

Hawkesbury High School



Preliminary HSC Assessment Procedures and Course Assessment Schedules

2024

Caring, Learning, Connecting

Telephone (02) 4579 6800

Email: hawkesbury-h.school@det.nsw.edu.au

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Introduction

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Enables students to demonstrate what they know and can do.
- Clarifies student understanding of concepts and promotes deeper understanding.
- Provides evidence that current understanding is a suitable basis for future learning.

Hawkesbury High promotes an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used individually or together, formally, or informally, to gather evidence about student achievement and to improve student learning.

These approaches include:

- Self-assessment and peer assessment.
- Strategies for students to actively monitor and evaluate their own learning.
- Feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning.

A key to better assessment information is the re-thinking of assessment as the process of establishing *where* learners are in their learning at the time of assessment. This process can be undertaken at various levels of diagnostic detail to identify starting points for action and to monitor learning progress over time.

This Assessment Schedule is a useful guide for all students – it can assist them to effectively plan ahead and take responsibility for managing their own learning. I trust that this Assessment Schedule will be a useful tool for all students at Hawkesbury High School.

Mr I Maric

Principal

2024

Assessment Policy and Procedures

Schools are required to provide an Assessment Mark based on student achievements in each course studied for the Higher School Certificate. The Assessment Mark will be based on achievement measured throughout the HSC course and will encompass performance in all syllabus objectives and outcomes, except those relating to value and attitude.

What is the purpose of assessment?

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Enables students to demonstrate what they know and can do.
- Clarifies student understanding of concepts and promotes deeper understanding.
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Course Completion Criteria

The following course completion criteria refers to both Preliminary and HSC Courses. A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESAs; and
- b) applied him or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all the course outcomes

Unsatisfactory Progress and Attendance

Poor attendance and unsatisfactory progress are closely linked. Students' attendance in each course needs to meet satisfactory levels to complete sufficient course outcomes. Where attendance and/or course outcomes completion are of concern, the student will be notified in writing and letters will be sent home. Continued unsatisfactory progress could result in the student being given an "N" determination of unsatisfactory participation in the course.

In extreme circumstances the principal may expel a student from the school. The grounds for expulsion will be "unsatisfactory participation in learning by a student of post-compulsory age, e.g. a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives and/or non-compliance with NESAs requirements for the award of the Higher School Certificate".

Assessment Programs

Each school must develop an Assessment Program for each course. In practical terms, this means that the school is required to:

- Inform students of the requirement in each course.
- Set tasks that will measure student performance in each specified component of the course and focus on outcomes.
- Specify a mark/weighting for each task.
- Keep records of each student's performance on each task.
- Provide students with information on their progress.

This handbook sets out the weightings of the component assessed in each course, as well as the value and nature of each task. Assessment programs will begin at the start of the HSC course. The Assessment period normally finishes shortly after the completion of the Trial HSC Examination. If a task does not discriminate adequately between students or has been made invalid by circumstances, Head Teachers, in consultation with the Principal or Deputy Principal, may set an additional or alternate Assessment Task. Valid, completed tasks in your Assessment Program cannot be discarded although the Head Teacher may re-weight them after consultation with the Principal.

Students with Special Needs

Assessment Tasks may need to be modified or altered for students with special needs. This process will be done in consultation with the Head Teacher Support and Support Teacher Learning Assistance.

Notification of Assessment Tasks

Except for formal examinations (Trial HSC) you will be notified in writing at least 14 calendar days prior to the due date of Assessment Tasks. The due date and information for all Assessment Tasks will be given to you on our Assessment Task Notice Cover Sheet which will be issued when you are notified of the task. Any variation to the published Assessment schedule must be made at least 14 days prior to the due date of the original task. The teacher's register must be signed by the student on receipt of the task and on submission of the task.

Absence When Task is Notified or Due

Whenever a student is absent from school, it is *their responsibility* to ensure that they know what work has been missed and to catch up on that work. The same conditions apply if they are absent when an Assessment Task is notified or due for submission or completion. Students are not entitled to any automatic extension of time for the task. If a student has a prolonged absence, you may submit to the Principal an application for Consideration/Extension. This includes travel or family holidays where an application for extended leave must be made with the Principal at least two weeks before the anticipated travel/leave dates. Students studying for the HSC are expected not to make any travel or leave arrangements during examination periods or during times when assessment tasks are due for submission.

Completing and Submitting Assessment Tasks

NESA expects all students to undertake all assessment tasks set. Once notice of deadline has been given, staff will not pursue students for work. All tasks are to be submitted by the *end of the school day on the due date*. All tasks submitted after this time will be deemed *late*. Late work will receive a zero mark unless there is a valid reason. However, the task must still be completed satisfactorily. Students may not be partially absent from school on the day an assessment task is due. In the case of illness or misadventure, appropriate evidence (e.g. medical certificate) must be supplied.

Feedback to Students of Assessment marks

Teachers will return marked assessment tasks within 3 weeks of due date and prior to the due date of any subsequent assessable task. Teachers will provide effective oral and written feedback to students, either individually or in groups, to allow monitoring and improvement of learning.

Extensions to Due Dates

An extension to the due date of an assignment may be approved, *by the Principal or Deputy Principal only*, in cases of severe illness or other exceptional circumstances. Approval for an extension *must be*

sought at least one week in advance of the due date. A medical certificate will be required in cases of illness. For an extension you must complete an Application for Special Consideration/Illness Misadventure. This is available from the classroom teacher. You must submit this form to the teacher of that subject who will make a recommendation on the application. The Head Teacher will then submit it to the Principal for consideration.

If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved **by the Principal**, the late submission of a task will result in zero marks being awarded for that task. Approval will not be automatically granted for holidays taken during scheduled formal examinations or when assessment tasks are due for submission. A separate application for extended leave must be made directly with the Principal at least two weeks prior to the anticipated travel/leave dates.

Illness/Misadventure

There are occasionally special circumstances where a student cannot hand a task in by the set time due to illness or for another exceptional reason. In this case the faculty Head Teacher confers with the Principal as to whether alternative arrangements are made. If, because of a valid reason you cannot attend school on the day when an Assessment Task is to be done/submitted you should telephone the school and speak to the Deputy Principal. If illness is offered as an excuse a Doctor's Certificate must be provided. If misadventure is offered, evidence acceptable to the Principal must be provided.

- a) If a student knows he or she will be absent on the day that a task is due, the task must be submitted before the due date. This includes students who are involved in sporting events, excursions or work placement.
- b) If you are suspended from school when assessment tasks are due you must:
 - Not attend school for the duration of your suspension.
 - Submit out-of-school assessment tasks either by mail or by delivery to the Front Office.
 - Miss your in-school assessment task for which you will be given an alternative task or an estimate.

Receiving an estimate

In all cases of misadventure, it is always the best idea to complete the task or attempt the exam. An estimate mark can only ever match your current assessment mark and will never improve your result above this.

Non-Attempt of Tasks

When a student does not attempt a task or submits a task after the due date without a valid reason:

- A Zero mark will be awarded for the task.
- The task will be recorded as a non-attempt.
- Parents/carers will be informed by letter.
- It may be necessary to invoke the 50% regulation.

Non-Genuine Attempt of Tasks

Students must make a genuine attempt at all Assessment Tasks. If, in the opinion of the class teacher, a student makes a non-genuine attempt at a task, that task will be treated in the same manner as a non-attempt of the task. A non-genuine attempt is when a student submits an assessment task which

shows little or no thought/effort, which is generally incomplete or which has been answered frivolously. A genuine attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability.

Malpractice in Assessment Tasks

Malpractice when completing assessment tasks or examinations may include the following:

- a) Copying and Non-Original Work (plagiarism) – where there is evidence of copying, or where outside sources are used and not acknowledged, marks will be deducted in proportion to the extent of non-original or unacknowledged work.
- b) Cheating – if a student is found to be cheating (or assisting others to cheat) in any assessment task, they will score **zero** for the task, parents/guardians will be informed and the Principal or Head Teacher may take further action as appropriate.
- c) Examinations – you must follow the school rules for examinations. If you break these rules, or if you cheat in the examinations in any way, your paper will be cancelled and you will be reported to the Principal. The Principal may determine that you received a zero mark for your examination paper.
- d) On the date of an assessment task (other than examinations) you must arrive to school on time and attend all lessons prior to the task. Any lateness to school on the day of an assessment task must be explained and supported with appropriate evidence – in most cases a medical certificate.

Appeals Procedure

Students may seek a review of internal assessment in the case of procedural problems, in particular, computational errors, incorrect weightings or non-compliance with the school's stated HSC assessment policy. An assessment review should focus on the school's *procedures* for determining the final assessment mark. Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned.

Frequently Asked Questions

How will I be formally assessed?

- You will be required to complete a set of assessment tasks for each of your subjects e.g. tests, essays, fieldwork, oral reports etc. The mark you score for each of these tasks will be used by the school as part of your course assessment.
- Tasks will be given with a minimum of 2 weeks' notice.
- Each task will have the outcomes described in detail.
- Tasks other than examinations are accompanied by a comprehensive marking guideline when the task is formally issued.
- Students sign the "Preliminary Assessment Task Register" when the notification is received, and again to document submission or attendance at a task.
- Any required changes to the nature and date of a task are given in writing to all students.

How can I best manage my assessment tasks?

- Be aware of due dates. Keep an up-to-date diary of all assessment tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

What are my rights and responsibilities as a student?

Every student has rights and responsibilities when it comes to assessment. All students have the following rights:

- To be informed of the assessment policies of the school and the NESAs.
- To receive clear guidelines relating to requirements of each assessment task.
- To be informed in advance of the due date for each assessment task.
- To receive feedback that assists them to review their work.
- To query the mark for an individual task at the time it is returned to them.

All students have the following responsibilities:

- To become familiar with and follow the school's assessment policies and the *Rules and Procedures* booklet.
- To complete all set tasks on time, or talk to their teachers about what to do if they cannot meet a deadline.
- Not to engage in behaviour which could be considered malpractice, cheating, or plagiarism, and ensure that all assessment work is their own or acknowledge the contribution of others.
- To follow up any concerns with tasks at the time they are marked and returned.

What is Plagiarism?

Plagiarism is when you claim that you have written, created or developed a piece of work that someone else originated. Plagiarism is a form of cheating, it is dishonest and it will negatively impact on your HSC results.

- Q:** Is it plagiarism if I copy someone else's work exactly and claim it as my own?
YES.
- Q:** Is it plagiarism if I change some of the words or sentences in the passage I am copying?
YES – using someone else's thoughts and words without acknowledgement.
- Q:** Is it plagiarism if I memorise a story or essay written by someone else, and then produce all or parts of it in my exam?
YES.
- Q:** Is it plagiarism if someone else proofreads my work and changes my final draft?
NO – it is not plagiarism if someone corrects your spelling or grammar. **However**, if someone makes major changes to the wording of the draft, the final version is no longer your own work.
- Q:** Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source when I hand my work in?
NO – it is legitimate to build on others' ideas provided you don't claim them as your own.
- Q:** Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes and then acknowledge the source in my text and / or bibliography?
NO – you have acknowledged you are presenting someone else's ideas.

School Procedures for illness or misadventure appeals

Collect an Appeal or Misadventure form from the Class Teacher or the Head Teacher of the subject involved on the **first day** back at school after an absence or **on the day that you become aware** that you will be unable to submit the task on the due date.

- Return the completed form to the Class Teacher for their recommendation.
- It is expected that a medical certificate will be provided for an illness.
- The Head Teacher concerned will recommend either an extension of time, the setting of an alternative task; the award of an estimate, or that the appeal not be upheld.



APPLICATION FOR SPECIAL CONSIDERATION FOR ILLNESS OR MISADVENTURE

If illness or misadventure prevents a student from completing an ASSESSMENT TASK on or before the due date the school must be advised immediately the situation is known (before the due date if possible) and on the day of returning to school this form must be collected from the classroom teacher.

PART A – To be completed by the student and signed by the parent BEFORE completion by teachers

STUDENT NAME: Year:.....

COURSE: CLASS:

TEACHER:.....

ASSESSMENT TASK:

DATE SET:/...../..... DATE DUE:/...../.....

DATE SCHOOL ADVISED OF MISADVENTURE:/...../..... CONTACT NAME:

Reasons for consideration. Please attach supporting documents (e.g. Medical certificates, supporting comments, etc.) Note that in case of an application on medical grounds a medical certificate MUST accompany the application.

Signature of Student: Signature of Parent:.....

PART B – To be completed by the class teacher BEFORE the application is submitted to Head Teacher

Teacher's recommendation based on the student's reasons:

Signature of Class Teacher:..... Date:

PART C – Decision of Head Teacher / Deputy Principal

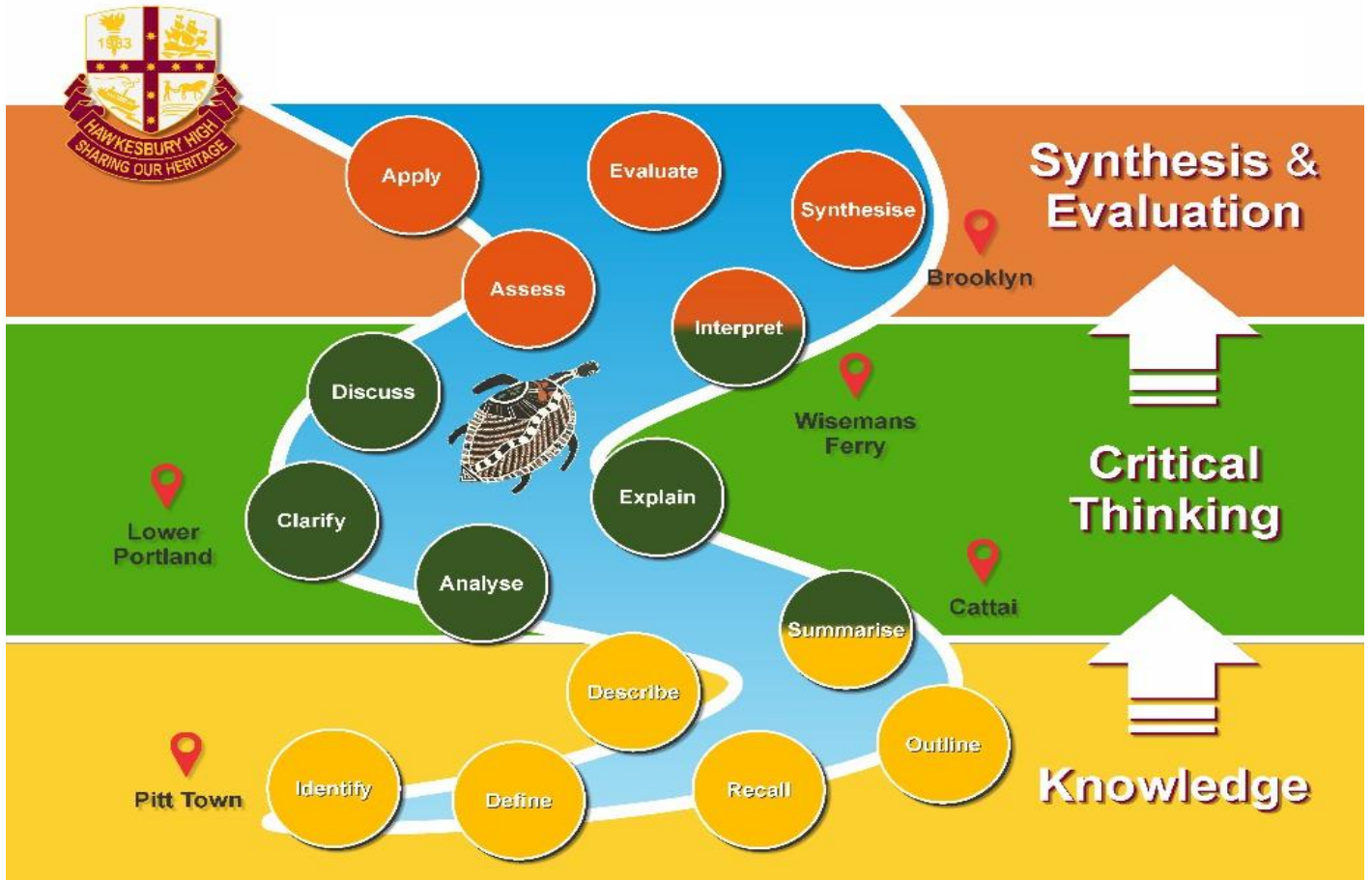
Estimate based on late completion of the task	<input type="checkbox"/>	Zero mark for late submission	<input type="checkbox"/>
Estimate based on all other assessment tasks	<input type="checkbox"/>	Non-serious attempt	<input type="checkbox"/>
Estimate based on a substitute task set & completed	<input type="checkbox"/>	N Award warning to be issued	<input type="checkbox"/>
Extension of time granted until _____		Other action: _____	

Signature of Head Teacher Date/...../.....

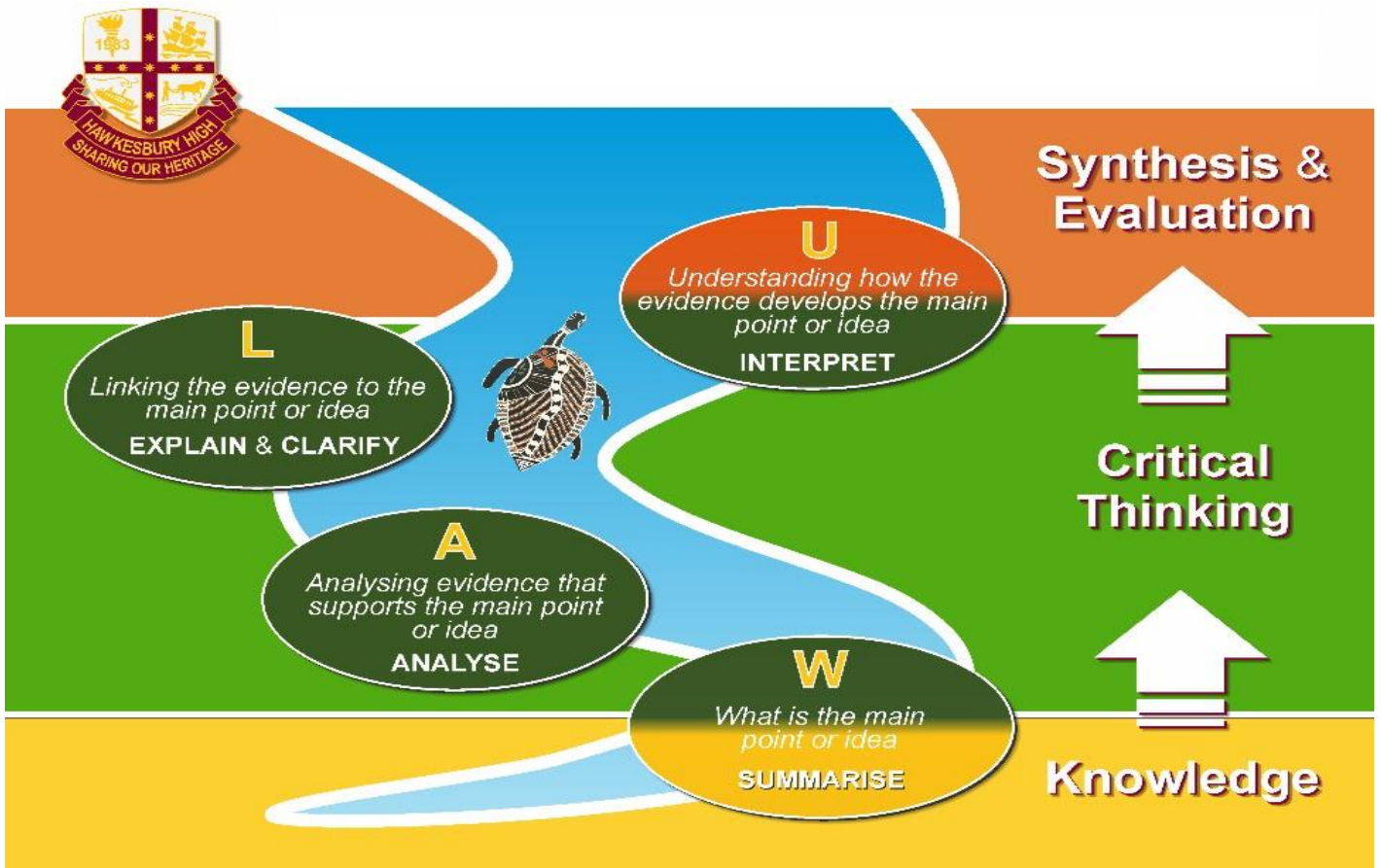
Signature of Deputy Principal Date/...../.....

Note: copy to student / original to Central File

The Hawkesbury Learning Journey



W.A.L.U – Critical Thinking Writing Scaffold





WALU Paragraph Writing Scaffold

W

Summarise

What is the main point or idea?

A

Analyse

Analyse evidence that supports the main point or idea

L

Explain

Link the evidence to the main point or idea

U

Interpret

Understanding how the evidence develops the main point or idea



Essay Writing Scaffold

Identify

Define

Describe

Introduction

Summarise

Analyse

Explain

Interpret

Summarise

Analyse

Explain

Interpret

Summarise

Analyse

Explain

Interpret

Body

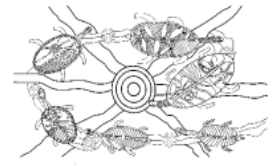
Synthesise

Evaluate

Conclusion



MURU – The Path to Reading Comprehension



U

Synthesis and Evaluation

Understand and interpret
Interpret
Evaluate
Synthesise

Make predictions

Make inferences

Make connections

R

Critical Thinking

U

Reflect and Think Deeper
Analyse
Explain
Discuss

Use background knowledge

Visualise

Recognise cause and effect

Unpack the main point or idea
Summarise
Clarify
Extrapolate

Re-read for clarity

Summarise

Ask questions

M

Knowledge

Main point or idea
Identify
Define
Describe

Identify the main point or idea

Find facts and details linked to the main idea

Identify the author's purpose

Glossary of Key Words for the Higher School Certificate

- HSC subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do.
- This glossary of key words has been developed to help provide a common language and consistent meaning in HSC tasks and examinations.
- Using the glossary will help you understand what is expected in answers to questions in examinations assessment tasks.

Key Word	Definition – What you have to do
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/ evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analyse/evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of

Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

HSC Assessment Task Planner

This Assessment Task Planner is provided to assist you to organise your workload to meet your assessment responsibilities. Consult the assessment schedules on the pages that follow, and fill in the planner to show the times for assessment tasks for your HSC courses.

Term 1, 2024	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

Term 2, 2024	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Term 3, 2024	
1	
2	
3	
4	
5	
6	
7	
8	
9	<i>Examinations</i>
10	<i>Examinations</i>



Course outcomes: A student...

P1.1 - Describes the complex, dynamic and interactive nature of agricultural production systems.

P1.2 - Describes the factors that influence agricultural systems.

P2.1 - Describes the biological and physical resources and applies the processes that cause changes in plant production systems.

P2.2 - Describes the biological and physical resources and applies the processes that cause changes in animal production systems.

P2.3 - Describes the farm as a basic unit of production.

P3.1 - Explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements.

P4.1 - Applies the principles and procedures of experimental design and agricultural research.

P5.1 - Investigates the role of associated technologies and technological innovation in producing and marketing agricultural products.

Task Description	Due by:	Outcomes	Weighting	Course Components		
				Knowledge and understanding of course content	Knowledge and understanding of Skills	Research experimentation communication
Animal Trial Assessment	Term 2, Week 10	P1.2 P2.2 P4.1 P5.1	35%	15	10	10
Farm Case Study Assessment	Term 3, Week 4	P2.3 P3.1 P4.1 P5.1	30%	10	10	10
Yearly Examination	Term 3, Weeks 9 & 10	P1.1 P1.2 P2.1 P2.2 P2.3 P3.1	35%	15	20	
TOTAL			100%	40	40	20

**Course outcomes:** 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.

Task Description	Due by:	Outcomes	Weighting	Course Components			
				Knowledge and understanding of content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms
Task 1 Source Analysis – Case Study	Term 1, Week 9	AH11-5 AH11-6 AH11-7 AH11-9	30%	10	10	5	5
Task 2 Research and Essay – Historical Investigation	Term 2, Week 8	AH11-4 AH11-6 AH11-8 AH11-9	30%		5	15	10
Task 3 Yearly Examination	Term 3, Weeks 9 & 10	AH11-4 AH11-6 AH11-7 AH11-9	40%	30	5		5
TOTAL			100%	40	20	20	20



Course outcomes: A student...

- BIO11-1 - Develops and evaluates questions and hypotheses for scientific investigation.
- BIO11-2 - Designs and evaluates investigations in order to obtain primary and secondary data and information.
- BIO11-3 - Conducts investigations to collect valid and reliable primary and secondary data and information.
- BIO11-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- BIO11-5 - Analyses and evaluates primary and secondary data and information.
- BIO11-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- BIO11-7 - Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- 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.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills in working scientifically
Practical Task	Term 2, Week 2	BIO11-5 BIO11-6 BIO11-7 BIO11-8	30%	10	20
Depth Study Task	Term 3, Week 6	BIO11-1 BIO11-2 BIO11-3 BIO11-5 BIO11-7 BIO11-11	40%	10	30
Yearly Examination	Term 3, Weeks 9 & 10	BIO11-6 BIO11-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	30%	20	10
TOTAL			100%	40	60



Course outcomes: 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.

Task Description	Due by:	Outcomes	Weighting	Course Components			
				Knowledge and understanding of course content	Stimulus based skills	Inquiry and Research	Communication in appropriate forms
Task 1 Business Report (Nature of Business)	Term 1, Week 9	P2 P6 P8	30%	10	15	5	
Task 2 Business Plan (Business Planning)	Term 2, Week 10	P4 P5 P6 P10	35%	25			10
Task 3 Preliminary Exam	Term 3, Week 8	P4 P7 P8 P9	35%	5	5	15	10
TOTAL			100%	40	20	20	20

**Course outcomes:** A student...

- CH11-1 - Develops and evaluates questions and hypotheses for scientific investigation.
CH11-2 - Designs and evaluates investigations in order to obtain primary and secondary data and information.
CH11-3 - Conducts investigations to collect valid and reliable primary and secondary data and information.
CH11-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
CH11-5 - Analyses and evaluates primary and secondary data and information.
CH11-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
CH11-7 - Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
CH11-8 - Explores the properties and trends in the physical, structural and chemical aspects of matter.
CH11-9 - Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships.
CH11-10 - Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions.
CH11-11 - Analyses the energy considerations in the driving force for chemical reactions.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills in working scientifically
Practical Task	Term 2, Week 2	CH11-1 CH11-2 CH11-4 CH11-7	30%	10	20
Depth Study Task	Term 3, Week 5	CH11-1 CH11-2 CH11-4 CH11-5 CH11-6 CH11-7 CH11-9	40%	10	30
Yearly Examination	Term 3, Weeks 9 & 10	CH11-1 to CH11-11	30%	20	10
TOTAL			100%	40	60



Course outcomes: A student...

- P1.1 - Describes the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals.
- P1.2 - Proposes effective solutions to resource problems.
- P2.1 - Accounts for the roles and relationships that individuals adopt within groups.
- P2.2 - Describes the role of the family and other groups in the socialisation of individuals.
- P2.3 - Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
- P2.4 - Analyses the interrelationships between internal and external factors and their impact on family functioning.
- P3.1 - Explains the changing nature of families and communities in contemporary society.
- P3.2 - Analyses the significance of gender in defining roles and relationships.
- P4.1 - Utilises research methodology appropriate to the study of social issues.
- P4.2 - Presents information in written, oral and graphic form.
- P5.1 - Applies management processes to maximise the efficient use of resources.
- P6.1 - Distinguishes those actions that enhance wellbeing.
- P6.2 - Uses critical thinking skills to enhance decision making.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating
Resource Management/ Individuals and Groups: Observation & Literature Review	Term 2, Week 3	P1.2 P2.1 P4.1 P6.2	35%	10	25
Families and Communities: Interview & Case study	Term 3, Week 3	P2.2 P2.4 P3.1 P3.2 P4.2	35%	10	25
CORE Preliminary Topics: Yearly Examination	Term 3, Weeks 9 & 10	P1.1 P2.3 P5.1 P6.1	30%	20	10
TOTAL			100%	40	60



Course outcomes: A student...

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

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
Task 1 Reading to Write: Transition to Senior English Writing Task	Term 1, Week 7	EA11-1 EA11-4 EA11-9	30%	15	15
Task 2 Module A: Multimodal Assessment	Term 2, Week 10	EA11-2 EA11-6 EA11-7 EA11-8	30%	15	15
Task 3 Yearly Examination	Term 3, Weeks 9 & 10	EA11-1 EA11-2 EA11-3 EA11-4 EA11-5	40%	20	20
TOTAL			100%	50	50



Course outcomes: A student...

- EN11-1 - Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
- EN11-2 - Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
- EN11-3 - Analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.
- EN11-4 - Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts.
- EN11-5 - Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.
- EN11-6 - Investigates and evaluates the relationships between texts.
- EN11-7 - Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.
- EN11-8 - Explains and evaluates cultural assumptions and values in texts and their effects on meaning.
- EN11-9 - Reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
Task 1 Reading to Write: Transition to Senior English Writing Task	Term 1, Week 7	EN11-1 EN11-2 EN11-3 EN11-9	30%	15	15
Task 2 Module A: Multimodal Assessment	Term 2, Week 9	EN11-1 EN11-2 EN11-3 EN11-7	30%	15	15
Task 3 Yearly Examination	Term 3, Weeks 9 & 10	EN11-1 EN11-2 EN11-3 EN11-4 EN11-5	40%	20	20
TOTAL			100%	50	50



Course outcomes: A student...

- ES11-1 - Comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes.
- ES11-2 - Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts.
- ES11-3 - Gains skills in accessing, comprehending and using information to communicate in a variety of ways.
- ES11-4 - Composes a range of texts with increasing accuracy and clarity in different forms.
- ES11-5 - Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts.
- ES11-6 - Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes.
- ES11-7 - Represents own ideas in critical, interpretive and imaginative texts.
- ES11-8 - Identifies and describes relationships between texts.
- ES11-9 - Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade.
- ES11-10 - Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively
Task 1 Resume and mock interview	Term 1, Week 6	ES11-3 ES11-5 ES11-7	35%	15	20
Task 2 Multimodal presentation	Term 2, Week 9	ES11-2 ES11-6 ES11-9	35%	20	15
Task 3 Collection of Classwork	Term 3, Week 7	ES11-1 ES11-4 ES11-8 ES11-10	30%	15	15
TOTAL			100%	50	50



Course outcomes: 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 solutions.

Task Description	Due by:	Outcomes	Weighting	Assessment Components & Weightings		
				Knowledge and Understanding	Skills in designing, researching, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts
Task 1 Investigation and food preparation	Term 1, Week 7	P1.1 P1.2 P4.2 P5.1	35%	5		30
Task 2 Preparation, experimentation and analysis	Term 2, Week 10	P2.2 P3.2 P4.4	35%	5	30	
Task 3 Yearly Examination	Term 3, Weeks 9 & 10	P2.1 P3.1 P4.3	30%	30		
TOTAL			100%	40	30	30



Course outcomes: A student...

- P.1 - Identifies and applies legal concepts and terminology.
- P.2 - Describes the key features of Australian and international law.
- P.3 - Describes the operation of domestic and international legal systems.
- P.4 - Discusses the effectiveness of the legal system in addressing issues.
- P.5 - Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.
- P.6 - Explains the nature of the interrelationship between the legal system and society.
- P.7 - Evaluates the effectiveness of the law in achieving justice.
- P.8 - Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents.
- P.9 - Communicates legal information using well-structured responses.
- P.10 - Accounts for differing perspectives and interpretations of legal information and issues.

Task Description	Due by:	Outcomes	Weighting	Course Components			
				Knowledge and understanding of course content	Analysis and Evaluation	Inquiry and Research	Communication of legal information, issues and ideas in appropriate forms
Task 1 Research Task	Term 1, Week 11	P.1 P.4 P.8	30%	10		10	10
Task 2 Extended Response	Term 3, Week 5	P.1 P.6 P.8 P.9	30%	10	10	10	
Task 3 Yearly Examination	Term 3, Weeks 9 & 10	P.1 P.3 P.4 P.6 P.9	40%	20	10		10
TOTAL			100%	40	20	20	20

**Course outcomes:** A student...

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

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Understanding, Fluency and Communicating	Problem Solving, Reasoning and Justification
Task 1 Topic Test	Term 1, Week 10	ME11-1 ME11-2 ME11-7	30%	15	15
Task 2 Learning Journal and Topic Quiz	Term 2, Week 10	ME11-5 ME11-6 ME11-7	40%	20	20
Task 3 Yearly Examination	Term 3, Weeks 9 & 10	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-7	30%	15	15
TOTAL			100%	50	50



Course outcomes: A student...

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

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Understanding, Fluency and Communicating	Problem Solving, Reasoning and Justification
Task 1 Topic Test	Term 1, Week 9	MA11-1 MA11-2	30%	10	20
Task 2 Investigation Task	Term 2, Week 10	MA11-1 MA11-5 MA11-8 MA11-9	30%	20	10
Task 3 Yearly Examination	Term 3, Weeks 9 & 10	MA11-1 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9	40%	20	20
TOTAL			100%	50	50



Course outcomes: A student...

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

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Understanding, Fluency and Communicating	Problem Solving, Reasoning and Justification
Task 1 Class Test	Term 1, Week 9	MS11-1 MS11-5 MS11-6 MS11-10	30%	15	15
Task 2 Investigation Task	Term 2, Week 10	MS11-4 MS11-9 MS11-10	30%	15	15
Task 3 Yearly Examination	Term 3, Weeks 9 & 10	MS11-2 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10	40%	20	20
TOTAL			100%	50	50

**Course outcomes:** A student...

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

Task Description	Due by:	Outcomes	Weighting	Course Components			
				Knowledge & understanding of content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms
Task 1 Viva Voce	Term 1, Week 9	MH11-2 MH11-4 MH11-7	30%	20	5		5
Task 2 Research and Essay – Historical Investigation	Term 2, Week 10	MH11-5 MH11-6 MH11-8 MH11-9	30%		5	15	10
Task 3 Yearly Examination	Term 3, Weeks 9 & 10	MH11-1 MH11-2 MH11-5 MH11-6	40%	20	10	5	5
TOTAL			100%	40	20	20	20



Course outcomes: 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.

Task Description	Due by:	Outcomes	Weighting	Course Components			
				Aural	Musicology	Performance	Composition
Task 1 Performance and Musicology	Term 1, Week 9	P1 P4 P5 P10	35%		25	10	
Task 2 Composition	Term 2, Week 10	P2 P3 P7 P8	25%				25
Task 3 Performance and Aural	Term 3, Weeks 9 & 10	P4 P6 P9 P11	40%	25		15	
TOTAL			100%	25	25	25	25



Course outcomes: A student...

- P1 - Identifies and examines why individuals give different meanings to health.
- P2 - Explains how a range of health behaviours affect an individual's health.
- P3 - Describes how an individual's health is determined by a range of factors.
- P4 - Evaluates aspects of health over which individuals can exert some control.
- P5 - Describes factors that contribute to effective health promotion.
- P6 - Proposes actions that can improve and maintain an individual's health.
- P7 - Explains how body systems influence the way the body moves.
- P8 - Describes the components of physical fitness and explains how they are monitored.
- P9 - Describes biomechanical factors that influence the efficiency of the body in motion.
- P10 - Plans for participation in physical activity to satisfy a range of individual needs.
- P11 - Assesses and monitors physical fitness levels and physical activity patterns.
- P12 - Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings.
- P13 - Develops, refines and performs movement compositions in order to achieve a specific purpose.
- P14 - Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities.
- P15 - Forms opinions about health-promoting actions based on a critical examination of relevant information.
- P16 - Uses a range of sources to draw conclusions about health and physical activity concepts.
- P17 - Analyses factors influencing movement and patterns of participation.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating
Task 1 Core 2: Body in Motion Fitness Appraisal	Term 1, Week 8	P7 P9 P11 P17	30%	10	20
Task 2 Core 1: Better Health for Individuals Research Report	Term 2, Week 10	P2 P3 P4	30%	10	20
Task 3 Yearly Examination	Term 3, Weeks 9 & 10	P5 P8 P12 P15	40%	20	20
TOTAL			100%	40	60



Course outcomes: A student...

- M1 - Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.
- M2 - Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works.
- M3 - Investigates different points of view in the making of photographs and/or videos and/or digital images.
- M4 - Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images.
- M5 - Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images.
- M6 - Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works.

- CH1 - Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging.
- CH2 - Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations.
- CH3 - Distinguishes between different points of view and offers interpretive accounts in critical and historical studies.
- CH4 - Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging.
- CH5 - Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Art Making	Art History and Art Criticism
Portfolio 1	Term 1, Week 10	M3 M6 CH1 CH3	30%	20	10
Portfolio 2	Term 2, Week 10	M2 M4 CH4	30%	20	10
Portfolio 3	Term 3, Week 8	M1 M5 CH2 CH5	40%	30	10
TOTAL			100%	70	30



Course outcomes: A student...

- P1 - Identifies and applies social and cultural concepts.
- P2 - Describes personal, social and cultural identity.
- P3 - Identifies and describes relationships and interactions within and between social and cultural groups.
- P4 - Identifies the features of social and cultural literacy and how it develops.
- P5 - Explains continuity and change and their implications for societies and cultures.
- P6 - Differentiates between social and cultural research methods.
- P7 - Selects, organises and considers information from a variety of sources for usefulness, validity and bias.
- P8 - Plans and conducts ethical social and cultural research.
- P9 - Uses appropriate course language and concepts suitable for different audiences and contexts.
- P10 - Communicates information, ideas and issues using appropriate written, oral and graphic forms.

Task Description	Due by:	Outcomes	Weighting	Course Components		
				Knowledge and understanding of course content	Application and Evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms
Task 1 Research Proposal	Term 1, Week 9	P1 P3 P7	30%	10	10	10
Task 2 Primary Research	Term 2, Week 8	P5 P7 P8	35%	10	15	10
Task 3 Yearly Examination	Term 3, Weeks 9 & 10	P1 P3 P5 P6 P9	35%	30	5	
TOTAL			100%	50	30	20



Course outcomes: A student...

- 1.1 - Applies the rules and conventions that relate to participation in a range of physical activities.
- 1.2 - Explains the relationship between physical activity, fitness and healthy lifestyle.
- 1.3 - Demonstrates ways to enhance safety in physical activity.
- 1.4 - Investigates and interprets the patterns of participation in sport and physical activity in Australia.
- 1.5 - Critically analyses the factors affecting lifestyle balance and their impact on health status.
- 1.6 - Describes administrative procedures that support successful performance outcomes.
- 2.1 - Explains the principles of skill development and training.
- 2.2 - Analyses the fitness requirements of specific activities.
- 2.3 - Selects and participates in physical activities that meet individual needs, interests and abilities.
- 2.4 - Describes how societal influences impact on the nature of sport in Australia.
- 2.5 - Describes the relationship between anatomy, physiology and performance.
- 3.1 - Selects appropriate strategies and tactics for success in a range of movement contexts.
- 3.2 - Designs programs that respond to performance needs.
- 3.3 - Measures and evaluates physical performance capacity.
- 3.4 - Composes, performs and appraises movement.
- 3.5 - Analyses personal health practices.
- 3.6 - Assesses and responds appropriately to emergency care situations.
- 3.7 - Analyses the impact of professionalism in sport.
- 4.1 - Plans strategies to achieve performance goal.
- 4.2 - Demonstrates leadership skills and a capacity to work cooperatively in movement context.
- 4.3 - Makes strategic plans to overcome the barriers to personal and community health.
- 4.4 - Demonstrates competence and confidence in movement contexts.
- 4.5 - Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills in working scientifically
Task 1 Games and Sport Application 1 Presentation	Term 1, Week 8	2.1 2.2 3.1 4.5	35%	20	15
Task 2 Individual Fitness Appraisal	Term 2, Week 10	1.2 2.3 3.2 3.3	35%	15	20
Task 3 Coaching Plans and Coaching Practical	Term 3, Week 8	1.3 2.3 3.2 4.2 4.5	30%	15	15
TOTAL			100%	50	50

**Course outcomes:** A student...

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

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Knowledge and Skills in the Management, Communication and Production of Projects
Task 1 Research Report Industrial Study	Term 1, Week 10	P1.1 P1.2 P7.1 P7.2	30%	10	20
Task 2 Practical and Portfolio Application Practical Task	Term 3, Week 8	P3.1 P3.3 P4.1 P4.2 P5.2	40%	20	20
Task 3 Preliminary Examination	Term 3, Weeks 9 & 10	P2.1 P4.3 P6.1 P6.2 P7.2	30%	10	20
TOTAL			100%	40	60



Course outcomes: A student...

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

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Artmaking	Art History and Art Criticism
Task 1 Portfolio 1	Term 1, Week 9	P3 P4 P5 P9	30%	15	15
Task 2 Portfolio 2	Term 2, Week 10	P2 P8 P10	30%	15	15
Task 3 Portfolio 3	Term 3, Weeks 9 & 10	P1 P6 P7	40%	20	20
TOTAL			100%	50	50



Course outcomes: A student...

- P1 - Investigates a range of work environments.
- P2 - Examines different types of work and skills for employment.
- P3 - Analyses employment options and strategies for career management.
- P4 - Assesses pathways for further education, training and life planning.
- P5 - Communicates and uses technology effectively.
- P6 - Applies self-management and teamwork skills.
- P7 - Utilises strategies to plan, organise and solve problems.
- P8 - Assesses influences on people’s working lives.
- P9 - Evaluates personal and social influences on individuals and groups.

Task Description	Due by:	Outcomes	Weighting	Course Components	
				Knowledge and understanding of course content	Skills
Task 1 Career Investigation – My Working Life	Term 1, Week 9	P1 P2 P3	35%	10	25
Task 2 Job Folder and Application Task – Preparing Job Applications	Term 2, Week 9	P5 P6 P7 P8	40%	10	30
Task 3 Yearly Examination	Term 3, Weeks 9 & 10	P2 P3 P6 P9	25%	10	15
TOTAL			100%	30	70

School Name: Hawkesbury High School

Student Competency Assessment Schedule

Course: Preliminary Construction Pathways

2023

Assessment Tasks for Certificate II Construction Pathways CPC20220		Cluster 1	Cluster 2	Cluster 3	Cluster 4
		White Card	Work Safe, Stay Safe	Work it out	Project Planning
Assessment due		Week: 10 Term: 1	Week: 10 Term: 1	Week: 10 Term: 2	Week: 10 Term: 3
Code	Unit of Competency				
CPCCWHS1001	Prepare to work safely in the construction industry	X			
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry		X		
CPCCOM1015	Carry out measurements and calculations			X	
CPCCCM1011	Undertake basic estimation and costing			X	
CPCCOM2001	Read and interpret plans and specifications				X
CPCCOM1013	Plan and organise work				X

Depending on the achievement of units of competency, the possible outcome is **CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction** or a **Statement of Attainment towards CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction**.

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

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

Notes: