

HOMEBUSH BOYS



HIGH SCHOOL

PRELIMINARY

ASSESSMENT INFORMATION

2016

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PRELIMINARY ASSESSMENT POLICY

1 Assessment calendar

- 1.1 Students will be issued with a booklet showing the proposed assessment tasks in all subjects. The calendar will give the task name and week for completion. The booklet will also be available on the school's website and intranet (Moodle).
- 1.2 Notice will be given for each specific task, two weeks prior to the task. Head teachers and class teachers will give details of the task in writing including: due date, outcomes assessed, detailed task description, marking criteria, weighting of the task. Two weeks' notice will be given for variations to the published Assessment Calendar or content of tasks.
- 1.3 No assessment task will be set for submission on the last day of the term except exams/tasks in a scheduled examination period, although students may be required to complete practical work and hand in associated materials.

2 Late submissions

- 2.1 If an assessment task has to be submitted and a student fails to do so by the specified final date, a zero mark will be given, unless a parental/carer note and/or valid medical certificate giving acceptable reasons is given to the Head Teacher on the first day of the student's return to school. **(Refer to 6.)**
- 2.2 If a student fails to hand in an assessment task before a holiday period a zero mark will be given unless **6.1** or **6.2** is satisfied.
- 2.3 Medical Certificates are necessary if medical reasons are given for late submission. They must be produced on the first day of the student's return and given to the head teacher.
- 2.4 If a student misses scheduled classes or arrives late on an assessment task day without a valid reason a zero mark will be given.

3 Award of zero marks for non-submission of assessment tasks

- 3.1 A zero mark will be given for non-submission of an assessment task or a non-serious attempt at an assessment task.
- 3.2 If a student does not submit or present for tasks totalling more than **50%** of the weighting of the final assessment mark of a course neither the Examination mark nor the Assessment mark will be reported for that course.
- 3.3 Written notification will be given to parents/carers of each occurrence of a zero assessment mark.

4 Non-attendance at a test, exam, field study, practical tests

- 4.1 If a student fails to attend an assessment task (examination, field study, practical task, presentation etc) he or his parent / carer must notify the school by telephone on the morning of the task, stating the reason/s for non-attendance. A zero mark will be given, unless a valid note and/or medical certificate, giving acceptable reasons is provided to the teacher or head teacher on the first day back at school.
- 4.2 If a valid reason is given for non-attendance (illness or approved leave) then a mark will be awarded, based on a substitute task. Failure to complete a substitute task within the allocated time frame will mean a zero mark will be given. If no valid reason for non-attendance is given, a zero mark will be awarded.
- 4.3 In exceptional circumstances, an estimate based on appropriate evidence will be used, where the completion of a substitute task is not feasible.
- 4.4 If a student is late for a test, practical or examination, no extra time will be given except in extraordinary circumstances.
- 4.6 If a student is absent from school on the day before an assessment task or misses scheduled classes, including sport, on the day before or during the day of an assessment test, without a valid reason, a zero mark will be awarded.

5 Malpractice in an assessment task

- 5.1 If a student engages in malpractice (cheating, plagiarism) in an assessment task, a zero mark will be awarded.
- 5.2 If a student submits a task that the teacher believes is not entirely the student's own work, the student may be required to reproduce the work under examination conditions. Failure to do so will result in a zero mark being awarded.
- 5.3 No mobile phones are to be brought into the room during an assessment task or examination. If a phone rings or is seen during the task or exam this will be regarded as an attempt to cheat and will result in a zero mark being awarded.
(Refer to additional information below on malpractice.)

6 Valid reasons for non-attendance, late submission, lateness

- 6.1 Medical reasons (as in **2.3**): Illness
- 6.2 Non-Medical Reasons: Approved leave - Approval of the Head Teacher.
 - 6.2.1 Valid reasons **may** include but are not limited to: funerals, urgent family travel, school commitments, external examinations, specialist appointments, and representative sport.
 - 6.2.2 Where the student has a clash between an assessment task and another valid commitment, he **MUST** negotiate the absence and alternative time with the head teacher concerned as soon as possible after the notification of the task.

6.2.3 Unacceptable reasons may include but are not limited to: visiting the airport, birthdays, non-medical appointments, family vacations.

7 Appeals Process

7.1 A student may appeal to the Appeals Committee regarding procedures of the assessment process.

7.2 Such an appeal will not be considered without reasons stated in writing.

7.3 A student may only query the mark for an individual task at the time it is returned.

8 Illness or Misadventure Appeals Process

8.1 A student may lodge an illness/misadventure appeal if he believes that circumstances immediately prior to or during the assessment task, which were beyond his control, significantly adversely affected his performance. The student must complete an Illness or Misadventure Appeal Form which is available from head teachers.

8.2 For appeals to be considered students must notify the head teacher or deputy principal of the nature of the illness / misadventure on the day of the task. All evidence associated with the appeal must be included with the submission of the form within a week of the task. Lack of awareness of the appeals procedure is not a valid reason for late submission of appeals.

8.3 If the appeal is successful the performance of the student on the task in question will be reviewed by the Principal (or his delegate) with respect to the student's performance on all other tasks that he has completed in the course. If the task result deviates significantly from the student's historical result pattern then the Principal may delete that mark and order an estimate.

Malpractice: additional information

Plagiarism can be viewed as the product of poor examination preparation, research skills, lack of confidence or many other variables. Opportunities for plagiarism have spread with increased access to the Internet. In the end it is an act that can potentially give an unfair advantage to a student in terms of other candidates in the same course.

Definition: plagiarism includes using work of another individual and presenting it as one's own. (Macquarie University, Plagiarism Policy, 2003)

The following examples would be classed as plagiarism:

- Downloading an assignment from an online source and submitting it as your own work
- Buying, stealing or borrowing an assignment and submitting it as your own work
- Copying, cutting and pasting text from an electronic source and submitting it as your own work
- Using the words of someone else and presenting them as your own (e.g. presenting an assessment task done by a current or ex-student as your own)
- Relying too much on other people's material – i.e. repeated long quotations.

(The Learning Centre, Avoiding Plagiarism, UNSW)

Other forms of malpractice include:

- breaching school examination rules
- cheating in an HSC examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

(BOS 2012 Higher School Certificate Rules and Procedures)

Strategies to avoid Plagiarism:

- Make sure you understand the set assessment task and sub-components of the task (Assessment task description, outcomes assessed, marking criteria and any specific rules for the task). If you are not clear ask your teacher and make sure you do this when the question is given out, rather than leaving it too late to effectively complete the task.
- Plan your resources to thoroughly research the set task as quality investigation takes time, organization and management.
- Access only relevant material and a variety of resources if appropriate. If resources are suggested for the project/assignment then make sure that you understand these before other resources/references are considered.
- Acknowledge all sources i.e. books, journals, web pages, letters, films, interviews, lectures, newspapers, etc.
- Avoid excessive passages by another author, even where the sources are acknowledged. Find another form of words to show that you have thought about the material and understood it, stating clearly where you found the ideas.

NOTE: Students are not to use liquid paper or correction tapes when completing examinations.

GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Preliminary students need to be aware of this glossary as well.

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

ANCIENT HISTORY

COURSE DESCRIPTION

Students study ancient history because it provides them with opportunities to satisfy their fascination and interest in the stories of the past and the mysteries of human behaviour. It allows them to develop and apply the research skills and methodologies of the historian and archaeologist. It equips students to critically question and interpret written and archaeological sources for the evidence they provide about the ancient world.

Through the study of ancient history, students develop knowledge and understanding of the similarities and differences between the various societies of the ancient past and of the factors affecting change and continuity in human affairs. The study of ancient history raises significant contemporary ethical issues associated with present and future ownership, administration and presentation of the cultural past. It empowers students with knowledge, understanding, skills, values and attitudes that are useful for their lifelong learning.

COURSE STRUCTURE

The structure of the ancient history course is summarised below:

PART 1

- Investigating the past: history Archaeology and science
- Case studies

PART 2

- Ancient societies/ sites/ sources

PART 3

- Historical investigation

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1.	In class test, short responses and one extended response	History, Archaeology & Science	P2.1, P3.3, P4.1	20%	Term 1 Week 6
2.	Research and Oral Presentation	Case Study 1	P4.1, P4.2,	20%	Term 1 Week 10
3.	Research Essay	Historical investigation	P1.1, P2.1	20%	Term 2 Week 6
4.	Structured Response Test	Ancient Society, Site or Source Study (Choice – Study #1 OR #2)	P3.1, P3.2, P3.3, P3.4, P3.5, P3.6	20%	Term 3 Week 5
5.	Yearly Examination	All topic areas	All outcomes	20%	Term 3 Weeks 8/9

BIOLOGY

COURSE DESCRIPTION

Biology is the study of living organisms, life processes and interactions between organisms and their environment.

The preliminary HSC incorporates the study of the mechanisms and systems that living things use to obtain, transport and use for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent.

COURSE STRUCTURE

Four topics: A Local Ecosystem
 Patterns in Nature
 Life on Earth
 Evolution of Australian Biota

ASSESSMENT SCHEDULE

	TASK	OUTCOMES	WEIGHT	DUE
1.	Half Yearly Examination	P1-P8, P16	10%	Term 1 Week 10
2.	Independent Investigation	P5, P4, P12 – P15	20%	Term 2 Week 9
3.	Submission of best three practical reports & field study report	P3, P4, P12-P16	10%	Term 3 Week 6
4.	Yearly Examination	P1-P10, P16	40%	Term 3 Weeks 8/9
5.	Practical Assessment	P12, P13, P14	20%	Term 3 Weeks 8/9

BUSINESS STUDIES

COURSE DESCRIPTION

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

COURSE STRUCTURE

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

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1.	Topic 1 Stimulus Skills Assignment Task	Stimulus Based Skills	P1, P2, P6, P8	10%	Term 1 Week 6
2.	Half Yearly Examination	Test Type	P2, P4, P5, P6, P7, P8,	25%	Term 1 Weeks 9/10
3.	Business Plan	Research Task Oral Presentation	P4, P7, P8, P9, P10	Part 1: 10% Part 2: 20%	Part 1: Oral Term 2 Week 2 Part 2: Final Plan Term 2 Week 9
4.	Yearly Examination	Test Type	All outcomes Assessed	35%	Term 3 Weeks 8/9

CHEMISTRY

COURSE DESCRIPTION

Chemistry is the study of the physical and chemical properties of substances, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

The preliminary course develops knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing student's understanding of the Earth's resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds.

COURSE STRUCTURE

Four topics: The Chemical Earth
 Metals
 Water
 Energy

ASSESSMENT SCHEDULE

TASK		OUTCOMES	WEIGHT	DUE
1.	Half Yearly Examination	P1 – P6	10%	Term 1 Week 10
2.	Independent Investigation	P11-P16, P8	20%	Term 2 Week 9
3.	Submission of best five practicals reports	P2 - P4, P11 – P13	10%	Term 3 Week 6
4.	Yearly Examination	P1-P10, P16	40 %	Term 3 Weeks 8/9
5.	Practical Assessment	P12 – P15	20 %	Term 3 Weeks 8/9

CHINESE – BACKGROUND SPEAKERS

COURSE DESCRIPTION

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

Preliminary Course

The marks for the Preliminary course components are set out below.		Marks
Listening and Responding	Objectives 3 and 4	20
Reading and Responding	Objectives 1, 3 and 4	40
Writing	Objectives 2 and 4	20
Spoken exchanges	Objectives 1 and 4	10
Written exchanges	Objectives 1 and 4	10
Total		100

ASSESSMENT SCHEDULE

TASK	COMPONENT	OUTCOMES	DESCRIPTION	WEIGHT	DUE
1.	Spoken exchanges (5%)	1.1, 1.2, 1.3, 4.1, 4.2	Exchange information, opinions and ideas in Chinese Express ideas through the production of original texts in Chinese	20%	Term 1 Week 7
	Written exchanges (5%)	2.1, 2.2, 2.3, 2.4			
	Listening and Responding (10%)				
2.	Writing (10%)	2.1, 2.2, 2.3, 2.4, 4.1, 4.3	Analyse, evaluate and respond to a range of texts that are in Chinese Express ideas through the production of original texts in Chinese	20%	Term 1 Week 9-10
	Reading and Responding (10%)	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8			
3.	Spoken exchanges (5%)	1.1, 1.2, 1.3, 4.1, 4.2, 4.3	Exchange information, opinions and ideas in Chinese Analyse, evaluate and respond to a range of texts that are in Chinese	20%	Term 2 Week 8
	Written exchanges (5%)	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8			
	Listening and Responding (10%)				
4.	Reading and Responding (30%)	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8	Analyse, evaluate and respond to a range of texts that are in Chinese Understand aspects of the language and culture of Chinese-speaking communities	40%	Term 3 Weeks 8-9
	Writing in Chinese (10%)	2.1, 2.2, 2.3, 2.4, 4.1, 4.3			

ECONOMICS

COURSE DESCRIPTION

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

COURSE STRUCTURE

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

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1.	Half Yearly Examination	Topics 1, 2 & 3	P1, P2, P4, P5, P7, P8 P10	20%	Term 1 Weeks 9/10
2.	Media Research report and oral presentation	All Topic Areas	P10, P12, P9, P8	15%	Term 2 Week 3
2.	In class Assessment Test	Markets & Labour Markets	P1, P2, P4, P5, P7, P8, P10	15%	Term 2 Week 8
3.	In class essay	Financial Markets	P1, P2, P3, P5, P6, P7, P8, P9, P10, P12	15%	Term 3 Week 5
4.	Yearly Examination	All areas studied	All outcomes	35%	Term 3 Weeks 8/9

ENGINEERING STUDIES

COURSE DESCRIPTION

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

COURSE STRUCTURE

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

Preliminary Modules

Module 1: Engineering Fundamentals

Module 2: Engineered Products

Module 3: Braking Systems

Module 4: Biomedical Engineering

ASSESSMENT SCHEDULE

	TASK	OUTCOMES	WEIGHT	DUE
1.	Engineering Report (Module 1)	P1.2, P2.1, P3.2, P3.3, P5.1, P6.1	20%	Term 1 Week 7
2.	Half Yearly Examination	P1.1, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3	20%	Term 1 Week 9/10
3.	Topic Test (Module 3)	P2.1, P3.1, P3.3., P6.1, P6.2	15%	Term 2 Week 8
4.	Engineering Report (Module 4)	P1.1, P1.2, P2.1, P3.3, P4.3, P6.1	20%	Term 3 Week 2
5.	Yearly Examination	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3	25%	Term 3 Weeks 8/9

ENGLISH ADVANCED

COURSE DESCRIPTION

In the preliminary English Advanced course, students explore, analyse and experiment with the ways events, experiences, ideas and processes are represented in and through texts.

COURSE STRUCTURE

120 indicative hours

Common Content: 40%

Electives (3): 60%

Area of Study (Common Content): 45 Indicative hours = 11.5 weeks

"Students explore, analyse and experiment with meaning conveyed, shaped, interpreted and reflected in and through texts. They examine the ways texts are responded to and composed. Students study the connections between and among texts..."

Electives (3): 75 Indicative hours = 18.75 weeks → 6.25 weeks each.

"Each elective deals with a range of texts to enable students to develop and demonstrate an understanding of ways representation occurs in texts. Students respond to texts and examine the relationships between audiences and contexts and the ways technologies influence form and structure, and how these are used for meaning..."

ASSESSMENT SCHEDULE

	TASK	COMPONENT	WEIGHT	DUE
1	Comprehension/Reading Task	Area of Study (Reading)	20%	Term 1 Week 4
2	AOS Essay	Area of study (Reading and Writing)	15%	Term 1 Week 8
3	AOS Creative writing	Creative Writing (Viewing and Writing)	15%	Term 1 Week 10
4	Speaking (Vive Voce)	Elective 1 (Speaking and Reading)	15%	Term 2 Week 6
5	Extended Written Response	Writing	20%	Term 2 Week 9
6	Listening Comprehension and Written Response	Elective 2 (Listening and Reading)	15%	Term 3 Week 6

ENGLISH STANDARD

COURSE DESCRIPTION

In the preliminary English Standard course, students explore, analyse and experiment with the ways events, experiences, ideas and processes are represented in and through texts.

COURSE STRUCTURE

120 indicative hours

Common Content: 40%

Electives (3): 60%

Area of Study (Common Content): 45 Indicative hours = 11.5 weeks

"Students explore, analyse and experiment with meaning conveyed, shaped, interpreted and reflected in and through texts. They examine the ways texts are responded to and composed. Students study the connections between and among texts..."

Electives (3): 75 Indicative hours = 18.75 weeks → 6.25 weeks each.

"Each elective deals with a range of texts to enable students to develop and demonstrate an understanding of ways representation occurs in texts. Students respond to texts and examine the relationships between audiences and contexts and the ways technologies influence form and structure, and how these are used for meaning..."

ASSESSMENT SCHEDULE

TASK		COMPONENT	WEIGHT	DUE
1	Comprehension/Reading Task	Area of Study (Reading)	20%	Term 1 Week 4
2	AOS Essay	Area of study (Reading and Writing)	15%	Term 1 Week 8
3	AOS Creative writing	Creative Writing (Viewing and Writing)	15%	Term 1 Week 10
4	Speaking	Elective 1 (Speaking and Reading)	15%	Term 2 Week 6
5	Extended Written Response	Writing	20%	Term 2 Week 9
6	Listening Comprehension and Written Response	Elective 2 (Listening and Reading)	15%	Term 3 Week 6

ENGLISH EXTENSION – 1 UNIT

COURSE DESCRIPTION

In the preliminary English Extension course, students explore how and why texts are valued and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

COURSE STRUCTURE

60 indicative hours

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

Through close study, students:

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

Students explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media, including some appropriations of their own choosing. Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in popular culture. Students investigate topics and ideas, engage in independent learning activities and develop skills in sustained composition.

ASSESSMENT SCHEDULE

	TASK	OUTCOMES	WEIGHT	DUE
1	Composition (Reading and Writing)	1,2,3,4	30%	Term 1 Week 10
2	Individual Research (Speaking, Viewing and Representing)	1,2,3,4	40%	Term 2 Week 6
3	Yearly Examination	1,2,3,4	30%	Term 3 Week 7

ENGLISH ESL

COURSE DESCRIPTION

The English (ESL) Preliminary course provides students with the opportunity to become effective, creative and confident communicators in English and to assist them in achieving Stage 6 outcomes. They will be able to respond to and compose texts for a variety of purposes and audiences that are relevant to their personal, educational, social and vocational lives. Students extend their reading, writing, listening, speaking, viewing and representing skills through an integrated engagement with texts drawn from literature and other sources.

COURSE STRUCTURE

The Preliminary English (ESL) course consists of 120 indicative hours of study. Study in the Preliminary course requires completion of:

Preliminary Language Study within Areas of Study: 80 indicative hours

Electives: 40 indicative hours

SYLLABUS OUTCOMES

- P 1. A student demonstrates an understanding of the relationships between composer, responder, text and context.
- P 2. A student identifies and describes relationships among texts.
- P 3. A student demonstrates understanding of cultural reference in texts.
- P 4. A student develops language relevant to the study of English.
- P 5. A student demonstrates understanding of how audience and purpose affect the language and the structure of texts.
- P 6. A student interprets texts using key language patterns and structural features.
- P 7. A student describes the ways different technologies and media of production affect the language and structure of particular texts.
- P 8. A student uses a variety of textual forms appropriately for different purposes, audiences and contexts in all modes.
- P 9. A student engages with a wide range of texts to develop a considered and informed personal response.
- P 10. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
- P 11. A student analyses and synthesizes information and ideas from a range of texts in a range of modes and media.
- P 12. A student draws upon the imagination to transform experience into text.
- P 13. A student reflects on own processes of responding and composing
- P 14.* A student reflects on own processes of learning English.

* P 13 & 14 will be assessed through journal writing.

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1.	Speaking	Area of Study	P2; 3; 4; 5; 9; 10	20%	Term 1 Week 6
2.	Reading and Writing	Area of Study	P1; 3; 4; 5; 6	20%	Term 1 Week 10
3.	Viewing and Representing	Elective A Images	P1; 3; 4; 7; 8; 13	15%	Term 2 Week 8
4.	Listening	Elective B Communicating Ideas	P1; 2; 3; 4; 5; 6; 9	20%	Term 3 Week 4
5.	Yearly Examination Reading and Writing	Area of Study Electives	P1; 2; 3; 4; 5; 6; 8; 9; 11	25%	Term 3 Weeks 8/9

FUNDAMENTALS OF ENGLISH -1 UNIT

COURSE DESCRIPTION

This course is designed to help students develop the literacy and language skills needed for both the English (ESL) and English Standard courses as well as for other subjects.

The course is flexible and its aim is to address the individual and particular language needs of students.

COURSE STRUCTURE

The course is offered as a one unit course in Year 11. The mark on the reports will be a mark out of 50. It is not examinable for the HSC. The Fundamentals of English course is made up of three modules:

- Module A Approaches to Areas of study in English
- Module B Oral Communications Skills
- Module C Forms of Writing

SYLLABUS OUTCOMES

1. A student recognises some of the relationships between context and meaning.
2. A student recognises the ways in which changes in context require changes in form.
3. A student understands how the responder interacts with text and context to shape meaning.
4. A student develops language relevant to the field of English.
5. A student communicates ideas effectively using appropriate language forms, features and structures.
6. A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.
7. A student interprets texts using key language patterns and structural features.
8. A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.
9. A student uses effective work practices.
10. A student understands and uses various and appropriate strategies and styles of learning.
11. A student reflects on and assesses own processes of responding and composing.

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1.	Speaking	Module A	P1; 3; 6; 7; 10	20%	Term 1 Week 8
2.	Reading and Writing	Module B	P4; 5; 6	25%	Term 2 Week 6
3.	Listening & Responding	Module E	P4; 5; 6; 8	25%	Term 3 Week 5
4.	Yearly Examination Reading & Writing	Modules A & E	P1; 3; 4; 5; 11	30%	Term 3 Weeks 8/9

GEOGRAPHY

COURSE DESCRIPTION

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

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


COURSE STRUCTURE

Preliminary Course 120 indicative hours	HSC Course 120 indicative hours
Biophysical Interactions (45% of course time – 54 hours)	Ecosystems at Risk 33.3% of course time – 40 hours)
Global Challenges (45% of course time – 54 hours)	Urban Places (33.3% of course time – 40 hours)
Senior Geography Project (10% of course time – 12 hours)	People and Economic Activity (33.3% of course time – 40 hours)

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1.	Half Yearly Exam	Geographic Writing/ Geographic stimulus	P1,4,5,8-10, 12	25%	Term 1 Week 9/10
2.	Senior Geography Project (SGP)	Geographic research/ presentation	P7-12	30%	Stage 1: Term 2 Week 2 Stage 2: Term 2 Week 6 Stage 3: Term 2 Week 10
3.	Research Task & In class essay	Geographical Research	P1, 4-6, 8-10, 12	20%	Term 3 Week 5
4.	Yearly Exam	Geographic writing/ Geographic stimulus	All outcomes assessed	25%	Term 3 Weeks 8/9

HOSPITALITY VET

 ULTIMO 90072 HOSPITALITY- KITCHEN OPERATIONS ASSESSMENT SCHEDULE Preliminary Year 2016 – HSC 2017 QUALIFICATION: SIT20312 Certificate II in Kitchen Operations Training Package: SIT12v2 Tourism, Travel and Hospitality							BOS course code 240 X 2 YR: 26501 240 X 1 YR: 26502
TERM	Unit Code	Units Of Competency	AOE CORE/ELECTIVE	BOSTES STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	Prelim and HSC Exam weightings to total 100%**
6 PRELIMINARY UOCs							
Term 1	SITXFSA 101	Use hygienic practices for food safety	C	M*	10	Cluster A : Getting Ready for Work Written task, Observation of practical work, Internet research, Case study Additional component: Third Party evidence	240 Indicative Hours over 2 yrs 40 % Prelim half yearly Exam 60 % Prelim Yearly Exam
	SITXWH S101	Participate in safe work practices	C	M*	15		
Term 2	SITHKO P101	Clean kitchen premises and equipment	C	S*	10	Cluster B: Intro to the Commercial Kitchen Observation of Practical work, written task Additional component: Third Party evidence	
	SITHCC C101	Use food preparation equipment	C	S*	20		
Term 3	SITHCC C202	Produce appetisers and salads	E	E	25	Cluster C: Quality Café Meals Observation of practical work, Scenario/Role play (for testing temperatures), written task, Preliminary course: Portfolio of evidence	
	SITXINV 202	Maintain the quality of perishable items	C	E	5		
7 HSC UOCs							
Term 4 -5	SITXFSA 201	Participate in safe food handling practices	E	S*	15	Cluster D: Preparing and Cooking Food Safely Observation of practical work, Case Study, written questioning HSC course: Portfolio of evidence	35 hrs Work placement 40% HSC Half Yearly 60% Trial HSC Exam
	SITHCC C201	Produce dishes using basic methods of cookery	C	S*	40		
Term 5-6	BSBSUS 201A	Participate in environmentally sustainable work practices	E	E	15	Cluster E : Going Green Case study, Scenario, written task, internet research, observation of practical work HSC course: Portfolio of evidence	
	SITHCC C204	Produce vegetable, fruit, egg and farinaceous dishes	E	E	35		
	SITHCC C203	OR Produce stocks sauces and soups	E	E	OR 25		
Term 6-7	SITHCC C207	Use cookery skills effectively	C	E	20	Cluster F : Working Effectively with Others Third Party and direct observation of completion of a minimum of 12 service periods, including workplace journal(s). Case study/scenario, written task, Self-Assessment HSC course: Portfolio of evidence	
	BSBWO R203B	Work effectively with others*	C	M*	15		
	SITHIND 201	Source and use information on the hospitality industry	E	M*	20		
<i>BOSTES requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total Hours 235 or 245		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		
							The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.

INDUSTRIAL TECHNOLOGY

Multimedia

COURSE DESCRIPTION

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

COURSE STRUCTURE

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

ASSESSMENT SCHEDULE

	TASK	COMPONENT	OUTCOMES	WEIGHT	DUE
1.	Multimedia Elements presentation	Design and Management , Industry Specific	P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P6.1, P6.2	25%	Term 1 Week 8
2.	Industry Study	Industry Study	P1.1, P1.2, P2.1, P7.1	20%	Term 2 Week 2
3.	Interactive Authoring Project	Design and management, Workplace communication, Industry specific	P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	25%	Term 3 Week 5
4.	Yearly Examination	Industry Study, Design and management, Industry specific	P1.1, P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P6.1, P6.2, P7.1	30%	Term 3 Weeks 8/9
SYLLABUS WEIGHTING					
Industry Study		20%	Workplace Communication		10%
Design and Management		20%	Industry – specific content production		50%

INDUSTRIAL TECHNOLOGY

Timber Products & Furniture Industries

COURSE DESCRIPTION

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

COURSE STRUCTURE

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

ASSESSMENT SCHEDULE

	TASK	COMPONENT	OUTCOMES	WEIGHT	DUE
1.	Practical Project	Design and Management , Industry Specific	P3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 6.2	25%	Term 2 Week 1
2.	Industry Study	Industry Study	P1.1, 1.2, 7.1, 7.2	20%	Term 2 Week 6
3.	Practical Project 2 and Design Folio	Design and management, Workplace communication , Industry specific	P3.2, 3.3, 4.1, 4.2, 5.1, 5.2 ,6.2	25%	Term 3 Week 6
4.	Yearly Examination	Industry Study, Design and management, Industry specific	P1.1, 1.2, 2.1, 6.1, 6.2, 7.1, 7.2	30%	Term 3 Weeks 8/9
SYLLABUS WEIGHTING					
	Industry Study	15%	Management and Communication	20%	
	Design	10%	Industry – specific content production	40%	
	Industry Related Manufacturing Technology	15%	TOTAL	100%	

INFORMATION PROCESSES & TECHNOLOGY

COURSE DESCRIPTION

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

COURSE STRUCTURE

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

	TASK	COMPONENT	OUTCOMES	WEIGHT	DUE
1	Seminar/research and presentation	Information Skills & Processes. Trends and Social Issues	P1.1, P1.2 P2.1 P3.1	20%	Term 1 Week 5
2	Test Mid Course	Project work & Tools for information systems & Processes	P1.1, P1.2 P2.1, P2.2 P3.1, P4.1' P5.1	15%	Term 1 Week 10
3a	Project management tools and presentation	Project tools & Information processes		20%	Term 2 Week 6
3b	Project management and solution for ICT system	Developing Information systems and projects	P1.1, P3.1 P4.1 P5.1, P6.1 P7.1, P7.2	15%	Term 2 Week 7
4	Year 11 Final Test	All	All	30%	Term 3 Week 6

KOREAN HERITAGE

COURSE DESCRIPTION

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

Issues:

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

PRELIMINARY COURSE

The marks for the Preliminary course components are set out below		Marks
Oral Interacting	Objectives 1 and 3	30
Responding to texts	Objectives 2 and 3	50
Creating texts	Objectives 2	20
Total		100

ASSESSMENT SCHEDULE

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

LEGAL STUDIES

COURSE DESCRIPTION

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

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

COURSE STRUCTURE

Part I: The Legal System 40% of course time

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

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

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1.	Media File	All Topic Areas	P1, P2, P3, P4, P6, P7, P8	10%	Term 1 Week 6
2.	Half Yearly Examination	The Legal System	P1, P2, P3, P4, P8, P9, P10	20%	Term 1 Weeks 9/10
3.	Rights of the Individual Report	The Legal System & The Individual and the Law	P3, P8, P9	15%	Term 2 Week 9
4.	Research Task & In class essay	Research report & Oral Presentation	P6, P7, P8, P9, P10	25%	Term 3 Week 5
5.	Yearly Examination	Test type	P1, P3, P4, P5, P6, P7	30%	Term 3 Weeks 8/9

MATHEMATICS

COURSE DESCRIPTION

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

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

COURSE STRUCTURE

There are two components:

Component A: Knowledge & Understanding: 50%

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

ASSESSMENT SCHEDULE

TASK		OUTCOMES	WEIGHT	DUE
1.	Written Test	P1:P2:P6	15%	Term 1 Week 5
2.	Half Yearly Examination	P1:P2:P3:P4:P5	25%	Term 1 Week 9/10
3.	Written Test	P1:P2:P3:P4:P5:P6	25%	Term 2 Week 9
4.	Preliminary Final	All Preliminary Outcomes	35%	Term 3 Weeks 8/9

MATHEMATICS EXTENSION 1 UNIT

COURSE DESCRIPTION

The content of this course, which includes the whole of the Mathematics course, is intended for students who are interested in the study of further skills and ideas in mathematics. The Extension 1 course is intended to give these students a thorough understanding of and competence in, aspects of mathematics including many which are applicable to the real world. The course is also useful for concurrent studies of science, industrial arts and commerce. It is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, an in support of the physical and engineering sciences. Although the Extension course is sufficient for these purposes, it is recommended that students of outstanding mathematical ability should consider undertaking the Extension 2 course.

COURSE STRUCTURE

There are two components:

Component A: Knowledge & Understanding: 50%

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

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1.	Written Test	Knowledge and Skills Application	P1:P2:P6	15%	Term 1 Week 5
2.	Half Yearly Examination	Knowledge and Skills Application	P1:P2:P3:P4 P5	25%	Term 1 Week 9/10
3.	Written Test	Knowledge and Skills Application	P1:P2:P4:P6: P7:P8	25%	Term 2 Week 9
4.	Preliminary Final	Knowledge and Skills Application	All Preliminary Outcomes	35%	Term 3 Weeks 8/9

MATHEMATICS GENERAL

COURSE DESCRIPTION

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

COURSE STRUCTURE

There are two components:

Component A: Knowledge & Understanding: 50%

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

ASSESSMENT SCHEDULE

	TASK	OUTCOMES	WEIGHT	DUE
1.	Focus area (Mobile phone plans) task	MGP-2, MGP-3, MGP-5, MGP-6, MGP-7, MGP-9, MGP-10	20%	Term 1 Week 6
2.	Half Yearly Test	1: 2: 3: 4: 5: 6: 7: 8: 9: 11	25%	Term 1 Weeks 9/10
3.	Focus area (Mathematics and driving) task	MGP-1, MGP-2, MGP-3, MGP-5, MGP-6, MGP-7, MGP-8, MGP-9, MGP-10	20%	Term 3 Week 6
4.	Preliminary Final	All Preliminary Outcomes	35%	Term 3 Weeks 8/9

MODERN HISTORY

COURSE DESCRIPTION

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

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

COURSE STRUCTURE

Following is a description of the course structure:

PART 1

- Case study 1
- Case study 2
- Case study 3

PART 2

- Historical investigation

PART 3

- Core Study – the World at the Turn of the Twentieth Century (TWATTOTTC)

ASSESSMENT SCHEDULE

	TASK	COMPONENT	OUTCOMES	WEIGHT	DUE
1.	In class essay	Case Study 1	1.1, 1.2	20%	Term 1 Week 6
2.	Historical investigation - oral presentation	Case Study 2	2.1, 3.1, 3.2, 3.5, 4.1	20%	Term 1 Week 10
3.	Research essay	Historical investigation	2.1, 3.1, 3.2	20%	Term 2 Week 6
4.	Response to stimulus material	TWATBOTTC	3.3, 3.4	20%	Term 3 Week 5
5.	Yearly Examination	<ul style="list-style-type: none">• Case Study 3• TWATBOTTC	All outcomes	10% 10%	Term 3 Weeks 8/9

MUSIC

COURSE DESCRIPTION

The study of music allows for the expression of the intellect, imagination and emotion. It also allows the exploration of values and fosters an understanding of continuity and change, as well as the connections between different times and different cultures. The nature of music study also allows students to develop their capacity to manage their own learning, work together with others and engage in activity that reflects the real world's practice of performers, composers and audiences.

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1.	Aural Test	Core	P4:P6:P7:P8: P10	10%	2016 Term 1 Week 5
2.	Class Presentation Research Project	Core	P2:P5:P6:P7: P10	15%	Term 1 Week 9
3.	Performance Test Topic 1	Core	P1:P2:P9:P10:P1 1	10%	Term 2 Week 2
4.	Performance Topic 2	Core	P1:P2:P3:P5: P8:P10:P11	15%	Term 2 Week 10
	Composition Topic 2			10%	
5.	Composition Topic 3	Core	P2:P11	15%	Term 3 Weeks 8/9
	Viva Voce Topic 3			10%	
	Aural Examination			15%	

OUTCOMES

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

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

COURSE DESCRIPTION

The aim of PDHPE in Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity. This will allow them to make informed decisions that support and contribute to healthy, active lifestyles and communities.

COURSE STRUCTURE

Core 2	The Body in Motion	30%
Option 3	Fitness Choices	20%
Core 1	Better Health for individuals	30%
Option 1	First Aid	20%

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1.	Analysis of fitness choices	Option 3	P3, P5, P15, P16, P17 or P6, P10, P14	10%	Term 1 Week 7
2.	Quiz	Core 2	P7, P8, P9, P10, P11, P16, P17	20%	Term 2 Week 3
3.	Research task: Australian community health issues related to young people	Core 1	P1, P2, P3, P4, P5, P6	20%	Term 3 Week 5
4.	Senior First Aid Certificate- Topic test in class	Option 1	P6, P12, P15, P16	10%	Term 3 Week 3/4
5.	Yearly Preliminary Examination	Cores and Options	P1-6, P7-10, P12, P15, P17	40%	Term 3 Weeks 8/9
TOTAL				100%	

* The schedule listed above is merely a guide to the Preliminary HSC course for PDHPE in 2016.

A comprehensive assessment schedule will be issued to all PDHPE Preliminary HSC students at the start of the course. This will identify the actual breakdown of each task.

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

COURSE DESCRIPTION 1 UNIT

Photography, Video and Digital Imaging in Stage 6 is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and /or video and/or digital imaging and to understand and value how these fields of practice invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment through critical and historical investigations.

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1.	Research	Critical & Historical	CH1-CH6	5%	2016 Term 1 Week 6
2.	Portfolio of wet/dry images & Journal	Making	M1-M6	15%	Term 1 Week 10
3.	Documentation of Practical Tasks	Making	M5:M6	5%	Term 2 Week 8
4.	Portfolio of Digital images & Journal	Making	M1-M6	15%	Term 3 Week 6
5.	Yearly Examination	Critical & Historical	CH1-CH6	10%	Term 3 Weeks 8/9

Outcomes

<p>M1: generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice</p> <p>M2: explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works</p> <p>M3: investigates different points of view in the making of photographs and/or videos and/or digital images</p> <p>M4: generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images</p> <p>M5: develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images</p> <p>M6: takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works</p>	<p>CH1: generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging</p> <p>CH2: investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations</p> <p>CH3: distinguishes between different points of view and offers interpretive accounts in critical and historical studies</p> <p>CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging</p> <p>CH5: recognises how photography and/or video and/or digital imaging are used in various fields of cultural production</p>
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PHYSICS

COURSE DESCRIPTION

Physics investigates natural phenomena, identifies patterns and applies to a wide range of interesting contexts, models, principles and laws to explain their behaviour.

The preliminary course develops a knowledge of waves, motions, forces, fields, electricity and magnetism by focusing on increasing student's understanding of current communication technologies, the use of electricity in the home, interactions involving vehicles and the mechanisms that maintain the physical conditions of planet earth

COURSE STRUCTURE

Four topics: The World Communicates
 Electrical Energy in the Home
 Moving About
 The Cosmic Engine

ASSESSMENT SCHEDULE

	TASK	OUTCOMES	WEIGHT	DUE
1.	Half Yearly Examination	P1 – P7	10%	Term 1 Week 10
2.	Independent Investigation	P11 – P15, P6, P7	20%	Term 2 Week 9
3.	Submission of best five practical reports	P2, P11 – P14	10%	Term 3 Week 6
4.	Yearly Examination	P1-P10	40%	Term 3 Weeks 8/9
5.	Practical Assessment	P12 - P14	20%	Term 3 Weeks 8/9

SOFTWARE DESIGN & DEVELOPMENT

COURSE DESCRIPTION

The course introduces students to the concept that a computer software solution may well consist of a large number of programs rather than the small scale solutions they have been developing in the classroom.

Students study the process of designing a software solution and look at the various approaches used to design & develop software solutions

COURSE STRUCTURE

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

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1	Algorithms and software Project	Knowledge & understanding, software design	P1.1, P1.3 P2.2 P3.1, P6.2	20%	Term 1 Week 7
2	½ yearly	Knowledge & understanding, Design & develop software solutions	P1.1, P1.2 P2.2, P3.1, P4.1, P4.2 P6.1, P6.3	20%	Term 2 Week 1
3	Software project	Projects & management	P1.1, P3.1 P4.1 P5.1, P5.2 P6.2, P6.3	30%	Term 3 Week 1
4	Year 11 Final	All	All	30%	Term3 Weeks 8/9

SPORT, LIFESTYLE & RECREATION

Course description:

The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.

Course structure:

Sports Administration	55%
First Aid and Sports Injuries	20%
Games and Sports Applications I	25%

Semester 1:

	Task	Component/Description	Weighting	Due date
1	Assessment task 1 (ongoing)	Carnival roles and responsibilities- Swimming, Cross Country	10%	Term 1 Term 2 ongoing
2	Assessment task 2	Competition Organisation	35%	Week 5-10 Term 1
3	Theory application	Meeting outcomes in class	5%	Term 1 Term 2
Total			50%	

Semester 2:

	Task	Component/Description	Weighting	Due date
1	Assessment task 1 (ongoing)	Carnival roles and responsibilities- Athletics	5%	Term 3 ongoing
2	Assessment task 3	First Aid Certificate	20%	Week 3/4 Term 3
3	Assessment task 4	Coaching Accreditation	15%	Week 6 Term 3
4	Theory application (Class Project)	Meeting outcomes in class	5%	Term 3
5	Practical application	Movement skill & performance	5%	Term 3
Total			50%	

SPORT COACHING - VET

COURSE DESCRIPTION

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students who are assessed as competent in the units listed will be eligible for **Certificate II in Sports (Coaching) SIS20510**. This course does not count towards the achievement of an ATAR.

SPORT COACHING ASSESSMENT SCHEDULE Preliminary Year 2016- 2017 QUALIFICATION : SIS20513 Certificate II Sport Coaching R1 Training Package: SIS10 Sport, Fitness and Recreation v3						BEC BOS course code 240 X 2 YR 50402	
TERM	Unit Code	Units Of Competency	CORE / ELECTIV	MAINST REAM / ELECTIV	HSC INDICAT IVE UNITS	Assessment Task Cluster & Method of Assessment	Prelim and HSC Exam
6 PRELIMINARY UoCs							
Term 1 -2	SISXCAI102A SISSSCO202	Assist in preparing and conducting sport and recreation sessions	C C	C C	15 20	Cluster A: Introduction to coaching Written, Observation of practical	240 Indicati ve Hours over 2yrs
	SISSSCO101 SISSSDE201	Coach beginner or novice participants to develop fundamental motor skills Develop and update knowledge of coaching practices Communicate effectively with others in a sport environment	C C	C C	20 15		
Term 2- 3	SISSSPT201A SISNTB204A SISRRGL204A	Implement sports injury prevention Teach foundation netball skills OR Teach the skills of rugby league for modified games	E E E E	E E E E	15 25 25 25	Cluster B: Your Sport Written, Observation of practical	70 hrs Work placeme nt
	8 HSC UoCs						
Term 4	SISXWHS101 BSBWOR202A	Follow work health and safety policies Organise and complete daily work activities	C C	C C	15 15	Cluster C: Organise daily work Written, Observation of practical	
	SISXIND211 SISSATH201A	Develop and update sport, fitness and recreation industry knowledge Teach the fundamental skills of athletics	C E	C E	20 25		
Term 5	SISXIND211 SISSATH201A	Develop and update sport, fitness and recreation industry knowledge Teach the fundamental skills of athletics	C E	C E	20 25	Cluster D: Athletics Written, Observation of practical	
	SISBBSB201A SISSSOF202 SISSSOF101	Teach fundamental basketball skills Officiate games or competitions Develop and update officiating knowledge	E E E	E E E	25 20 10		
Term 6- 7	SISBBSB201A SISSSOF202 SISSSOF101	Teach fundamental basketball skills Officiate games or competitions Develop and update officiating knowledge	E E E	E E E	25 20 10	Cluster E: Basketball Written, Observation of practical	
	Stand alone	HLTAID003	Provide first aid (to be delivered by an external RTO)	C C	20		
This course is a VET Content Endorsed Course and does not count towards the ATAR. No HSC exam in this course.			Total		260		

STUDIES OF RELIGION - 1 UNIT

COURSE DESCRIPTION

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

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

COURSE STRUCTURE

Preliminary Course (60 Indicative hours)

1. Nature of Religion and Beliefs – 16 hours
2. Religious Tradition Study 1 – 22 hours
3. Religious Tradition Study 2 – 22 hours

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1.	Half Yearly Examination	Foundation Study 1	P1, P2, P3, P4, P5	15%	Term 1 Weeks 9/10
2.	Research Assignment Oral	Religious Traditions Depth Studies/Oral	P4, P5, P6, P7, P8, P9	15%	Term 2 Week 5
3.	Yearly Examination	All components	All outcomes	20%	Term 3 Weeks 8/9

VISUAL ARTS

COURSE DESCRIPTION

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

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1.	Investigation of artists' practice and art styles	Art Criticism/Art History	P7, P8, P9	15%	2016 Term 1 Week 6
2.	Body of Work VAD	Art-making	P1, P2, P3, P4, P5, P6	25%	Term 1 Week 10
3.	Research Assignment Case Study	Art Criticism & Art History	P7, P8, P9, P10	10%	Term 2 Week 6
4.	Body of Work VAD	Art-making	P1, P2, P3, P4, P5, P6	30%	Term 3 Week 7
5.	Yearly Examination	Art Criticism & Art History	P1, P2, P3, P4, P5, P6 P7, P8, P9, P10	20%	Term 3 Weeks 8/9

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 a 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 construed

ASSESSMENT CALENDAR TERM 1

WEEK	SUBJECT	TASK	WEIGHT %
Ongoing	Hospitality – VET	Cluster A	-
Ongoing	Sport Coaching – VET	Cluster A	-
Ongoing	Sport, Lifestyle and Recreation	Meeting Class Outcomes (Semester 1)	5
Ongoing	Sport, Lifestyle and Recreation	Carnival Roles and Responsibilities (Semester 1)	10
4	English Advanced	Comprehension/Reading Task	20
4	English Standard	Comprehension/Reading Task	20
5	Info Processes and Technology	Seminar/Research and Presentation	20
5	Mathematics	Written Test	15
5	Mathematics Extension 1 Unit	Written Test	15
5	Music	Aural Test	10
5-10	Sport, Lifestyle and Recreation	Competition Organisation (Semester 1)	35
6	Ancient History	In Class Test, Short Responses & 1 Ext. Resp.	20
6	Business Studies	Topic 1 Stimulus Skills Assignment	10
6	English ESL	AOS Speaking	20
6	Legal Studies	Media File	10
6	Mathematics General	Focus Area Task	20
6	Modern History	In Class Essay	20
6	Photography, Video & Digital	Research Task	5
6	Visual Arts	Investigation of Artists' Practice and Art Styles	15
7	Chinese/Background Speakers	Speaking/Writing/Listening/Responding	20
7	Engineering Studies	Engineering Report Module 1	20
7	PDHPE	Analysis of Fitness Choices	10
7	Software Design & Development	Algorithms and Software Project	20
8	English Advanced	AOS Essay	15
8	English Standard	AOS Essay	15
8	Fundamentals of English 1 Unit	Speaking	20
8	Industrial Technology – Multi Media	Presentation	25
8	Korean - Heritage	Oral Interacting	10
9	Music	Class Presentation Research Project	15
9/10	Business Studies	Half Yearly Examination	25
9/10	Chinese/Background Speakers	Writing/Reading/Responding	20
9/10	Economics	Half Yearly Examination	20
9/10	Engineering Studies	Half Yearly Examination	20
9/10	Geography	Half Yearly Examination	25
9/10	Korean – Heritage	Reading and Writing	30
9/10	Legal Studies	Half Yearly Examination	20
9/10	Mathematics	Half Yearly Examination	25
9/10	Mathematics Extension 1 Unit	Half Yearly Examination	25
9/10	Mathematics General	Half Yearly Examination	25
9/10	Studies of Religion 1 Unit	Half Yearly Examination	15
10	Ancient History	Research & Oral Presentation	20
10	Biology	Half Yearly Examination	10
10	Chemistry	Half Yearly Examination	10
10	English Advanced	AOS Creative Writing	15
10	English ESL	Reading and Writing	20
10	English Standard	AOS Creative Writing	15
10	English-Extension 1 Unit	Composition (Reading and Writing)	30
10	Info Processes and Technology	Test	15
10	Modern History	Investigation and Presentation	20
10	Photography, Video & Digital	Portfolio of wet/dry Images/Journal	15
10	Physics	Half Yearly Examination	10
10	Visual Arts	Body Of Work VAD	25

ASSESSMENT CALENDAR TERM 2

WEEK	SUBJECT	TASK	WEIGHT %
Ongoing	Hospitality - VET	Cluster B	-
Ongoing	Sport Coaching - VET	Cluster A & Cluster B	-
Ongoing	Sport, Lifestyle and Recreation	Meeting Class Outcomes (Semester 2)	5
Ongoing	Sport, Lifestyle and Recreation	Carnival Roles and Responsibilities (Semester 2)	5
Ongoing	Sport, Lifestyle and Recreation	Movement Skill and Performance	5
1	IT: Timber and Furniture Industries	Practical Project	25
1	Software Design & Development	Half Yearly Examination	20
2	Business Studies	Business Plan Research Task Part 1: Oral	10
2	Geography	Senior Geography Project – Stage 1	10
2	Industrial Technology - Multimedia	Industry Study	20
2	Music	Performance Test Topic 1	10
3	Economics	Media Research Report and Oral Presentation	15
3	PDHPE	In Class Quiz	20
5	Studies of Religion 1 Unit	Research Assignment Oral	15
6	Ancient History	Research Essay	20
6	English Advanced	Speaking	15
6	English Standard	Speaking	15
6	English Extension-1 Unit	Individual Research	40
6	Fundamentals of English 1 Unit	Reading and Writing	25
6	Geography	Senior Geography Project – Stage 2	10
6	Industrial Technology - Timber and Furniture Industries	Industry Study	20
6	Info Processes and Technology	Project Management Tools and Presentation	20
6	Modern History	Research Essay	20
6	Visual Arts	Research Assignment Case Study	10
7	Info Processes and Technology	Project Management/Solution for ICT Systems	15
8	Chinese/Background Speakers	Listening/Speaking/Writing/Responding	20
8	Economics	In Class Assessment Test	15
8	Engineering Studies	Topic Test Module 3	15
8	English ESL	Viewing and Representing	15
8	Korean - Heritage	Oral Interacting	20
8	Photography, Video & Digital Media	Documentation of Practical Tasks	5
9	Biology	Independent Investigation	20
9	Business Studies	Business Plan Research Task Part 2: Final Plan	20
9	Chemistry	Independent Investigation	20
9	Earth & Environmental Science	Independent Investigation	20
9	English Advanced	Extended Written Response	20
9	English Standard	Extended Written Response	20
9	Legal Studies	Rights of the Individual Report	15
9	Mathematics	Written Test	25
9	Mathematics Extension 1 Unit	Written Test	25
9	Physics	Independent Investigation	20
10	Geography	Senior Geography Project – Stage 3	10
10	Music	Performance/Composition Topic 2	25

ASSESSMENT CALENDAR TERM 3

WEEK	SUBJECT	TASK	WEIGHT %
Ongoing	Hospitality - VET	Cluster C	-
Ongoing	Sport Coaching - VET	Cluster B	-
Ongoing	Sport, Lifestyle and Recreation	Meeting Class Outcomes (Semester 2)	10
Ongoing	Sport, Lifestyle and Recreation	Carnival Roles and Responsibilities (Semester 2)	5
1	Software Design & Development	Software Project	30
2	Engineering Studies	Engineering Report Module 4	20
3/4	PDHPE	Senior First Aid Certificate	10
3/4	Sport, Lifestyle & Recreation	First Aid Certificate	20
4	English ESL	Listening	20
5	Ancient History	Structured Response Test	20
5	Economics	In Class Essay	15
5	Fundamentals of English 1 Unit	Listening & Responding	25
5	Geography	Research Task & In Class Essay	20
5	Industrial Technology - Multimedia	Interactive Project	25
5	Legal Studies	Research & In Class Essay	25
5	Modern History	Response – Stimulus Material	20
5	PDHPE	Research Task	20
6	Biology	Submission of Pract. & Field Report	10
6	Chemistry	Submission of Practical Reports	10
6	English Advanced	Listening Comp. & Writ. Response	15
6	English Standard	Listening Comp. & Writ. Response	15
6	Info Processes and Technology	Yearly Examination	30
6	Industrial Technology - Timber and Furniture Industries	Practical Project 2 and Design Folio	25
6	Mathematics General	Focus Area Task	20
6	Photography, Video & Digital	Portfolio of Digital Images/Journal	15
6	Physics	Submission of Practical Reports	10
6	Sport, Lifestyle & Recreation	Coaching Accreditation	15
7	English Extension-1 Unit	Yearly Examination	30
7	Visual Arts	Body of Work VAD	30
8/9	Ancient History	Yearly Examination	20
8/9	Biology	Yearly Examination	40
8/9	Biology	Practical Assessment	20
8/9	Business Studies	Yearly Examination	35
8/9	Chemistry	Yearly Examination	40
8/9	Chemistry	Practical Assessment	20
8/9	Chinese/Background Speakers	Reading/Writing/Responding	40
8/9	Economics	Yearly Examination	35
8/9	Engineering Studies	Yearly Examination	25
8/9	English ESL	Yearly Examination	25
8/9	Fundamentals of English 1 Unit	Yearly Examination	30
8/9	Geography	Yearly Examination	25
8/9	Industrial Technology - Multimedia	Yearly Examination	30
8/9	Industrial Technology - Timber and Furniture Industries	Yearly Examination	30
8/9	Korean - Heritage	Reading/Responding/Writing	40
8/9	Legal Studies	Yearly Examination	30
8/9	Mathematics	Yearly Examination	35
8/9	Mathematics Extension 1 Unit	Yearly Examination	35
8/9	Mathematics General	Yearly Examination	35
8/9	Modern History	Yearly Examination	20
8/9	Music	Composition/Viva Voce and Aural Topic 3	40

8/9	PDHPE	Yearly Examination	40
8/9	Photography, Video & Digital	Yearly Examination	10
8/9	Physics	Yearly Examination	40
8/9	Physics	Practical Assessment	20
8/9	Software Design & Development	Yearly Examination	30
8/9	Studies of Religion 1 Unit	Yearly Examination	20
8/9	Visual Arts	Yearly Examination	20

ASSESSMENT PLANNER—PRELIMINARY COURSE 2016

WEEK	TERM 1	TERM 2	TERM 3
1.			
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