



Assessment Booklet

Year 11

2017

Table of Contents

Introduction

HSC Courses

Record of School Achievement (RoSA)

Internal Assessment

Assessment of VET courses

Life Skills Courses

The Role of Assessment Tasks in the HSC

Why have a School Assessment Mark?

Moderation

Rules Concerning Official Assessment Tasks and Appeals

Official Assessment Tasks: Students' Rights

School Committee of Review

Official Assessment Tasks: Students' Responsibilities

Ranking: What will students be told?

What can students do if their rank does not match up with what they expected?

Absences from school

Behaviour and Application to Work

HSC Certification of Major Works

Assessment Schedules

Glossary

Introduction

School Assessments are a compulsory and integral part of Senior School life. This booklet has been prepared for our Senior students so that they will have a thorough understanding of their responsibilities and of the various procedures associated with official Assessment Tasks.

Official Assessment Tasks require students and teachers to follow guidelines to the letter. These guidelines are determined by the Board of Studies in New South Wales and are compulsory for all HSC candidates in the State. There is no room for negotiation on the type or timing of tasks. Therefore, it is vital that students consult this assessment handbook, as well as the assessment calendar.

Students should remember that on-going assessment (essays, texts, etc.) remains the basis for senior study. It is important not to just concentrate on official assessment tasks to the exclusion of general work. Normal class work underpins the Assessment Programme and is the main way to prepare for the HSC.

HSC Courses

Students studying an HSC course must make a genuine attempt to complete course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

For courses where internal assessment marks are submitted, students must make a genuine attempt at assessment tasks which contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted.

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine. Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at such examinations. If it is determined that a student has not made a genuine attempt to complete course requirements, the principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses which satisfy the Board's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

Record of School Achievement (RoSA)

The Board of Studies has discontinued the School Certificate as at the end of 2011. It is expected that most students will continue to Year 12 and will receive the HSC Certificate as the endpoint of their secondary education.

The Record of School Achievement (RoSA) is a new credential for all students, beginning with Year 10 in 2012, to recognise school achievement before receiving their Higher School Certificate (HSC). It is intended for students who may exit secondary education before the end of Year 12.

Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

- The RoSA will show your Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If you start a course, but leave school before completing it, your RoSA will show evidence of your enrolment.
- Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

A credential for school leavers

The RoSA will be awarded to all eligible students when they leave school.

If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time.

- To receive a RoSA you will need to meet your school's attendance requirements.
- You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving.
- If you have completed any Life Skills courses you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA.

Grades

Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement.

- Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school.
- The RoSA credential will report on your achievements in Stage 5 courses, using A to E grades as determined by your teachers.

Literacy and numeracy tests

If you are in Year 11 this year and, are planning to leave school before the end of Term 3, 2017, you will have the choice to sit for literacy and numeracy testing.

The tests will be offered online and will be taken at your school under the supervision of a teacher. The tests are a useful option if you are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy.

- Each test will be of 60 minutes duration, and the two tests will be completed in one sitting.
- These will not be pass/fail tests – they will be designed to show levels of achievement that are reasonable to expect from students leaving school after the end of Year 11.
- The tests will be offered in schools during a number of ‘windows’ each year. You will only be able to sit for the tests once during each window but, if you later decide to stay at school longer, you will be able to take the tests again.
- The literacy and numeracy test results will be reported separately from the RoSA credential.
- More information on the Literacy and Numeracy tests will be available later in 2017.

Life Skills

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA.

If you are undertaking one or more courses based on Life Skills outcomes and content you will be eligible to receive a Profile of Student Achievement which will outline the Life Skills outcomes you achieve in each course.

- RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via [Students Online](#).
- If you want to access your Profile of Student Achievement before leaving school you will be able to download an electronic record of it from [Students Online](#). To access Students Online you will need a PIN number and school email address.
- Life Skills outcomes will be shown on the profile as:
 - o Achieved – for outcomes that have been achieved independently
 - o Achieved with support – for outcomes that have been achieved with additional support.

Recording extracurricular achievements

The Board has developed a new online package [up2now](#) that will allow students to collect evidence of their extracurricular achievements such as first-aid qualifications or volunteer work. [up2now](#) is currently in its final stages and all students are welcome to participate in the trial. Students wishing to participate should speak to their teacher.

Internal Assessment

The assessment marks submitted by a school for each course are intended to indicate students' achievements relative to each other at the end of the HSC course. The assessment marks will be based on achievements measured at points throughout the course. This measure of students' relative achievements is based upon:

- A wider range of syllabus outcomes than may be measured by the external examination, although it must cover all the objectives measured by the examination;
- Multiple measures and observations made throughout the HSC course rather than at a single, final examination.

It increases the accuracy of the final assessment of each student's achievement by using multiple measures.

It caters for any knowledge and skills outcomes that are better assessed in specific settings (eg. research, fieldwork or practical skills), thus broadening the base of the assessment.

The assessment marks submitted by the school will reflect the knowledge and skills objectives of the course and the related outcomes. Schools should not include measures of objectives and outcomes from the affective domain (values and attitudes) in their assessments. Assessments should not be influenced by factors such as student conduct.

Assessment of VET courses

VET courses are competency based. No internal assessment mark is required for these courses. The Board and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency based approach to assessment be used and that a record be held by the Registered Training Organisation (RTO) of the competencies achieved by students.

In competency based course, assessment of competencies is criterion referenced. Thus a student's performance is judged against a prescribed standard, not against the performance of other students.

The purpose of assessment is to judge competence on the basis of performance. A student is judged as either competent or not yet competent. This judgement is made on the basis of evidence, which may be in a variety of forms.

Provisions for "N" determinations and student warnings also apply to these courses.

Life Skills Courses

Assessment of students for Life Skills courses in Stage 6 is against the achievement of outcomes as identified through the individual transition process.

The Office of the Board will provide schools with a Profile of Student Achievement booklet for each student undertaking a Life Skills course. The Profile will list the outcomes for each Life Skills course. As the student demonstrates that she has achieved an outcome the relevant section of the Profile is signed off and dated by the teacher. Prior to the student leaving the school the Profile will be verified by the principal as a true and accurate record of all learning outcomes demonstrated by the student.

Approaches to the assessment of students for Life Skills courses in Stage 6 are detailed in the syllabus package case studies for the Life Skills courses.

For students undertaking the Life Skills program the same procedures regarding rights, responsibilities, the rules regarding assessment procedures, the appeal process, absences and work and application apply.

The Role of Assessment Tasks in the HSC

The moderated school's assessment mark (see moderation) and the external examination mark (for Board-Determined Courses only) are recorded separately on the Higher School Certificate.

Why Have a School Assessment Mark?

There has been a good deal of worry over a few years now that there has been too much emphasis on performance in a single examination. Assessing students over their whole course would seem to be fairer because of the variety of tasks that can be assessed:

Essays, reports, research, creative projects, examinations, oral presentations, group work, literature searches, practical work, periodic tests, seminars, etc.

The Board of Studies also uses the school assessment mark if a student, through illness and/or misadventure, is disadvantaged or unable to take any HSC examination.

Moderation

If Universities, Colleges and Employers are going to value the Assessment, then they will have to be confident that a mark means the same from any school. This is so with state wide exam marks, but Assessments will be calculated using different tests, exams and so on at different schools, producing sets of marks which cannot be compared. The Assessments from all schools will have to be put on the same scale. This process is called Moderation.

Rules Concerning Official Assessment Tasks

1. **All Assessment tasks** will be given at least 2 weeks notice and must be submitted/attended on the date stipulated. Assessments will be typed, indicating outcomes/descriptors being assessed and marking criteria/or marking scheme.
2. **Hand in tasks:** - If hand in assessment tasks are late a penalty of 10% per day of the total marks for the task will be deducted to a total of 5 days (including weekends).
3. **Personal presentation tasks:** - e.g. Experiments, orals, examinations in class tasks. For these assessments the whole task is considered due on the first day of the presentation with no 5 day period applicable.
4. **Failure to submit** – in cases where a student fails to hand in an assessment task at all, a zero mark will be recorded. The assessment task however, must still be completed to satisfy the requirements of the course. If this occurs for more than 50% of assessment tasks, the student will be deemed to have failed to complete the course. In this case neither an assessment mark nor an examination mark will appear on the HSC. This could mean that the student cannot receive an HSC because of failure to satisfy sufficient units.
5. **If students are away** on the **day prior** to an assessment task or **late (after P.1.) on the day** of an assessment task a medical certificate is required to be submitted with an Appeal Form. On occasion a non-medical explanation of a serious nature may be accepted. The Curriculum Co-ordinator will be the arbiter of whether the appeal is upheld in consultation with the teacher and KLA Co-ordinator. A copy of the decision will be given to the student, KLA Co-ordinator, teacher and Year co-ordinator via email.
6. **Appeal Forms** can be collected from the Staff Room if there is reason to appeal. A student must collect an appeal form within 48 hours of the due date or on their immediate return to school, whichever comes first. The completed form is to be given to the subject teacher or the KLA co-ordinator for the subject. If both are absent another KLA co-ordinator will collect the form (sign and date) and pass on to the appropriate person. After consideration of the appeal the Curriculum Co-ordinator will finalise the application and notify relevant parties.
7. **Designated practical work** must be completed and excursions/field trips/retreats where applicable, must be attended.
8. **Own work** – students are expected to produce work that is entirely their own. Any unacknowledged use of another author or of another student's material will be viewed as a serious breach of HSC requirements. A bibliography and the notation of sources used, are required in most assessment tasks and will be discussed with students when the assessment task is distributed. A maximum penalty of 10% can be deducted from assessments for lack of required referencing.
9. **Malpractice** – any case of proven dishonesty or of non-compliance with exam procedures will be referred to the School Committee of Review. Such cases will be regarded as being very serious breaches of College and HSC rules and be dealt with accordingly.
10. **Interference with other students** – students must under no circumstances interfere with the progress of others e.g. in a group work or in the use of resources.
11. **The subject teacher will record all submissions of assessment tasks.** The students must personally hand in every assessment to the applicable subject teacher. Assessments are not to be left in pigeonholes, with other teachers or given to other students to hand in.

12. ***For special projects*** such as Personal Interest Projects (P.I.P.'s) or Interest Study Project (I.S.P.'s) a due date will be set which will be the final date to submit these assessments.
13. When students enrol late in the year every effort will be made to provide substitute assessment tasks for completion. If this is not possible the School Committee of Review will decide on any estimate mark awarded based on work achieved over the year and the student's rank.
14. All of the above rules apply to in class assessment tasks as well as assessment tasks completed outside the classroom.

Official Assessment Tasks: Students' Rights

- To be informed of the type, number, weight and timing of tasks in both Year 11 and 12. (This information is found for each subject in this Assessment Handbook).
- To be informed in writing at least two weeks in advance of the exact nature and exact time of each specific task. This information could be given to students in either or both of the following ways:
 - by written notification given to students in class
 - by notification on the Assessment Calendar
- To appeal against the award of a zero mark or for special consideration under extreme circumstances.
- To be informed of their rank in each subject on each Assessment Task on a cumulative basis by means of School Reports
- To be given relevant and meaningful feedback after completion of a task
- To be advised in writing when they are not meeting the assessment requirements and indicate what they need to do.

School Committee of Review

This Committee consists of the Assistant Principal, relevant teacher and KLA Co-ordinator together with the Curriculum Co-ordinator, and/or other(s) nominated by the Principal.

This Committee will decide whether:

- the zero mark will stand
- a task submitted late can be accepted
- an extension of time is granted
- a substitute task may be set
- an estimate mark is awarded (this applies only in exceptional circumstances)
- another course of action is warranted.

The decisions of this committee are final.

Official Assessment Tasks: Students' Responsibilities

- To show due diligence in their application to study and attendance at school.
- To find out what Assessment Tasks are to be in each subject.
- To find out when each Assessment Task is to be held. (If a student is absent, it is her responsibility to find out if notification of an Assessment Task has been given during their absence).
- To observe appropriate examination procedures.
- To hand Assessment Tasks in on time.
- To **personally** hand Assessment Tasks to the designated teacher.
- To follow appeal procedures as outlined above.
- To make up any assessment task missed **immediately** on returning to school with the appeals form **completed** and appropriate documentation attached. The acceptance or not of the appeal will then be advised.
- Tasks must be made up within a week of the designated date (exceptional circumstances will be considered).

Ranking: What Will Students be Told?

During the senior years students will be periodically made aware of their ranking (place in order of merit) in the various subjects. In this way it is hoped that students will gain a realistic view of what their eventual HSC may be like. They must remember though that the actual marks awarded **may not be an accurate reflection of the marks, which eventually appear on the HSC because the Board will perform various statistical processes with the marks we send in to change them.**

After the last HSC exam, the Board of Studies will inform students of their order of merit in the Assessment. Their final order of merit will appear on their final report.

What Can Students Do if Their Ranking Does Not Match Up With What They Expected?

Students are able to request a review of their Assessment ranking if they consider the school's order of merit for a particular course is not consistent with their expectations on the basis of their performance on Assessment tasks. However, it is important candidates (and parents) are aware of the following:

1. Marks for individual tasks can only be reviewed when the task is returned to the student.
2. A review may only be requested if a student "considers that the school's order of merit for a particular course is not consistent with her expectations on the basis of performance on Assessment tasks."
3. The Board has specifically stated "that teacher's judgement of the worth of individual Assessment tasks, as reflected in the mark or grade awarded, will not be subject of review as part of this process. **Essentially it will be a review of the clerical process involved in arriving at your ranking.**

This review will be carried out by a separate committee made up according to the Principal's direction.

Absences from School

The Board of Studies gives guidelines for student attendance at school. A student must satisfy these guidelines in order to sit for the Higher School Certificate.

If there is concern about the number of days absent, unexplained absences or an unusual pattern of attendance, then the first of two warning letters signed by the Principal are sent home. If there is no improvement, the Principal will recommend that the student has not satisfactorily completed course requirements for the HSC.

Behaviour and Application to Work

A student's behaviour and application to work should be such that the Principal is satisfied that the student has completed course requirements. If there is concern about either or both of these, then a letter expressing concern will be sent home.

If there is no improvement, then the first of 2 official warning letters will be sent home. This can result in a student not being able to sit for the HSC.

GLOSSARY

Accountability	A teacher's and school's responsibility to fulfill obligations to school authorities, relevant Boards and the school community.
Accuracy	Assessment Marks will be deemed accurate if they reflect the weighting specified by the Board, have been obtained by the school in accordance with procedures specified in the School's Assessment Program, if the weighting used for the various Assessment Tasks are consistent with those specified in the School's Assessment Program and if there are no computational or clerical errors in the determination of the mark.
Appeal	Students will have the right to appeal to the Board if dissatisfied with the result of a review by the School, of that student's Assessment. The Board will judge student's Assessment. The Board will judge whether procedures followed by the school complied with Board policy and will, if necessary, request a further review by the school, using proper criteria. This further review will involve staff who were not part of the original Assessment review.
Assessment	A measure of a student's achievement relative to that of others forwarded to the Board by schools and recorded on each student's Higher School Certificate.
Assessment Calendar	The approximate timing of assessment tasks is outlined in the subject guides. It is the student's responsibility to check the Assessment Calendar to determine the exact date of any assessment task. Students may expect 2 weeks notice of an Assessment task.
Component	An element of a syllabus to be assessed.
Confidentiality	The maintenance of privacy of students, results for Assessment tasks, and of the Assessment mark. The Assessment mark must not be given by the school to any other student. In general, a scatter sheet will be posted to indicate rank order in a course. This will not involve the use of students' names.
Disability	A disability may occasionally prevent a student from performing at his or her best for a particular task. Application for special consideration should be made to the Year Coordinator in such cases.
Discriminate	Assessment tasks need to produce results that reflect the relative abilities and performance of students.
Mean	Average mark.
Meaningful Feedback	Information to students following Assessment tasks that: a. indicate rank order, and b. suggest ways in which students might improve their performance
Moderation	Adjustment of the Assessment mark to a common scale for all schools in order to achieve state wide comparability.
Rank Order	Position in group, e.g. first, second, third, etc.

Raw Mark	Numerical score achieved in a test.
Relative Weighting	Total marks allocated to one task in comparison to others.
Review	Students may request a review of their Assessments if their position in the school's order-of-merit differs significantly from expectations derived from feedback on their performance Assessment tasks throughout the course. The review will be based on procedures for determining the final Assessment mark, not on the worth of the Assessment tasks.
Standardisation	Statistical process that alters marks to a set mean without altering rank order.
Task	Any activity (test, experiment, excursion, etc.) that is used to assess students.
Valid	Assessment tasks are valid if they reflect the component weighting in the Subject Guides.
Years 11 & 12	In all subjects, the total value of assessment tasks will be greater in Year 12 than those in Year 11.

GLOSSARY OF KEY WORDS

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement of the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically/ (analyse/ evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Ancient History

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	<i>A student develops the skills to:</i>
P1.1	describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context
P2.1	identify historical factors and explain their significance in contributing to change and continuity in the ancient world
P3.1	locate, select and organize relevant information from a variety of sources
P3.2	identify relevant problems of sources in reconstructing the past
P3.3	comprehend sources and analyse them for their usefulness and reliability
P3.4	identify and account for differing perspectives and interpretations of the past
P3.5	discuss issues relating to ownership and custodianship of the past
P3.6	plan and present the findings of historical investigations, analyzing and synthesising information from a range of sources
P4.1	use historical terms and concepts appropriately
P4.2	communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

COMPONENTS

WEIGHTINGS

A	Knowledge & Understanding	40
B	Source based skills	20
C	Historical Enquiry & Research	20
D	Communication of Historical Understanding	20

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 9	P1.1, 3.1, 3.6, 4.2	History, Archaeology & Science – Research & Communication Historical Investigation			10	10	20
Term 2 Week 6	P3.1, 3.2, 3.4, 3.6, 4.2	Ancient Human Remains Research & Communication	5		10	10	25
Term 3 Week 2	P3.2, 3.3, 3.5, 4.1	Tutankhamun's Tomb - Ancient Society Source Analysis	5	20			25
Exam Block Term 3	P1.1, 2.1, 4.1, 4.2	Preliminary Exams Ancient Human Remains, Tutankhamun's Tomb & The City of Rome in the Late Republic	30				30
		TOTAL	40	20	20	20	100

Biology

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
P1	outlines the historical development of major biological principles, concepts and ideas
P2	applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology
P3	assesses the impact of particular technological advances on understanding in biology
P4	describes applications of biology which affect society or the environment
P5	describes the scientific principles employed in particular areas of biological research
P6	explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
P7	describes the range of organisms in terms of specialisation for a habitat
P8	analyses the interrelationships of organisms within the ecosystem
P9	explains how processes of reproduction ensure continuity of species
P10	identifies and describes the evidence for evolution
P11	identifies and implements improvements to investigation plans
P12	discusses the validity and reliability of data gathered from first hand investigations and secondary sources
P13	identifies appropriate terminology and reporting styles to communicate information and understanding in biology
P14	draws valid conclusions from gathered data and information
P15	implements strategies to work effectively as an individual or as a team member
P16	demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of the history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research & development in biology cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution	40
B	Skills in first hand investigations	30
C	Problem Solving, Scientific Thinking and Communication	30

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 1 Week 7	P2, P3, P4, P5, P7, P8, P11, P12, P13, P14, P15, P16	Field Study Report		10	10	20
Term 2 Week 4	P1, P2, P3, P4, P7, P8, P9, P10, P11, P12, P13, P14	Knowledge, Problem Solving & Data Analysis Exam	10		10	20
Term 3 Week 2	P2, P11, P12, P13, P14, P15,	Open Ended Investigation & Practical Exam		20		20
Term 3 Exam Block	P1, P2, P3, P6, P7, P8, P9, P10, P11, P12, P13, P14	Preliminary Exam	30		10	40
		TOTAL	40	30	30	100

Business Studies

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Stimulus-based skills	20
C	Inquiry and research	20
D	Communication of business information, ideas and issues in appropriate forms	20
Total		100

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 8	P1.1, P3.1, P3.2, H4.1, H5.3	Research and in-class response	5		10		15
Term 2 Week 9	P1.2, P2.1, P2.2, P3.1	Class topic test	10	10		5	25
Term 3 Week 6	P5.1, P5.2, P5.3, P5.4, P5.5	Business plan	10		10	10	30
Term 3 Week 8	P2.3, P4.2, P5.6	Exam	15	10		5	30
		TOTAL	40	20	20	20	100

Community and Family Studies

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	<i>A student:</i>
P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	analyses the 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 maximise the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing
P6.2	uses critical thinking skills to enhance decision-making
P7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
P7.2	develops a sense of responsibility for the wellbeing of themselves and others
P7.3	appreciates the value of resource management in response to change
P7.4	values the place of management in coping with a variety of role expectations

COMPONENTS

- A Knowledge and understanding of how the following impact on wellbeing:
 - resource management; positive relationships; range of societal factors
- B Skills in:- applying management processes to meet the needs of individuals, groups, families and communities; planning to take responsible action to promote wellbeing
- C Knowledge and understanding about research, methodology and skills in researching, critical thinking, analysing and communicating

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	A	B	C	Weight
Term 1 Week 7	P1.1, P4.1, P4.2, P6.1	Interview Resource management	5		10	15
Term 2 Week 8	P1.2, P2.2, P2.4, P3.1, P3.2, P4.2, P6.1	In class task Families & Communities	15	5	10	30
Term 3 Week 7	P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	In class task Groups in Context	10	10	10	30
Term 3 Exam Block	All Outcomes	Preliminary Exam All areas	10	10	5	25
		TOTAL	40	25	35	100%

Chemistry

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
P1	outlines the historical development of major principles, concepts and ideas in chemistry
P2	applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in chemistry
P3	assesses the impact of particular technological advances on understanding in chemistry
P4	describes applications of chemistry which affect society or the environment
P5	describes the scientific principles employed in particular areas of research in chemistry
P6	explains trends and relationships between elements in terms of atomic structure and bonding
P7	describes chemical changes in terms of energy inputs and outputs
P8	describes factors that influence the type and rate of chemical reactions
P9	relates the uses of carbon to the unique nature of carbon chemistry
P10	applies simple stoichiometric relationships
P11	identifies the need for, drafts and improves investigation plans
P12	discusses the validity and reliability of data gathered from first hand investigations and secondary sources
P13	identifies appropriate terminology and reporting styles to communicate information and understanding
P14	draws valid conclusions from gathered data and information
P15	implements strategies to work effectively as an individual or as a team member
P16	demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of the history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry	40
B	Open-ended Investigations and practicals	30
C	Problem Solving, data analysis and communicating information and understanding	30

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 1 Week 10	P2, P11, P12, P13, P14, P15	Research 1	10		5	15
Term 2 Week 7	P2, P11, P12, P13, P14, P15	Practical: First Hand Investigation		30		30
Term 3 Week 5	P6, P7, P8, P10	Data Analysis/Calculation			20	20
Term 3 Exam Block	P1, P3, P4, P5, P9, P16	Preliminary Examination	30		5	35
		TOTAL	40	30	30	100%

Design & Technology

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

Knowledge and skills in designing and producing:

A	Design Projects	50
B	Presentation of Research	25
C	Test-type Tasks	25

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
1/8	P1.1 P6.1 P2.1 P6.2	Research Task – Written Report		25		25
2/5	P3.1 P5.1 P6.1 P4.1 P5.2 P4.2 P5.3	Design Project 1	25			25
3/10	P2.2 P5.1 P3.1 P5.2 P4.1 P5.3 P4.2 P6.1 P4.3	Design Project 2	25			25
3/9	P1.1 P3.1 P6.2 P2.1 P4.1 P4.3 P2.2 P6.1	Final Exam			25	25
		TOTAL	50	25	25	100

Drama

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form
P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
P1.8	recognises the value of individual contributions to the artistic effectiveness of the whole
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P2.5	understands and demonstrates the commitment, collaboration and energy required for a production
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
P3.4	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

PRACTICES

WEIGHTINGS

A	Making	40	
B	Performing	30	
C	Critically Studying		30

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	PRACTICES			Weight
			A	B	C	
Term 1 Week 10	P1.1, P1.4, P2.1, P2.6	1. Drama Essentials	10	10		20
Term 2 Week 6	P1.3, P2.4, P3.3, P3.4	2. Role of Theatre in Society	15	5	5	25
Term 3 Week 4	P1.4, P1.7, P2.4, P3.3, P3.4	3. Production Task	10	5	5	20
Term 3 Week 10	P1.2, P1.5, P1.8, P2.3	Group Devised Performance	5	10		15
Term 3 Week 8	P3.1, P3.2, P3.3, P3.4	Preliminary Examination			20	20
		TOTAL	40	30	30	100

Economics

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	<i>A student :</i>
P1	demonstrates understanding of economic terms, concepts and relationships
P2	explains the economic role of individuals, firms, institutions and government in the economy
P4	compares and contrasts aspects of different economies
P5	analyses the relationship between individuals, firms, institutions and government in the Australian economy
P7	identifies the nature and causes of economic problems and issues for individuals firms and governments
P9	selects and organises information from a variety of sources for relevance and reliability
P10	communicates economic information, ideas and issues in appropriate forms
P12	Works independently and in groups to achieve appropriate goals in set timelines

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Stimulus-based skills	20
C	Inquiry and research	20
D	Communication of economic information, ideas and issues in appropriate forms	20
Total		100

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 9	P1, P2, P7,P10,	Skills-based Examination	5	10		5	20
Term 2 Week 7	P1, P4, P5, P9, P10, P12	Research and In-class Response	10		10	5	25
Term 3 Week 3	P1, P4, P5, P9, P10, P12	Research and In-Class Response	10		10	5	25
Term 3 Week 8	P1, P2, P4, P7, P9, P10	Preliminary Final Examination	15	10		5	30
		TOTAL	40	20	20	20	100

English [Extension 1]

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	<i>A student :</i>
P1	understands how and why texts are valued in and appropriated into a range of contexts
P2	develops skills in independent investigation involving particular texts and their manifestations in various forms, and within particular cultural contexts
P3	develops skills in extended composition in a range of modes and media for different audiences and purposes

MODES

WEIGHTINGS

A	Listening/Speaking	20
B	Reading/Writing	60
C	Viewing/Representing	20

This is a 1 unit course - maximum possible mark = 50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with two weeks notice

Term/ Week	Outcomes	Task	Modes			Weight
			A	B	C	
Term 1 Week 10	P1, P2, P3	Module A – Introduction to Appropriations Essay		20	5	25
Term 2 Week 8	P1, P2, P3	Module B - Independent Research Oral	20		5	25
Term 3 Week 7	P1, P2, P3	Module C – Appropriations of Dr Jekyll & Mr Hyde Researched Creative Writing		15	5	20
Exam	P1, P2, P3	Module C – Appropriations of Dr Jekyll & Mr Hyde Essay		25	5	30
		TOTAL	20	60	20	100

English [Advanced]

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	A student :
P1	describes and explains the relationships between composer, responder, text and context in particular texts
P2	describes and explains relationships among texts
P3	develops language relevant to the study of English
P4	describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses
P5	demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning
P6	engages with a wide range of texts to develop a considered and informed personal response
P7	selects appropriate language forms and features, and structures to explore and express ideas and values
P8	articulates and represents own ideas in critical, interpretive and imaginative texts
P9	assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas
P10	analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
P11	draws upon the imagination to transform experience into text
P12	reflects on own processes of responding and composing
P12A	Advanced only demonstrates a capacity to understand and use different ways of responding to and composing particular texts
P13	reflects on own processes of learning

COMPONENT

Area of Study (Common Content)

Electives

WEIGHTING

40

60

MODES

A Listening

B Speaking

C Reading

D Writing

E Viewing/Representing

WEIGHTING

15

15

25

30

15

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with two weeks notice

Term/ Week	Outcomes	Task	Component					Weight
			A	B	C	D	E	
Term 1 Week 7	P2, P4, P8, P12, P13	Elective 1: Poet Study: Emily Dickinson Essay Task (non-exam)	5		5	10		20
Term 2 Week 6	P1, P3, P5, P9, P12A	Elective 2: Transformation Goodbye to Berlin and Cabaret Essay Task (non-exam)	5		5	5	5	20
Term 3 Week 2	P1, P3, P4, P6, P10	Elective 3: Critical Study of Text: Othello . Essay Task (non exam)	5		5	10		20
Final Exam	P1 – 11	Area of Study: Identity: Jasper Jones						
		Reading Task			10		5	15
		Writing Task				5	5	10
		Oral Presentation		15				15
		TOTAL	15	15	25	30	15	100

English (Standard)

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	A student :
P1	demonstrates an understanding of the relationships between composer, responder, text and context
P2	identifies and describes relationships among texts
P3	develops language relevant to the study of English
P4	identifies and describes language forms and the features, and structures of particular texts which shape meaning and influence responses
P5	describes the ways different technologies and media of production affect the language and structure of particular texts
P6	engages with a wide range of texts to develop a considered and informed personal response
P7	selects appropriate language forms and features, and structures of texts to explore and express ideas and values
P8	articulates and represents own ideas in critical, interpretive and imaginative texts
P9	assesses the appropriateness of a range of processes and technologies in the investigation and organization of information and ideas
P10	analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
P11	draws upon the imagination to transform experience into text
P12	reflects on own processes of responding and composing
P13	reflects on own processes of learning

COMPONENTS

Area of Study (Common Content)
 Electives

WEIGHTINGS

40
 60

MODES

A Listening
 B Speaking
 C Reading
 D Writing
 E Viewing/Representing

WEIGHTINGS

15
 15
 25
 30
 15

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with two weeks notice

Term/ Week	Outcomes	Task	Modes					Weight
			A	B	C	D	E	
Term 1 Week 7	P1, P2, P3, P4, P7	Elective 1: Poet Study: Peter Skrzynecki Essay Task			10	10		20
Term 2 Week 6	P1, P4, P5, P10, P13	Elective 2: Film Study: <i>The Truman Show</i> Viewing/Listening/Representing Task	10			5	5	20
Term 3 Week 2	P3, P7, P8, P9, P10	Elective 3: Text and Society: <i>Of Mice & Men</i> (Prepared essay for final exam)	5		5	10		20
Final Exam	P1 – 11	Area of Study: Identity: <i>Jasper Jones</i> Reading Task Writing Task Oral Presentation			10		5 5	15 10 15
		TOTAL	15	15	25	30	15	100

Food Technology

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	knowledge & understanding about food availability & selection, food quality & nutrition	20
B	research, analysis and communication	30
C	experimentation and preparation	30
D	design, implementation and evaluation	20

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
1/9	P1.1, P1.2, P4.2	Food availability & selection		10	5	5	20
2/10	P2.2, P3.2, P4.1, P4.4	Food Quality			20	10	30
3/7	P2.1, P3.1, P3.2, P4.3, P5.1	Nutrition		10	5	5	20
3/9	P1.1, P1.2, P2.1, P2.2, P3.1, P4.4	Exam	20	10			30
		TOTAL	20	30	30	20	100

Geography

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Geographical tools and skills	20
C	Geographical inquiry and research, including fieldwork	20
D	Communication of geographical information, ideas and issues in appropriate forms	20
Total		100

ASSESSMENT TASKS

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 9	P2, P3, P7 - P12	In-class Test Biophysical Interactions and Skills	10	5		5	20
Term 2 Week 6	P1, P2, P3, P10, P12	Senior Geography project	5	10	10	5	30
Term 3 Week 3	P6-P12	In-class Response Population and Development Geography	10		5	5	20
Final Exam	P1, P2, P3, P10, P12	End of year examination	15	5	5	5	30
		TOTAL	40	20	20	20	100

Legal Studies

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	<i>A student :</i>
P1	Identifies and applies legal concepts and terminology
P2	describes the key features of Australian and international law
P3	describes the operation of domestic and international legal systems
P4	discusses the effectiveness of the legal system in addressing issues
P5	describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
P6	Explains the nature of the interrelationship between the legal system and society
P7	Evaluates the effectiveness of the law in achieving justice
P8	Locates, selects and organizes legal information from a variety of sources including legislation, cases, media, international instruments and documents
P9	Communicates legal information using well-structured responses
P10	Accounts for differing perspectives and interpretations of legal information and issues

COMPONENTS

WEIGHTINGS

A	Knowledge and Understanding	60
B	Research	20
C	Communication	20

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 1 Week 10	P1, P2, P3, P4, P6, P8	The Legal System Annotated media file	5	5	5	15
Term 2 Week 5	P1, P4, P6, P8, P9	Law Reform Research & in-class essay	15	5	5	25
Term 3 Week 2	P2, P4, P5, P6, P8, P9, P10	Law in Practice Research & in class essay	10	10	10	30
Term 3 Exam Block	P1, P2, P3, P4, P5, P6, P7, P9, P10	Examination	30			30
		TOTAL	60	20	20	100

Mathematics [General]

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	A student :
MGP-1	uses mathematics and statistics to compare alternative solutions to contextual problems
MGP-2	represents information in symbolic, graphical and tabular form
MGP-3	represents the relationships between changing quantities in algebraic and graphical form
MGP-4	performs calculations in relation to twodimensional and threedimensional figures
MGP-5	demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units
MGP-6	models financial situations relevant to the student's current life using appropriate tools
MGP-7	determines an appropriate form of organisation and representation of collected data
MGP-8	performs simple calculations in relation to the likelihood of familiar events
MGP-9	uses appropriate technology to organise information from a limited range of practical and everyday contexts
MGP-10	performs simple calculations in relation to the likelihood of familiar events

COMPONENTS

WEIGHTINGS

A	Concepts, skills and techniques	50
B	Reasoning and communication	50

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- In the event of a task not discriminating successfully an addition task may be set with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.
- Outcomes covered may vary depending on topics covered.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 7	MGP-1,MGP-2, MGP-3, MGP-5, MGP-6, MGP-7, MGP-9	Task 1 Topic Test (AM1, AM2, MM3) Data, Algebra and Equation, Similar figures and Trigonometry.	10	5	15
Term 2 Week 6	MGP-2, MGP-3, MGP-4, MGP-6, MGP-7, MGP-8, MGP-10	Task 2 Topic Test (MM3, FM1, FM3, PB1, DS2, DS3) Trigonometry, Earning Money and Taxation, Probability, Analyzing Data.	10	10	20
Term 3 Week 3	MGP-3, MGP-4, MGP-5, MGP-6, MGP-8	Task 3 Assignment and /or Test (MM1, MM2, AM2, FSDr1, FSDr2) Measurement, Linear functions, Buying a car.	10	15	25
Term 3 Week 9	MGP-1 – MGP-10	Task 4 Preliminary Exam (AM1, AM2, FM1, FM2, FM3,PB1, MM1, MM2, MM3, FSDr1, FSDr2,DS1, DS2,DS3)	20	20	40
		TOTAL	50	50	100

Mathematics 2 Unit

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	<i>A student :</i>
P1	demonstrates confidence in using mathematics to obtain realistic solutions to problems
P2	provides reasoning to support conclusions which are appropriate to the context
P3	performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
P4	chooses and applies appropriate arithmetic, graphical, trigonometric and geometric techniques
P5	understands the concept of a function and the relationship between a function and its graph
P6	relates the derivative of a function to the slope of its graph
P7	determines the derivative of a function through the routine application of the rules of differentiation
P8	understands and uses the language and notation of calculus

COMPONENTS

WEIGHTINGS

A	Concepts, skills and techniques	50
B	Reasoning and communication	50

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- In the event of a task not discriminating successfully an addition task may be set with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.
- Outcomes covered may vary depending on topics covered.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 7	P3, P4, P5	Task 1 Topic Test Basic Arithmetic , Algebra and Plane Geometry	10	5	15
Term 2 Week 4	P2, P3, P4, P5	Task 2 Topic Test Trigonometric Ratios and Functions	15	10	25
Term 3 Week 3	P2, P3, P4, P5	Task 3 Assignment Applied Trigonometry and Linear Functions	5	15	20
Term 3 Week 9	P2 – P8	Task 4 Final Exam. All preliminary topics	20	20	40
		TOTAL	50	50	100

Mathematics [Extension 1]

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	A student :
P1	demonstrates confidence in using mathematics to obtain realistic solutions to problems
P2	provides reasoning to support conclusions which are appropriate to the context
P3	performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
P4	chooses and applies appropriate arithmetic, graphical, trigonometric and geometric techniques
P5	understands the concept of a function and the relationship between a function and its graph
P6	relates the derivative of a function to the slope of its graph
P7	determines the derivative of a function through the routine application of the rules of differentiation
P8	understands and uses the language and notation of calculus
PE1	appreciates the role of mathematics in the solution of practical problems
PE2	uses multi-step deductive reasoning in a variety of contexts
PE3	solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
PE4	uses the parametric representation together with differentiation to identify geometric properties of parabolas
PE5	determines derivatives which require the application of more than one rule of differentiation
PE6	makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations

COMPONENTS

A Concepts, skills and techniques
 B Reasoning and communication

WEIGHTINGS

50
 50

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- In the event of a task not discriminating successfully an addition task may be set with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.
- Outcomes covered may vary depending on topics covered.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 8	P3, P4 PE2, PE3	Task 1 Topic Test Basic Arithmetic and Algebra Inequalities, Harder plane geometry	10	5	15
Term 2 Week 5	P2- P8 PE2, PE3, PE6	Task 2 Topic Test Trigonometry Linear Functions	15	10	25
Term 3 Week 3	PE4, PE5	Task 3 Topic Test Calculus, Locus Tangents to Curves, Circle Geometry	5	15	20
Term 3 Week 9	P2-P8, PE2 – PE6	Task 4 Final Exam. All Preliminary topics and Integration	20	20	40
		TOTAL	50	50	100

Modern History

Course : Preliminary
 Category : A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	<i>A student develops the skills to:</i>
P1.1	describe the role of key individuals, groups and events of selected studies from the nineteenth century to the present
P1.2	investigate and explain the key features and issues of selected studies from the nineteenth century to the present
P2.1	identifies forces and ideas and explain their significance in contributing to change and continuity from the nineteenth century to the present
P3.1	ask relevant historical questions
P3.2	locate, select and organise relevant information from different types of sources
P3.3	comprehend and analyse sources for their usefulness and reliability
P3.4	identify and account for different perspectives and interpretations of the past
P3.5	plan and present the findings of historical investigations, analysing and synthesising historical information from different types of sources
P4.1	use historical terms and concepts appropriately
P4.2	communicate a knowledge and understanding of historical features and issues, using appropriate and well -structured oral and written forms

COMPONENTS

WEIGHTINGS

A	Knowledge & Understanding	40
B	Source Analysis	20
C	Inquiry & Research	20
D	Communication	20

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term1 Week 7	1.1, 1.2, 2.1, 4.2	Case Study 1: Aung San Suu Kyi and the Pro-Democracy movement in Burma			10	10	20
Term 2 Week 7	1.1, 1.2, 3.1, 3.2, 3.5, 4.2	Historical Investigation: The 1960s	5	10	10		25
Term 3 Week 6	1.1, 1.2, 3.2, 3.3, 4.2	The world at the beginning of the 20 th Century	5	10		10	25
Term 3 Exam Block	1.1, 1.2, 2.1, 3.3, 4.1	Preliminary Exam	30				30
		TOTAL	40	20	20	20	100

Music 1

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

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

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 8	P4, P5, P6, P8, P1, P2,P7, P9, P10, P11	Aural Exam Performance	10			10	20
Term 2 Week 8	P2, P4, P5, P6, P7, P8, P10, P11	Musicology – Viva-Voce Task		25			25
Term 3 Week 7	P3, P5, P7, P8, P10, P11	Composition			25		25
Term 3 Week 9	P1, P2, P7,P9, P10, P11	Performance Exam	15				15
Term 3 Week 10/11	P4, P5, P6, P8,	Aural Examination				15	15
		TOTAL	25	25	25	25	100

Music 2 (Performance)

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	<i>Through activities in performance, composition, musicology and aural, a student :</i>
P1	confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
P2	demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
P3	composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
P4	creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
P5	analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
P6	discusses and evaluates music making constructive suggestions about performances and compositions
P7	observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
P8	understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied
P9	identifies, recognises, experiments with, and discusses the use of technology in music
P10	performs as a means of self expression and communication
P11	demonstrates a willingness to participate in performance, composition, musicology and aural activities
P12	demonstrates a willingness to accept and use constructive criticism

COMPONENTS

WEIGHTINGS

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

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 8	P2, P5, P6, P7, P8, P9, P11, P12	Aural/Musicology Exam		10		10	20
Term 2 Week 2	P1, P8, P10	Performance 1 piece and sight singing	10				10
Term 2 Week 9	P2, P3, P4, P5, P8	Composition submission			25		25
Term 3 Week 9	P1, P8, P10	Performance 2 pieces and sight singing	15				15
Term 3 Week 10/11	P2, P5, P6, P7, P8, P9, P11, P12	Yearly Exam (Aural & Musicology)		15		15	30
		TOTAL	25	25	25	25	100

Personal Development, Health & Physical Education

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Component	Code	Descriptor
		<i>A student :</i>
A	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
B	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
A	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
B	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 (Option 1)
C	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

COMPONENTS

A	Knowledge and understanding of: <ul style="list-style-type: none"> • factors that affect health • the way the body moves 	40
B	Skills in: <ul style="list-style-type: none"> • influencing personal and community health • taking action to improve participation and performance in physical activity 	30
C	Skills in critical thinking, research and analysis	30
		100

Term Week	Outcomes	Task	A	B	C	Weight
Term 1 Week 9	P2, P3, P4, P5, P6, P15, P16	Case Study Better Health for Individuals	10	10	5	25
Term 2 Week 8	P7, P8, P9, P11, P17	Examination The Body in Motion	10	5	10	25
Term 3 Week 5	P2, P3, P6, P10, P15, P17	Research Task Fitness Choices + First Aid	10	5	5	20
Term 3 Exam Block	All Outcomes	Preliminary Examination	10	10	10	30
		TOTAL	40	30	30	100%

Physics

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
P1	outlines the historical development of major principles, concepts and ideas in physics
P2	applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in physics
P3	assesses the impact of particular technological advances on understanding in physics
P4	describes applications of physics which affect society or the environment
P5	describes the scientific principles employed in particular areas of research in physics
P6	describes the forces acting on an object which causes changes in its motion
P7	describes the effects of energy transfers and energy transformations
P8	explains wave motions in terms of energy sources and the oscillations produced
P9	describes the relationship between force and potential energy in fields
P10	describes theories and models in relation to the origins of matter and relates these to the forces involved
P11	identifies and implements improvements to investigation plans
P12	discusses the validity and reliability of data gathered from first hand investigations and secondary sources
P13	identifies appropriate terminology and reporting styles to communicate information and understanding in physics
P14	draws valid conclusions from gathered data and information
P15	implements strategies to work effectively as an individual or as a team member
P16	demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of the history, nature, and practice of physics, applications and uses of physics and their implications for society and the environment kinematics and dynamics, energy, waves, fields and matter	40
B	Skills in planning and conducting first hand investigations and communicating information	30
C	Problem solving, scientific thinking and communicating understanding and conclusions	30

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 1 Week 7	P3, P4, P5, P8, P12, P13, P14, P15, P16	Oral presentation	10			10
Term 2 Week 4	P2, P6, P11, P12, P13, P14, P15	Open-ended investigation/practical		30		30
Term 2 Week 9	P2, P6, P8, P13, P14	Process/Problem-solving examination			20	20
Term 3 Week 5	P1, P4, P5, P7, P9, P10, P12, P13, P14, P15, P16	Research assignment	10			10
Term 3 Exam block	P1-P16	Preliminary Exam	20		10	30
		TOTAL	40	30	30	100

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	A student:
P1	identifies and applies social and cultural concepts
P2	describes personal, social and cultural identity
P3	identifies and describes relationships and interactions within and between social and cultural groups
P4	identifies the features of social and cultural literacy and how it develops
P5	explains continuity and change and their implications for societies and cultures
P6	differentiates between social and cultural research methods
P7	selects, organizes and considers information from a variety of sources for usefulness, validity and bias
P8	plans and conducts ethical social and cultural research
P9	uses appropriate course language and concepts suitable for different audiences and contexts
P10	communicates information, ideas and issues using appropriate written, oral and graphic forms

COMPONENTS

WEIGHTINGS

A	Knowledge & Understanding	50
B	Application and Evaluation of Social and Cultural Research Methods	30
C	Communication of Information	20

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 1 Week 8	P1, P2, P6, P9, P10	The Social and Cultural World	5	15		20
Term 2 Week 8	P1, P2, P3, P5, P8, P10	Personal and Social Identity	15	5	5	25
Term 3 Week 5	P1, P3, P4, P7, P8, P9	Intercultural Communication	10	5	10	25
Term 3 Exam Block	P1, P2, P3, P4, P5, P6, P9, P10	Preliminary Exam	20	5	5	30
		TOTAL	50	30	20	100

Studies of Religion I

Course: Preliminary
 Category:
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS WEIGHTINGS

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

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 9	P1, P2, P6, P8	Nature of Religion and Beliefs Research Task	5		5	5	15
Term 2 Week 8	P3, P4, P5, P6, P7, P8, P9	Religious Tradition Depth Study I (Judaism) Research Essay with Source Material Analysis	5	5	5		15
Term 3 Week 8	P1, P2, P4, P5, P8, P9	Examination	10	5		5	20
		TOTAL	20	10	10	10	50

Studies of Religion II

Course: Preliminary
 Category:
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS WEIGHTINGS

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

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 Week 5	P1, P2, P6, P7, P8	Nature of Religion and Beliefs Research Task	10		5		15
Term 2 Week 3	P3, P4, P5, P6, P7, P8, P9	Religious Tradition Depth Study 1 (Judaism) Research Essay with Source Material Analysis		10	10		20
Term 2 Week 9	P4, P5, P8, P9	Religious Tradition Depth Study 2 (Christianity) In Class Task	10		5	10	25
Term 3 Week 8	P1, P2, P4, P5, P8, P9	Examination	20	10		10	40
		TOTAL	40	20	20	20	100

Textiles and Design

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	<i>A student :</i>
P1.1	describes the elements and principles of design and uses them in a variety of applications
P1.2	identifies the functional and aesthetic requirements and features of a range of textile items
P2.1	demonstrates the use of a variety of communication skills, including computer-based technology
P2.2	develops competence in the selection and use of appropriate manufacturing techniques and equipment
P2.3	manages the design and manufacture of textile projects
P3.1	identifies properties of a variety of fabrics, yarns and fibres
P3.2	justifies the selection of fabrics, yarns and fibres for end-uses
P4.1	identifies and selects textiles for specific end-uses based on analysis of experimentation
P5.1	examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
P5.2	investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
P6.1	identifies and appreciates the factors that contribute to the quality and value of textiles in society

COMPONENTS

WEIGHTINGS

A	Design	40
B	Properties and Performance of textiles	50
C	The Australian Textile, Clothing, Footwear and Allied Industries	10

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
2/1	P4.1, P2.1, P2.2, P2.3	Design: Preliminary project one	30			30
3/3	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	Properties & performance of textiles: Preliminary project two		40		40
3/8	P5.1, P5.2	Australian Textile, Clothing Footwear, Allied Industries Presentation			5	5
3/10	P1.1, P1.2, P3.1, P3.2, P5.1, P6.1	Exam	10	10	5	25
		TOTAL	40	50	10	100

Visual Arts

Course: Preliminary
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Artmaking	50
B	Art Criticism and Art History	50

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 9	P7, P8, P9, P10	Research essay		10	10
Term 2 Week 4	P1, P2, P3, P4	Artmaking 1 and VAPD	25		25
Term 3 Week 3	P7, P8, P9	In class Section I analysis task		20	20
Term 3 Week 8/9	P7, P8, P9, P10, P1, P2, P3, P4, P5, P6	a) Preliminary Examination b) Artmaking 2 and VAPD	25	20	45
		TOTAL	50	50	100