



**JAMISON HIGH SCHOOL**

**2021**

**YEAR 11**

**PRELIMINARY COURSE**

**ASSESSMENT SCHEDULES &  
ASSESSMENT POLICY AND PROCEDURES**

The award of the Preliminary Higher School Certificate is made on the basis of a student's performance in course work and assessment tasks that are set in order to comply with the New South Wales Education Standards Authority (NESA) requirements.

Assessment of student achievement begins at the start of Term 1 and continues until the Yearly Examinations at the end of Term 3. The completion of assessment items, homework and classwork will determine student grades that are awarded at the end of each course. It is a requirement that students complete each course satisfactorily in order to be eligible to proceed to Year 12.

The purpose of the assessment schedules is to provide students with a range of tasks to demonstrate their capacity to work, over time towards achievements in a wider range of outcomes than can be measured by an examination. You need to commit to the completion of all tasks as part of your preparation towards your HSC year.

The school will inform students and their carer on each occasion that a student fails to complete a task to a satisfactory level by issuing an N-Warning letter. Failure to address such notifications will result in the issuing of an N- Determination which will end in non-progression to Year 12 and the Higher School Certificate.

This booklet contains the Assessment Policies and Procedures for students completing their Preliminary Courses at Jamison High School. Do not assume that you know everything about handing in assessment tasks. Read them. Every year students are disappointed because they do not know what to do about being sick, applying for extensions, dealing with a misadventure and a myriad of other things. These policies and procedures need to be strictly enforced to ensure that the HSC is fair across the state.

Students need to ensure that they have read and understood the requirements so that you are aware of your responsibilities and those of the school with regards to the completion and submission of assessment items.

Assessments are a useful guide for students. They assist them to ascertain the areas on which they need to focus and in developing a disciplined approach to study. This booklet should be referred to regularly and I trust that it will be useful for you during your Preliminary Courses.

G. Trethewy

Principal

## PRELIMINARY COURSE ASSESSMENT

### DEFINITION

Schools are required to provide an Assessment of student achievements' in each course studied for the Preliminary Course. The Assessment will be based on achievement measured throughout the Preliminary Course and will encompass your performance in all syllabus objectives and outcomes, except those relating to values and attitudes.

### PURPOSE

The purpose of the School Assessment is to provide an indication of your achievement in a wider range of syllabus objectives. Preliminary Courses need to be satisfactorily completed to progress to HSC courses.

### ASSESSMENT AND COURSE REQUIREMENTS

Students are expected to undertake ALL TASKS and ACTIVITIES in order to complete the course whether they are part of an assessment schedule or not.

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

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by the NSW Education Standards Authority (NESA); and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

### UNSATISFACTORY PROGRESS AND ATTENDANCE

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

### **In extreme circumstances the Principal may expel a student from the school.**

The grounds for expulsion will be *"unsatisfactory participation in learning by a student of post-compulsory age (17 years old) e.g. a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives and/or non-compliance with NESA requirements for the award of Higher School Certificate"*. (Department of Education & Training Suspension and Expulsion Policy)

### ASSESSMENT PROGRAMS

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

- Inform students of requirements in each course;

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

This handbook sets out the weightings of the component assessed in each course, as well as the value and nature of each task.

Assessment programs will begin at the start of the Preliminary Course. The Assessment period normally finishes with the completion of Term 3.

If a task does not discriminate adequately between students or has been made invalid by circumstances, teachers may set an additional Assessment Task.

Valid, completed tasks in our Assessment Program cannot be discarded although your teacher may re-weight them after consultation with the Principal.

### **NOTIFICATION OF ASSESSMENT TASKS**

With the exception of the Formal Yearly Examinations you will be notified, in writing at least 14 calendar days prior to the due date of Assessment Tasks.

The due date and information for all Assessment Tasks will be given to you on our Senior Assessment Task Notice Cover Sheet (see Appendix 1) which will be issued when you are notified of the task.

You will need to sign the Assessment Notification form issued by the teacher when you receive notification of the task.

Your teacher will sign the Assessment Notification form to acknowledge receipt of the assessment task when it is submitted.

### **ABSENCE WHEN TASK IS NOTIFIED**

Whenever you are absent from school, it is **your responsibility** to ensure that you know what work has been missed and to catch up on that work.

The same conditions apply if you are absent when an Assessment Task is notified. You are not entitled to any automatic extension of time for the task.

If you have a prolonged absence for a valid reason (support documentation required), you may submit to the Deputy Principal an Application for Consideration/Extension.

### **COMPLETING AND SUBMITTING ASSESSMENT TASKS**

NESA expects all students to undertake all assessment tasks set. Once notice of deadline has been given, staff will not pursue students for work. All tasks are to be submitted, with the Senior Assessment Task Cover Sheet attached, at the **start** of the first timetabled lesson in the relevant subject due on that day.

All tasks submitted after this time will be deemed ***late***. Late work will receive a zero mark unless there is a valid reason. Where a student misses or is late with an assessment task, with no valid reasons, a zero mark will be recorded for that task.

The cover sheet includes a tear-off slip which will be given back to you when you submit your assignment on the due date. The slip ensures that both you and your teacher have an official record that you have submitted the task.

Note: No allowance will be made for failure of a student's computer hardware and software. Students are advised to keep back-ups of all work completed on computer equipment.

## **LATENESS/ABSENCE FROM TASK DUE TO ILLNESS, MISADVENTURE OR EXCEPTIONAL CIRCUMSTANCES**

It is your responsibility to perform/submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time.

If, because of a VALID reason, you cannot attend school on the day when an Assessment Task is to be done/submitted, **ON THE DAY YOU RETURN TO SCHOOL:**

- (1) Submit the task or come prepared to complete the task.
- (2) Talk to your class teacher or Head Teacher to arrange a time to do the task or a substitute task
- (3) Submit an Application for Consideration/Extension Form with supporting documentation (Statutory Declaration, completed form (Appendix 2) by a medical practitioner) to the Head Teacher who will then submit it to the Principal/Deputy Principal for a decision.

Absences due to illness **MUST** be accompanied by a Medical Certificate. This must be dated during the period of illness.

Failure to have this form completed or you do not follow the above procedure or your application is not successful, you will receive ZERO for that task.

In exceptional circumstances, the Principal may authorise that an estimate be given for a missed task. This applies only if giving a substitute task would be unreasonable, difficult to arrange or not feasible.

### **NOTE:**

- A letter from a parent may not be sufficient to satisfy the requirement
- If you are involved in a sporting event or excursion or know you will be absent on the day you must submit the task before the due date
- If you are suspended from school when assessment tasks are due you must:
  - a) not attend school for the duration of your suspension
  - b) submit out-of-school assessment tasks by delivery to the Front Office or electronic submission.
  - c) miss your in-school assessment task for which you will be given an alternative task or an estimate

## **EXTENSIONS TO DUE DATES**

An extension to the due date of an assignment may be approved, **by the Principal only**, in cases of severe illness or other exceptional circumstances. Approval for an extension **must** be sought at least one week in advance of the due date. A medical certificate will be required in cases of illness.

For an extension you must complete an Application for Special Consideration/Extension (Appendix 2). This is available in the back of this booklet. You must submit this form to the Head Teacher of that subject who will make a recommendation on the application. The Head Teacher will then submit it to the Principal for consideration.

If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved **by the Principal**, the late submission of a task will result in zero marks being awarded for that task.

## **MANAGING LONG TERM ASSESSMENT**

Long Term Assessment Tasks are characterised by one or more of the following –

- Extended preparation time (usually at least 4 weeks);
- Submission of work in stages over a sequence of deadlines;
- Substantial weighting and task size.

Stages of Long Term Assessments must be presented on the due date, even if incomplete due to a student's illness during preparation time.

The Principal, in conjunction with the Head Teacher responsible, will then make a decision (linked with medical information/advice) about the consequences for you and the task.

These may include:

- Completion of the same task OR
- Alternative task OR
- An estimate based upon evidence of programs through the duration of the project OR
- Extension of deadline.

**Extension will only be granted in exceptional circumstances.** These circumstances might occur as the result of prolonged illness or misadventure, especially during the week leading up to the due date. The Principal is unlikely to grant an extension in the case of –

- Technical difficulties;
- Misplaced work assignment;
- Difficulties with research which could have been addressed by early commencement of research;
- Brief periods of illness or misadventure.

Failure to hand in a stage of a long term project will result in a zero mark for that stage. Failure to complete one component does not necessarily mean a zero mark for the whole task. However, continued failure to submit stages of a long-term project may result in a zero mark for the whole task. This may in turn call into question your capacity to meet the requirements of the course.

#### **USE OF ELECTRONIC EQUIPMENT**

When you choose to use electronic equipment to prepare and record assessment tasks and assignments, you must ensure that the work is saved regularly and that a hard copy is made well in advance of the due date.

Failure of equipment, where there is no evidence of the preparation of the lost material, is not an acceptable reason for handing work in after the due date.

#### **SUBMISSION OF ASSESSMENT TASKS**

It is important that students attend **ALL** day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is **MALPRACTICE**. It is a form of cheating. You will receive a **zero mark** for the task.

All assessment tasks must be submitted at the **beginning** of the **first** timetabled lesson in that subject on the due day, via the method outlined in the Assessment Task notification. Assessment tasks must be personally delivered into the possession of the relevant teacher (or delegate) at this time and not left at staffrooms or in classrooms or anywhere else. Students must submit the task themselves and remain in class for the entire lesson. Failure to adhere to any of the above necessitates the Illness/Misadventure Application Appeal Process being accessed.

#### **ELECTRONIC SUBMISSION OF ASSESSMENT TASKS**

All Assessment Tasks must be submitted via the method outlined in the Assessment Task notification. Head Teachers may require subsequent provision of a printed copy of the task. Any such instructions will be clearly specified on the Assessment Task notification. When electronic submission does occur, the following rules will apply:

1. All assessment tasks must be submitted at the **beginning** of the **first** timetabled lesson in that subject on the due day, via the method outlined in the Assessment Task notification. Assessment

tasks must be personally delivered into the possession of the relevant teacher (or delegate) at this time and not left at staffrooms or in classrooms or anywhere else. Students must submit the task themselves and remain in class for the entire lesson. Failure to adhere to any of the above necessitates the Illness/Misadventure Application Appeal Process being accessed.

2. Taking time off school to prepare assessment tasks on the due date is **MALPRACTICE**. It is a form of cheating. You will receive a **zero mark** for the task.
3. The assessment task should be readily identifiable on the medium.
4. An assessment task is not considered submitted if conditions (1) and (2) are not satisfied.
5. The school will not be responsible for the non-receipt or delay of emails. If submitting work by email, students must specifically request acknowledge by return email of the receipt of their work. Teachers will acknowledge receipt as soon as feasible. Students who do not receive a receipt within a reasonable time should regard their work as not submitted and take appropriate action.

### **YEAR 11 YEARLY EXAMINATION PERIOD TERM 3**

These examinations for subjects will be formal assessment items included on the assessment schedule.

No examination will be longer than 2 hours in length.

Practical performance examinations will occur after this examination period on normal school days.

All examinations will be sight unseen.

These examinations will be used for reporting purposes and for determining NESA Grades and calculation of School Based Assessment marks and Ranks.

### **NON-ATTEMPT OF TASKS**

When a student does not attempt a task –

- A **zero** mark will be awarded for the task;
- The task will be recorded as a non-attempt;
- Parents/guardians will be informed by letter and copies of the letter filed by the Subject Head Teacher;
- It may be necessary to invoke the 50% regulation (see Completion of 50% of Total Value of Tasks below).

### **NON-SERIOUS ATTEMPT OF TASKS**

**Students must make a genuine attempt at all Assessment Tasks.** If, in the opinion of the class teacher, a student makes a non-serious attempt at a task, it will not be marked and it will be treated in the same manner as a non-attempt of the task.

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

### **COMPLETION OF 50% OF TOTAL VALUE OF TASKS**

Students studying a Preliminary Course ***must complete and/or make a genuine attempt*** at assessment tasks (including examinations) which contribute in ***excess*** of 50% of the total marks for the course. If this is not the case, the Principal must certify that the course has not been satisfactorily completed. This will result in the student not being awarded an assessment mark or an examination mark in that subject and it may result in the non-award of completion of a Preliminary Course. The Principal will warn students

(and their parents/guardians) in advance if they are in danger of not meeting the assessment requirements of the course.

### **MALPRACTICE IN ASSESSMENT TASKS**

- a) Copying and Non-Original Work – Where there is evidence of copying, or where outside sources are used by not acknowledged, marks will be deducted in proportion to the extent of non-original or unacknowledged work.
- b) Cheating – If a student is found to be cheating (or assisting others to cheat) in any assessment task, they will score **zero** for the task, parents/guardians will be informed, and the Principal or Head Teacher may take further action as appropriate.
- c) Examinations – You must follow the school rules for examinations. If you break these rules or if you cheat in the examinations in any way your paper will be cancelled and you will be reported to the Principal. The Principal may determine that you received a zero mark for your examination paper.

### **ZERO MARKS**

Zero is awarded to –

A non-attempt at a task;

A non-serious attempt at a task;

A task submitted late (without a **valid** reason which must be approved **by the Deputy Principal**);

A task involving cheating or serious malpractice.

In such cases –

- Parental guardians will be notified in writing;
- It may be necessary to invoke the 50% Regulation (see above).

### **REVIEW OF ASSESSMENT MARKS AND PROCEDURES**

If a student is dissatisfied with the mark awarded for a particular task they may ask their teacher and subject Head Teacher for a review of the mark. Any complaint relating to the marking of a task can only be considered at the time the task result is given back.

If a student has concerns that correct assessment procedures have not been followed in relation to a particular assessment task they can lodge an appeal to the school's Review Panel. The panel consists of:

the Principal

Deputy Principal responsible for Year 11

Year 11 Year Adviser

The panel will consider the grounds for the appeal and will inform the student of the decision.

### **PARALLEL CLASSES**

When there is more than one class in a particular course, common assessment tasks should be given.



## ASSESSMENT FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Students with special education needs work towards syllabus outcomes identified through the collaborative curriculum planning process. They are given a range of opportunities to demonstrate achievement of these outcomes.

Decisions are made at school level to offer adjustments to students with special education needs in school-based assessment tasks, including examinations. Adjustments enable a student with special education needs to access syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with special education needs rather than give an advantage. The types of adjustments made will vary according to the needs of the individual student.

Some students may require:

adjustments to the assessment process, eg:

- extra time in an examination
- more time to complete a take-home task, including checkpoints for progress
- scaffolded instructions
- the use of a reader and/or scribe or specific technology
- additional guidance provided, eg providing specific websites to research
- accessibility, eg providing a reading stimulus at the appropriate reading level for the student
- highlighted key words and phrases
- more information, eg providing a wordbank, a labelled diagram or a visual cue

adjustments to the assessment activities, eg:

- questions rephrased
- simplified language
- alternative formats for questions
- visual task instead of a reading task

alternative formats for responses, eg:

- written point form or notes instead of an extended response
- scaffolded structured responses for an extended response
- responses to short objective questions to build towards an extended response
- oral responses instead of written responses
- matrix or labelled diagram instead of a written response
- multimedia presentations instead of an oral response.

Adjustments include practical arrangements to help students with special education needs access HSC examinations and the online tests for the HSC minimum standard of literacy and numeracy. These practical arrangements are known as disability provisions. Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Years 11 and 12. There is no guarantee that the same disability provisions will be granted for the HSC examinations as those given at school for course work and assessment tasks.

## **LIFE SKILLS**

Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes identified through the *collaborative curriculum planning process*. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. Evidence of achievement can be based on:

- assessment as learning (where students monitor and reflect on their own learning)
- assessment for learning (such as observation during teaching and learning or work samples)
- assessment of learning (assessment activities specifically designed to assess achievement at particular points).

## **STUDENTS WHO CHANGE COURSES/SCHOOLS/REPEAT**

NESA will be notified as soon as possible of all Preliminary student movements both in and out of the school. For students who transfer between the commencement of assessments in a particular course and before the end of Term 2 in the Preliminary year, the receiving school is to prepare the final assessment based upon those tasks which the students complete at the receiving school. Any information from the student's previous school may also be taken into account. For students who transfer schools after the end of Term 2, their previous school is to provide the assessments. For students who transfer from interstate or overseas, only tasks undertaken at the receiving school should be assessed. For students who repeat Year 11, an assessment will be made for the repeated year only.

## **NEED MORE HELP?**

Within the school you can obtain more assistance in relation to assessment tasks and procedures from:

- Your class teacher
- Head Teachers
- Year 11 Advisers
- Deputy Principal responsible for Year 11

Outside the school you can contact the NSW Education Standards Authority (NESA), 117 Clarence Street, Sydney, Telephone 9367 8111 or website [educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au)

## **CONCLUSION**

It is important to keep assessments in perspective and recognise that it is one part of a broad learning process. Together with the school examinations and other assignments, essays, seminars, etc., it is intended to measure understanding and development in the subjects studied. Assessment is really just an extension of the normal classroom practice. All course work enables you to acquire the knowledge and skills to be used in assessment tasks and examinations, and is a great help in attaining maximum marks. The students who achieve their best in Assessment will be those who work consistently throughout their senior years, maintaining a balance between Assessment Tasks and the remainder of their responsibilities.

# APPENDIX 1



## ASSESSMENT TASK NOTIFICATION

Student Name: ..... Subject/Course: .....

Assessment Task Title: .....

Value of Task: ..... Date Task Issued: ..... Date Task Due: .....

### Outcomes to be assessed:

- .....
- .....
- .....
- .....
- .....
- .....

- .....
- .....
- .....
- .....

### Task description:

**Assessment Criteria** – Your task will be assessed according to your ability to:

## APPENDIX 2



### SPECIAL CONSIDERATION/APPLICATION FORM

(For illness / accident / misadventure / special circumstances)

1. If illness, accident, misadventure or special circumstances prevent a student completing an assessment task on, or by the due date and time, the school must be advised immediately the situation is known – before the due date, if possible.
2. This form must then be completed as soon as possible after notification. If the student is absent on the due date, it must be completed as soon as he/she returns.
3. The form, when completed, is to be submitted to the Principal via the Head Teacher of course concerned.

Name of Student			
Teacher			
Subject Course		Faculty / Department	
Nature of Assessment Task e.g. Essay – Title			
Due Date		Time	
Reason for and Nature of Request, e.g. Special consideration or extension of time			
Specify and attach any Supporting Documentation e.g. Medical Certificate			
Signature of Student			Date
Comments			
H.T. Signature			Date
Deputy Principal's Decision		Deputy Principal's Signature:	Date:

## AGRICULTURE (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9
NATURE OF TASKS		Farm Case Study Assessment Task	Research Project Plant/Animal Production	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding of course content	40	10	10	20
Knowledge, understanding and skills required to manage agricultural production systems	40	15	10	15
Skills in effective research, experimentation and communication	20	5	10	5
Marks	100	30%	30%	40%
OUTCOMES ASSESSED		P1.1, P1.2, P2.1, P2.3, P3.1, P5.1	P1.1, P1.2, P2.1, P2.3, P4.1	P1.1 – P5.1
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination.				

### PRELIMINARY OUTCOMES:

P1.1	Describes the complex, dynamic and interactive nature of agricultural production systems	P2.1	Describes the farm as a basic unit of production
P1.2	Describes the factors that influence agricultural systems	P3.1	Explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
P2.1	Describes the biological and physical resources and applies the processes that cause changes in plant production systems	P4.1	Applies the principles and procedures of experimental design and agricultural research
P2.2	Describes the biological and physical resources and applies the processes that cause changes in animal production systems	P5.1	Investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## ANCIENT HISTORY (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8/9
NATURE OF TASKS		Extended Response	Historical Investigation	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	40	10	15	15
Source-based skills	20	10	5	5
Historical inquiry and research	20	5	5	10
Communication of historical understanding in appropriate forms	20	5	5	10
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		AH11-1, AH11-4, AH11-5, AH11-6, AH11-10	AH11-2, AH11-4, AH11-5, AH11-8, AH11-10	AH11-1, AH11-3, AH11-6, AH11-7, AH11-10
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Minimum weighting is 20%. Maximum Weighting is 40%. ♣ One task may be a formal written examination. ♣ One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes Informal tasks to develop knowledge.				

### PRELIMINARY OUTCOMES:

AH11-1	Describes the nature of continuity and change in the ancient world	AH11-6	Analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-2	Proposes ideas about the varying causes and effects of events and developments	AH11-7	Discusses and evaluates differing interpretations and representations of the past
AH11-3	Analyses the role of historical features, individuals and groups in shaping the past	AH11-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-4	Accounts for the different perspectives of individuals and groups	AH11-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-5	Examines the significance of historical features, people, places, events and developments of the ancient world	AH11-10	Discusses contemporary methods and issues involved in the investigation of ancient history

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA

## BIOLOGY (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 3 Week 6	Term 3 Week 8/9
NATURE OF TASKS		Practical Examination	Depth Study Research Task	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	40	10	10	20
Working Scientifically	60	20	20	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		11-1, 11-2, 11-3, 11-7, 11-8	11-4, 11-5, 11-6, 11-7, 11-11	11-1 to 11-11
<b>The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%.</b>				

### PRELIMINARY OUTCOMES:

BIO 11-1	Develops and evaluates questions and hypotheses for scientific investigations	BIO 11-7	Communicates scientific understanding using suitable language and terminology for a specific audience and purpose
BIO 11-2	Designs and evaluates investigations in order to obtain primary and secondary data	BIO 11-8	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO 11-3	Conducts investigations to collect valid and reliable primary and secondary data	BIO 11-9	Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO 11-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.	BIO 11-10	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO 11-5	Analyses and evaluates primary and secondary data and information	BIO 11-11	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem
BIO 11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## BUSINESS STUDIES (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 8	Term 2 Week 7	Term 3 Week 8/9
NATURE OF TASKS		Business Report	Extended Response	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	40	10	10	20
Stimulus-based skills	20	5	5	10
Inquiry and research	20	10	10	0
Communication of business information, ideas and issues in appropriate forms	20	5	5	10
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		P1, P2, P3, P4	P7, P8, P10	P1, P2, P3, P4, P5, P6, P9, P10
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 30% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination				

### PRELIMINARY OUTCOMES:

P1	discusses the nature of business, its role in society and types of business structure	P7	plans and conducts investigations into contemporary business issues
P2	explains the internal and external influences on businesses	P8	evaluates information for actual and hypothetical business situations
P3	describes the factors contributing to the success or failure of small to medium enterprises	P9	communicates business information and issues in appropriate formats
P4	assesses the processes and interdependence of key business functions	P10	
P5	examines the application of management theories and strategies	P11	
P6	analyses the responsibilities of business to internal and external stakeholders	P12	

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.



## CHEMISTRY (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8/9
NATURE OF TASKS		Depth Study	Practical Assessment Task	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	40	10	10	20
Working Scientifically	60	20	20	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		11-1, 11-4, 11-5, 11-7, 11-8	11-1, 11-2, 11-3, 11-4, 11-5, 11-7, 11-10	11-1 to 11-11
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%.				

### PRELIMINARY OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESa.

## COMMUNITY AND FAMILY STUDIES (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 9	Term 3 Week 2	Term 3 Week 8/9
NATURE OF TASKS		Resource Management Interview	Families and Communities Case Study/Survey	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	40	10	10	20
Skills in critical thinking, research methodology, analysing and communicating Research Methodology	60	20	25	15
MARKS	100	30%	35%	35%
OUTCOMES ASSESSED		P1.1, P1.2, P5.1, P 6.1 P2.1, P4.1	P3.1, P4.1, P4.2	P1.1 to P6.2
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 30% ♣ the maximum weighting for an individual task is 35% ♣ only one task may be a formal written examination with a maximum weighting of 35%				

### PRELIMINARY OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

## DANCE (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 2 Week 2	Term 2 Week 5/6	Term 3 Week 8/9
NATURE OF TASKS		Dance Technique/Safe Dance Practice/Interview & Dance Research	Composition Piece, Process Diary and Interview	Performance and Interview, Core Composition and Interview & Written Examination
SYLLABUS COMPONENT	WEIGHTING %			
Performance	40	20	0	20
Composition	30	0	20	10
Appreciation	30	20	0	10
MARKS	100	40%	20%	40%
OUTCOMES ASSESSED		P1.1, P1.2, P2.1, P2.2, P2.3, P2.5, P2.6	P1.1, P3.1, P3.2, P3.3, P3.4	P1.2, P1.3, P1.4, P2.4, P3. 5, P3.6, P3.7, P4.4, P4.5
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination				

### PRELIMINARY OUTCOMES:

P1.1	Understands dance as the performance and communication of ideas through movement and in written and oral form	P3.2	Understands the compositional process
P1.2	Understands the use of dance terminology relevant to the study of dance as an artform	P3.3	Understands the function of structure as it relates to dance composition
P1.3	Develops the skills of dance through performing, composing and appreciating dance	P3.4	Explores the elements of dance relating to dance composition
P1.4	Values the diversity of dance as an artform and its inherent expressive qualities	P3.5	Devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P2.1	Identifies the physiology of the human body as it is relevant to the dancer	P3.6	Structures movement devised in response to specific concept/intent
P2.2	Identifies the body's capabilities and limitations	P3.7	Values their own and others' dance activities as worthwhile
P2.3	Recognises the importance of the application of safe dance practice	P4.1	Understands the socio-historic context in which dance exists
P2.4	Demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination	P4.2	Develops knowledge to critically appraise and evaluate dance
P2.5	Performs combinations, phrases and sequences with due consideration of safe dance practices	P4.3	Demonstrates the skills of gathering, classifying and recording information about dance
P2.6	Values self-discipline, commitment and consistency in technical skills and performance	P4.4	Develops skills in critical appraisal and evaluation
P3.1	Identifies the elements of dance composition	P4.5	Values the diversity of dance from national and international perspectives.

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## DESIGN AND TECHNOLOGY (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 8	Term 2 Week 3	Term 3 Week 8/9
NATURE OF TASKS		Designer Case Study	Preliminary Project	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	40	10	10	20
Knowledge and skills in designing, managing, producing and evaluating design project	60	20	30	10
<b>MARKS</b>	<b>100</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>OUTCOMES ASSESSED</b>		<b>P2.1, P2.2, P5.3</b>	<b>P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2</b>	<b>P1.1, P2.1, P2.2</b>
<b>Syllabus Requirements:</b> ♣Maximum of three formal tasks. ♣Minimum weighting for an individual task is 20%. ♣Maximum weighting for an individual task is 40% ♣ One task must be an assignment or investigation-style with a weighting of 20–30%. ♣ One formal written examination can contribute to a formal assessment schedule.				

### PRELIMINARY OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## DRAMA (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 2 Week 8	Term 3 Week 8/9
NATURE OF TASKS		Group Performance & Design Project	Class Performance and Essay	Individual Project and Logbook
SYLLABUS COMPONENT	WEIGHTING %			
Making	40	20	0	20
Performing	30	15	15	0
Critically Studying	30	0	15	15
MARKS	100	35%	30%	35%
OUTCOMES ASSESSED		P1.1, P1.3, P1.5, P2.1, P2.5, P3.1, P3.	P1.2, P1.4, P1.6, P2.2, P2.3, P2.4, P2.6	P2.2, P3.1, P3.2, P3.3, P.4
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣Maximum of three formal tasks. ♣ Minimum weighting for an individual task is 20% ♣Maximum weighting for an individual task is 40%. ♣One task must be an assignment or investigation-style with a weighting of 20–30%. ♣One formal written examination can contribute to a formal assessment schedule.				

### PRELIMINARY OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## ECONOMICS (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 9	Term 2 Week 8	Term 3 Week 8/9
NATURE OF TASKS		Report (Consumers and Business)	Research Task (Labour Markets)	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	40	10	10	20
Stimulus-based skills	20	5	5	10
Inquiry and research	20	10	10	
Communication of economic information, ideas and issues in appropriate forms	20	5	5	10
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		P1, P2, P3, P4	P7, P8, P10	P1, P2, P3, P4, P5, P6, P9, P10
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 30% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination				

### PRELIMINARY OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESa.

## ENGLISH STUDIES (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 2 Week 1	Term 2 Week 7	Term 3 Week 6
NATURE OF TASKS		CV/Cover Letter/Job Interview	Drama-Review	Collection of Work Website
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
<b>MARKS</b>	<b>100</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		<b>ES11-1, ES11-3, ES11-4, ES11-8</b>	<b>ES11-2, ES11-5, ES11-6, ES11-9</b>	<b>ES11-4, ES11-6, ES11-7, ES11-10</b>
<b>The Year 11 formal school-based assessment program is to reflect the following requirements:</b> ♣ three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination ♣ one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% ♣ one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes.				

### PRELIMINARY OUTCOMES

<b>ES11-1</b>	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes	<b>ES11-6</b>	uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
<b>ES11-2</b>	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts	<b>ES11-7</b>	represents own ideas in critical, interpretive and imaginative texts
<b>ES11-3</b>	gains skills in accessing, comprehending and using information to communicate in a variety of ways	<b>ES11-8</b>	identifies and describes relationships between texts
<b>ES11-4</b>	composes a range of texts with increasing accuracy and clarity in different forms	<b>ES11-9</b>	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner
<b>ES11-5</b>	develops knowledge, understanding and appreciation of how language is used, identifying	<b>ES11-10</b>	develops knowledge, understanding and appreciation of how language is used, identifying

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## ENGLISH STANDARD (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9
NATURE OF TASKS		Creative Writing & Analysis Common Module	Module B: Close Study of Literature Multimodal	Yearly Examination All Modules
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
<b>MARKS</b>	<b>100</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		<b>EN11-2 EN11-4 EN11-8 EN11-9</b>	<b>EN11-1 EN11-3 EN11-5 EN11-7</b>	<b>EN11-1 EN11-4 EN11-5 11EN11-6</b>
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination ♣ one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% ♣ one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes.				

### PRELIMINARY OUTCOMES

<b>EN11-1</b>	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure	<b>EN11-6</b>	investigates and explains the relationships between texts
<b>EN11-2</b>	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies	<b>EN11-7</b>	understands and explains the diverse ways texts can represent personal and public worlds
<b>EN11-3</b>	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning	<b>EN11-8</b>	identifies and explains cultural assumptions in texts and their effects on meaning
<b>EN11-4</b>	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts	<b>EN11-9</b>	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner
<b>EN11-5</b>	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESa.



## ENGLISH ADVANCED (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9
NATURE OF TASKS		Common Module Creative Writing & Analysis	Module B: Critical Study of Literature Multimodal	Yearly Examination All Modules
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		EA11-2 EA11-4 EA11-8 EA11-9	EA11-1 EA11-3 EA11-5 EA11-7	EA11-1 EA11-4 EA11-5 EA11-6
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination ♣ one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes				

### PRELIMINARY OUTCOMES

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in English Advanced Stage. Page 6

## ENGLISH EXTENSION (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 2 Week 2	Term 3 Week 6	Term 3 Week 8/9
NATURE OF TASKS		Tutorial Presentation Including Independent Research Element	Portfolio Including Independent Research Element	One analytical extended response One original creative composition
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		EE11-1 EE11-2 EE11-6	EE11-1 EE11-3 EE11-4 EE11-5	EE11-1 EE11-3 EE11-5 EE11-6
<b>The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination ♣ one task must be a multimodal presentation about the Independent Related Project with a maximum weighting of 40%.</b>				

### PRELIMINARY OUTCOMES

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment

## EXPLORING EARLY CHILDHOOD (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 6	Term 3 Week 4	Term 3 Week 8/9
NATURE OF TASKS		Pregnancy, Research & Oral Report	Children's Services	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	50	10	10	30
Skills	50	25	25	0
MARKS	100	35%	35%	30%
OUTCOMES ASSESSED		P1.1, P1.4, P5.1	P2.1, P4.1	P1.1, P1.2, P1.3, P1.4, P1.5, P2.3, P2.4, P2.5, P3.1, P4.3 P6.1. P6.2
<b>Important Note:</b> The NSW Education Standards Authority (NESA) has reviewed all Stage 6 Board Developed Course school-based assessment requirements, EXCLUDING VET, Life Skills and Content Endorsed Courses. This review has been undertaken to provide a consistent approach to school-based assessment. See Survey Statements NESA Review of School-based Assessment for Stage 6 PDHPE and CAFS Page 1				

### PRELIMINARY OUTCOMES:

P1.1	Analyses prenatal issues that have an impact on development	P2.5	Examines strategies that promote safe environments
P1.2	Examines major physical, social-emotional, behavioural, cognitive and language development of young children	P3.1	Evaluates strategies that encourage positive behaviour in young children
P1.3	Examines the nature of different periods in childhood – infant, toddler, preschool and the early school years	P4.1	Demonstrates appropriate communication skills with children and/or adults
P1.4	Analyses the ways in which family, community and culture influence the growth and development of young children	P4.3	Demonstrates appropriate strategies to resolve group conflict
P1.5	Examines the implications for growth and development when a child has special needs	P5.1	Analyses and compares information from a variety of sources to develop an understanding of child growth and development
P2.1	Analyses issues relating to the appropriateness of a range of services for different families	P6.1	Demonstrates an understanding of decision-making processes
P2.3	Explains the importance of diversity as a positive issue for children and their families	P6.2	Critically examines all issues including beliefs and values that may influence interactions with others
P2.4	Analyses the role of a range of environmental factors that have an impact on the lives of young children		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## FOOD TECHNOLOGY (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 9	Term 2 Week 10	Term 3 Week 8-9
NATURE OF TASKS		Report Food Availability	Experiments Food Properties	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	40	0	10	30
Knowledge and skills in designing, researching, analysing and evaluating	30	20	10	0
Skills in experimenting with and preparing food by applying theoretical concepts	30	10	20	0
MARKS	100	30%	40%	30%
OUTCOMES ASSESSED		P1.1, P1.2, P3.2, P4.2, P5.1	P2.2, P4.1, P4.4, P4.3, P5.1	P1.1, P2.1, P2.2 P3.1
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%				

### PRELIMINARY OUTCOMES:

P1.1	Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods	P4.1	Selects appropriate equipment, applies suitable techniques, and utilises safe and
P1.2	Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors	P4.2	Plans, prepares and presents foods which reflect a range of the influences on food
P2.1	Explains the role of food nutrients in human nutrition	P4.3	Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals
P2.2	Identifies and explains the sensory characteristics and functional properties of food	P4.4	Applies an understanding of the sensory characteristics and functional properties
P3.1	Assesses the nutrient value of meals/diets for particular individuals and groups	P5.1	Generates ideas and develops solutions to a range of food situations
P3.2	Presents ideas in written, graphic and oral form using computer software where appropriate		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESa.

## GEOGRAPHY (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9
NATURE OF TASKS		Extended Response	Research Task (Senior Geography Project)	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	40	10	10	20
Geographical Tools and Skills	20	5	5	10
Geographical inquiry and research, including fieldwork	20	10	10	0
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	10
<b>MARKS</b>	<b>100</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		P1, P2, P3, P8	P6, P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P6, P10, P12
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 30% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination				

### PRELIMINARY OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

## INDUSTRIAL TECHNOLOGY - TIMBER (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 2 Week 3	Term 3 Week 6	Term 3 Week 8/9
NATURE OF TASKS		Industry Case Study	Graphics, Planning, Production of Project	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	40	10	10	20
Knowledge and skills in the management, communication and production of projects	60	10	30	20
MARKS	100	20%	40%	40%
OUTCOMES ASSESSED		P1.1, P1.2, P4.2, P5.1, P7.1, P7.2	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2 P6.1, P6.2	P1.1, P1.2, P6.1, P6.2, P7.1, P7.2
Syllabus Requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting for an individual task is 20%. ♣ Maximum weighting for an individual task is 40%. ♣ One task must be an assignment or investigation-style with a weighting of 20–30%. ♣ One formal written examination can contribute to a formal assessment schedule.				

### PRELIMINARY OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA.

## INVESTIGATING SCIENCE (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8/9
NATURE OF TASKS		Depth Study	Practical Examination	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	40	10	10	20
Working Scientifically	60	20	20	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		11-1 to 11-9	11-1, 11-2, 11-3, 11-7, 11-8	11-1 to 11-11
<b>The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%.</b>				

### PRELIMINARY OUTCOMES:

INS 11-1	Develops and evaluates questions and hypotheses for scientific investigations	INS 11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS 11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information	INS 11-8	Identifies that the collection of primary and secondary data initiates scientific investigations
INS 11-3	Conducts investigations to collect valid and reliable primary secondary data and information	INS 11-9	Examines the use of inferences and generalisations in scientific investigations
INS 11-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	INS 11-10	Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INS 11-5	Analyses and evaluates primary and secondary data and information	INS 11-11	Describes and assesses how scientific explanations, laws and theories have developed
INS 11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

## LEGAL STUDIES (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 8/9
NATURE OF TASKS		Extended Response	Research Task	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	40	10	10	20
Analysis and evaluation	20	5	5	10
Inquiry and research	20	10	10	0
Communication of legal information, issues and ideas in appropriate forms	20	5	5	10
<b>MARKS</b>	<b>100</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		P1, P2, P3, P4	P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 30% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination				

### PRELIMINARY OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.



## MATHEMATICS STANDARD (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 2 Week 1	Term 3 Week 2	Term 3 Week 8/9
NATURE OF TASKS		Examination	Investigation-style Assignment	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	15	15	20
<b>MARKS</b>	<b>100</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		MS11-1, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10
<b>The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting for an individual task is 20%. ♣ Maximum weighting for an individual task is 40%. ♣ One task must be an assignment or investigation-style with a weighting of 20–30%.</b>				

### PRELIMINARY OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## MATHEMATICS ADVANCED (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 2 Week 1	Term 3 Week 2	Term 3 Week 8/9
NATURE OF TASKS		Examination	Investigation-style Assignment	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	15	15	20
<b>MARKS</b>	<b>100</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9,
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting for an individual task is 20%. ♣ Maximum weighting for an individual task is 40%. ♣ One task must be an assignment or investigation-style with a weighting of 20–30%.				

### PRELIMINARY OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. “All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes.” See Assessment and Reporting In NESa.

## MATHEMATICS EXTENSION 1 (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 2 Week 1	Term 3 Week 2	Term 3 Week 8/9
NATURE OF TASKS		Examination	Investigation-style Assignment	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	15	15	20
<b>MARKS</b>	<b>100</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-6, ME11-7
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting for an individual task is 20%. ♣ Maximum weighting for an individual task is 40%. ♣ One task must be an assignment or investigation-style with a weighting of 20–30%.				

### PRELIMINARY OUTCOMES:

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

\* NOTE: See Mathematics Advanced for all MA11-# outcomes listed.

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESa.

## MODERN HISTORY (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 3 Week 2	Term 3 Week 8/9
NATURE OF TASKS		Historical Investigation	Investigating Modern History	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	40	0	20	20
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5
Historical inquiry and research	20	10	0	10
Communication of historical understanding in appropriate forms	20	10	5	5
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		MH11-5 MH11-6 MH11-7 MH11-8 MH11-9	MH11-6 MH11-7 MH11-9 MH11-10	MH11-1 MH11-2 MH11-3 MH11-4 MH11-9
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting is 20%. ♣ Maximum weighting is 40%. ♣ One task may be a formal written examination. ♣ One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes Informal tasks to develop knowledge.				

### PRELIMINARY OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESa

## MUSIC (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 2 Week 9/10	Term 3 Week 8/9
NATURE OF TASKS		Composition and Viva Voce	Performance and Musicology Analysis	Performance and Yearly Aural Examination
SYLLABUS COMPONENT	WEIGHTING %			
Performance	25	0	10	15
Composition	25	25	0	0
Musicology	25	10	15	0
Aural	25	0	0	25
<b>MARKS</b>	<b>100</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		<b>P2, P3, P8, P10</b>	<b>P1, P5, P11</b>	<b>P4, P6, P7, P9,</b>
<b>The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting is 20%. ♣ Maximum weighting is 40%. ♣ One formal written examination can contribute to a formal assessment schedule.</b>				

### PRELIMINARY OUTCOMES:

P1	Performs stylistically, music that is characteristic of topics studied, both as soloist and as a member of an ensemble.	P7	Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
P2	Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.	P8	Identifies, recognizes, experiments with, and discusses the use and effects of technology in music.
P3	Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.	P9	Performs as a means of self-expression and communication.
P4	Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.	P10	Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
P5	Critically evaluates and discusses performances and compositions.	P11	Demonstrates a willingness to accept constructive criticism.
P6	Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.	P12	

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## PHYSICS (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 9	Term 3 Week 3	Term 3 Weeks 8/9
NATURE OF TASKS		Depth Study Open-Ended Investigation	Practical Examination	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	40	10	10	20
Working Scientifically	60	20	20	20
MARKS	100	30 %	30 %	40 %
OUTCOMES ASSESSED		11-1, 11-2, 11-3, 11-4, 11-5, 11-7, 11-8	11-1, 11-2, 11-3, 11-7, 11-11	11-1 to 11-11
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%.				

### PRELIMINARY OUTCOMES:

PHY11-1	Develops and evaluates questions and hypotheses for scientific investigations.	PHY11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
PHY11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.	PHY11-8	Describes & analyses motion in terms of scalar & vector quantities in two dimensions & makes quantitative measurements & calculations for distance, displacement, speed velocity & acceleration.
PHY11-3	Conducts investigations to collect valid and reliable primary and secondary data and information.	PHY11-9	Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy.
PHY11-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.	PHY11-10	Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles.
PHY11-5	Analyses and evaluates primary and secondary data and information.	PHY11-11	Explains and quantitatively analyses electric fields, circuitry and magnetism.
PHY11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESa.

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 8	Term 3 Week 3	Term 3 Week 8/9
NATURE OF TASKS		Written Submission Better Health for Individuals	Scenarios Body in Motion and First Aid	Yearly Examination Better Health for Individuals, Body in Motion, First Aid & Fitness Choices
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking, research, analysis and communicating	60	20	20	20
<b>MARKS</b>	100	<b>30%</b>	<b>30%</b>	<b>40</b>
<b>OUTCOMES ASSESSED</b>		<b>P1, P2, P3, P4, P5, P6, P15, P16</b>	<b>P7, P8 P9, P10, P11, P12, P16, P17</b>	<b>P1-17</b>
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ three assessment tasks; the minimum weighting for an individual task is 20%; ♣ the maximum weighting for an individual task is 40%; ♣ only one task is to be a formal written examination. See Assessment and Reporting in PDHPE Stage 6 Page 6.				

### PRELIMINARY OUTCOMES:

<b>P1</b>	Identifies and examines why people give different meanings to health and to physical activity	<b>P10</b>	Plans for participation in physical activity to satisfy a range of individual needs
<b>P2</b>	Explains how nutrition, physical activity, drug use and relationships affect personal health	<b>P11</b>	Assesses and monitors physical fitness levels and physical activity patterns
<b>P3</b>	Recognises that health is determined by sociocultural, economic and environmental factors	<b>P12</b>	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
<b>P4</b>	Plans for and can implement actions that can support the health of others	<b>P13</b>	Develops, refines and performs movement compositions in order to achieve a specific purpose
<b>P6</b>	Proposes actions that can improve and maintain personal health	<b>P14</b>	Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities
<b>P7</b>	Explains how body structures influence the way the body moves	<b>P15</b>	Forms opinions about health-promoting actions based on a critical examination of relevant information
<b>P8</b>	Describes the components of physical fitness and explains how they are monitored	<b>P16</b>	Utilises a range of sources to draw conclusions about health and physical activity concepts
<b>P9</b>	Describes biomechanical factors that influence the efficiency of the body in motion	<b>P17</b>	Analyses factors influencing movement and patterns of participation

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## SOCIETY AND CULTURE (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 2 Week 7	Term 3 Week 8/9
NATURE OF TASKS		Assessment Task Written Response	Assessment Task Research Task	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	50	15	15	20
Application of evaluation of social and cultural research methods	30	10	15	5
Communication of information, ideas and issues in appropriate forms	20	5	10	5
MARKS	100	30%	40%	30%
OUTCOMES ASSESSED		P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P3, P4, P6, P7, P9
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting is 20%. ♣ Maximum Weighting is 40%. ♣ One task may be a formal written examination. ♣ One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes Informal tasks to develop knowledge.				

### PRELIMINARY OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESa.



## SOFTWARE DESIGN DEVELOPMENT (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 3 Week 6	Term 3 Week 8/9
NATURE OF TASKS		Multimodal	Project	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	50	15	10	25
Knowledge and skills in the design and development of software solutions	50	15	25	10
MARKS	100	30%	35%	35%
OUTCOMES ASSESSED		P1.3, P3.1, P4.1, 5.2	P1.2, P4.2, P5.1, P5.2, P6.2, P6.3	P1.1, P2.1, P3.1, P5.2, P6.1
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting is 20%. ♣ Maximum Weighting is 40%. ♣ One task may be a formal written examination. ♣ One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes Informal tasks to develop knowledge.				

### PRELIMINARY OUTCOMES:

P1.1	Describes the functions of hardware and software	P4.1	Analyses a given problems in order to generate a computer based solution
P1.2	Describes and uses appropriate data types	P4.2	Investigates a structured approached in the design and implementation of a software solutions
P1.3	Describes the interactions between the elements of a computer system	P5.1	Uses and justifies the need for appropriate project management techniques
P2.1	Describes developments in the levels of programming languages	P5.2	Uses and develops documentation to communicate software solutions to others
P2.2	Describes the effects of program language developments on current practices	P6.1	Describes the skills involved in software development
P3.1	Identifies the issues relating to the use of software solutions	P6.2	Communicates with appropriate personnel throughout the software development process
		P6.3	Designs and constructs software solutions with appropriate interfaces

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## SPORTS, LIFESTYLE AND RECREATION (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 3	TASK 4
TIMING OF TASKS		Term 1 Week 9	Term 3 Week 6	Term 3 Week 8/9
NATURE OF TASKS		Application and Inquiry	Fitness Application	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	50	10	10	30
Skills	50	20	20	10
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		P1.2, P1.5, P2.3, P3.5, P4.3, P5.3	P1.2, P1.3, P2.2, P3.2, P3.3, P4.1	P1.1, P1.2, P1.3, P1.5, P2.2, P2.3, P3.2, P3.3, P3.5, P4.1, P5.3
<b>Important Note: The NSW Education Standards Authority (NESA) has reviewed all Stage 6 Board Developed Course school-based assessment requirements, EXCLUDING VET, Life Skills and Content Endorsed Courses. This review has been undertaken to provide a consistent approach to school-based assessment. See Survey Statements NESA Review of School-based Assessment for Stage 6 PDHPE and CAFS Page 1</b>				

### PRELIMINARY OUTCOMES:

P1.1	Applies the rules and conventions that relate to participation in a range of physical activities	P3.4	Composes, performs and appraises movement
P1.2	Explains the relationship between physical activity, fitness and healthy lifestyle	P3.5	Analyses personal health practices
P1.3	Demonstrates ways to enhance safety in physical activity	P3.6	Assesses and responds appropriately to emergency care situations
P1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia	P3.7	Analyses the impact of professionalism in sport
P1.5	Critically analyses the factors affecting lifestyle balance	P4.1	Plans strategies to achieve performance goal
P1.6	Describes administrative procedures that support successful performance outcomes	P4.2	Demonstrates leadership skills and a capacity to work co-operatively in movement context
P2.1	Explains the principles of skill development and training	P4.3	strategic plans to overcome the barriers to personal and community health
P2.2	Analyses the fitness requirements of specific activities	P4.4	Demonstrates competence and confidence in movement contexts
P2.3	Selects and participates in physical activities that meet individual needs, interests and abilities	P4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
P2.4	Describes how societal influences impact on the nature of sport in Australia	P5.1	Accepts responsibility for personal and community health
P2.5	Describes the relationship between anatomy, physiology and performance	P5.2	Willingly participates in regular physical activity
P3.1	Selects appropriate strategies and tactics for success in a range of movement contexts	P5.3	Values the importance of an active lifestyle
P3.2	Designs programs that respond to performance needs	P5.4	Values the features of a quality performance
P3.3	Measures and evaluates physical performance capacity	P5.5	Strives to achieve quality in personal performance

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## STUDIES OF RELIGION (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 9	Term 2 Week 5	Term 3 Week 8/9
NATURE OF TASKS		Nature of Religion and Beliefs	Religious Tradition Study	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding of course content	40	10	20	10
Source based skills	20	10	0	10
Investigation and Research	20	0	10	10
Communication of information, ideas and issues in appropriate forms	20	10	0	10
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		P1, P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	P5, P6, P8, P9
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting is 20%. ♣ Maximum weighting is 40%. ♣ One task may be a formal written examination. ♣ One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes Informal tasks to develop knowledge.				

### PRELIMINARY OUTCOMES:

P1	Describes the characteristics of religion and belief systems	P6	Selects and uses relevant information about religion from a variety of sources
P2	Identifies the influence of religion and belief systems on individuals and society	P7	Undertakes effective research about religion, making appropriate use of time and resources
P3	Investigates religious traditions and belief systems	P8	Uses appropriate terminology related to religion and belief systems
P4	Examines significant aspects of religious traditions	P9	Effectively communicates information, ideas and issues using appropriate written, oral and graphic forms
P5	Describes the influence of religious traditions in the life of adherents		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## TEXTILES AND DESIGN (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 3 Week 6	Term 3 Week 8-9
NATURE OF TASKS		Elements and Principles of Design Multimodal	Preliminary Textile - Project Project	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	50	20	0	30
Skills and knowledge in the design, manufacture and management of textiles projects	50	10	40	0
MARKS	100	30%	40%	30%
OUTCOMES ASSESSED		P1.1, P2.1, P2.3	P1.2, P2.1, P2.2, P2.3, P4.1, P6.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 40%				

### PRELIMINARY OUTCOMES:

P1.1	Describes the elements and principles of design and uses them in a variety of applications	P3.2	Justifies the selection of fabrics, yarns, and fibres for end uses
P1.2	Identifies the functional and aesthetic requirements and features of a range of textile items	P4.1	Identifies and selects textiles for specific end uses based on analysis of experimentation
P2.1	Demonstrates the use of a variety of communication skills, including computer based technology	P5.1	Examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
P2.2	Develops competence in the selection and use of appropriate manufacturing techniques and equipment	P5.2	Investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
P2.3	Manages the design and manufacture of textile projects	P6.1	Identifies and appreciates the factors that contribute to the quality and value of textiles in society
P3.1	Identifies properties of a variety of fabrics, yarns and fibres		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

## VISUAL ARTS (PRELIMINARY) 2021

SYLLABUS COMPONENT	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9
		Artwork and VAPD	In Class Essay	Yearly Examination
Artmaking	50	25%		25%
Critical and Historical Study	50		35%	15%
<b>MARKS</b>	<b>100</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		<b>P1, P3, P4, P6</b>	<b>P7, P8, P9, P10</b>	<b>P1, P2, P5, P6 P7, P8, P9, P10</b>
<b>The Year 11 formal school-based assessment program is to reflect the following requirements:</b> <ul style="list-style-type: none"> <li>▪ a maximum of three assessment tasks</li> <li>▪ the minimum weighting for an individual task is 10%</li> <li>▪ the maximum weighting for an individual task is 40%</li> <li>▪ only one task may be a formal written examination with a maximum weighting of 30%</li> <li>▪ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%.</li> </ul>				

### PRELIMINARY OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## WORK STUDIES (PRELIMINARY) 2021

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9
NATURE OF TASKS		My Working Life  Portfolio Task	Research Task	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %		Elective Module	
Knowledge and understanding	30	10	10	10
Skills	70	20	20	30
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		P1, P2, P3, P4	P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P7, P8
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Between three and five formal tasks ♣ At least one assessment task should be derived from a formal examination.				

### PRELIMINARY OUTCOMES:

P1	investigates a range of work environments	P6	applies self-management and teamwork skills
P2	examines different types of work and skills for employment	P7	utilises strategies to plan, organise and solve problems
P3	analyses employment options and strategies for career management	P8	assesses influences on people's working lives
P4	assesses pathways for further education, training and life planning	P9	evaluates personal and social influences on individuals and groups
P5	communicates and uses technology effectively		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESa.

**School Name: JAMISON HIGH SCHOOL**

**Student Competency Assessment Schedule**

**Course: Preliminary Construction**

**2021**

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster A	Cluster B	Yearly Examination
		Safety	Organise to Communicate	
Assessment due		Week: 8 Term: 2	Week: 4 Term: 3	
Code	Unit of Competency			HSC Examinable Units of Competency
CPCCWHS1001	Prepare to work safely in the construction industry	X		
CPCCOHS2001A	Apply OHS requirements, policies, and procedures in the construction industry	X		
CPCCCA2002B	Use carpentry tools and equipment	X		
CPCCCM1012A	Work effectively and sustainably in the construction industry	X		
PCCCM1013A	Plan and organise work		X	
CPCCCM1014A	Conduct workplace communication		X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

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

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

**School Name: JAMISON HIGH SCHOOL**

## Student Competency Assessment Schedule

**Course: Preliminary Hospitality- Food and Beverage Stream**

**2021**

Assessment Tasks for Certificate II Hospitality SIT20316  Assessment Due:		Cluster A	Cluster B	Cluster C	Yearly Examination  Week: 8-9 Term: 3  HSC Examinable Units of Competency
		Getting ready for work	Practical Café Skills	Working relationships	
		Week: 8 Term: 1	Week: 10 Term: 3	Week: 8 Term: 3	
Code	Unit of Competency				
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHFAB005	Prepare and serve espresso coffee		X		
SITHCCC003	Prepare and present sandwiches		X		
SITHFAB004	Prepare and serve non-alcoholic beverages		X		
BSBWOR203	Work effectively with others			X	
SITXCOM002	Show social and cultural sensitivity			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

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

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



School: JAMISON HIGH SCHOOL

## Student Competency Assessment Schedule

Course: Preliminary - Sport Coaching

2021

Assessment Tasks for Sport Coaching-Certificate III SIS30519		Cluster A	Cluster B	Cluster C	Cluster E
		Tournament Time	Playing it Safe	Elective 1	First Aid
		Week: 9 Term: 1	Week: 10 Term: 2	Week: 6 Term: 3	Week: 10 Term: 4
Code	Unit of Competency				
HLTWHS001	Participate in workplace health and safety	X			
SISXIND006	Conduct sport, fitness and recreation events	X			
SISSSCO003	Meet participant coaching needs		X		
BSBRSK401	Identify risk and apply risk management processes		X		
SISXCAI0009	1st Cluster C elective 3 choice: Strength and Conditioning			X	
HLTAID003	First Aid (to be outsourced to a private RTO)				<b>Credit Transfer</b> (outsourced)

Depending on the achievement of units of competency, the possible qualification outcome is a Sport Coaching-Certificate III, SIS30519 or a Statement of Attainment towards a Certificate II in Sport Coaching SIS30519.

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

**School Name: JAMISON HIGH (delivered NEPEAN HIGH)**

## Student Competency Assessment Schedule

**Course: Entertainment Industry - Preliminary**

**2021**

Assessment Tasks for Statement of Attainment towards Certificate III in Live Production and Services CUA30415		Cluster A	Cluster B	Cluster C	Cluster D
		Safety	The Entertainment Industry	Audio Operations	Lighting Operations
		Week: 10 Term: 1	Week: 10 Term: 1	Week: 10 Term: 2	Week: 10 Term: 3
Code	Unit of Competency				
CPCCOHS1001 A	Work safely in the construction industry	X			
CUAIND301	Work effectively in the creative arts industry		X		
CUAWHS302	Apply work health and safety practices	X	X		
CUASOU301	Undertake live audio operations			X	
CUASOU306	Operate sound reinforcement systems			X	
CUALGT301	Operate basic lighting				X
CUASTA202	Assist with bump in and bump out of shows				X

achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate III in Live Production and Services CUA30415.

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

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

Yearly Examination
Week: 8-9 Term: 10
HSC Examinable Units of Competency

Depending  
on the