1, P2, P3, P4, P5, P6, P10, P15	Case study Health promotion analysis.	10	20	30%		/
Wk. 9/10 Term 3	All outcomes possible	End of Preliminary Examination Covering all content studied throughout the course.	20	20	40%		/
TOTAL			40	60	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Skills in critical thinking, research, analysis and communicating	60%

OUTCOMES

Code	Descriptor. A student ...
P1	identifies and examines why people give different meanings to health and to physical activity
P2	explains how nutrition, physical activity, drug use and relationships affect personal health
P3	recognises that health is determined by socio-cultural, economic and environmental factors
P4	identifies aspects of health over which individuals can exert some control
P5	plans for and can implement actions that can support the health of others
P6	proposes actions that can improve and maintain personal health
P7	explains how body structures influence the way the body moves
P8	describes the components of physical fitness and explains how they are monitored
P9	describes biomechanical factors that influence the efficiency of the body in motion
P10	plans for participation in physical activity to satisfy a range of individual needs
P11	assesses and monitors physical fitness levels and physical activity patterns
P13	develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
P15	forms opinions about health-promoting actions based on a critical examination of relevant information
P16	utilises a range of sources to draw conclusions about health and physical activity concepts
P17	analyses factors influencing movement and patterns of participation

Photography, Video and Digital Imaging 1 unit

Course: Preliminary Course
Course Category: Content Endorsed Course (will NOT contribute to an ATAR)
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 2 Term 2	M1, M2, M3, M4, M5, CH1, CH2	Photographic body of work and online portfolio Visual elements; introduction to photography.	30	5	35%		/
Wk. 6 Term 3	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	Photographic body of work and online portfolio Developing a point of view exhibition of photographic artworks and reflections.	40	5	45%		/
Wk. 2 Term 4	M1, M2, M3, M4, M5, CH1, CH2, CH3	Online portfolio From photography to product.		20	20%		/
TOTAL			70	30	100%		

COMPONENTS

WEIGHTINGS

A	Making.	70%
B	Critical and historical studies.	30%

OUTCOMES

Code	Descriptor. A student ...
M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	investigates different points of view in the making of photographs and/or videos and/or digital images
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works
CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
CH5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Physics

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 9 Term 1	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8	Research and presentation Kinematics.	20	10	30%		/
Wk. 10 Term 2	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-9	Depth study, practical investigation and report Dynamics.	30	10	40%		/
Wk. 9/10 Term 3	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	Examination End of Preliminary Course examination covering all content studied throughout the course.	10	20	30%		/
TOTAL			60	40	100%		

COMPONENTS

WEIGHTINGS

A	Skills in working scientifically	60%
B	Knowledge and understanding of course content	40%

OUTCOMES

Code	Descriptor. A student ...
PH 11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH 11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH 11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH 11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH 11/12-5	analyses and evaluates primary and secondary data and information
PH 11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH 11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH 11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
PH 11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH 11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH 11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

Software Design and Development

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 5 Term 2	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1	Project Project based assessment throughout Terms 1 and 2.	25	10	35%		/
Wk. 6 Term 3	P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P6.3	Design task Design and development of software solutions.		40	40%		/
Wk. 9/10 Term 3	All outcomes possible	Examination End of Preliminary Course examination covering all content studied throughout the course.	25		25%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	50%
B	Knowledge and skills in the design and development of software solutions	50%

OUTCOMES

Code	Descriptor. A student ...
P1.1	describes the functions of hardware and software
P1.2	describes and uses appropriate data types
P1.3	describes the interactions between the elements of a computer system
P2.1	describes developments in the levels of programming languages
P2.2	describes the effects of program language developments on current practices
P3.1	identifies the issues relating to the use of software solutions
P4.1	analyses a given problem in order to generate a computer-based solution
P4.2	investigates a structured approach in the design and implementation of a software solution
P4.3	uses a variety of development approaches to generate software solutions and distinguishes between these approaches
P5.1	uses and justifies the need for appropriate project management techniques
P5.2	uses and develops documentation to communicate software solutions to others
P6.1	describes the skills involved in software development
P6.2	communicates with appropriate personnel throughout the software development process
P6.3	designs and constructs software solutions with appropriate interfaces

Sport Coaching (VET)

Course: Preliminary Course
Course Category: NESA Endorsed Course (will NOT contribute to an ATAR)
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Competencies	Task Description
Ongoing throughout the course	As applicable to tasks	Students will be provided with numerous written, practical and/or oral competency tasks applicable to course content. Students may have a number of opportunities to gain competency by repeating tasks throughout the year.

UNITS OF COMPETENCY

	Unit Code	Unit of Competency
1	HLTAID003	Provide first aid
2	SIRXWHS001	work safely
3	SISSCO002	work in a community coaching role
4	SISSCO001	conduct sport coaching sessions with foundation level participants
5	SISSRGL001	conduct rugby league coaching sessions with foundation level participants
6	SISXCAI001	provide equipment for activities

- On successful completion of all competencies, students will gain an AQF Certificate II in Sport Coaching (SIS20319).
- Elective units of competency may change according to student interest and NESA availability.

Studies of Religion 1 unit accelerated (Preliminary)

Course: Preliminary Course (accelerated)
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk.5 Term 1	P1, P2, P6, P8	Research and in class writing task Nature of Religion and Beliefs.	10	10	10		30%		/
Wk. 9 Term 1	P1, P2, P5, P8, P9	Project based assessment Religious Tradition Study.	10	5	10	5	30%		/
Wk. 2 Term 2	All outcomes possible	Examination Refer to the task assessment notification for specific content addressed in this examination.	20	5		15	40%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Source-based skills	20%
C	Investigation and research	20%
D	Communication of information, ideas and issues in appropriate forms	20%

OUTCOMES

Code	Descriptor. A student ...
P1	describes the characteristics of religion and belief systems
P2	identifies the influence of religion and belief systems on individuals and society
P3	investigates religious traditions and belief systems
P4	examines significant aspects of religious traditions
P5	describes the influence of religious traditions in the life of adherents
P6	selects and uses relevant information about religion from a variety of sources
P7	undertakes effective research about religion, making appropriate use of time and resources
P8	uses appropriate terminology related to religion and belief systems
P9	effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

Studies of Religion 1 unit accelerated (HSC)

Course: Higher School Certificate (accelerated)
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 7 Term 2	H1, H2, H4, H5, H6, H7, H8, H9	Research and report On a religious tradition.	10	5	10	5	30%		/
Wk. 2 Term 3	H1, H2, H4, H5, H6, H7, H8, H9	Research and in class response Religious tradition study.	10	10	10	10	40%		/
Wk. 5 Term 3	All outcomes possible	HSC Trial Examination Refer to the task assessment notification for specific content addressed in this examination.	20	5		5	30%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Source-based skills	20%
C	Investigation and research	20%
D	Communication of information, ideas and issues in appropriate forms	20%

OUTCOMES

Code	Descriptor. A student ...
H1	explains aspects of religion and belief systems
H2	describes and analyses the influence of religion and belief systems on individuals and society
H3	examines the influence and expression of religion and belief systems in Australia
H4	describes and analyses how aspects of religious traditions are expressed by their adherents
H5	evaluates the influence of religious traditions in the life of adherents
H6	organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	conducts effective research about religion and evaluates the findings from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Studies of Religion 2 unit

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 9 Term 1	P1, P2, P6, P8	Research and in class writing task Religions of Ancient Origin, Nature of Religion and Beliefs.	10	10	10		30%		/
Wk. 8 Term 2	P1, P2, P5, P8, P9	Project based assessment Religious Tradition Study.	10	5	10	5	30%		/
Wk. 9/10 Term 3	All outcomes possible	Examination Covering all content studied throughout the course.	20	5		15	40%		/
TOTAL			40	20	20	20	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40%
B	Source-based skills	20%
C	Investigation and research	20%
D	Communication of information, ideas and issues in appropriate forms	20%

OUTCOMES

Code	Descriptor. A student ...
P1	describes the characteristics of religion and belief systems
P2	identifies the influence of religion and belief systems on individuals and society
P3	investigates religious traditions and belief systems
P4	examines significant aspects of religious traditions
P5	describes the influence of religious traditions in the life of adherents
P6	selects and uses relevant information about religion from a variety of sources
P7	undertakes effective research about religion, making appropriate use of time and resources
P8	uses appropriate terminology related to religion and belief systems
P9	effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

Visual Arts

Course: Preliminary Course
Course Category: A
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 9 Term 1	P1, P2, P3, P4, P5, P6	Artmaking Submission of artworks and Visual Arts diary.	20		20%		/
Wk. 5 Term 3	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	Artmaking Mini body of work. Submission of artworks and Visual Arts diary. Online gallery Google sites.	30	10	40%		/
Wk. 9/10 Term 3	P7, P8, P9, P10	Examination End of Preliminary Course examination covering all content studied throughout the course.		40	40%		/
TOTAL			50	50	100%		

COMPONENTS

WEIGHTINGS

A	Artmaking	50%
B	Art criticism and art history	50%

OUTCOMES

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

Work Studies 1 unit

Course: Preliminary Course
Course Category: Content Endorsed Course (will NOT contribute to an ATAR)
Assessment Period: 2020

ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
A) Wk. 8 Term 1	3, 4, 7, 9	Writing task Part A: Core study on My Working Life – reflection on the transition from school to work.	10	20	30%		/
B) Wk. 6 Term 2		Part B: Core study on My Working Life – development of a career plan.					
Wk. 1 Term 3	1, 2, 6, 8	Research portfolio In the workplace.	20	10	30%		/
Wk. 7 Term 3	5, 6, 7	Writing task and interview Part A: Preparing job applications – resume. Part B: Mock interview.		40	40%		/
TOTAL			30	70	100%		

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding	30%
B	Skills	70%

OUTCOMES

Code	Descriptor. A student ...
1	investigates a range of work environments
2	examines different types of work and skills for employment
3	analyses employment options and strategies for career management
4	assesses pathways for further education, training and life planning
5	communicates and uses technology effectively
6	applies self-management and teamwork skills
7	utilises strategies to plan, organise and solve problems
8	assesses influences on people's working lives
9	evaluates personal and social influences on individuals and groups