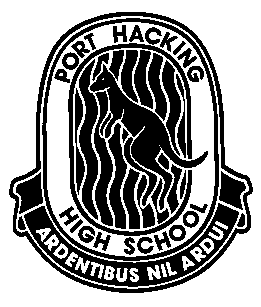
Pink Cover



PORT HACKING HIGH SCHOOL

**SENIOR**

**ASSESSMENT**

**INFORMATION**

**PRELIMINARY COURSES**

**2022**

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## ELIGIBILITY

To qualify for the Higher School Certificate, students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

* At least six units from Board Developed courses;
* At least two units of a Board Developed course in English;
* At least three courses of two units value or greater (either Board Developed or Board Endorsed courses);
* At least four subjects

**Year 11 students work towards the completion of Preliminary Courses and a Record of School Achievement (RoSA).**

The RoSA:

* is awarded to students who leave school after completing Stage 5 but before completing the HSC
* shows a student’s achievements up until they leave school
* offers voluntary literacy and numeracy tests for students leaving school
* students in Year 11 or 12 not leaving school can access a transcript to use when seeking casual work (not an official credential)

They will be awarded a Grade from A to E, based on General Performance Descriptors.

* using moderated, school-based assessments
* monitored by NESA
* submitted by the school to NESA at the end of October for Year 11 students who complete Preliminary courses
* extended from the current system used for Year 10 students
* These grades are kept by NESA until a student chooses to leave.
* Principal informs NESA when the student intends to leave school.
* NESA issues the Record of School Achievement to eligible students.

Grades will not be shown for partial completion of Year 11 courses.

For students who leave before completing the full Preliminary or HSC course, their document will show the:

* courses they have attempted
* date of leaving school

**General performance descriptors**

The general performance descriptors describe performance at each of five grade levels.

|  |  |
| --- | --- |
| **A** | The student has an **extensive** knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| **B** | The student has a **thorough** knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. |
| **C** | The student has a **sound** knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| **D** | The student has a **basic** knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| **E** | The student has an **elementary** knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. |

### SATISFACTORY COMPLETION OF A COURSE

The following course completion criteria refer to both Preliminary and HSC courses.

##### 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) **followed** the course developed or endorsed by 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.

### ATTENDANCE

While NESA does not mandate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate the student’s absences to the non-completion of course requirements.

### N-WARNING LETTERS

N-Warning letters will be sent home if a student has not met one of the following requirements in a subject:

* Not followed the course developed or endorsed by NESA.
* Not applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school such as classwork and assessment tasks.
* Not addressed some or all of the course outcomes.
* Non-attendance at or non-serious attempt at an assessment task without a valid illness or misadventure claim.

N-Warnings can be redeemed by a student. The N-Warning letters outline the task to be completed and a new due date. If a student submits a serious attempt at the task, then the N-Warning is redeemed. While the student will receive zero for the task, which will affect their final mark, the N-Warning is cleared from their record.

If a student has two or more outstanding N-Warnings in a subject/s, by the time the school is required to submit HSC marks to NESA, the principal may submit an N-determination. If the N-determination is upheld then the student will NOT have met the requirements for a Higher School Certificate. If a student is not entitled to the HSC they will receive a Transcript of Study from NESA for the subjects they successfully completed.

### N-DETERMINATION

If at any time it appears that a student is at risk of being given an ‘N’ (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) **in writing**. This warning should be given in time for the problem to be corrected. If the warning letter is not effective, a further warning letter should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the ‘N’ determination.

Where a student receives an ‘N’ determination in a course, that course will not appear on the student’s Record of Achievement. In some cases the student may not then meet the pattern of study requirements and hence be ineligible for the award of the Higher School Certificate in that year (see **Note** on top of next page).

NESA will withhold a course if a student is found to have engaged in malpractice or a non-serious attempt at the examination(s).

If the ‘N’ determination or NESA’s withholding of the course results in a student not satisfactorily completing the required pattern of study, the student may complete the pattern by either repeating that course or undertaking another course(s) within the five-year accumulation period.

If a student is found to have engaged in malpractice in examinations for more than one course in any single year, then all courses attempted in that year will be withheld by NESA. Students may, however, meet the requirements of the award of the Higher School Certificate within the five-year accumulation period.

The award of the Higher School Certificate or issue of a Record of School Achievement may not be withheld for reasons related to school management of codes of conduct, such as non-payment of fees, participation in prohibited activities, non-wearing of school uniform or misuse of school equipment. Similarly, ‘N’ determinations may not be made on such grounds. The basis for withholding the Higher School Certificate is the Education Act 1990, Section 95.

**Note:** An ‘N’ determination or NESA decision to withhold a course will have the following consequences:

* in a 1 or 2 unit course, that course will not contribute in that year to the required pattern of study;
* in the common component of related courses, that course and the related Extension course will not contribute in that year to the required pattern of study;
* in the Extension course, that course only will not contribute in that year to the required pattern of study.

For further details, visit NESA’s website at: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home> or contact the school on 9524 8816.

### DISABILITY PROVISIONS

Disability provisions may be approved if a student has a disability that would, in a normal exam or assessment situation, prevent you from:

* reading the exam questions
* communicating responses.

The student should contact their Deputy Principal and/or Head Teacher Secondary Studies if they would like to apply for disability provisions. They should apply as soon as possible. A student’s application should include recent evidence of their disability. They may also need to include work samples or organise outside testing as evidence. If a student doesn’t have enough evidence, their disability provisions may not be approved.

Emergency arrangements can be made if a student has an illness or mishap just before an exam or assessment task that affects their ability to read or respond in the task. Any affected student should contact their Deputy Principal immediately if this happens.

The school can’t approve disability provisions to compensate you for:

* difficulty completing a course or preparing for the exam
* lack of familiarity with English.

### SCHOOL ASSESSMENT POLICY

Each subject has prepared an Assessment Schedule which outlines the components of the assessment and the types of tasks to be included. This will be provided to each student. Students will be given an Assessment Notification at least TWO weeks prior to the due date of the task.

There will be two assessment weeks and a yearly exam period over the course of Year 11.

The Principal reserves the right to use decimal places in marks to separate students on the same ranking.

**Preliminary Assessment Weeks**

There will be two assessment weeks and a yearly exam period over the Preliminary course. All Year 11 students will participate for all subject areas with minimal exceptions. The final exam period for Year 11 will take place over a two week period.

During each assessment week or exam period students are not required to attend normal lessons. They will be given a timetable which indicates the day and period they will be required to sit a test, submit a task, complete a practical activity and/or deliver oral tasks. They only need to attend during these time periods.

Some subjects may have practical tasks that need to be completed that will take longer than a period. These subjects will be given a day and/or time period for these tasks to be completed in. The time schedules for these particular tasks will be organised by the subject area doing that specific task and the students need to ensure they know what time has been designated to them.

Students will be required to know their NESA Student Number and use this number, **instead of their names**, when submitting or sitting exam style tasks during assessment weeks or the yearly exam period. This will get them in good practice for what is required of them during the HSC examinations and provide anonymity during the marking process. Students are not allowed to submit assessment tasks at any other time other than the designated period in the assessment week schedule, unless a valid Illness/Misadventure claim is approved.

#### Illness / Misadventure

It is essential that students ensure that they are present for and complete all assessment tasks. If a student is absent on the day of an assessment task, he or she must contact the school to explain the absence, and then provide the Principal (or his delegate) with an illness/misadventure form **within 3 school days** after returning to school.

* **An illness claim MUST be supported by a medical certificate dated at the time of the illness specifying the nature of the illness. If a student is still away sick on days after the due date, the medical certificate must cover all days of illness NOT just the day of the task.**
* Generally speaking ‘Misadventure’ is for unforeseen misfortune.
* Holidays/travel are NOT a valid excuse for missing an assessment task/exam OR for requesting an alternate date for the task/exam. This includes asking to sit a task/exam early to accommodate a holiday.
* Technological malfunctions are not automatically considered a valid excuse. (See below)
* The Principal will judge whether the illness/misadventure claim and supporting documents provides a valid reason.

*Technology Problems:*

Computer and/or printer malfunction is not automatically considered a valid excuse.

Problems with computers crashing and printers not working may be a reason to apply for misadventure. However it will not be automatic that a student has a misadventure appeal granted due to a technology malfunction. A student will be required to show evidence of their work in order to be considered for a misadventure appeal. This evidence may be in the form of a:

* draft printout of the task
* handwritten draft version of the task
* USB handed to the teacher containing an electronic version of the task

*A student:*

* must keep a back-up copy of tasks in progress. The school recommends this be done through the use of the DET portal email. Students can email their work (as they progress through it) to their own email address, thereby having it accessible to show their teacher on request
* will be awarded a zero mark if they are unable to show evidence of the task in draft form
* must not expect to be granted a misadventure appeal if they leave the printing of the task until the night before it is due, and then find that they experience technology problems
* must be able to supply independent evidence of computer malfunction (eg letter from a computer company)

**Valid Illness/Misadventure**

Where the Principal decides that a valid reason has been supplied, the following special procedures will be implemented in all courses in all subjects.

a) an extension of time, or

b) awarding of a mark based on completion of a substitute task, or

c) where neither is feasible nor reasonable, or where the missed task is difficult to duplicate, the Principal may authorise the use of an estimate for that task based on other appropriate evidence.

**Where there is no valid reason for non-completion of an assessment task, a zero mark must be recorded for that task.**

***NB*** Students who do not make a serious attempt at more than 50% of assessment tasks within a course will be awarded an ‘N’ determination for the final assessment submitted to NESA.

**Responsibility for Substitute Tasks**

The responsibility for requesting a substitute task lies with the student. Students must complete an illness/misadventure form and give that, and any supporting documentation, to the relevant Deputy Principal.

For assessment tasks, either in class or hand-in, the student must see the Head Teacher on the first day of attendance after the missed task, regardless of whether or not a lesson in that subject is timetabled on that day.

For examinations, students must report to the Deputy Principal as soon as they are well enough to attend school (i.e. the school day after the medical certificate is valid) even if they do not have an exam scheduled for that day.

In cases where a zero mark has been recorded, the student must be given an opportunity to complete the task(s) and so show some achievement in that section of the course and redeem any N Warning letters issued.

**Late Handing in of Tasks/Assignments**

Procedures outlined in *Granting of Substitute Tasks* above, also apply to the late handing in of tasks. The student must contact the teacher on the *first* day of attendance after the missed submission date, regardless of whether or not a lesson in that subject is timetabled on that day. If the late handing in of a task, or request for an extension of time to submit that task, is not explained by a valid illness/misadventure claim, **a zero mark** will be recorded for that task.

**Absence Before a Task**

The school reserves the right to question any (partial) absence in the lesson periods before a task. If the Principal deems that a partial absence has resulted in an advantage to a student, a mark penalty will be decided.

**“All My Own Work”: maintaining honesty and integrity**

Honesty is key for all students and staff:

All HSC candidates, their teachers and others who guide them must comply with NESA’s Honesty in Assessment Standard to maintain the integrity of the HSC. Students should also read course syllabuses and related NESA policies, such as those on malpractice and completion of a course on the NESA website.

Students must be entirely honest when completing assessment tasks, exams and submitted works. Students will be marked only on the quality and originality of the work the student has produced. All plagiarised material will not be taken into consideration.

Always acknowledge your sources:

Students must acknowledge any part of their work that was written, created or developed by someone else. This includes any material from other sources like books, journals, electronic resources and the internet. Students do not need to formally acknowledge material that they learned from their teacher in class.

**Malpractice**

Malpractice is defined as failing to comply with the Rules of Conduct set out by the School (see below). Candidates who do not comply with these rules or who engage in malpractice in assessment tests or examinations, or in the preparation of assessments, will typically receive no marks for that task. Students will be required to re‑attempt the assessment task in order to satisfy course outcomes. Where malpractice has occurred the Deputy Principal will record this on NESA’s malpractice register.

**Plagiarism**

Plagiarism is “when you pretend that you have written or created a piece of work that someone else originated.” (All My Own Work, NESA). Where plagiarism has occurred, only the student’s original work will be marked. If an entire task is plagiarised the student will receive no marks for the task.

**Non-serious attempts in assessment tasks and examinations**

Any student who enters a non-serious attempt (including but not restricted to inappropriate comments to questions, challenging markers to take away marks, making abusive, rude or derogatory comments, inappropriate diagrams) will receive zero marks for that assessment task. Students will be required to re‑attempt the assessment task in order to satisfy course outcomes.

**Rules of Conduct**

a) Where a task takes the form of a test or examination, the supervisor's instructions must be followed at all times.

Candidates must:

* NOT speak to any person other than the supervisor during the examination.
* NOT behave in any way likely to disturb the work of any other candidate or upset the conduct of the examination.
* NOT bring mobile phones into the exam room. All mobile phones are to be turned off and left in students’ bags. Mobile phones are not to be in students’ pockets.
* NOT wear a watch of any kind.
* All acceptable stationery is to be placed in a clear, see-through bag. NO pencil cases.
* See-through water bottles are permitted.

Nor may any books, notes, paper or equipment other than that specifically permitted by the supervisor be taken into the room where the examination is taking place.

b) All tasks must be the work of the student submitting them. All sources used in preparation of a task must be acknowledged. Teachers will use their professional judgement to decide what is the student’s own work.

c) In accordance with NESA’s policy, mobile phones and MP3 players are banned.

* they may not be taken into an examination room
* during class assessment tasks, they are to be switched off and in student’s school bag

d) Any attempt at malpractice or plagiarism will result in a zero mark.

**Procedures concerning tasks that produce invalid or unreliable results**

In exceptionally, rare circumstances a task might not adequately discriminate between students (in such a case everyone gets the same or a very similar mark). Sometimes a task might become invalid or inequitable due to problems associated with its administration. In these circumstances the head teacher in consultation with the deputy principal will ascertain the best method to address these issues. This may include:

* only part of the task used to calculate the internal assessment mark;
* the weighting of the task may be reduced and additional weighting added to a future task; and/or
* the original assessment task will be replaced by an additional task which assesses the same syllabus outcomes. Sufficient written notice will be provided for any additional tasks and, if necessary, weightings will be adjusted accordingly.

Students will be notified in writing, if any assessment task is deemed to be invalid or unreliable and the course of action to be taken to rectify this issue.

**Appeals**

Assessment appeals must be addressed to the Principal in writing within THREE school days of the event occurring. Any appeal must be based on a breach of the school’s assessment policy.

### ILLNESS OR MISADVENTURE CLAIM FLOWCHART

If you have **prior warning** (eg a planned surgery or representative commitments) please contact the DP assigned to your year group as soon as this is known. Please comply with arrangements made at this time.

For illness or misadventure **without prior warning**, please follow the steps below:

**1) Contact the school as early as possible.**

Contact reception and explain that you cannot attend an **in class task** or **exam** or **hand in a task** due to illness or misadventure. Ask that this message be passed on to the DP assigned to your year group, HT of the subject AND the class teacher.

**X**  *Attach any supporting evidence here with a staple or a pin.*

**4) Submit an Illness/Misadventure Form**

Complete and submit an *Illness or Misadventure Claim Form* to the DP assigned to your year group along with any supporting evidence (eg Medical Certificate, insurance claim, incident report – see notes on Technology Problems in your assessment booklet). The DP will assess the claim for its validity. **Please don’t assume approval.**

The *Illness or Misadventure Claim Form* MUST be submitted **within 3 school days** after returning to school.

**NB** Even if your Illness or Misadventure Claim is not approved you should still submit or complete the task because, even though you will be awarded “0”, you will avoid an N-award warning.

**3) Submit Task/Organise substitute task.**

The responsibility for submitting the task or requesting a substitute tasks rests with the student. This **must** be done on the first day after the medical certificate expires or the first day possible after a misadventure, whether or not you have the subject or an exam timetabled on that day.

If it is a **hand in task**, submit the task to the faculty HT on the first day of return.

If it is an **inclass task**, see the faculty HT **before school on your first day of return** (before the roll bell) and an alternate time for the task will be negotiated. You should be prepared to sit the task that day.

If it is an **exam**, see the DP assigned to your year group between 8:30 – 8:40am to organise an alternate time for the exam. You should be prepared to sit the exam that day.

**2) Get supporting documentation.**

**If ill,** go to the doctor that day (back dated medical certificates are not acceptable) and get a medical certificate to cover you for the day of the task AND any following days that you are not fit for school. (You will be expected to complete the task on the day after the medical certificate expires.)

**If misadventure,** get any documentation that supports your claim. If not possible, then a Statutory Declaration may be requested.

**PORT HACKING HIGH SCHOOL**

**ILLNESS OR MISADVENTURE CLAIM FORM**

Students Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_ Roll Class: \_\_\_\_\_\_\_\_

Parent’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Daytime parent contact phone number: \_\_\_\_\_\_\_\_\_\_\_\_

Exam or Assessment task affected: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due date of task: \_\_\_\_/\_\_\_\_/\_\_\_\_

Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Teacher’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of claim ( Please tick ✓ ) ❑ Illness ❑ Misadventure

Describe your reasons for submitting this claim. (Describe the illness or misadventure)

(Any supporting evidence, such as a doctor’s certificate or a letter from a parent, should be attached to the top left corner of this form.)

State what outcome you hope to achieve by submitting this claim:

Parent or Guardian’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**INSTRUCTIONS:** (Please read the following instructions carefully.)

1. This claim form, along with any supporting evidence, such as a doctor’s certificate etc, should be submitted to the Principal.
2. This claim form should be submitted **within** **3 school days after return to school** when an assessment task has been missed.(It may also be submitted before the task is due.)
3. Failure to comply with these instructions may result in a zero assessment being recorded.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Office use only**

Day & Date claim received by Principal: Mo Tu We Th Fr \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Principal’s Decision: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Principal’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This claim form should be filed in the student’s master file attached to a brief note describing the outcome of the claim.

### AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The requirements for the Australian Tertiary Admissions Rank (ATAR) are determined by the universities. A candidate’s ATAR is calculated from the scaled aggregate of the marks in the best ten units in Board Developed HSC courses, subject to the following restrictions:

* at least two units of English must be included;
* at least three Board Developed courses of two units value or greater must be included;
* no more than 6 units of science based courses;
* courses from at least four subjects must be included.

[Note: Students wishing to have an ATAR calculated must indicate this on their HSC entry form. Students who do not meet the above requirements will not be eligible for an ATAR.]

* at most, two units of category B courses may be included in the calculation of the ATAR.
* for more detailed information on the ATAR, refer to current Universities Admissions Centre (UAC) publications.

RoSA

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) are entitled to receive the NSW Record of School Achievement (RoSA).

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Year 11 courses and grades. It is of specific use to students leaving school prior to the HSC.

Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC. These students will not receive a RoSA.

**MINIMUM STANDARD OF LITERACY AND NUMERACY**

A minimum standard of literacy and numeracy is required to receive the HSC from 2020 to reflect the importance of literacy and numeracy for success in daily life. HSC students will need to meet the minimum standard in three areas – reading, writing and numeracy. The [standard is set](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/what-is-the-standard/skill-level-required) at level 3 of the [Australian Core Skills Framework (ACSF)](https://www.education.gov.au/australian-core-skills-framework), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

To check that students have the basics right, they need to sit short online tests of reading, writing and numeracy for everyday life. Students get two chances a year to pass each of the tests from Year 10 until a few years after the HSC. Port Hacking High School will complete these tests at the end of each Semester. If you pass the online tests of basic reading, writing and numeracy skills students will show they have met the minimum standard required to receive their HSC.

### VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities, and will assist students to move easily between various education and training sectors and employment.

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

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver’s License or a valid passport for the creation of the USI.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry-specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Developed VET courses do not count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET courses have either mandatory or recommended industry-specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken.

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

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

Due to the specific requirements of a VET course, it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

## CREATIVE AND performing arts

### FRENCH / JAPANESE CONTINUERS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| **Short Answer**  **Questions and**  **Essay** | **Group Performance**  **Logbook** | **Individual Performance &**  **Logbook** |
| **Outcomes Assessed** | | P3.1, P3.2, P3.3 | P1.2, P1.5, P2.1, P2.3, P3.1 | P1.4, P1.6, P2.1, P2.2, P2.3 |
| **Components** | **Topics** | Thoroughly Immersed in the Given Situation  *Theatrical Traditions and Performance Styles* | From our World to the Stage  *Improvisation, Playbuilding and Acting* | Script to Stage  *Elements of Production in Performance* |
| Making | **40%** |  | 20% | 20% |
| Performing | **30%** |  | 20% | 10% |
| Critically Studying | **30%** | 30% |  |  |
| **WEIGHTING** | **100%** | **30%** | **40%** | **30%** |

### DRAMA

### MUSIC 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| **Viva Voce** | **Composition Portfolio with Score Analysis** | **Performance and Aural Exam** |
| **Outcomes Assessed** | | P2, P4, P5, P6 | P3, P4, P5, P6, P7, P8 | P1, P4, P5, P6 |
| **Components** | **Topics** | Methods of Notating Music | Student Determined | Student Determined |
| Performance | **25%** |  |  | 25% |
| Composition | **25%** |  | 25% |  |
| Musicology | **25%** | 25% |  |  |
| Aural | **25%** |  | 10% | 15% |
| **WEIGHTING** | **100%** | **25%** | **35%** | **40%** |

### MUSIC 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| **Musicology Essay** | **Composition Portfolio with Score Analysis** | **Performance and Aural Exam** |
| **Outcomes Assessed** | | P2, P5, P6, P7 | P2, P3, P4, P5, P6, P8, P9 | P1, P2, P5, P6, P7 |
| **Components** | **Topics** | Mandatory Topic  Music 1600-1900 | Mandatory Topic  Music 1600-1900 | Mandatory Topic  Music 1600-1900 and Additional Topic |
| Performance | **25%** |  |  | 25% |
| Composition | **25%** |  | 25% |  |
| Musicology | **25%** | 25% |  |  |
| Aural | **25%** |  | 10% | 15% |
| **WEIGHTING** | **100%** | **25%** | **35%** | **40%** |

### VISUAL ARTS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| **Written Response** | **Mini Body of Work** | **Yearly Examination** |
| **Outcomes Assessed** | | P1, P4, P7, P8, P9, P10 | P1, P2, P3, P4, P5, P6 | P7, P8, P9, P10 |
| **Components** | **Topics:** | Art Through the Ages | Identity | Reaction |
| Artmaking | **50%** | 10% | 40% |  |
| Art History and Art Criticism | **50%** | 20% |  | 30% |
| **WEIGHTING** | **100%** | **30%** | **40%** | **30%** |

ENGLISH

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| **Creative Writing and Reflection** | **Examination: Short answer responses and Extended Response** | **Multimodal Task** |
| **Outcomes assessed** | | EA11-1A, EA11-3B,  EA11-4B, 11EA-9A | EA11-1A, EA11-5C, EA11-6C, EA11-7D | EA11-2A, EA11-4B, EA11-8D |
| **Components** | **Topics:** | Reading to Write | Reading to Write (5%)  and  Narratives that Shape our World (35%) | Critical Study of Literature |
| Knowledge and understanding of course content | **50%** | 15% | 20% | 15% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | **50%** | 15% | 20% | 15% |
| **WEIGHTING** | **100%** | **30%** | **40%** | **30%** |

### ENGLISH ADVANCED

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| W**ritten response with reflection** | **Critical Response** | **Multimodal** |
| **Outcomes Assessed** | | EN11-3, EN11-4,  EN11- 5, EN11-8,  EN11-9 | EN11-3, EN11-5,  EN11-6, EN11-7 | EN11-1, EN11-2,  EN11-7, EN11-8 |
| **Components** | **Topics:** | Common Module: Reading to Write | Module A:  Contemporary Possibilities | Module B:  Close Study of Literature |
| Knowledge and understanding of course content | **50%** | 15% | 15% | 20% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | **50%** | 15% | 15% | 20% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

### ENGLISH STANDARD

### ENGLISH EXTENSION 1 (1 UNIT COURSE)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| **Imaginative response and reflection** | **Multimodal**  **Presentation -**  **IRP** | **Yearly Examination**  **- Critical Response**  **- Imaginative Response** |
| **Outcomes assessed** | | EE11-2, EE11-3, EE11-6 | EE11-1, EE11-2, EE11-3, EE11-4,  EE11-5, EE11-6 | EE11-1, EE11-2, EE11-3, EE11-5 |
| **Components** | **Topics:** |  | | |
| Knowledge and understanding of course content | **50%** | 15% | 20% | 15% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | **50%** | 15% | 20% | 15% |
| **WEIGHTING** | **100%** | **30%** | **40%** | **30%** |

### ENGLISH (EAL/D)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| **Multimodal Presentation** | **Extended & Short Answer Responses** | **Yearly Examination**  **(including listening)** |
| **Outcomes Assessed** | | EAL11-1A, EAL11-2, EAL11-4, EAL11-6 | EAL-11A, EAL11- 1B, EAL11-3, EAL11-5, EAL11-9 | EAL11-1A, EAL11-3, EAL11-7, EAL11-8 |
| **Components** | **Topics:** | Mod A:  Language, Texts and Context –  Australian Short  Stories | Mod B:  Close Study of Text | Mod C:  Texts and Society |
| Knowledge and understanding of course content | **50%** | 15% | 15% | 20% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | **50%** | 15% | 15% | 20% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

## human society AND its environment (hsie)

### ANCIENT HISTORY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| **Hand-in Essay** | **Historical Investigation** | **Yearly Examination** |
| **Outcomes Assessed** | | AH11-4, AH11-5, AH11-6, AH11-7, AH11-9 | AH11-4, AH11-5, AH11-6, AH11-8, AH11-9, AH11-10 | All course outcomes may be assessed |
| **Components** | **Topics:** | Persepolis | Investigating Ancient History | All Topics |
| Knowledge and understanding of course content | **40%** | 10% | 10% | 20% |
| Historical skills in the analysis and evaluation of sources and interpretations | **20%** |  | 10% | 10% |
| Historical inquiry and research | **20%** | 10% | 5% | 5% |
| Communication of historical understanding in appropriate forms | **20%** | 10% | 5% | 5% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

### BUSINESS STUDIES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| **Nature of Business In-Class Topic Test** | **Business Report**  **Hand-in Task** | **Yearly Examination** |
| **Outcomes Assessed** | | P1, P2, P6, P8 | P1, P4, P7, P8, P9, P10 | P1, P2, P3, P5, P6, P8, P9 |
| **Components** | **Topics:** | Nature of Business | Business Management | All Topics |
| Knowledge and understanding of course content | **40%** | 15% | 5% | 20% |
| Stimulus-based skills | **20%** | 10% |  | 10% |
| Inquiry and research | **20%** |  | 15% | 5% |
| Communication of business information, ideas and issues in appropriate forms | **20%** | 5% | 10% | 5% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

### ECONOMICS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| **Topic Test** | **Research Essay** | **Yearly Examination** |
| **Outcomes Assessed** | | P1, P2, P5, P7, P8, P10, P11 | P1, P2, P3, P5, P8, P9, P10 | P1, P2, P3, P5, P6, P7, P8, P10, P11 |
| **Components** | **Topics:** | Introduction to Economics, Consumers and Business, and Markets | Labour Markets | All Topics |
| Knowledge and understanding of course content | **40%** | 10% | 10% | 20% |
| Stimulus-based skills | **20%** | 10% |  | 10% |
| Inquiry and research | **20%** | 5% | 15% |  |
| Communication of economic information, ideas and issues in appropriate forms | **20%** | 5% | 5% | 10% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

### LEGAL STUDIES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| **Topic Test** | **Research Essay** | **Yearly Examination** |
| **Outcomes Assessed** | | P1, P2, P3, P9 | P1, P2, P4, P5, P7, P8, P9 | P1, P2, P3, P5, P9 |
| **Components** | **Topics:** | The Legal System | Individual and the Law | All Topics |
| Knowledge and understanding of course content | **40%** | 15% | 5% | 20% |
| Analysis and evaluation | **20%** | 10% |  | 10% |
| Inquiry and research | **20%** |  | 15% | 5% |
| Communication of legal information, ideas and issues in appropriate forms | **20%** | 5% | 10% | 5% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

### MODERN HISTORY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Week 8/9 |
| **Source Portfolio** | **Historical Investigation** | **Yearly Examination** |
| **Outcomes Assessed** | | MH11-6  MH11-7  MH11-8 | MH11-7  MH11-8  MH11-9  MH11-10 | MH11-1  MH11-2  MH11-3  MH11-4  MH11-5  MH11-6  MH11-9 |
| **Components** | **Topics** | The Nature of Modern History | Case Studies | All Topics |
| Knowledge and understanding of course content | **40%** | 10% | 10% | 20% |
| Historical skills in the analysis and evaluation of sources and interpretations | **20%** | 10% |  | 10% |
| Historical inquiry and research | **20%** | 10% | 10% |  |
| Communication of historical understanding in appropriate forms | **20%** |  | 10% | 10% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

### SOCIETY AND CULTURE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| **In-class extended response** | **Mini Personal Interest Project**  **Hand in** | **Yearly Examination** |
| **Outcomes Assessed** | | P1, P3, P6, P9, P10 | P1, P2, P3, P5, P8, P10 | P1, P3, P4, P7, P8, P9 |
| **Components** | **Topics:** | The Social and Cultural World | Personal and Social Identity | All Topics |
| Knowledge and understanding of course content | **50%** | 15% | 10% | 25% |
| Analysis and evaluation of social and cultural research methods | **30%** | 5% | 20% | 5% |
| Communication of information, ideas and issues in appropriate forms | **20%** | 5% | 5% | 10% |
| **WEIGHTING** | **100%** | **25%** | **35%** | **40%** |

### 

## languages

### FRENCH BEGINNERS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
|  |  | Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
|  | **Task Types:** | **Oral presentation** | **Reading and Responding task** | **Yearly Examination** |
|  | **Outcomes:** | 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1 | 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2 | 1.3, 1.4, 2.2, 2.3, 3.4, 3.5, 3.6, 4.3 |
| **Components** |  |  |  |  |
| Listening | **30%** | 20% |  | 10% |
| Reading | **30%** |  | 20% | 10% |
| Speaking | **20%** | 10% |  | 10% |
| Writing | **20%** |  | 10% | 10% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

### FRENCH CONTINUERS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
|  |  | Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
|  | **Task Types:** | **Oral presentation** | **Reading and Responding task** | **Yearly Examination** |
|  | **Outcomes:** | 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1 | 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2 | 1.3, 1.4, 2.2, 2.3, 3.4, 3.5, 3.6, 4.3 |
| **Components** |  |  |  |  |
| Listening | **30%** | 20% |  | 10% |
| Reading | **30%** |  | 20% | 10% |
| Speaking | **20%** | 10% |  | 10% |
| Writing | **20%** |  | 10% | 10% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

### JAPANESE CONTINUERS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
|  |  | Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
|  | **Task Types:** | **Oral presentation** | **Reading and Responding task** | **Yearly Examination** |
|  | **Outcomes:** | 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1 | 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2 | 1.3, 1.4, 2.2, 2.3, 3.4, 3.5, 3.6, 4.3 |
| **Components** |  |  |  |  |
| Listening | **30%** | 20% |  | 10% |
| Reading | **30%** |  | 20% | 10% |
| Speaking | **20%** | 10% |  | 10% |
| Writing | **20%** |  | 10% | 10% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

## MATHEMATICS

### MATHEMATICS STANDARD

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
|  |  | Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| **Components** | | **Written In-Class Test** | **Assignment: Investigation Style Task and Calibration Activity** | **Yearly Examination** |
| **Outcomes Assessed** | | MS11 – 1, MS11 – 2,  MS11 – 5, MS11 – 6, MS11 – 7, MS11 – 9, MS11 – 10 | MS11 – 1, MS11 – 2, MS11 – 5, MS11 – 6, MS11 – 7, MS11 – 8 MS11 – 9, MS11 – 10 | MS11 – 1, MS11 – 2, MS11 – 3, MS11 – 4,  MS11 – 5, MS11 – 6, MS11 – 7, MS11 – 8 MS11 – 9, MS11 – 10 |
| Understanding, fluency and communication | **50%** | 15% | 15% | 20% |
| Problem solving, reasoning and justification | **50%** | 15% | 15% | 20% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

### MATHEMATICS ADVANCED

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK2** | **TASK 3** |
|  |  | Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| **Components** | | **Written Test** | **Assignment: Investigation Style Task and Calibration Activity** | **Yearly Examination** |
| **Outcomes Assessed** | | MA11-1, MA11-2, MA11-3, MA11-8, MA11-9 | MA11-1, MA11-2, MA11-4, MA11-5, MA11-8, MA11-9 | MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9 |
| Understanding, fluency and communication | **50%** | 15% | 15% | 20% |
| Problem solving, reasoning and justification | **50%** | 15% | 15% | 20% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

### MATHEMATICS EXTENSION 1 (1 UNIT COURSE)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
|  |  | Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
| **Components** | | **Written Test** | **Assignment: Investigation Style Task and Calibration Activity** | **Yearly Examination** |
| **Outcomes Assessed** | | ME11-1, ME11-2, ME11-5, ME11-6, ME11-7 | ME11-1, ME11-2, ME11-4, ME11-6, ME11-7 | ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7 |
| Understanding, fluency and communication | **50%** | 15% | 15% | 20% |
| Problem solving, reasoning and justification | **50%** | 15% | 15% | 20% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

***Note: Extension 1 students will complete assessment tasks for both Advanced Mathematics and Extension 1 Mathematics.***

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
|  |  | **Research Essay** | **In Class Essays** | **Yearly Examination** |
| **Outcomes Assessed** | | P7, P8, P9, P11, P17 | P1, P2, P3, P4, P5, P6, P16 | All course outcomes may be assessed |
| **Components** | **Topics** | Body in Motion | Better Health for Individuals | All course content |
| Knowledge and understanding of course content | **40%** | 10% | 10% | 20% |
| Skills in critical thinking, research, analysis and communicating | **60%** | 20% | 20% | 20% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

### PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

### SPORT, LIFESTYLE AND RECREATION STUDIES (Content Endorsed Course)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
|  |  | **In-class scenario and practical application** | **Practical Application** | **Yearly Examination** |
| **Outcomes Assessed** | | 1.3, 2.5, 3.6, 4.5 | 1.1, 1.3, 2.1, 2.2, 3.1, 4.2, 4.5 | All course outcomes may be assessed |
| **Components** | **Topics:** | First Aid | Sports Skills | All course content |
| Knowledge and understanding of course content | **50%** | 15% | 10% | 25% |
| Skills | **50%** | 10% | 30% | 10% |
| **WEIGHTING** | **100%** | **25%** | **40%** | **35%** |

### SPORTS COACHING

The Sports Coaching course is competency based. The purpose of assessment is to judge competence on the basis of performance criteria. A participant is judged either competent or not yet competent.

Competency based assessment is based on the requirements of the workplace, including problem solving and the assessment of skills and knowledge. A number of units of competency can be assessed together.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **W:\Glenfield-Office-Teams\VocEd\5_Information  Communication and Reporting\DoE logo\New - Education\DoE_Logo_K_RGB.png PUBLIC SCHOOLS NSW ULTIMO RTO 90072**  **SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE**  **Preliminary Year 2022 - HSC 2023**  QUALIFICATION: SIS30521 Certificate III in Sport Coaching  Training Package: SIS Sport, Fitness and Recreation (Version 4)  **The information may change in 2022 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.** | | | | | | | **NESA Course:**  50418  **LMBR UI Code:**  **(11 or 12) SIS30521150418** |
| **TERM** | **Unit Code** | **Units Of Competency** | **AQF**  **CORE / ELECT** | **HSC**  **STS** | **HSC IND HS Hrs.** | **Assessment Task Cluster &**  **Methods of Assessment** | HSC requirements |
| Term 1-2 | **4 Preliminary UOC’s** | | | | | | 240 Indicative hours over 2 years  Minimum 35 hrs mandatory work placement |
| HLTWHS001  SISXIND006 | Participate in workplace health and safety  Conduct sport, fitness and recreation events | C  E - E | C  E | 15  30 | **Cluster 1: Tournament Time**  Direct Observation, Product Based Method and Questioning. |
| Term 2-3 | SISSSCO002  SISSCO005 | Work in community coaching role  Continuously improve coaching skills and knowledge | C  C | C  C | 30  25 | **Cluster 2: The Community Coach**  Research and Questioning, Portfolio of Evidence and Evaluation and Classroom Discussion |
| Term 3-4 | **6 HSC UOCs** | | | | | |
| SISSSOF002 | Continuously improve officiating skills and knowledge | E-E | E | 15 | **Cluster 3:** (Complete 2 of the 3 elective options)  **a) Officiating in Sport –** Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation  **b) Inclusive Coaching –** Questioning, Portfolio of Evidence, Coaching Session and Evaluation  **c) Strength and Conditioning –** Fitness Portfolio,Session Plan and Fitness Diary, Session Delivery and Evaluation |
| SISXDIS001 | Facilitate inclusion for people with a disability | E-E | E | 20 |
| SISXCAI009 | Instruct strength and conditioning techniques | E-E | E | 25 |
| Term 5-6 | SISSSCO003  BSBRSK401 | Meet participant coaching needs  Identify risk and apply risk management processes | C  C | C  C | 30  25 | **Cluster 4: Coaching the Individual**  Direct Observation, Product Based Method and Questioning. |
| Term 7 | SISSSCO012 | Coach sports participants up to an intermediate level | E-A | E | 30 | **Cluster 5: Next Level Coaching**  Direct Observation, Product Based Method and Questioning. |
| **Stand alone Unit delivered in Term X** | HLTAID011 | Provide First Aid  **(to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)** | C | C | 20 | **Cluster 6:** **First Aid** Approved trainers will have access to the IVET learners’ platform for RTO 90072 delivery and assessment OR Credit Transfer when this unit is delivered by another RTO. Please ensure school retains the Statement of Attainment from the external RTO for each student |
| *NESA requires students to study a minimum of 240* *hours to meet Preliminary and HSC requirements.* | | | Total hours: 240/245/250 | | | *This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.* | |

## SCIENCE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
|  |  | **Depth Study** | **Research** | **Yearly Examination** |
| **Outcomes Assessed** | | BIO11/12-1 BIO11/12-2 BIO11/12-3  BIO 11/12-4  BIO11/12-5  BIO11/12-6  BIO11/12-7  BIO11-8 | BIO11/12-1  BIO11/12-2  BIO11/12-3  BIO11/12-4  BIO11/12-5  BIO11/12-6  BIO11/12-7  BIO11-9  BIO11-10  BIO11-11 | All course outcomes may be assessed |
| **Components** | **Topics:** | Module 1 | Modules 2, 3, 4 | All Modules |
| Skills in working scientifically | **60%** | 25% | 20% | 15% |
| Knowledge and understanding of course content | **40%** | 5% | 10% | 25% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

### BIOLOGY

### CHEMISTRY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
|  |  | **Depth Study** | **Research** | **Yearly Examination** |
| **Outcomes Assessed** | | CH11/12-1  CH11/12-2  CH11/12-3  CH11/12-4  CH11/12-5  CH11/12-6  CH11/12-7  CH11/11-8 | CH11/12-1  CH11/12-2  CH11/12-4  CH11/12-6  CH11/12-7  CH/11-9  CH/11-10 | All course outcomes may be assessed |
| **Components** | **Topics:** | Module 1 | Modules 2-3 | All Modules |
| Skills in working scientifically | **60%** | 25% | 20% | 15% |
| Knowledge and understanding of course content | **40%** | 10% | 5% | 25% |
| **WEIGHTING** | **100%** | **35%** | **25%** | **40%** |

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### PHYSICS

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| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
| Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
|  |  | **Practical** | **Depth Study** | **Yearly Examination** |
| **Outcomes Assessed** | | PH11/12-1  PH11/12-2  PH11/12-3  PH11/12-4  PH11/12-5  PH11/12-6  PH11-8  PH11-9 | PH11/12-1  PH11/12-2  PH11/12-4  PH11/12-6  PH11/12-7  PH11-9 | All course outcomes |
| **Components** | **Topics:** | Modules 1, 2 | Module 3 | All Modules |
| Skills in working scientifically | **60%** | 15% | 20% | 25% |
| Knowledge and understanding of course content | **40%** | 15% | 10% | 15% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

## TAS - home economics

### COMMUNITY AND FAMILY STUDIES

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| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
|  | Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
|  | **Report** | **Case Study** | **Yearly Examination** |
| **Outcomes Assessed** | | P1.1, P4.1, P4.2, P6.1 | P2.1, P2.3, P3.2, P4.2 | P1.1, P2.2, P2.4, P3.1, P3.2 |
| **Components** | **Topics** | Resource Management | Individuals and Groups | All topics |
| Knowledge and understanding of course content | **40%** | 5% | 15% | 20% |
| Skills in critical thinking, research methodology, analysing and communicating | **60%** | 15% | 25% | 20% |
| **WEIGHTING** | **100%** | **20%** | **40%** | **40%** |

### FOOD TECHNOLOGY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **T****ASK 1** | **TASK 2** | **T****ASK 3** |
|  |  | Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
|  |  | **Written Report, Experimentation and Food Preparation** | **Preparation and Written Report** | **Yearly Examination** |
| **Outcomes Assessed** | | P1.1, P4.2 | P2.2, P3.2, P4.1, P4.4 | P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P4.3, P4.4 |
| **Components** | **Topics** | Food Availability  and Selection | Food Quality | Food Availability and Selection  Food Quality  Nutrition |
| Knowledge and understanding of course content | **40%** | 10% | 10% | 20% |
| Knowledge and skills in designing, researching, analysing and evaluating | **30%** |  | 20% | 10% |
| Skills in experimenting with and preparing food by applying theoretical concepts | **30%** | 20% | 10% |  |
| **WEIGHTING** | **100%** | **30%** | **40%** | **30%** |

### HOSPITALITY - FOOD AND BEVERAGE

The Hospitality – Food and Beverage course is competency based. The purpose of assessment is to judge competence on the basis of performance criteria. A participant is judged either competent or not yet competent.

Competency based assessment is based on the requirements of the workplace, including problem solving and the assessment of skills and knowledge. A number of units of competency can be assessed together.

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| **PUBLIC SCHOOLS NSW ULTIMO RTO 9007Shape  Description automatically generated with medium confidence2**  **HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE**  **Preliminary Year 2022 - HSC 2023**  QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2)  Training Package: SIT Tourism, Travel and Hospitality (Release 1.2) | | | | | | | | **NESA Course Code**  **2 U X 2 YR – 26511**  **2022 HSC Exam: 26589**  **LMBR UI Code**  **(11 OR 12) SIT20316126511B** |
| **Term** | **Unit Code** | **Units Of Competency** | **AQF**  **CORE / ELECTIVE** | **HSC**  **STATUS** | **HSC INDICATIVE Hrs.** | **Assessment Task Cluster &**  **Method of Assessment** | **HSC requirements**  **Exam estimate mark & weighting to total 100%** | |
| **9 PRELIMINARY UOCs** | | | | | | **Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: *SITHIND003 Use hospitality skills effectively*** | 240 Indicative Hours over 2 years  35 hrs Work placement  40% Prelim Yearly Exam | |
| Term 1 | SITXFSA001 SITXWHS001  SITHCCC003 | Use hygienic practices for food safety  Participate in safe work practices  Prepare and present sandwiches | E  C  E | M  M  E | 10  15  10 | **Cluster A: Getting Ready for Work (as a Sandwich Artist)**  Scenario, written task, case study, observation of practical work |
| Term  2 & 3 | SITXFSA002  SITHCCC002  BSBSUS201 | Participate in safe food handling practices  Prepare and present simple dishes  Participate in environmentally sustainable work practices | E  E  E | E  E  E | 15  20  15 | **Cluster B: Sustainable Kitchen Practices**  Scenario, written task, case study, observation of practical work |
| Term 3 | SITHFAB004  SITXCOM002  SITXCOM001 | Prepare and serve non-alcoholic beverages  Show social and cultural sensitivity  Source and present information | E  C  E | S  E  E | 15  10  10 | **Cluster C: Working Relationships**  Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years’ Industry Experience must be involved in assessment. |
| **6 HSC UOCs** | | | | | |  | 35 hrs Work placement  60 % HSC Trial Exam  The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision. | |
| Term  4 – 6 | SITXCCS003  SITHFAB005  SITHFAB007  SITHIND003 | Interact with customers  Prepare and serve espresso coffee\*  Serve food and beverage  Use hospitality skills effectively | C  E  E  C | S  S  S  E | 15  15  40  20 | **Cluster D: Café Culture**  Role play, written questioning, observation of practical work, student reflection, portfolio of evidence  NOTE: person with THREE years’ Industry Experience must be involved in assessment.  \*Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment. |
| Term 7 | BSBWOR203  SITHIND002 | Work effectively with others  Source and use information on the hospitality industry | C  C | M  M | 15  20 | **Cluster E: Working in the Hospitality Industry**  Written questioning, student reflection |
| *NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.* | | | Total Hours 245 | | | *Units of competency from the HSC focus areas will be included in the optional HSC examination.* | | |

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|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
|  |  | Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
|  |  | **Practical Application** | **Folio and Practical** | **Yearly Examination** |
| **Outcomes Assessed** | | P1.1, P2.1, P2.2, P4.1 | P1.2, P2.2, P2.3, P3.1, P3.2, P4.1 | P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1. |
| **Components** | **Topics:** | Elements and Principles of Design | Preliminary Textiles Project | All course content |
| Knowledge and understanding of course content | 50% | 10% | 10% | 30% |
| Skills and knowledge in the design, manufacture and management of textile projects. | 50% | 20% | 30% |  |
| **WEIGHTING** | **100%** | **30%** | **40%** | **30%** |

### TEXTILES AND DESIGN

## tas - INDUSTRIAL ARTS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
|  |  | Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
|  |  | **Practical** | **Practical and Portfolio** | **Yearly Examination** |
| **Outcomes Assessed** | | P1.1, P2.1, P2.2 | P3.1, P4.1, P4.2, P4.3 | P 1.1, P2.1, P2.2, P3.1, P4.3, P5.2, P5.3, P6.1, P6.2 |
| **Components** | **Topics:** | Design Project 1:  Who Designed that Chair | Design Project 2:  Monumental Celebration | All course content |
| Knowledge and understanding of course content | **40%** | 10% | 10% | 20% |
| Knowledge and skills in designing, managing, producing and evaluating design projects | **60%** | 10% | 30% | 20% |
| **WEIGHTING** | **100%** | **20%** | **40%** | **40%** |

### DESIGN AND TECHNOLOGY

### CONSTRUCTION

The Construction course is competency based. The purpose of assessment is to judge competence on the basis of performance criteria. A participant is judged either competent or not yet competent.

Competency based assessment is based on the requirements of the workplace including problem solving and the assessment of skills and knowledge. A number of units of competency can be assessed together.

To be updated early Term 1

Construction Course undergoing changes.

Students doing this course refer to Canvas or access teacher through Canvas

### ENGINEERING STUDIES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
|  |  | Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
|  |  | **Open Book Test** | **Engineering Report** | **Yearly Examination** |
| **Outcomes Assessed** | | P1.1, P2.1, P3.1 | P1.2, P2.1, P3.2, P3.3, P4.1, P6.1 | P1.1, P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P6.1, P6.2 |
| **Components** | **Topics:** | Engineering Fundamentals | Braking Systems | All course content |
| Knowledge and understanding of course content | **60%** | 20% | 20% | 20% |
| Knowledge and skills in research, problem solving and communication related to engineering practice | **40%** | 10% | 10% | 20% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
|  |  | Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
|  |  | **Individual Project** | **Group Project** | **Yearly Examination** |
| **Outcomes Assessed** | | P1.1, P2.1, P3.1, P5.1, P6.2 | P5.1, P6.2, P7.1, P7.2 | P1.1, P1.2,P2.1,P2.2,P3.1,P4.1,P5.1,P6.1,P6.2,P7.1,P7.2 |
| **Components** | **Topics:** | Future Kids | Sell it to Me | All course content |
| Knowledge and understanding of course content | **60%** | 15% | 15% | 30% |
| Knowledge and skills in the design and development of information systems | **40%** | 15% | 15% | 10% |
| **WEIGHTING** | **100%** | **30%** | **30%** | **40%** |

### INFORMATION PROCESSES AND TECHNOLOGY

### INDUSTRIAL TECHNOLOGY - TIMBER

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **TASK 1** | **TASK 2** | **TASK 3** |
|  |  | Term 1  Week 11 | Term 2  Week 10 | Term 3  Weeks 8/9 |
|  |  | **Practical** | **Practical and Portfolio** | **Yearly Examination** |
| **Outcomes Assessed** | | P1.1, P4.1, P4.2 | P1.2, P2.1, P3.1,P3.2, P3.3, P4.1,P4.2, P4.3, P5.1, P5.2, P6.1, P6.2 | P1.1,P 1.2, P3.1, P4.3, P6.1, P6.2, P7.1, P7.2 |
| **Components** | **Topics:** | Hall Table | Jewellery Box | All course content |
| Knowledge and understanding of course content | **40%** | 10% | 10% | 20% |
| Knowledge and skills in designing, managing, producing and evaluating design projects | **60%** | 10% | 30% | 20% |
| **WEIGHTING** | **100%** | **20%** | **40%** | **40%** |