



**Homebush Boys High School**

**PRELIMINARY HSC  
2021**

**Assessment  
Handbook**

# CONTENTS

Year 11 Assessment Policy	2
Biology	20
Business Studies	21
CAFS	22
Chemistry	23
Chinese Beginners	24
Chinese and Literature	25
Chinese in Context	26
Earth and Environmental Sciences	27
Economics	28
Engineering Studies	29
Advanced English	30
Standard English	31
English Extension-1 Unit	32
English EAL/D	33
English Studies	34
Geography	35
Ancient History	36
Modern History	37
Industrial Technology Electronics	38
Industrial Technology: Timber Products & Furniture Industries	39
Information Processes and Technology	40
Korean and Literature	41
Korean Beginners	42
Korean in Context	43
Korean Continuers	44
Legal Studies	45
Mathematics Advanced	46
Mathematics Extension-1 Unit	47
Mathematics Standard 2	48
Music	49
Music 2	50
Personal Development, Health and Physical Education	51
Physics	52
SLR	53
Software Design and Development	54
Studies of Religion-2 Unit	55
Visual Arts	56
VET Assessment Policy	57
Business Services	58
Construction	59
Hospitality	60
Assessment Planner	61

# SCHOOL ASSESSMENT POLICY

## INTRODUCTION

The purpose of this document is to outline the Assessment Policy of Homebush Boys High School for both the Preliminary Higher School Certificate (HSC) and the Higher School Certificate.

### What is School-Based HSC Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus
- provide evidence of satisfactory completion of a course, and report on the achievement by each student at the end of a

The HSC assessment mark is a mark gained by students in each of their Higher School Certificate courses based on their performance in set assessment tasks during the HSC year. Achievement may be measured through examinations, practical tests, fieldwork, assignments, classroom presentations and in other ways. The marks submitted by the school are moderated (adjusted) by performance at the HSC examination.

For most NSW Educational Standards Authority (NESA) Developed Courses, school-based assessment throughout the HSC course contributes 50% of your HSC mark, and is reported on your Record of Achievement along with your examination mark.

### Why do we have HSC Assessment?

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

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

### What happens to HSC Assessment Marks?

At the conclusion of the HSC assessment program, the school submits a school-based assessment mark to NESA for each of your courses based on your performance in the tasks in the school's assessment program.

The assessment mark submitted by the school is adjusted (moderated) by NESA to produce the assessment mark that appears on your Record of Achievement. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group's assessment marks are adjusted based on the performance of the group in the HSC examination. The rank order of students as submitted by the school is not changed.

No assessment mark is reported for VET courses or courses studied with an outside agency.

## **The Australian Tertiary Admission Rank - ATAR**

The examination mark and the assessment mark are equally important in determining the Australian Tertiary Admission Rank (ATAR). To be eligible for an ATAR a student must complete at least 10 units from NESA developed courses for which there are examinations including at least:

- 8 units of Category A courses
- 2 units of English
- 3 Board developed courses of 2 units or greater
- 4 subjects

The ATAR is based on the aggregate of scaled marks from the 10 best units of ATAR courses comprising:

- the best 2 units of English
- the best 8 units from the remaining units, which can include up to 2 units of Category B courses.

The scaled examination and assessment marks are used to calculate the ATAR.

## **Requirements for the Award of a Higher School Certificate**

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:
  - (a) at least 6 units from NESA Developed Courses;
  - (b) at least 2 units of a NESA Developed Course in English;
  - (c) at least 3 courses of 2 units value or greater (NESA Developed or NESA Endorsed Courses);
  - (d) at least 4 subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of 7 units from courses in Science in each study pattern. (Ace Manual Section 8.2.1)

Students must complete the **HSC: All My Own Work** program which is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

Most VET Industry Curriculum Framework courses, and some VET Board Endorsed courses, also require students to work set hours to develop industry competencies and practise learned skills. You must complete any required work placements to complete these courses. If mandatory work placements are not completed, your school will issue you with a non-completion of course determination.

**For the 2022 HSC, students need to meet the HSC minimum standard to receive the HSC.** To show they meet the standard students need to:

- achieve Level 3 or 4 in the online reading test and
- achieve Level 3 or 4 in the online writing test and
- achieve Level 3 or 4 in the online numeracy test

## **Principal's Certification of Satisfactory Completion of Course Requirements**

You will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that you have met the following course completion criteria:

- (a) followed the course developed or endorsed by NESA; and



- (b) applied yourself 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.

For courses where school assessment marks are submitted, students must make a **genuine attempt** at assessment tasks that total more than 50% of the available school assessment marks for that course.

If the Principal determines that the above course completion criteria are not being met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course.

The Principal will then issue an 'N' determination (non-completion of course requirements) for that course.

You have the right to appeal to the school against this determination. If unsuccessful, you may appeal to NESA. The Principal will advise you of this right and explain the appeal process.

If you receive an 'N' determination for a course, you will receive no results in that course.

**Until you receive results in 12 Preliminary units and 10 HSC units, you will not be eligible for the award of a Higher School Certificate.**

## STUDENT RESPONSIBILITIES

### EXPECTATIONS OF STUDENTS

#### 1. Attendance and diligence

Students must attend all classes to satisfactorily complete the Higher School Certificate courses. It is expected that students prepare for all class tasks, assessments, examinations and make a serious attempt. Students must work with sustained effort and diligence in all aspects of each course.

A minimum of 85% attendance is generally expected for students to be able to achieve the outcomes of the course being studied. Unexplained absences, lateness and class attendance patterns will be reviewed to ensure that students are meeting the course completion criteria and the minimum attendance requirements.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. (ACE Manual). Students are expected to attend all classes on those days when assessment tasks are timetabled. Failure to do so may constitute an unfair advantage and may result in a zero award.

#### 2. Assessment Tasks

The NSW Education Standards Authority expects all students to attempt all assessment tasks. Students must make **a genuine attempt at all assessment tasks**. Students are expected to submit assessment tasks by the due date. Failure to complete less than 50% of assessment tasks will result immediately in an 'N' determination for that course. Students who do not comply with the assessment requirements will not have a moderated assessment mark or an examination mark awarded. (ACE Manual)



### 3. Assessment Schedules

Students are expected to carefully read assessment schedules for all courses which are published in this handbook and complete an Assessment Plan based on each task / course for the year.

### 4. Notifications

Students are expected to carefully read the notification of tasks that they will receive two weeks prior to the date of assessment tasks.

Students are required to check the following details on all notifications for assessment tasks:

- a. the nature of the task;
- b. syllabus outcomes to be assessed;
- c. the weighting of the task;
- d. the assessment marking criteria, and
- e. the date of the task.
- f.

### 5. Absence: Notification of Assessment Tasks

Students who are absent from class on the day that an Assessment Task Notification is issued, **must see the teacher to receive the notification**. It is important to note that notification of assessment tasks will be issued two weeks prior to assessment tasks as per assessment schedules published in this handbook.

### 6. Procedures for students when absent from tasks

Every effort must be made to attempt each task. Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.

If there is a valid reason an "Assessment Task Illness/Misadventure Application" proforma needs to be completed and all supporting documentation has to be submitted to the Head Teacher and Deputy Principal on the first day back after their absence, or a zero mark will be awarded. Illness /Misadventure applications are available from your Deputy Principal.

### 7. Applications for Illness/Misadventure

A student may apply for special consideration for the following reasons:

- a. If a student wishes to make an application for an extension of time, in which case it is required before the due date, or
- b. If a student is absent on the day of the task, in which case:
  - i. **the student or his parent must telephone the school on the day of the task and inform the relevant Head Teacher or Deputy Principal;**
  - ii. the illness/misadventure application form must be lodged with the Head Teacher and Deputy Principal immediately upon the student's return to school;
  - iii. a doctor's certificate is required if the application is on medical grounds;
  - iv. valid supporting documents are required to support misadventure appeals;
  - v. if the assessment task is a take home task, the student must hand it in completed with a medical certificate to the Deputy Principal, immediately upon the student's return to school;
  - vi. documentation submitted at a later date (not on the first day that the student returns to school) will not be accepted and the student will be awarded a zero mark.



**Medical Certificates must:**

- be written on a named doctor's letterhead;
- include the date of the missed tasks;
- indicate the general nature of the illness;
- show the length of time the student will be unfit for school, and
- be produced immediately on return to school.

**If the student does not make the application to the relevant Head Teacher and Deputy Principal on their next school day of attendance after the due date of the missed assessment task, a zero mark will be recorded.**

Before a Reporting period, the Faculty Head Teacher and Deputy Principal will consult with the Principal to consider student appeals. Once the Principal determines the action to be taken, the Head Teacher will inform the student and classroom teacher of the decision. An outcome letter which will be sent to the parent.

**The Illness/Misadventure appeals process does not cover:**

- difficulties in preparation or loss of preparation time;
- alleged deficiencies in tuition;
- loss of study time prior to the formal study vacation;
- misreading the exam timetable;
- misreading of exam instructions;
- attendance at a sporting or cultural event, or family holiday;
- long-term illness such as Glandular Fever, Asthma and Epilepsy, unless there is evidence of a sudden reoccurrence during the examination period; and
- Illnesses covered by special provisions, unless there is evidence of an unforeseen episode during the examination.

**Technology and/or computer equipment failure are not valid grounds for misadventure. It is the student's responsibility to keep hard copies of submitted assessment tasks.**

To assist students in the use of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure;
- back-up files regularly;
- print out copies of drafts and keep them while the assignment is in progress, and bring a copy of the file to school by USB.

Students may lodge an Illness/Misadventure Appeal if they believe that **circumstances during the assessment task**, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to provide documentary evidence such as a doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the application.

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

Students may appeal against the decision by lodging an appeal form to the Deputy Principal within three (3) days of initial determination. A review panel convened by the Deputy Principal will decide the outcome of the appeal.



The panel may:

- i. reject the **appeal** and order the zero mark to stand;
- ii. grant a limited extension;
- iii. order that a substitute task be performed, or
- iv. award an estimate

### **8. Mandatory Work Placement requirements for VET students**

Mandatory work placement meets part of the assessment criteria for all VET courses conducted at the school and is structured learning out of school in workplaces. As the work placement is compulsory, students who do not complete the required hours of work placement to the satisfaction of the employer and the school will not have the course recognised by NESAs.

This will affect the HSC outcome if the student fails to meet the minimum requirement of 10 units in the HSC year. The student will be sent a NESAs warning letter. The minimum required hours of work placement are 35 hours for each 120 hour course or 70 hours over a 2 year, 240 hour course. In general, required hours are equal to one week for each 120 hours of the course.

▪ Students are required to see the appropriate Head Teacher before work placement to organise alternative arrangements for assessment tasks scheduled during work placement.

**If an assessment task is due during work placement, the student must see the Head Teacher before work placement to negotiate whether the task will be submitted either before work placement or on the due date.**

If a student does not attend or complete the work placement provided for them by the school or is not deemed satisfactory by the employer or the school, the student is responsible for providing an alternative work placement. The Careers Adviser (Work Placement Coordinator) and the VET Coordinator must approve this work placement before being undertaken by the student.

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

The policy requires that the student:

- notifies the employer of the absence on the morning of the absence before normal work start time by telephone;
- notifies the Careers Adviser (Work Placement Coordinator) AND the VET class teacher on the morning of the absence by telephone;
- must obtain a doctor's certificate on the day of the illness, if the application is on medical grounds;
- must lodge an illness/misadventure application form with the Head Teacher, Career Adviser and Deputy Principal immediately upon the student's return to school.

The Deputy Principal will consult with the Careers Adviser (Work Placement Coordinator) who will take further steps in ensuring that the work placement requirements are met either by the school or by the student.





## 9. Absence due to Foreseen Circumstances

On some exceptional occasions, your inability to meet assessment dates can be foreseen prior to the deadline. Examples include emerging clashes with major sporting events, student leadership events or approved leave. If this occurs, it is the student's responsibility to immediately contact the Head Teacher of the course concerned before the date of the task and/or as soon as possible.

## 10. Syllabus requirements

It is expected that students complete the syllabus, including participation in class practical work, oral presentations, homework, assignments and formal assessment tasks. Syllabuses, past papers, sample responses and support materials for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>

## 11. Procedures relating to Malpractice

All work presented in assessment tasks and external exams (including submitted works and practical exams) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, will lead to students receiving zero marks and will jeopardise their Preliminary HSC and HSC results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

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

*(Rules and Procedures for HSC candidates)*

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness.

To avoid malpractice, including plagiarism, students should check how to cite sources with their teacher. Students must give credit whenever they:

- use another person's idea, opinion or theory;
- use pieces of information, facts, statistics, graphs or drawings that are not common knowledge;
- use quotations from another person's spoken or written words, and paraphrase another person's spoken or written words.

**Malpractice, including plagiarism is cheating and a zero mark will be awarded.**

## 12. Students behaviour during assessment tasks, including examinations

Students must behave in a way that does not disrupt the task, exam or disturb the work of any other students. They must behave in a polite and courteous manner towards other students and the supervisor(s) of the task(s), including examinations.

During any assessment task/exam, if a student is involved in any of the following behaviours, a zero assessment mark will be awarded:

- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher;
- makes a non-serious attempt, or cheats or attempts to cheat in anyway.

## 13. Exam Procedures

It is expected that students prepare for examinations and make a serious attempt. Students must work with sustained effort and diligence in all aspects of each course.

During any assessment task or examination students must follow the examination supervisor's instructions at all times. **General procedures and guidelines for students** is issued to students with their exam timetables.

- Students must not take into the room any books, notes, papers or equipment other than what is outlined in the **General procedures and guidelines for students**.
- Students must make a serious attempt at all questions in the assessment task or examination and remain in the examination venue until the end of the examination.
- Answers must not contain offensive language.
- Students must not take any electronic devices, including mobile phones or iPads into any examination room.

**Failure to observe these rules will result in a mark of zero for the exam.**

## 14. Students Absent from Examinations

Students who are absent from exam(s) for any serious reason must notify the appropriate Head Teacher or Deputy Principal of the school on the timetabled day of the exam(s).

The student must present the illness/misadventure appeal to the appropriate Head Teacher and Deputy Principal immediately after the missed exam/s for the appeal to be considered, and course of action determined.

## 15. Equipment for the HSC Examination

The HSC timetable contains a list of equipment, that students are expected to provide and optional items that students may bring if they wish.

It is a students' responsibility to obtain this list, which appears on the NESAs website at: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Note that students **must** clear memory from calculators before examinations.

## 16. N Award Warning Letter

NESA warning letters are issued to students and their parents/caregivers if students are in danger of not meeting the Course Completion Criteria in any course. The NESA requires the school to issue official warning letters in order to give the students the opportunity to redeem themselves.



A **minimum of two course specific warnings** must be issued prior to a final "N" (non-completion) determination being made for a course.

### **17. Special Examination Provisions for students with special needs**

If students have a special need that would, in a normal exam situation prevent them from reading the exam questions, and/or communicating responses, NESAs may approve special exam provisions.

Students seeking special exam provisions need to approach the Head Teacher Learning Support to lodge an **application**.

**Special Examination Provisions are not available:** as compensation for difficulties in undertaking a course and preparing for the exam, and for lack of familiarity with the English language.

**Failure to comply with the school assessment policy and the procedures outlined in this handbook will result in a zero mark being awarded and students will be notified in writing.**

### **18. Students Online**

The Students Online service is available for students to log-on and view their HSC enrolment details. By using a student number and PIN provided by NESAs, they will be able to check important details relating to their enrolment and view important information such as their personalised HSC timetable, Assessment Rank Order (after the final HSC Exam) and information regarding HSC results. In addition, Students Online has links to other relevant sites.

# THE SCHOOL'S RESPONSIBILITIES

## 1. Assessment and assessment schedules

"Schools are to undertake assessment to collect information about student's learning. This will occur through both formal in informal activities."

(Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12)

### Assessment Schedules

NESA's syllabus packages, including assessment and reporting documents, indicate the mandatory components for HSC assessment and the weightings to be attached to those components.

Each school will determine:

- a. the practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based;
- b. the weightings to be allocated to each task, except when these are specified in the syllabus package.

Schools are required to develop an assessment program for each of their courses. This involves the following **responsibilities**:

#### a. **Number of tasks**

Identifying the number of tasks that will be used to measure students' achievement in each syllabus component.

#### b. **Weightings**

Allocating weightings to each of the tasks in accordance with the components and weightings in the Assessment and Reporting document for the course.

#### c. **Scheduling tasks**

Scheduling the assessment tasks for the HSC courses, being mindful of the demands these tasks will place on students and teachers.

#### d. **Written advice to students**

Providing students with written advice about the school's requirements for assessment in each course. **The advice given to students must include:**

- i. the components and their weightings as specified in the assessment and examination materials on NESA's website
  - ii. the general nature of each assessment task
  - iii. a schedule of when assessment tasks are planned to take place. In addition, there must be provision for adequate notice of the precise timing of each assessment task
  - iv. the weight value of each task in relation to the total weighted mark for the course
  - v. details of administrative arrangements associated with each task (eg how the school will deal with absence, late submission of tasks, illness/misadventure immediately before or during the task, etc)
  - vi. details of the school's policy on malpractice in assessment tasks
  - vii. details of the procedures to be implemented if tasks produce invalid or unreliable results. Note: the results of assessment tasks that have been completed by students should not be discarded
  - viii. details of the procedures for dealing with student appeals arising from assessment tasks
- e. Appropriate procedures: marking, recording, reporting  
Devising appropriate procedures for marking, recording and reporting students' performance on all assessment tasks. In calculating and reporting marks,



teachers need to be aware of the limitations of using statistical procedures on small groups. Furthermore, the reporting of achievement on assessment tasks should be seen within the context of the school's overall reporting policy. Each student should receive clear feedback on their performance. This advice should indicate:

- the student's attainment in the task relative to the outcomes
- the student's relative position within the school group.

## **2. Maintaining Records**

Schools are required to maintain records of marks awarded for each task identified as part of the assessment program of an HSC course.

Schools are **not** required to retain evidence of assessments such as test papers, assignments, projects, practical exercises, etc. The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. This must be in accordance with the illness/misadventure provisions published in the school's assessment program. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

### **Head Teachers are required to put processes in place to:**

- a. ensure tasks meet NESA requirements of courses;
- b. record marks on the faculty system before marks are returned, and
- c. ensure NESA Warning Letters are issued when appropriate

### **More than one class following the same course**

This refers to groups of students within the same year across different timetabled lines and accelerated groups of students from different years. Common assessment programs should be followed with common tasks, conditions and marking procedures.

Assessment tasks should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

## **3. Assessment Notifications**

Students will be notified, at least two (2) weeks in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.

Under extenuating circumstances variations to a task (including timing and date and other details of the task) may occur when:

- approval from the Deputy Principal has been gained, and
- all students (including absent students) have been notified of the variation in writing with a new notification. This notification should, be issued at least two (2) weeks in advance of the due date of the assessment task.

## **4. Marking Guidelines**

Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and

higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

## **5. Providing Meaningful Feedback**

Teachers provide feedback to students to assist their learning. Marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions. Marks earned on individual tasks are expressed on a scale to reflect adequately the relative differences in student performances.

Feedback to students will incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards.

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not yet competent.

## **6. Recording and Reporting Student Marks**

Teachers and Head Teachers will keep records of each student's performance in each task in the electronic mark book available on the school's network and should provide students after each task with information concerning their performance on individual tasks.

Students can obtain their NESAs Assessment rank order online, using the Students Online service available at the conclusion of the HSC Examination period.

## **7. The Award of "Zero Marks"**

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

- a. non-presentation of a task without approved reason, or
- b. an attempt to gain unfair advantage (malpractice, such as plagiarism).

### **Non presentation / Non Attempt**

If a task is not attempted/submitted by the due date and the student is not exempt, the student will be awarded a zero mark. Teachers are required to generate a NESAs warning letter and to request that students complete missed assessment tasks.

Feedback on their performance will be presented with written comments, but the task will not count towards overall assessment totals.

### **Malpractice**

It is expected that work submitted in fulfilment of Assessment requirements shall be the student's own work. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged;
- copying – using the work of another person and submitting it as their own;
- not own work – having someone else complete the task. This includes submitting work which another person such as a parent or tutor has contributed significantly or ideas of another person without reference to the source;
- falsifying receipt documents;
- offering false documentation in support of an appeal;
- cheating during an assessment task or exam, and
- misbehaving during exams.

Where the teacher responsible for a task has reason to suspect malpractice, this should



be brought to the attention of the Head Teacher who will discuss the issue with the Deputy Principal. The student will be awarded a zero mark for the task or section of the task where the malpractice occurred, and given a full explanation of the decision. The student may then proceed through established appeal procedures.

Should an assessment task be corrupted through malpractice, the Head Teacher and Deputy Principal with consultation with the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness. This task may be used as a guide to assessment marks awarded.

**If a student is involved in any of the following behaviours during any assessment task/exam, a zero assessment will be awarded:**

- does anything that disrupts the task or disturbs another student;
- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher;
- makes a non-serious attempt, or cheats in any way.

### **8. Lateness**

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

### **9. Extensions**

Students who are unable to present for an out of class assessment task/assignment for valid reasons may apply to the Head Teacher for an extension **prior to the due date for submission for the task** by completing an illness/misadventure appeal. **It should not be assumed that an application will be accepted.**

### **10. NSW Education Standards Authority Warning Letters**

NSW Education Standards Authority (NESA) warning letters are issued to students **who are not meeting course requirements.**

Course requirements are that the student:

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

**These letters are a warning to students that they are in danger of not meeting the course requirements.**

If a student is awarded a zero mark for a task or has not attempted the task, they may be at risk of not meeting the **assessment** requirements for a course. In this case, the student will also be sent a NESA warning letter.

When a NESA warning letter is required, the school will:

- advise the student in writing with the NESA warning letters (Teacher and Head Teacher);
- ensure NESA warning letters are sent to parents informing them their son/ward has missed an assessment task and informing them if attendance and performance have been unsatisfactory;

- ensure that written acknowledgement from the student and her parents/caregivers is requested and received;
- ensure a copy of the NESA warning letter is placed on the faculty file and on the student's central file.

**When a first warning letter is sent**, the teacher and Head Teacher will normally arrange a meeting with the student to discuss the student's progress in that subject.

**When a second warning letter is sent**, the Head Teacher and Deputy Principal will normally arrange a meeting with the student and parents/caregivers to discuss the student's progress in that subject.

**If a student has two active NESA warning letters**, the student **may be awarded an 'N' determination in that course**. If the letters remain active following the interview with the Deputy Principal, another interview will be organised with the Head Teacher, Deputy Principal, Principal, the student and the parents/caregivers to discuss the award of an 'N' determination in that subject.





# STUDENT REVIEWS/APPEALS

## **Details of review procedures are the responsibility of individual schools.**

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

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 for individual tasks 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 to the student.**

1. A student may appeal:
  - against his mark in the course assessed on the grounds of a clerical error, and/or
  - if the school has varied from its stated Assessment Policy.
2. No appeal may be entered against marks allocated for a particular task or piece of work, unless on grounds stated above.
3. A student who wishes to appeal must do so in writing. The appeal must be submitted through the Deputy Principal. Details of methods of appeal are available from the Principal.
4. An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following personnel:
  - Principal;
  - Deputy Principal;
  - The Head Teacher of another faculty, and the Head Teacher of that faculty.
5. In conducting an assessment review it is necessary for the school to ascertain whether:
  - a. the weightings specified by the school in its assessment program conform with NESAs requirements as detailed in the syllabus packages
  - b. the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program
  - c. there are no computational or other clerical errors in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school must inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESAs. The advice on this appeal to NESAs should include information about grounds for appeal.

*(NESAs: ACE Manual)*



# HOMEBUSH BOYS HIGH SCHOOL

## ILLNESS/MISADVENTURE APPEAL



This form is to be completed by the student who is unable to attend an assessment task.

**The completed form must be submitted to the Deputy Principal on the first day back at school immediately after the due date of the assessment. If the Deputy Principal is absent, this form must be submitted to the Principal.**

Name:..... Year: .....

Subject/Course:.....

Head Teacher: ..... Teacher .....

Assessment Title: .....

Date of Notification: ..... Due Date: .....

Date appeal submitted:.....

Either (tick option):  Task missed  Task sat for

Seeking special consideration because of:  Illness  Misadventure

Details of appeal:

.....  
 .....  
 .....  
 .....

(Attach all necessary medical and other certificates and refer to the HBHS Assessment Policy)

Student signature: ..... Date: .....

Parent/caregiver signature: ..... Date: .....

**School Procedure**

- Deputy Principal issues and receives Illness/Misadventure Appeal form
- Deputy Principal discusses with the Principal and Head Teacher
- Head Teacher receives a photocopy of the appeal
- Before Half Yearly reporting period (Yr7-11) and Yearly reporting (Yr7-12), Principal, Deputy Principal and Head Teacher will meet to discuss the appeal.
- The School will enter details on *SENTRAL* and generate outcome letter for parent. A copy will be placed into the students file.
- Principal will sign the letter and give to front office for posting.





# HOME BUSH BOYS HIGH SCHOOL

Bridge Road, Homebush NSW 2140  
(02) 9764 3611 (02) 9746 3614

Date: .....

Dear (Parent/Carer)

## Re: OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

I am writing to advise that your son/ward (**Student name**) is in danger of not meeting the Course Completion Criteria for the Preliminary Higher School Certificate in (**Course**).

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **1st official warning** we have issued concerning (**Course**).

**A minimum of 2 course-specific warnings must be issued prior to a final 'N' (non-completion) determination being made for a course.**

### Course Completion Criteria

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

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

**Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination.** This will mean that the course will not be listed on the student's Record of Achievement and may impact on the student's eligibility for the Higher School Certificate. In Year 11, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

In the case of competency-based courses, it is a matter for the Principal to determine whether the attempt made by the student to complete the course is genuine.

To date, (**Student name**) has not satisfactorily met Course Completion Criteria. The student is:

- 1. not **following** the course developed or endorsed by the NSW Education Standards Authority
- 2. not applying himself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- 3. not **achieving** course outcomes

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. For (**Student name**) to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed need to be satisfactorily completed and/or achieved:

<b>Task name(s) Course Requirement(s) Course Outcome(s)</b>	<b>Percentage weighting (if applicable)</b>	<b>Original due date (if applicable)</b>	<b>Action required by student</b>	<b>Revised date to be completed by (if applicable)</b>

Please discuss this matter with (**Student name**) and contact the school if further information or clarification is needed.

Yours sincerely,

Class Teacher

Head Teacher

Deputy Principal



### Requirements for the satisfactory completion of a Higher School Certificate Course

I acknowledge receipt of the 1<sup>st</sup> official warning letter, advising that **(Student name)** is in danger of not having satisfactorily met the Course Completion Criteria for **{Subject/Course}**.

I am aware that the non-completion of course requirements may result in an "N" determination for the course and consequently, the course will not appear on the Higher School Certificate.

I am also aware that the 'N' determination in a subject could impact on my son's eligibility to receive the award of the Preliminary Higher School Certificate.

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

***If/when the task has been satisfactorily completed, the Faculty Head Teacher will enter the data (COMPLETED) on the SENTRAL database.***

## YEAR 11 Writing Strategy

Writing has been identified as a key issue across the school:

- in Year 8, the focus is on accurate writing for a purpose; and
- in Year 11, on structured writing in response to a question directive term.

To support the development of students' writing in 2020, the school has adopted a Writing Strategy in these Years. In each Semester, one assessment task in each subject (except Maths) will involve extended writing. Students will be given written notification of these tasks at least two weeks before they are scheduled, and will be prepared through modelling exercises beforehand, so they are clear about what to do.

Then, all writing will be marked using the same marking scale across the Year, and graded (A to E) using the same standards. These writing grades will be shown on all Semester reports.

Students' writing grades will help to identify those students needing further support to improve their writing, and will assist in tracking improvement over time.



# BIOLOGY

## COURSE DESCRIPTION

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

## COURSE STRUCTURE AND REQUIREMENTS

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth Studies
		<b>Module 1</b> Cells as Basis of Life	60	*15 hours in Modules 1-4
		<b>Module 2</b> Organisation of Living Things		
		<b>Module 3</b> Biological Diversity	60	
		<b>Module 4</b> Ecosystem Dynamics		

\*15 hours must be allocated to depth studies within the 120 indicative hours.

## ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Depth Study &amp; Formative Assessment</b> Module 1 Cells as Basis of Life	<b>Research/Practical Investigation</b> Module 4 – Depth Study Organisation of Living Things	<b>Yearly Examination</b> Module 1, 2, 3, 4	
	<b>Term 1, Week 8</b>	<b>Term 2, Week 9</b>	<b>Term 3, Week 9</b>	
	<b>Outcomes assessed</b> BIO11/12-1BIO11/12-4 BIO11/12-5BIO11/12-6 BIO11/12-7BIO11-10	<b>Outcomes assessed</b> BIO11/12-1 BIO11/12-2 BIO11/12-3BIO11/12-7 BIO11-9	<b>Outcomes assessed</b> BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
<b>Skills in Working Scientifically</b>	20	30	10	60
<b>Knowledge and understanding</b>	10	0	30	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# BUSINESS STUDIES

## COURSE DESCRIPTION

Business Studies encompasses the theoretical and practical aspects of business and management in contexts that students will encounter in real life. Conceptually, it offers focus areas on perspectives ranging from the planning of a small business to the broader roles of management, finance, employment relations, marketing and the impact of the global business environment. Contemporary business theories and practices and business case studies are incorporated throughout the course.

## COURSE STRUCTURE

TOPIC		Indicative Hours	% of course time
1	Nature of Business	24	20
2	Business Management	48	40
3	Business Planning	48	40

## ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Research Task</b> Nature of Business	<b>Small Business Plan</b> Business Management and Business Planning	<b>Yearly Examination</b> All Topics	
	<b>Term 1, Week 7</b>	<b>Term 3, Week 4</b>	<b>Term 3, Week 8/9</b>	
	<b>Outcomes assessed</b> P1, P2, P6 P7, P8	<b>Outcomes assessed</b> P1, P2, P3, P6, P7, P8, P9, P10	<b>Outcomes assessed</b> All Outcomes	
Knowledge and understanding of course content	10	15	15	<b>40</b>
Stimulus-based skills		10	10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	10	5	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



# COMMUNITY & FAMILY STUDIES

## OUTCOMES

- 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 socialization of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the inter-relationships 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 maximize the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision-making

	<i>Course modules</i>	<b>TASK 1</b> Term 1 Week 9	<b>TASK 2</b> Term 2 Week 10	<b>TASK 3</b> Term 3 Week 8
Assessment Component		Resource Management Assessment	Individuals and Groups Assessment	Yearly Examination
Knowledge and understanding of course content	40%	10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60%	20	20	20
<b>TOTAL</b>	100	30	30	40
Outcomes		P1.1 1.2 6.1 5.1 6.2	P 2.3 4.1 4.2	P 2.1 2.2 2.4 3.1 3.2

# CHEMISTRY

## COURSE DESCRIPTION

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

## COURSE STRUCTURE AND REQUIREMENTS

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth Studies
		<b>Module 1</b> Properties and Structure of Matter	60	*15 hours in Modules 1-4
		<b>Module 2</b> Introduction to Quantitative Chemistry		
		<b>Module 3</b> Reactive Chemistry	60	
		<b>Module 4</b> Drivers of Reactions		

\*15 hours must be allocated to depth studies within the 120 indicative hours.

## ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Weighting %
<b>Depth Study Research &amp; Presentation</b> Module 1 Properties and Structure of Matter  <b>Field Study Presentation</b>  Term 1, Week 8  <b>Outcomes assessed</b> CH11/12CH11/12-2CH11/12CH11/12-4CH11/12-7CH11-8	<b>Practical Examination</b>  Module 2 Quantitative Chemistry Module 3 Reactive Chemistry	<b>Yearly Examination</b>  Module 1,2,3 & 4	Term 3, Week 9	
			Term 2, Week 8	
			Term 1, Week 8	
			<b>Outcomes assessed</b> CH11/121CH11/12-2CH11/12CH11/12-4CH11/12-7CH11-9	
Skills in Working Scientifically	30	15	15	<b>60</b>
Knowledge & Understanding	5	10	25	<b>40</b>
<b>Total %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>





# CHINESE IN CONTEXT

## COURSE DESCRIPTION

The Preliminary course has as its organisational focus the study of *Issues*. The student's intercultural and linguistic skills, knowledge and understanding of Chinese will be developed through the study of a range of texts related to the *Issues*, viewed from one or more of three *Perspectives* and drawn from one or more of three *Contexts*.

Issues:

- Young people and their relationships
- Traditions and values in a contemporary society
- The changing nature of work
- The individual as a global citizen
- Chinese identity in the international context

## PRELIMINARY COURSE

The marks for the Preliminary course components are set out below		Marks/Weighting
Speaking	Objectives 1	30
Listening	Objectives 3	25
Reading	Objectives 3	25
Writing	Objectives 2	20
Total		100

## ASSESSMENT SCHEDULE

TASK	COMPONENT	OUTCOMES	SUGGESTED TASKS	WEIGHT	DUE
1.	Listening Reading 30%	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	<ul style="list-style-type: none"> <li>• Extended response questions</li> <li>• Summaries a spoken text in English</li> <li>• Write a letter to a specific audience synthesizing the information in two spoken / written texts</li> <li>• Read a text, then answer a series of questions, analysing content, ideas and stylistic features</li> </ul>	30%	<b>Term 1</b> Week 8
2.	Speaking 20% Writing 10%	1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.1, 2.2, 2.3, 2.4, 2.5	<ul style="list-style-type: none"> <li>• Conversations, discussions, interviews &amp; oral presentations</li> <li>• Write a review of a text, commenting on the form &amp; features of the writing/spoken text</li> </ul>	30%	<b>Term 2</b> Week 8
3.	Speaking 10% Listening 10% Reading 10% Writing 10%	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	<ul style="list-style-type: none"> <li>• Conversations, discussions, interviews &amp; oral presentations</li> <li>• Listen to /view a text, then answer a series of questions analysing the content, ideas &amp; stylistic features</li> <li>• Write a newspaper article/letter to the editor on an aspect of one of the contemporary issues</li> <li>• Compare and contrast elements of spoken/written texts</li> <li>• Write a reflection of the presentation</li> </ul>	40%	<b>Term 3</b> Week 8-9

# CHINESE BEGINNERS

## COURSE DESCRIPTION

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.

Main Topics Covered:

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

## Preliminary Course

The marks for the Preliminary course components are set out below.		Marks
Speaking	Objective 1: Interacting	20
Listening	Objective 2: Understanding Texts	30
Reading	Objective 2: Understanding Texts	30
Writing	Objective 3: Producing Texts	20
<b>Total</b>		<b>100</b>

## ASSESSMENT SCHEDULE

TASK	COMPONENT	OUTCOMES	DESCRIPTION	WEIGHT.	DUE
<b>1.</b>	Listening (20%) Speaking (10%)	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>• Conversations, discussions, role-plays, interviews &amp; oral presentations</li> <li>• Short-answer questions including those which may require the completion of a table, list or form, and objective response questions.</li> </ul>	30%	<b>Term 2</b> Week 1
<b>2.</b>	Reading (20%) Speaking (10%)	1.1, 1.2, 2.1, 2.2, 2.6	<ul style="list-style-type: none"> <li>• Conversations, discussions, role-plays, interviews &amp; oral presentations</li> <li>• Two short-answer questions, phrased in English, requiring a response in Chinese</li> </ul>	30%	<b>Term 2</b> Week 8
<b>3.</b>	Listening (10%) Reading (10%) Writing (20%)	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> <li>• Conversations, role-plays, interviews &amp; oral presentations</li> <li>• Two short-answer questions, phrased in English, requiring a response in Chinese</li> <li>• Questions will specify the audience, purpose and context of the response.</li> <li>• Questions may include stimulus material in Chinese.</li> </ul> <p>Students will be required to answer one of two questions.</p>	40%	<b>Term 3</b> Week 8-9



# CHINESE and LITERATURE

## COURSE DESCRIPTION

The Preliminary course is intended to provide students with opportunities to develop their communication skills, knowledge and understanding of the language through the study of a range of authentic Chinese texts. In the Preliminary course, a number of prescribed themes and contemporary issues will be studied. Through these, students will develop the skills needed to study the prescribed texts for the HSC course.

## Preliminary Course

The marks for the Preliminary course components are set out below.		Marks
Listening and Responding	Objectives 3 and 4	20
Reading and Responding	Objectives 1, 3 and 4	40
Writing	Objectives 2 and 4	30
Spoken Exchanges	Objectives 1 and 4	5
Written Exchanges	Objectives 1 and 4	5

## ASSESSMENT SCHEDULE

TASK	COMPONENT	OUTCOMES	DESCRIPTION	WEIGHTING %	DUE
<b>1.</b>	Listening and Responding (10%)	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.5, 3.7, 3.8	Analyse, evaluate and respond to a range of texts that are in Chinese	25	<b>Term 1</b> Week 8
	Writing (15%)		Express ideas through the production of original texts in Chinese		
<b>2.</b>	Reading and Responding (25%)	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.8	Analyse, evaluate and respond to a range of texts that are in Chinese	35	<b>Term 2</b> Week 8-9
	Spoken exchanges (5%)		Express ideas through the production of original texts in Chinese		
	Written exchanges (5%)		Exchange information, opinions and ideas in Chinese		
<b>3.</b>	Listening and Responding (10%)	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	Understand aspects of the language and culture of Chinese-speaking communities	40	<b>Term 3</b> Week 7-8
	Reading and Responding (15%)		Analyse, evaluate and respond to a range of texts that are in Chinese		
	Writing in Chinese (15%)		Express ideas through the production of original texts in Chinese		

# EARTH & ENVIRONMENTAL SCIENCES

## COURSE DESCRIPTION

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. The course uses the Working Scientifically skills to develop knowledge through the application of those skills.

## COURSE STRUCTURE AND REQUIREMENTS

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		<b>Module 1</b> Earth's Resources	60	*15 hours in Modules 1-4
		<b>Module 2</b> Plate Tectonics		
		<b>Module 3</b> Energy Transformations	60	
		<b>Module 4</b> Human Impacts		

\*15 hours must be allocated to depth studies within the 120 indicative course hours.

## ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Oral and Digital Poster Presentation</b>  Plate Tectonics	<b>Field Study</b>  Earth's resources	<b>Preliminary Examination</b>	
	Term 1, Week 8	Term 1, Week 6	Term 3, Examination Block	
	<b>Outcomes assessed</b> EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-7 EES11-9	<b>Outcomes assessed</b> EES11/12-1 EES11/12-4 EES11/12-6 EES11/12-7 EES11-8	<b>Outcomes assessed</b> EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-6 EES11-8 EES11-9 EES11-10 EES11-11	
	<b>Weighting %</b>	<b>Weighting %</b>	<b>Weighting %</b>	
Skills in Working Scientifically	25	20	15	<b>60</b>
Knowledge and Understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

# ECONOMICS

## COURSE DESCRIPTION

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of Economics can help individuals, groups and societies make choices that assist them to improve their quality of life and make informed judgments about issues and policies and participate responsibly in decision-making.

## COURSE STRUCTURE

120 indicative hours	% of course time	Indicative hours
1. Introduction to Economics	10	12
2. Consumers and Business	10	12
3. Markets	20	24
4. Labour Markets	20	24
5. Financial Markets	20	24
6. Government in the Economy	20	24

## ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Oral Presentation</b> Consumers and Business	<b>Research Task</b> Labour Markets and Financial Markets	<b>Yearly Examination</b> All Topics	
	<b>Term 1</b> Week 6	<b>Term 3</b> Week 2	<b>Term 3</b> Week 8,9	
	<b>Outcomes assessed</b> P1, P2, P7, P10, P12	<b>Outcomes assessed</b> P8, P9, P10, P11	<b>Outcomes assessed</b> All Outcomes	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills		10	10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	10		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# ENGINEERING STUDIES

## COURSE DESCRIPTION

The aim of Engineering Studies Stage 6 is to develop students' understanding and appreciation of the nature and significance of engineering and its impact on society with an emphasis on the application of engineering methodology.

## COURSE STRUCTURE

Engineering Studies Stage 6 comprises a Preliminary course made up of four (4) compulsory modules (three applications and one focus) and four (4) compulsory HSC modules (two application modules and two focus modules).

### Preliminary Modules

Module 1: Engineering Fundamentals  
Module 2: Engineered Products

Module 3: Braking Systems  
Module 4: Biomedical Engineering

## ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	WEIGHTING %
<b>Nature of task</b>	<b>Engineering Report</b>	<b>Investigation and Presentation (Braking Systems Research)</b>	<b>Yearly Examination</b>	
<b>Timing</b>	<b>Term 1</b> Week 8	<b>Term 2</b> Week 7	<b>Term 3</b> Weeks 8,9	
<b>Outcomes assessed</b>	P1.2, P2.2, P3.1, P3.2, P5.1, P6.2	P1.1, P2.1, P3.1, P3.3, P4.1, P4.3, P5.2, P6.1, P6.2	P1.2, P2.1, P3.1, P3.3 P4.2, P4.3, P6.1	
<b>Components</b>	<b>Weighting %</b>			
Knowledge and understanding of course content		20	40	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		<b>40</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

# ADVANCED ENGLISH

## COURSE DESCRIPTION

In the preliminary English Standard course, there is a stronger focus on individual reading to inform, inspire and encourage writing. As well, the assessment process is now limited to 3 tasks, which includes a multi-modal or digital presentation.

## COURSE STRUCTURE

120 indicative hours

Common Content: 40%  
Modules (2): 60%

Reading to Write (Common Content): 45 Indicative hours = 11.5 weeks

Mandatory to program *Reading to Write* module **first** to further develop students' skills to respond to texts and refine their writing

Modules (Narratives That Shape our World and Critical Study of Texts):  
75 Indicative hours = 18 weeks → 9 weeks each.

## ASSESSMENT SCHEDULE

TASK		COMPONENT	WEIGHTING %	DUE
1.	Writing Portfolio and Reflection	Reading to Write	30	<b>Term 1</b> Week 9
2.	Multi-modal presentation	Narratives that shape our world	30	<b>Term 2</b> Week 9
3.	Yearly Examination Critical Essay Unseen Comprehension Qs	Critical Study of Text Reading to Write	25 15	<b>Term 3</b> Week 8



# STANDARD ENGLISH

## COURSE DESCRIPTION

In the preliminary English Standard course, there is a stronger focus on individual reading to inform, inspire and encourage writing. As well, the assessment process is now limited to 3 tasks, which includes a multi-modal or digital presentation.

## COURSE STRUCTURE

120 indicative hours

Common Content: 40%

Modules (2): 60%

Reading to Write (Common Content): 45 Indicative hours = 11.5 weeks

Mandatory to program *Reading to Write* module **first** to further develop students' skills to respond to texts and refine their writing

Modules (Contemporary Possibilities and Close Study of Texts):

75 Indicative hours = 18 weeks → 9 weeks each.

## ASSESSMENT SCHEDULE

TASK		COMPONENT	WEIGHTING %	DUE
1.	Writing Portfolio and Reflection	Reading to Write	30	<b>Term 1</b> Week 9
2.	Multi-modal presentation	Contemporary Possibilities	30	<b>Term 2</b> Week 9
3.	Yearly Examination			
	Critical Essay	Close Study of text	25	<b>Term 3</b> Week 8
Unseen comprehension questions	Reading to Write/Contemporary Possibilities	15		



# ENGLISH EXTENSION

## COURSE DESCRIPTION

In the preliminary English Extension course, students explore how and why texts are valued and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. As well, there is a compulsory independent research task.

## COURSE STRUCTURE

60 indicative hours

Students must complete the module Texts, Culture and Values. Students explore the ways in which aspects of texts from the past have been appropriated into popular culture. The module develops students' understanding of how and why cultural values are maintained and changed.

Through close study, students:

- consider the relationships between the text and its culture
- explore structure of the texts and examine the ways in which language shapes and reflects values
- consider the effects of different ways of responding to texts
- consider the ways and reasons the original and later manifestation of text are valued.

## ASSESSMENT SCHEDULE

TASK		OUTCOMES	WEIGHTING %	DUE
1.	Imaginative Response	EE11-2 EE11-3 EE11-6	30	<b>Term 1</b> Week 10
2.	Multimodal TED Talk	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5	40	<b>Term 2</b> Week 9
3.	Yearly Examination	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5	30	<b>Term 3</b> Week 8



# ENGLISH EAL/D

## COURSE DESCRIPTION

The English EAL/D course focuses on the close study of language and meaning and English language learning. Students are provided with opportunities to develop and refine skills in spoken and written English. The English EAL/D course assists students to develop the collaborative and critical thinking skills needed to navigate their way through the 21st-century world. Explicit and targeted English language instruction throughout the English EAL/D course is delivered in context and at students' point of need in order to assist them in achieving Years 11 and 12 outcomes across the curriculum.

## ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Reading and Writing</b> Language Texts and Contexts	<b>Extended Response</b> Close Study of Text	<b>Multimodal presentation</b> Texts and Society	
<b>Timing</b>	<b>Term 1</b> Week 10	<b>Term 2</b> Week 9	<b>Term 3</b> Weeks 8,9	
<b>Outcomes assessed</b>	EAL11-1A, EAL11-3, EAL11-6, EAL11-7, EAL11-8	EAL11-1B, EAL11-3, EAL11-4, EAL11-5, EAL11-7	EAL11-1B, EAL11-2, EAL11-7, EAL11-9	
<b>Components</b>	<b>Weightings %</b>			
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## SYLLABUS OUTCOMES

**EAL11-1A** responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EAL11-1B** communicates information, ideas and opinions in familiar personal, social and academic contexts

**EAL11-2** uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

**EAL11-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning

**EAL11-4** applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

**EAL11-5** thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts

**EAL11-6** investigates and explains the relationships between texts

**EAL11-7** understands and assesses the diverse ways texts can represent personal and public worlds

**EAL11-8** identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning

**EAL11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner.

# ENGLISH STUDIES

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Written report on community engagement</b> Mandatory Module: Achieving through English	<b>Multimodal presentation</b> Elective Module: Part of a Family	<b>Collection of classwork</b> All modules	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 6	Term 3, Week 9	
<b>Outcomes assessed</b>	ES11-1, ES11-4, ES11-5 ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas</li> <li>• using language accurately, appropriately and effectively</li> </ul>	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# GEOGRAPHY

## COURSE DESCRIPTION

Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world

Geographical inquiry is fundamental to all topics in the Preliminary and HSC courses. Students should be proficient in understanding and applying a range of geographical tools and skills so that they can become critical and creative thinkers about contemporary geographical questions and issues.

## COURSE STRUCTURE

TOPIC		Indicative Hours	% of course time
<b>1</b>	Biophysical Interactions	54	45
<b>2</b>	Global Challenges	54	45
<b>3</b>	Senior Geography Project	12	10

## ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Research Task</b> Biophysical Interactions	<b>Senior Geography Project</b>	<b>Yearly Examination</b> All Topics	
	<b>Term 1</b> Week 7	<b>Term 2</b> Week 8	<b>Term 3</b> Week 8,9	
	<b>Outcomes assessed</b> P1, P2, P3, P7, P8	<b>Outcomes assessed</b> P7, P8, P9, P10, P11, P12	<b>Outcomes assessed</b> All Outcomes	
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Geographical tools and skills	<b>5</b>	<b>10</b>	<b>10</b>	<b>25</b>
Geographical inquiry and research, including fieldwork	<b>5</b>	<b>10</b>		<b>15</b>
Communication of geographical information, ideas and issues in appropriate forms		<b>10</b>	<b>10</b>	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



# ANCIENT HISTORY

## COURSE DESCRIPTION

Students study ancient history because it provides them with opportunities to satisfy their fascination and interest in the stories of the past and the mysteries of human behaviour. It allows them to develop and apply the research skills and methodologies of the historian and archaeologist. It equips students to critically question and interpret written and archaeological sources for the evidence they provide about the ancient world. Through the study of ancient history, students develop knowledge and understanding of the similarities and differences between the various societies of the ancient past and of the factors affecting change and continuity in human affairs. The study of ancient history raises significant contemporary ethical issues associated with present and future ownership, administration and presentation of the cultural past. It empowers students with knowledge, understanding, skills, values and attitudes that are useful for their lifelong learning.

## COURSE STRUCTURE

The structure of the ancient history course is summarised below:

### PART 1

- Investigating Ancient History
  - *The Nature of Ancient History*
  - *Case Studies*

### PART 2

- Features of Ancient Societies

### PART 3

- Historical investigation

## ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHTING %	DUE
1.	Oral and Research Presentation	- Historical skills and analysis of sources - Communication of historical understanding	AH11-1 AH11-2 AH11-3 AH11-7 AH11-8 AH11-9 AH11-10	30	<b>Term 1</b> Week 7
2.	Research Essay (Historical investigation)	-Historical inquiry and research -Communication of historical understanding	AH11-2 AH11-3 AH11-4 AH11-5 AH11-6 AH11-7 AH11-8 AH11-9	30	<b>Term 2</b> Week 7
3.	Yearly Examination	Knowledge and understanding of course content	AH11-1 AH11-2 AH11-3 AH11-7 AH11-9 AH11-10	40	<b>Term 3</b> Weeks 8,9

# MODERN HISTORY

## COURSE DESCRIPTION

The study of modern history has a distinctive role in the school curriculum as it challenges students to consider the great social, technological, economic, political and moral transformations of the nineteenth and twentieth century's that have made their world what it is. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them.

Furthermore, modern history is especially relevant to the lives of students, as the events and issues that form its content are, in many cases, still current. Modern history also contributes to the development of skills that are of great importance in today's workforce. The fluent communication of thoughts and ideas gleaned from critical analysis of primary and secondary sources is a sought after skill in today's world. The ability to deconstruct texts and narratives, pose intelligent questions, test hypotheses and make critical use of information technologies is essential to living and working in the twenty-first century.

## COURSE STRUCTURE

Following is a description of the course structure:

### PART 1 Investigating Modern History:

- The Nature of Modern History
- Case Studies

### PART 2 Historical Investigation

### PART 3 Core topic: The Shaping of the Modern World

## ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHTING %	DUE
1.	Essay, in class	- Analysis and evaluation of sources and interpretations - Communication of historical understanding	MH11-2 MH11-3 MH11-4 MH11-6 MH11-9 MH11-10	30	<b>Term 1</b> Week 8
2.	Research presentation	- Historical inquiry and research - Communication of historical understanding	MH11-2 MH11-3 MH11-4 MH11-6 MH11-7 MH11-8 MH11-9	30	<b>Term 2</b> Week 8
3.	Preliminary HSC Examination	- Knowledge and understanding of course content	MH11-1 MH11-2 MH11-3 MH11-4 MH11-6 MH11-7 MH11-9 MH11-10	40	<b>Term 3</b> Weeks 8,9



# INDUSTRIAL TECHNOLOGY

## Electronics

### COURSE DESCRIPTION

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry i.e. Electronics and its related technologies, highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study in Electronics that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

### COURSE STRUCTURE

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Preliminary course content. Students also undertake the study of an individual business within a focus area industry.

The following sections are taught on the relevant focus area:

Industry Study (15%), Design (10%), Management and Communication (20%), Production (40%), Industry Related Manufacturing Technology (15%)

### ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of Task	Industry Case Study/Class Test	Preliminary Project	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8,9	
Outcomes assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Components	Weighting %			
Knowledge and understanding of course content	<b>10</b>	<b>20</b>	<b>10</b>	<b>40</b>
Knowledge and skills in the design and development of information systems	<b>10</b>	<b>20</b>	<b>30</b>	<b>60</b>
<b>Total</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

# INDUSTRIAL TECHNOLOGY

## Timber Products & Furniture Industries

### COURSE DESCRIPTION

The Preliminary course of 120 indicative hours consists of project work and an industry study that provide a broad range of skills and knowledge related to timber industry and an introduction to industrial processes, skills and practices relevant to the design, management, communication and construction of practical projects. Students learn to use new tools and equipment related to furniture making and apply the skills and knowledge in designing and making projects.

### COURSE STRUCTURE

Students will be studying a range of Timber and Furniture making topics in Preliminary year and will be expected to use the skills and knowledge learnt to focus on their Major project in HSC year. The topics to be studied in Preliminary year are Furniture design and construction methods, safety, management and communication skills and Industry Visit.

### ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Industry Case Study	Preliminary Project	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8,9	
Outcomes assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the management, communication and production of projects	10	30	20	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



# INFORMATION PROCESSES & TECHNOLOGY

## COURSE DESCRIPTION

The aim of this course is to enable students to become confident, competent, discriminating and ethical users of information processes and software packages. A project approach has been adopted and students complete a major information project that could be based on a multimedia, web page or database information system. Students study types of software and prepare tutorials on aspects of software packages. They also look at recent trends in computing and software and develop processes to meet these needs.

## COURSE STRUCTURE

Students study 3 areas, Information skills and systems, Tools for information systems, Developing Information systems and projects.

## ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Seminar / research &amp; presentation</b>	<b>Project management tools and solution for ICT system</b>	<b>Yearly Examination</b>	
<b>Timing</b>	<b>Term 1</b> Week 7	<b>Term 2</b> Week 8	<b>Term 3</b> Weeks 8,9	
<b>Outcomes assessed</b>	P1.1, P1.2, P2.1, P3.1	P1.1, P3.1, P4.1, P5.1, P6.1, P7.1, P7.2	All	
<b>Components</b>	<b>Weighting %</b>			
Knowledge and understanding of course content	20	15	25	<b>60</b>
Knowledge and skills in the design and development of information systems	10	15	15	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# KOREAN and LITERATURE

## COURSE DESCRIPTION

The Preliminary course is intended to provide students with opportunities to develop their communication skills, knowledge and understanding of the language through the study of a range of authentic Korean texts. In the Preliminary course, a number of prescribed themes and contemporary issues will be studied. Through these, students will develop the skills needed to study the prescribed texts for the HSC course.

## Preliminary Course

The marks for the Preliminary course components are set out below.		Marks/Weighting
Listening and Responding	Objectives 3 and 4	20
Reading and Responding	Objectives 1, 3 and 4	40
Writing	Objectives 2 and 4	30
Spoken exchanges	Objectives 1 and 4	5
Written exchanges	Objectives 1 and 4	5
<b>Total</b>		<b>100</b>

## ASSESSMENT SCHEDULE

TASK	COMPONENT	OUTCOMES	SUGGESTED TASKS	WEIGHTING %	DUE
<b>1.</b>	Listening and Responding (10%) Writing (15%)	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.5, 3.7, 3.8	Analyse, evaluate and respond to a range of texts that are in Korean  Express ideas through the production of original texts in Korean	<b>25</b>	<b>Term 1</b> Week 8-9
<b>2.</b>	Reading and Responding (25%) Spoken exchanges (5%) Written exchanges (5%)	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.8  1.1, 1.2, 1.3, 4.1, 4.2, 4.3	Analyse, evaluate and respond to a range of texts that are in Korean Express ideas through the production of original texts in Korean  Exchange information, opinions and ideas in Korean	<b>35</b>	<b>Term 2</b> Week 8
<b>3.</b>	Listening and Responding (10%) Reading and Responding (15%) Writing in Korean (15%)	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	Understand aspects of the language and culture of Korean-speaking communities Analyse, evaluate and respond to a range of texts that are in Korean  Express ideas through the production of original texts in Korean	<b>40</b>	<b>Term 3</b> Week 8,9

# KOREAN BEGINNERS

## COURSE DESCRIPTION

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Korean and their knowledge and understanding of language and culture.

Main Topics Covered:

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

## PRELIMINARY COURSE

The marks for the Preliminary course components are set out below		Marks/Weighting
Speaking	Objective 1: Interacting	20
Listening	Objective 2: Understanding Texts	30
Reading	Objective 2: Understanding Texts	30
Writing	Objective 3: Producing Texts	20
<b>Total</b>		<b>100</b>

## ASSESSMENT SCHEDULE

TASK	COMPONENT	OUTCOMES	SUGGESTED TASKS	WEIGHTING %	DUE
<b>1.</b>	Listening 20% Speaking 10%	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> <li>• Conversations, discussions, role-plays, interviews &amp; oral presentations</li> <li>• Short-answer questions including those which may require the completion of a table, list or form, and objective response questions.</li> </ul>	<b>30</b>	<b>Term 1</b> Week 8
<b>2.</b>	Reading 20% Speaking 10%	1.1, 1.2, 2.1, 2.2, 2.6	<ul style="list-style-type: none"> <li>• Conversations, discussions, role-plays, interviews &amp; oral presentations</li> <li>• Two short-answer questions, phrased in English, requiring a response in Korean</li> </ul>	<b>30</b>	<b>Term 2</b> Week 8
<b>3.</b>	Listening 10% Reading 10% Writing 20%	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> <li>• Conversations, role-plays, interviews &amp; oral presentations</li> <li>• Two short-answer questions, phrased in English, requiring a response in Korean</li> <li>• Questions will specify the audience, purpose and context of the response.</li> <li>• Questions may include stimulus material in Korean.</li> </ul>	<b>40%</b>	<b>Term 3</b> Week 8,9



# KOREAN IN CONTEXT

## COURSE DESCRIPTION

The Preliminary course has as its organisational focus the study of *Issues*. The student's intercultural and linguistic skills, knowledge and understanding of Korean will be developed through the study of a range of texts related to the *Issues*, viewed from one or more of three *Perspectives* and drawn from one or more of three *Contexts*.

Issues:

- Young people and their relationships
- Traditions and values in a contemporary society
- The changing nature of work
- The individual as a global citizen
- Korean identity in the international context

## PRELIMINARY COURSE

The marks for the Preliminary course components are set out below		Marks/Weighting
Speaking	Objectives 1	30
Listening	Objectives 3	25
Reading	Objectives 3	25
Writing	Objectives 2	20
Total		100

## ASSESSMENT SCHEDULE

TASK	COMPONENT	OUTCOMES	SUGGESTED TASKS	WEIGHTING %	DUE
1.	Listening Reading 30%	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	<ul style="list-style-type: none"> <li>• Extended response questions</li> <li>• Summaries a spoken text in English</li> <li>• Write a letter to a specific audience synthesizing the information in two spoken / written texts</li> <li>• Read a text, then answer a series of questions, analysing content, ideas and stylistic features</li> </ul>	30	Term 1 Week 8-9
2.	Speaking 20% Writing 10%	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5	<ul style="list-style-type: none"> <li>• Conversations, discussions, interviews &amp; oral presentations</li> <li>• Write a review of a text, commenting on the form &amp; features of the writing/spoken text</li> </ul>	30	Term 2 Week 8
3.	Speaking 10% Listening 10% Reading 10% Writing 10%	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	<ul style="list-style-type: none"> <li>• Conversations, discussions, interviews &amp; oral presentations</li> <li>• Listen to /view a text, then answer a series of questions analysing the content, ideas &amp; stylistic features</li> <li>• Write a text type on an aspect of one of the contemporary issues</li> <li>• Compare and contrast elements of spoken/written texts</li> <li>• Write a reflection of the presentation</li> </ul>	40	Term 3 Week 8,9



# KOREAN CONTINUERS

## COURSE DESCRIPTION

This course provides opportunities for students to develop their skills and knowledge of Korean. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of Korean-speaking communities through the study of a range of texts.

The Preliminary and HSC courses have prescribed themes as their organisational focuses:

- The Individual
- The Korean-speaking communities
- The changing world

There are mandatory topics related to these themes.

## PRELIMINARY COURSE

The marks for the Preliminary course components are set out below		Marks/Weighting
Speaking	Objective 1	20
Listening	Objective 1, 3	30
Reading	Objective 3	30
Writing	Objective 2	20
<b>Total</b>		<b>100</b>

## ASSESSMENT SCHEDULE

TASK	COMPONENT	OUTCOMES	SUGGESTED TASKS	WEIGHT	DUE
<b>1.</b>	Listening 20% Speaking 10%	1.1,1.3, 2.1,2.2, 2.3, 3.2, 3.4, 3.5, 4.1	<ul style="list-style-type: none"> <li>• Conversations, discussions, role-plays, interviews &amp; oral presentations</li> <li>• Short-answer questions including those which may require the completion of a table, list or form, and objective response questions.</li> </ul>	30%	<b>Term 1</b> Week 8
<b>2.</b>	Reading 20% Speaking 10%	1.1, 1.2, 3.1, 3.2, 3.5, 3.6	<ul style="list-style-type: none"> <li>• Conversations, discussions, role-plays, interviews &amp; oral presentations</li> <li>• Two short-answer questions, phrased in English, requiring a response in Korean</li> </ul>	30%	<b>Term 2</b> Week 8
<b>3.</b>	Listening 10% Reading 10% Writing 20%	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	<ul style="list-style-type: none"> <li>• Conversations, role-plays, interviews &amp; oral presentations</li> <li>• Two short-answer questions, phrased in English, requiring a response in Korean</li> <li>• Questions will specify the audience, purpose and context of the response.</li> <li>• Questions may include stimulus material in Korean.</li> <li>• Students will be required to answer one of two questions.</li> </ul>	40%	<b>Term 3</b> Week 8-9

# LEGAL STUDIES

## COURSE DESCRIPTION

Legal Studies is designed to foster intellectual, social and moral development by empowering students to think critically on the role of law and legal institutions in society.

This is achieved through a review of selected legal rules, institutions and processes at the domestic and international level, a demystifying of terminology and a focus on change, effectiveness, dispute resolution and justice.

## COURSE STRUCTURE

Part I: The Legal System 40% of course time

Part II: The Individual and the Law 30% of course time

Part III: The Law in Practice 30% of course time

## ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Research Task</b> <b>In-class extended response</b> The Legal System	<b>Research/Extended Response</b> The Individual and the Law	<b>Yearly Examination</b> All Topics	
	<b>Term 1</b> Week 8	<b>Term 2</b> Week 9	<b>Term 3</b> Weeks 8,9	
	<b>Outcomes assessed</b> P1, P2, P3, P4	<b>Outcomes assessed</b> P5, P6, P7, P8	<b>Outcomes assessed</b> All Outcomes	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Analysis and evaluation		10	10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of legal information, ideas and issues in appropriate forms	10		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# MATHEMATICS ADVANCED

## COURSE DESCRIPTION

It is intended to give students an understanding of and competence in some further aspects of mathematics, which are applicable to the real world.

The course is useful for concurrent studies in science and commerce. It is sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of such courses as the life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical science or engineering should undertake the Extension 1 or Extension 2 courses.

## COURSE STRUCTURE

There are two components:

Component A: Understanding Fluency and Communication: 50%

Component B: Problem Solving, Reasoning and Justification: 50%

## ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Class test</b> Topic: F1	<b>Assignment/ investigation</b> Topic: C1	<b>Yearly Examination</b> Topics: F1, T1, T2, C1, E1, S1	
	<b>Term 1</b> Week 9	<b>Term 2</b> Week 8	<b>Term 3</b> Weeks 8,9	
	<b>Outcome(s) assessed</b> MA11-1 MA11-2 MA11-8 MA11-9	<b>Outcome(s) assessed</b> MA11-1 MA11-5 MA11-8 MA11-9	<b>Outcome(s) assessed</b> MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	
Understanding, Fluency and Communicating	20	10	20	<b>50</b>
Problem Solving Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>50</b>

# MATHEMATICS EXTENSION – 1 UNIT

## COURSE DESCRIPTION

The content of this course, which includes the whole of the Mathematics Advanced course, is intended for students who are interested in the study of further skills and ideas in mathematics. The Extension 1 course is intended to give these students a thorough understanding of and competence in, aspects of mathematics including many which are applicable to the real world.

The course is also useful for concurrent studies of science, industrial arts and commerce. It is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, an in support of the physical and engineering sciences. Although the Extension course is sufficient for these purposes, it is recommended that students of outstanding mathematical ability should consider undertaking the Extension 2 course.

## COURSE STRUCTURE

There are two components:

Component A: Understanding Fluency and Communication: 50%

Component B: Problem Solving, Reasoning and Justification: 50%

## ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Class test</b> Topic: F2,T1,T2	<b>Assignment/ investigation</b> Topic: F1	<b>Yearly Examination</b> Topics: F1, T1, T2, C1, E1, S1	
	<b>Term 1</b> Week 10	<b>Term 2</b> Week 10	<b>Term 3</b> Weeks 8,9	
<b>Outcome(s) assessed</b> ME11-1 ME11-2 ME11-6 ME11-7	<b>Outcome(s) assessed</b> ME11-1 ME11-2 ME11-3 ME11-6 ME11-7	<b>Outcome(s) assessed</b> ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7		
Understanding, Fluency and Communication	12	18	20	<b>50</b>
Problem Solving, Reasoning and Justification	13	17	20	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>





# MATHEMATICS STANDARD 2

## COURSE DESCRIPTION

The purpose of this course is to provide an appropriate mathematical background for students who wish to enter occupations which require the use of basic mathematical and statistical techniques. The direction taken by the course, in focusing on mathematical skills and techniques that have application to everyday activity, contrasts with the more abstract approach taken by other Stage 6 mathematics courses.

## COURSE STRUCTURE

There are two components:

Component A: Knowledge & Understanding: 50%

Component B: Reasoning, interpretative, communicative abilities: 50%

## ASSESSMENT SCHEDULE

TASK		SYLLABUS LINKS	WEIGHTING %	DUE
1.	Open book examination	MS-S1, MS-A1, MS-F1, MS-S2	30	<b>Term 1</b> Week 10,11
2.	Investigation Assignment	MS-S1, MS-A1, MS-F1, MS-S2, MS-M1,MS-A2	3	<b>Term 2</b> Week 6
3.	Preliminary Final	All Preliminary Outcomes	40%	<b>Term 3</b> Weeks 8,9

# MUSIC 1

## COMPONENTS

Performance	25%	Musicology	25%
Composition	25%	Aural	25%

## ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Weighting %
	Performance and Musicology	Composition	Final Examination Aural Analysis	
	Term 1 Weeks 9	Term 2 Week 10	Term 3 Week 8/9	
	P1, P5, P6, P9	P2, P3, P4, P5, P7	P4, P6	
Performance	25			25
Composition		25		25
Musicology	10		15	25
Aural			25	25
<b>Marks</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

## OUTCOMES

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



# MUSIC 2

## COMPONENTS

Performance	25%	Musicology	25%
Composition	25%	Aural	25%

## ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Weighting %
Aural	25% Performance and Aural Analysis – Mandatory and Additional Topic	Composition Activity	Final Examination Musicology and Aural Analysis	
	Term 1 Weeks 9	Term 2 Week 10	Term 3 Week 8/9	
	P1, P6, P9, P10	P2- P8	P2, P7, P8	
Performance	25			<b>25</b>
Composition		25		<b>25</b>

## OUTCOMES

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

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

## ASSESSMENT SCHEDULE

	<b>Syllabus Weighting %</b>	<b>TASK 1</b> <b>Term 1</b> Week 9	<b>TASK 2</b> <b>Term 2</b> Week 7	<b>TASK 3</b> <b>Term 3</b> Weeks 8,9
<i>Type of Task</i>  <i>Assessment Component</i>		Core 1 Assessment Task	Video Analysis Assessment Task	Yearly Examination
Knowledge and understanding of course content	40	20	20	
Skills in critical thinking, research and analysis	60	10	10	<b>40</b>
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes		P2 P3 P4 P5 P15 P16	P7 P8 P9 P17	P1 P6 P10 P11 P12

## OUTCOMES

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 (Option 2)

P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)

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



# PHYSICS

## COURSE DESCRIPTION

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.

## Year 11 Course Structure and Requirements

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth Studies
		Module 1 Kinematics	60	*15 hours in Modules 1-4
		Module 2 Dynamics		
		Module 3 Waves and Thermodynamics	60	
		Module 4 Electricity and Magnetism		

\*15 hours must be allocated to depth studies within the 120 indicative hours.

## ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Research &amp; Practical Investigation (Depth Study)</b> <b>Module 1</b> Kinematics	<b>Model and Presentation</b> <b>Module 3</b> Waves & Thermodynamics	<b>Yearly Examination</b>	
	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8,9	
	<b>Outcomes assessed</b> PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	<b>Outcomes assessed</b> PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-9	<b>Outcomes assessed</b> PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in Working Scientifically	30	15	15	<b>60</b>
Knowledge and Understanding	5	10	25	<b>40</b>
<b>Total %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

# SLR

2021	TERM 1	TERM 2	TERM 3	TERM 4
<b>UNIT TITLE</b>	Resistance training	Boxing/ Basketball	Fitness	Coaching
<b>CONTENT</b>	Muscles, programming, resistance activities.	Performance characteristics, skills, safety	Fitness activities, nature of fitness, improving fitness	Coaching Program
<b>DURATION</b>	10 weeks	10 weeks	10 wks	10 wks
<b>ASSESSMENT</b>	Resistance Program	Professional Boxer Presentation	Yearly Exam	-
<b>GIVEN</b>	Term 1 Wk 7	Term 2 Wk 3	Term 3	-
<b>DUE</b>	Term 1 Wk 9	Term 2 Wk 5	Term 3	-
<b>OUTCOMES ASSESSED</b>	2.1 2.5 2.2 2.5 3.2	1.1 2.1	2.2 3.3	4.5 4.2
2021	TERM 1	TERM 2	TERM 3	TERM 4
<b>UNIT TITLE</b>	Resistance training	Boxing/ Basketball	Fitness	Coaching
<b>CONTENT</b>	Muscles, programming, resistance activities.	Performance characteristics, skills, safety	Fitness activities, nature of fitness, improving fitness	Coaching Program
<b>DURATION</b>	10 weeks	10 weeks	10 wks	10 wks
<b>ASSESSMENT</b>	Resistance Program	Professional Boxer Presentation	Yearly Exam	-
<b>GIVEN</b>	Term 1 Wk 7	Term 2 Wk 3	Term 3	-
<b>DUE</b>	Term 1 Wk 9	Term 2 Wk 5	Term 3	-
<b>OUTCOMES ASSESSED</b>	2.1 2.5 2.2 2.5 3.2	1.1 2.1	2.2 3.3	4.5 4.2

The practical component of this course is to comprise 40% of the assessment mark included on the student report. Student performance in assessable tasks is to account for 60% of the assessment mark.

# SOFTWARE DESIGN & DEVELOPMENT

## COURSE DESCRIPTION

The course introduces students to the concept that a computer software solution may well consist of a large number of programs rather than the small scale solutions they have been developing in the classroom. Students study the process of designing a software solution and look at the various approaches used to design & develop software solutions.

## COURSE STRUCTURE

Students study 4 areas of designing software, Project management, knowledge and understanding of software design, design and develop software solutions and complete software design projects.

## ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Social &amp; Ethical issues poster / presentation</b>	<b>Software Project</b>	<b>Yearly Examination</b>	
<b>Timing</b>	<b>Term 1, Week 7</b>	<b>Term 2, Week 8</b>	<b>Term 3, Weeks 8-9</b>	
<b>Outcomes assessed</b>	P1.1, P1.3, P2.2, P3.1, P6.2	P1.1, P3.1, P4.1, P5.1, P5.2, P6.2, P6.3	All	
<b>Components</b>	<b>Weighting %</b>			
Knowledge and understanding of course content	10	10	30	<b>50</b>
Knowledge and skills in the design and development of software solutions	20	20	10	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# STUDIES OF RELIGION

## COURSE DESCRIPTION

Religion is an integral part of human experience and a component of every culture. In Australia today, an appreciation of the multicultural nature of society is limited without an adequate understanding of religion, its influence on human behaviour and interactions within a culture.

Studies of Religion explores the diversity of religious expressions and experience and can provide students with the opportunity to increase their awareness and appreciation of and respect for the cultural diversity of Australian society.

## COURSE STRUCTURE

(120 Indicative hours)

Nature of Religion & Beliefs – 16 hours.

Religious Tradition Study 2 – 22 hours.

Religions of Ancient Origin – 22 hours.

Religious Tradition Study 1 – 22 hours

Religious Tradition Study 3 – 22 hours

Religion in Australia pre-1945 –16 hours

## ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Weighting %
	<b>In class Extended Response</b> Religious Tradition Study	<b>Multimedia Presentation Research Task</b> Religions of Ancient Origin	<b>Yearly Examination</b> All Topics	
	<b>Term 1</b> Week 9	<b>Term 2</b> Week 8	<b>Term 3</b> Week 8,9	
	<b>Outcomes assessed</b> P1, P2, P6, P8	<b>Outcomes assessed</b> P3, P4, P5, P6, P7, P8, P9	<b>Outcomes assessed</b> All Outcomes	
Knowledge and understanding of course content	10	20	10	<b>40</b>
Source-based skills	10		10	<b>20</b>
Investigation and research		10	10	<b>20</b>
Communication of information, ideas and issues in appropriate forms	10		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# VISUAL ARTS

## COURSE DESCRIPTION

The study of Visual Arts in Stage 6 places great value on the development of the students' intellectual and practical autonomy and also the critical judgment and understanding of art in artmaking and in critical and historical studies of art. It offers a wide range of opportunities for students to develop their ideas and interests in a variety of media that investigates both traditional and contemporary artmaking practice. This empowers the students to create and engage in all forms of visual communication.

## COURSE STRUCTURE

Art Making 50%  
 Art Criticism & Art History 50%

## ASSESSMENT SCHEDULE

TASK No.	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Submitted Artworks  VAPD record of the development of a research based practice	Submitted Artwork(s) exploring theme  VAPD – historical / critical research relating to artworks	Yearly Examination	
<b>Timing</b>	<b>Term 1</b> Week 10	<b>Term 2</b> Week 10	<b>Term 3</b> Week 8,9	
<b>Outcomes Assessed</b>	P1, P4, P5, P6	P1, P2, P3, P4, P7, P10	P8, P9, P10	
<b>Components</b>	<b>Weighting %</b>			
<b>Artmaking</b>	20	30		<b>50</b>
<b>Art Criticism and Art History</b>		10	40	<b>50</b>
<b>Total %</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>



## ASSESSMENT POLICY

### 1.1 **Satisfactory Completion of a Course in the Vocational Education Training Courses**

The satisfactory course completion criteria listed on page 2 also applies to the completion of any courses requiring competency based assessment. Where a student has not successfully completed any modules, it is a matter for the teacher's professional judgment to determine whether the attempts made by the student to complete the course are genuine.

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 assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency based training is based on performance standards that have been set by industry.

Students will receive documentation showing the competencies achieved for the VET course undertaken.

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.

### 1.2 **Work Placement in VET Courses**

The courses in the VET industry curriculum frameworks have been designed to deliver units of competency from the Industry Training Packages. Work placement is a mandatory HSC requirement of each framework course. For each course, a minimum number of hours are required in the workplace, 70 hours, although the amount of workplace learning needed to achieve the competencies will vary from student to student.

### 1.3 **'HSC: All My Own Work' program**

All students are required to have satisfactorily completed HSC: All My Own Work or its equivalent before any Preliminary or HSC course entries can be submitted. Students entered only for Stage 6 Life Skills courses are exempt from this requirement.

## 2 **Definitions**

### 2.1 **Board Developed Courses:**

Board Developed VET courses are classified as Category B subjects and ONLY TOW UNITS 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 requirement and include industry specific mandatory work placement (70 hours) or occasionally simulated workplace hours at school.

### 2.2 **Board Endorsed Courses:**


These are courses approved by the Board of Studies. Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations therefore cannot count in the calculations of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

### 2.3 **ATAR (Australian Tertiary Admissions Rank):**

The ATAR is a number (not a mark) that indicates a student's position in relation to their Year 7 cohort, including students who did not complete Year 12. An ATAR of 80.00, for example, indicates that students with that ATAR have performed in the HSC better than 80 per cent of their Year 7 cohort, had all these Year 7 students completed Year 12 and been eligible for an ATAR. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05. To be eligible for an ATAR a student must complete at least ten units of Board Developed Courses including at least two units of English, three courses of 2 units or greater and at least four subjects in their HSC year. The ATAR is used by universities to rank applicants, because for the majority of courses there are more applicants than there are places available. The ATAR should not be used for any other reason because its sole function is to help universities select students for admission.




# BUSINESS SERVICES

<p style="text-align: center;"><b>ULTIMO 90072</b>  <b>BUSINESS SERVICES CATEGORY B BOARD DEVELOPED COURSE</b>  <b>ASSESSMENT SCHEDULE</b>  <b>Preliminary Year 2020 - HSC 2021</b></p> <p style="text-align: center;">QUALIFICATION: BSB20115 Certificate II in Business                      Training Package: BSB Business Services (version 3)</p> 							<p><b>Code:</b> 2 U X 2 YR - 26101  <b>2021 HSC Exam:</b>  <b>26199</b>  <b>LMBR UI Code:</b>                      (11 OR 12)                      BSB20115226101                      B</p>
TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>7 PRELIMINARY UOCs</b>							240 Indicative Hours over 2 yrs  35 hrs Work placement  30% Preliminary Exam
Term 1	BSBW HS201 BSBW OR204	Contribute to health and safety of self and others	C	M	15	<b>Cluster A: At the Office</b> Written task, scenario, observation of practical work, risk assessment	
		Use business technology	E	E	15		
Term 2	BSBCU S201 BSBCM M201	Deliver a service to customers	E	M	15	<b>Cluster B: Service with a Smile</b> Scenario, written task, presentation, role play	
		Communicate in the workplace	E	E	15		
Term 3	BSBSU S201 BSBIT U213 BSBIT U312	Participate in environmentally sustainable work practices	E	M	15	<b>Cluster C: Quality presentations</b> Scenario, written task, case studies, self-assessment	
		Use digital technologies to communicate remotely	E	E	10		
		Create electronic presentations	E	E	15		
<b>7 HSC UOCs</b>							35 hrs Work placement  30% HSC Half Yearly  40% Trial HSC 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 3-4	BSBIT U307 BSBIT U211	Develop keyboarding speed and accuracy	E	E	25	<b>Cluster D: Fast and On Task</b> Written task, teacher observation, portfolio of evidence, product assessment	
		Produce digital text documents	E	E	20		
Term 5-6	BSBIT U212 BSBIN M201 TLIP20 29	Create and use spread sheets	E	E	15	<b>Cluster E: Minding Your Own Business</b> Written task, scenario, observation of practical work, portfolio of evidence	
		Process and maintain workplace information Prepare and process financial documents	E	M	20		
Term 7	BSBIN N201 BSBIN D201	Contribute to workplace innovation Work effectively in a business environment	E	M	15	<b>Cluster F: Back to the Future</b> Written task, case study, scenario	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 240		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		




# CONSTRUCTION

 <b>ULTIMO 90072</b> <b>CONSTRUCTION ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2021 - HSC 2022</b> QUALIFICATION: CPC20211 Certificate II in Construction Pathways Training Package: CPC08 Construction, Plumbing and Services							<b>code</b> 2 U X 2 YR 26201 <b>LMBR UI</b> <b>Code:</b> 11CPC202113 26201B
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%
<b>Term 1</b>	<b>5 PRELIMINARY UOCs</b>						240
	CPCWH S1001	Prepare to work safely in the construction industry	C	M	10	<b>Cluster A – SafeWork NSW WHS Induction</b> Written Test	Indicative Hours over 2 years
<b>Term 1/2</b>	CPCCCM 1013A CPCCOH S2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	<b>Cluster B - Small project, Oil Stone Case or Concrete Float</b> <b>Practical,</b> Teacher observations and written test.	100% Preliminary Exam  35 hrs. Work placement
<b>Term 2/3</b>	CPCCCA 2002B CPCCCA 2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	<b>Cluster C - Tool box, Saw Horse or BBQ table</b> <b>Practical,</b> Teacher observations and written test.	
<b>Work place ment</b>	CPCCCM 1014A CPCCCM 1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	<b>Cluster F - WPL Journal</b> Teacher observations and Written test, Third party evidence	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>				Total hours	120	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	



# HOSPITALITY

<b>ULTIMO 90072</b> <b>HOSPITALITY- KITCHEN OPERATIONS ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2020 - HSC 2021</b> QUALIFICATION: SIT20416 Certificate II in Kitchen Operations Training Package: SIT Tourism, Travel and Hospitality v1.2 						<b>code</b> 2 U X 2 YR 26511 <b>LMBR code</b> 11SIT2041612 6511B 26511	
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
	<b>9 PRELIMINARY UOCs</b>					<b>Evidence will be collected during Preliminary and HSC</b>	240 Indicative Hours over 2 years
<b>Term 1</b>	SITXF SA001	Use hygienic practices for food safety	C	M	1	<b>Cluster A: Getting Ready for Work</b> Written task/scenario, case study & observation of practical work	100 % Prelim Yearly Exam  35 hrs Work placement
	SITXW HS001	Participate in safe work practices	C	M	0		
	SITHC CC003	Prepare and present sandwiches	E	E	1		
					5		
					2		
<b>Term 2</b>	SITXF SA002	Participate in safe food handling practices	E	S	1	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, Written task, Observation of practical work	
	BSBSU S201	Participate in environmentally sustainable work practices	E	E	5		
	SITHC CC002	Prepare and present simple dishes	E	E	1		
<b>Term 3</b>	SITHK OP001	Clean kitchen premises and equipment	C	S	1	<b>Cluster C: Maintain a Clean &amp; Safe Kitchen</b> Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	
	SITHC CC001	Use food preparation equipment	C	S	0		
	SITXI NV002	Maintain the quality of perishable items	C	E	2		
					5		
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total Hours 120		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		

# ASSESSMENT PLANNER–YEAR 11 2021

WEEK	TERM 1	TERM 2	TERM 3
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			

