

Prairiewood High School



Preliminary Course Assessment Manual 2011

CONTENTS

MINIMUM COURSE OUTCOMES	3
STUDENT RESPONSIBILITIES	4
STAFF OBLIGATIONS	4
METHOD OF REPORTING	4
EXTENDED STUDY PROGRAM	5
N-AWARD.....	6
ABSENT STUDENTS	8
LEAVE/ILLNESS/ACCIDENT OR MISADVENTURE APPEAL.....	8
STATEMENT ON DUE DATE OR LATENESS	10
STUDENT TEACHER CONFLICT	10
EXAMINATION RULES	10
EXAMINATION RULES AND PROCEDURES	15
A GLOSSARY OF KEY WORDS	16
ENGLISH.....	17
EXTENSION.....	17
ADVANCED.....	19
STANDARD.....	21
ESL.....	24
HISTORY.....	26
ANCIENT HISTORY.....	26
MODERN HISTORY	30
HOME ECONOMICS	32
COMMUNITY AND FAMILY STUDIES.....	32
FOOD TECHNOLOGY.....	33
INDUSTRIAL ARTS.....	37
COMPUTING APPLICATIONS	37
INDUSTRIAL TECHNOLOGY.....	38
LANGUAGES	41
TRAVEL AND TOURISM ~ 2 UNIT.....	41
MATHEMATICS.....	47
GENERAL MATHEMATICS.....	47
MATHEMATICS 2 UNIT.....	49
MATHEMATICS EXTENSION 1	51
PE.....	54
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION	54
SPORT LIFESTYLE AND RECREATION.....	57
CREATIVE ARTS	59
DRAMA.....	59
DANCE	61
MUSIC 1	63
ENTERTAINMENT INDUSTRY	65
SCIENCE.....	67
PRIMARY INDUSTRIES	67
BIOLOGY	69
CHEMISTRY	71
PHYSICS.....	73
SENIOR SCIENCE.....	75
PRELIMINARY ASSESSMENT TASK WEIGHTINGS AND DATES FOR PHYSICS, CHEMISTRY, BIOLOGY AND SENIOR SCIENCE.....	77
SOCIAL SCIENCE.....	78
SOCIETY AND CULTURE	78
BUSINESS STUDIES.....	80
PRELIMINARY COURSE ASSESSMENT.....	80
GEOGRAPHY	82
RETAIL OPERATIONS – 2 UNIT.....	84
VISUAL ARTS	86
VISUAL ARTS.....	86

Every effort has been made to ensure that all information in this booklet is correct at the time of printing.

PRAIRIEWOOD HIGH SCHOOL

PRELIMINARY COURSE ASSESSMENT POLICY

Minimum Course Outcomes

Students are required:

- To have a complete set of class notes
- To wear full school uniform everyday
- To complete all required homework to a satisfactory standard
- To hand in all assessment tasks on the due date
- To work with diligence and sustained effort
- To have a satisfactory attendance
- To be co-operative and well behaved.

STUDENT RESPONSIBILITIES

It is the responsibility of each student to ensure that:

- all submitted tasks are his/her own work. Evidence of cheating will result in a zero mark. When dishonesty is not proven but suspected, another similar task will be set
- all tasks are completed/submitted on time – or to negotiate with the teacher
- all work is submitted in an appropriate form and according to an acceptable standard
- all set tasks are completed
- s/he does not interfere with the progress of other students (e.g. in group work, or in the use of resources)
- s/he knows which tasks are to be assessed and the due date for each.

STAFF OBLIGATIONS

It is the obligation of each Year 11 teacher to:

- ensure that students are aware of what outcomes are to be achieved for each task
- ensure that students have access to assessment reports
- ensure that review procedures are known and understood by students
- ensure that each student is aware of the school's policy relating to:
 - a) illness
 - b) misadventure
 - c) late submissions
 - d) absenteeism
- respect the privacy of student results
- ensure that students have at least 2 weeks notice of an assessment task.

METHOD OF REPORTING

Reports will be available after each examination period. Each school report will contain the following information...

COURSE	EXAM MARK %	EXAM POSITION	ASSESSMENT POSITION
--------	-------------	---------------	---------------------

APPLICATION TO STUDIES

Regulation 11.4(b) and (c) of the rules governing the award of the Preliminary Course/HSC states that students must:

“Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and achieve some or all of the course outcomes.”

Therefore, the students must complete coursework, assessment tasks by the due date and establish an attendance pattern which will maximise their individual course outcomes.

Students should be aware that being over fifteen years of age they are subject to the provisions set down in the ***Procedures for the Suspension and Expulsion of School Students (October, 1998)***.

This relates to non-serious students of post-compulsory age (attendance, performance, discipline).

The relevant Warning of Expulsion letter is on page 12.

The Expulsion letter is on page 11.

TRUANCY ATTENDANCE AND LATENESS:

In line with student obligations governed by Regulation 11.4 (b) above, students must demonstrate a high level of attendance and punctuality. It is not possible for a student to “apply themselves with diligence and sustained effort” without regular, punctual attendance.

Students should note that truancy is totally unacceptable. Continued truancy will result in students being placed on *Level 4 – Warning of Suspension*, suspension itself or expulsion under the provisions set out in the previous section above.

EXTENDED STUDY PROGRAM

The Extended Study Program is designed to assist students in the progression from the Preliminary Course to the Higher School Certificate Course. Non-Serious students and the students who are not coping with the senior load will be required to attend this Program. Attendance is **compulsory** for students identified as having difficulties. The Extended Study Program is held **Thursday afternoons 3pm to 4.30pm (Term 1, 2 and 3)** and **Term 4 Sport afternoons, Periods 5 and 6**. The form for placement on the program appears on page 12.

The aim of the Program is to provide students with the opportunity to complete course work, assessment tasks and additional alternate tasks to assist in the attainment of Course outcomes and consequently the award of **SATISFACTORY** Preliminary Course completion. Students who do not attain satisfactory Preliminary Course achievement are unable to complete the HSC course the following year.

Failure to attend compulsory Extended Study afternoon will result in placement on a Senior Card. Students who fail to attend two or more Extended Study afternoons will be interviewed by the Principal who will warn them of expulsion from the school.

N-AWARD

Students whose work in individual subjects is causing concern may receive an N-Award. This means that the student may not proceed to the HSC in the following year. It may also mean that the subjects concerned will not be listed on the Preliminary Record of Achievement.

Procedures for N-Award appear on page 5 which is an extract from the Assessment Certificate and Examination (ACE) Manual (Part III, P. 199, August 1999). A copy of the appropriate warning letter is included on page 9.

There is a clear process for students to appeal against an N-Award. If an N-Award is given, the student will simultaneously receive an appeal form.

DISHONEST STUDENTS IN ASSESSMENT TASKS:

When dishonesty is not proven, but suspected, another similar task should be set.

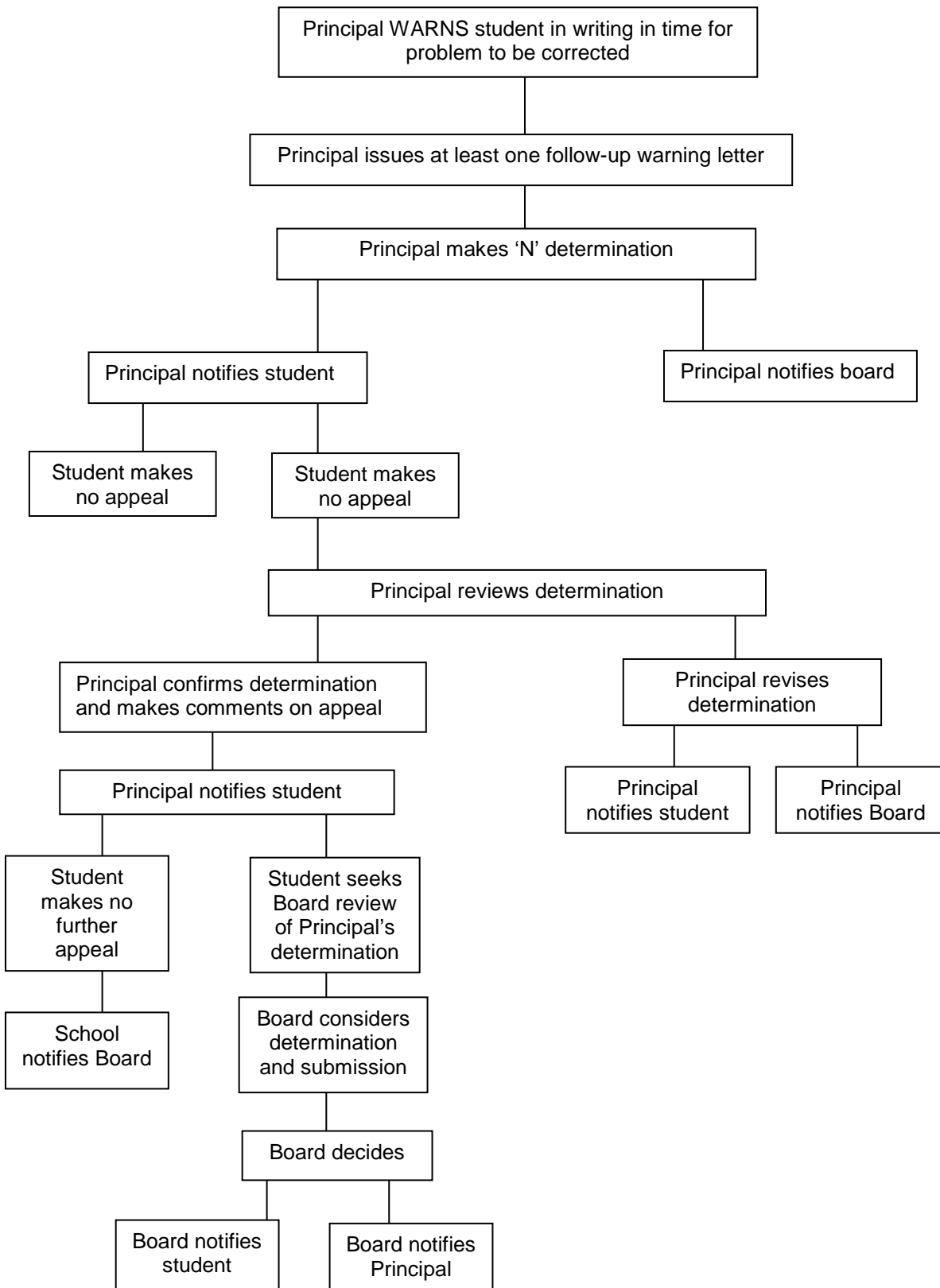
When dishonesty is proven the "Appeals Committee" will consider the circumstances of the case and make a recommendation to the principal.

PLAGIARISM

All plagiarism is considered dishonest conduct. When plagiarism is suspected the case will be referred to the Assessment and Appeals committee for investigation and action. If plagiarism is proven the student will receive zero for the task. The Board of Studies ACE manual provides the following examples of plagiarism:

- Copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as their own
- Using material directly from books, journals, CDs or the internet without acknowledging the source
- Submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

N-Award Procedures



ABSENT STUDENTS

ASSESSMENT TASKS – Where a student has a ‘satisfactory absence’ (see next section), a ‘substitute task’ may be given. A student who fails to complete an assessment task due to absence will receive an ‘estimate’ (based on earlier evidence) only in ‘exceptional circumstances’. This requires the Principal’s sanction.

LONG TERM ABSENCE – Where a student is absent for a long period, due to documented chronic illness, the school may commence the assessment period at a time which is appropriate for that particular student.

LEAVE/ILLNESS/ACCIDENT OR MISADVENTURE APPEAL

You should attend every assessment task. Do not miss a task simply because you do not feel able to do your best.

You are not expected to attend against specific medical advice.

If you cannot attend because of illness or misadventure you **MUST** do the following:

- 1. Notify the school by telephone in the morning on the day of the task.**
- 2. Submit a Medical Certificate dated on or before the assessment date.**
- 3. Attend school the day after your medical certificate expires.**
- 4. Attach this medical certificate to a copy of the LEAVE/ILLNESS/ACCIDENT/MISADVENTURE APPEAL FORM AND HAND IT TO THE CLASS TEACHER OR HEAD TEACHER ON THE DAY YOU RETURN TO SCHOOL.**
- 5. Similarly, in the case of misadventure, you must complete the LEAVE/ILLNESS/ACCIDENT/MISADVENTURE APPEAL FORM AND HAND IT TO THE CLASS TEACHER OR HEAD TEACHER ON THE DAY YOU RETURN TO SCHOOL.**
- 6. This form should be lodged with the class teacher or Head Teacher. Depending upon the circumstances involved, the appeal will be referred to the School Assessment and Appeals Committee for a decision.**

Failure to complete ALL of these requirements will make you ineligible to receive a mark for that assessment task (i.e. a zero mark will be awarded). However, you must still complete the task or an alternative, which will be marked and returned to you with teacher comments).

THIS APPLIES TO ALL TASKS WHICH CONTRIBUTE TOWARDS YOUR PRELIMINARY CERTIFICATE ASSESSMENT MARK.

A copy of the Leave/Illness/Accident/Misadventure form is printed on the following page.

**PRAIRIEWOOD HIGH SCHOOL
LEAVE/ILLNESS/ACCIDENT OR MISADVENTURE APPEAL**

Name of Candidate: _____ Date: _____

Subject: _____ Course: _____ Class: _____

Assessment Task: _____ Due Date: _____

Reason(s) for failure to meet Requirements: Give details which support your case to present or complete the task at a later date or be offered a substitute task.

Request to Appeal Committee:

Medical Certificate? []NO []YES.... Doctor's Name: _____

Signature of Student

Signature of Parent

Head Teacher Comment: Is discussion with Committee required? [] YES [] NO

Signature of Head of Department

Date

Assessment and Appeals Committee Recommendations:

Signature of Principal

Date

*N.B. Where possible, a copy of this form should be submitted to the Head Teacher **before** the assessment task is due.*

STATEMENT on DUE DATE or LATENESS

Students must submit/complete tasks by the due date. Any application for late submission will be referred to the Assessment and Appeals Committee for consideration.

Non Completion of Course: *When zero marks are awarded for more than 50% of the total assessment mark, the Principal will not certify that the course has been satisfactorily studied.* In these circumstances, the course will not be included on the result notice and it may mean the student will then not be eligible for the award of a Preliminary Certificate, as twelve units must be satisfactorily presented. Should the above circumstances arise, parents will be notified, and an 'N' Award in the subject/s issued.

All students must attend for the whole day on which an assessment task is due. Failure to attend for the whole day will result in a mark of zero being awarded.

STUDENT TEACHER CONFLICT

In the event of such conflict, the case should at first be referred to the Head Teacher of the subject area concerned. Any unresolved matters will be referred to the Assessment and Appeals Committee.

PRACTICAL TASKS

Where a subject requires a practical task to be submitted as part of the assessment requirements, it is the student's responsibility to ensure that:

- (1) The task is his or her own work.
- (2) The task is used for that particular subject only.

i.e. The same work cannot be used for more than one subject.

EXAMINATION RULES

On page 13 the Examination Rules and Procedures are printed. It is essential that students read and understand these rules. Failure to follow correct rules and procedures may result in cancellation of the examination paper.

GLOSSARY

A glossary of key words to provide a common language and consistent meaning in all Preliminary Certificate syllabuses and examination questions has been provided on page 15.

Prairiewood High School

Prairie Vale Road, Wetherill Park. NSW Principal: Mr J. Pickering, B.A., J.P.
 Postal Address: Locked Bag 46, Wetherill Park BC NSW 2164 ABN : 94313031254
 Telephone: (02) 9725 5444 Fax: (02) 9604 6127 email: info@prairiewoodhigh.com.au



Date: _____

Dear: _____
 (Parent/Guardian)

Re: Official Warning – Non-Completion of a Preliminary Course

I am writing to advise that your son/daughter _____ is in danger of not meeting the Course
 (student's name)

Completion Criteria for the Preliminary course, _____ (course)

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (e.g. 1st, 4th) **official warning** we have issued concerning _____.
 (course name)

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

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

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

To date, _____ (student) has not to date satisfactorily met _____ (a, b or c) of the Course Completion Criteria*

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ to satisfy Course Completion criteria, the following tasks,
 (student name)

requirements or outcomes need to be satisfactorily completed:

<i>Task Name/Course Requirement/Course Outcome</i>	<i>Date/s task/s Course Requirement/s Initially Due (if applicable)</i>	<i>Action Required by student</i>	<i>Date to be completed by (if applicable)</i>

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

Yours sincerely,

Class Teacher/Head Teacher

Principal

Please detach this section and return to the school

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A PRELIMINARY COURSE

- I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed _____ (course name).
- I am aware that this course may not appear on his/her Record of Achievement.
- I am also aware that the 'N' determination may make him/her ineligible to proceed to the Higher School Certificate course.
- I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____

Date: _____

Student's signature: _____

Date: _____

"Challenging Students for the Future"

Prairiewood High School

Prairie Vale Road, Wetherill Park. NSW Principal: Mr J. Pickering, B.A., J.P.
Postal Address: Locked Bag 46, Wetherill Park BC NSW 2164 ABN : 94313031254
Telephone: (02) 9725 5444 Fax: (02) 9604 6127 email: info@prairiewoodhigh.com.au



Date: _____

Formal Warning of Unsatisfactory Participation in Learning by a Student of Post-Compulsory Age

Dear _____,

This is to inform you of my concern that your son/daughter _____ is not meeting requirements for Senior Studies and at this time is considered a non-serious candidate for the HSC. Should this situation continue, I may take steps to expel your son/daughter from Prairiewood High School, according to the procedures of the Department of Education and Training for suspension and expulsion from a particular school. The reasons for this are as follows:

- failure to complete classwork/homework/assigned tasks
- excessive absences from school/lateness to school/fractional truancy
- non-attendance/non-participation in one of more courses
- failure to submit/non-serious attempt at one or more assessment tasks

Subject areas/courses causing concern:

Please contact the school office staff on 9725 5444 to arrange a suitable interview time when we can meet to discuss his/her unsatisfactory progress and the implementation of a program of improvement for him/her. I attach for your information a copy of the Department's procedure document on suspension and expulsion. These procedures include a section on expulsion from a particular school.

I seek your assistance in resolving this matter.

Yours sincerely,

J. Pickering
PRINCIPAL

Prairiewood High School

Prairie Vale Road, Wetherill Park. NSW Principal: Mr J. Pickering, B.A., J.P.
Postal Address: Locked Bag 46, Wetherill Park BC NSW 2164 ABN : 94313031254
Telephone: (02) 9725 5444 Fax: (02) 9604 6127 email: info@prairiewoodhigh.com.au



Date: _____

EXPULSION FROM PRAIRIEWOOD HIGH SCHOOL FOR UNSATISFACTORY PARTICIPATION

Mr & Mrs _____

Dear Mr & Mrs _____,

This is to inform you that today I have decided to expel your daughter/son _____ from this school. This decision has been taken, consistent with the procedures of the Department of Education and Training for suspension and expulsion from a particular school and this school's discipline code. _____ will be expelled from this school only. Should you wish to enrol him/her in another school, it is your responsibility to arrange that enrolment.

The decision to expel from this school has been made after consideration of the information provided in my letter of _____, the documentation provided to you and your response to me.

You are responsible for the care and safety of your son/daughter pending the arrangement of an alternative educational setting. The school expects that he/she will continue with his/her studies while arrangements are being made.

I have previously provided a copy of the school Student Welfare Policy and the Department's procedures document on suspension and expulsion.

If you consider that correct procedures have not been followed in this case or an unfair decision has been made, you may appeal in accordance with the procedures. You may wish to contact the district office on 9793 4900 to discuss the appeal procedures. If you need an interpreter, please advise the district office.

Yours sincerely,

J. Pickering
PRINCIPAL

"Challenging Students for the Future"

Prairiewood High School

Prairie Vale Road, Wetherill Park. NSW Principal: Mr J. Pickering, B.A., J.P.

Postal Address: Locked Bag 46, Wetherill Park BC NSW 2164 ABN : 94313031254

Telephone: (02) 9725 5444 Fax: (02) 9604 6127 email: info@prairiewoodhigh.com.au



Date: _____

Dear Mr/Mrs _____,

Regulation 11.4(b), (c) states that students must “Apply themselves with diligence and sustained effort to set the tasks and experiences provided in the course by the school and achieve some or all of the course outcomes”.

We have to advise you that _____ has failed to meet these requirements of the Preliminary Course in the following courses:

_____ will be required to participate in the Year 11 Extended Study Program at School on Thursday afternoons commencing _____ (3.00-4.30pm). This Program will be supervised and attendance is compulsory until all work outstanding has been completed, and/or is at the required standard.

Your son/daughter’s position will be reviewed at the end of Term 1, Term 2 and mid Term 3.

If _____ - has not met his/her obligations, he/she may be deemed to have failed to meet the requirements of the Preliminary Course listed above. Any “N” Awards applied may jeopardize his/her eligibility for the award of a Preliminary Certificate.

J. Pickering
PRINCIPAL

TBA
EXTENDED STUDY CO-ORDINATOR

I acknowledge receipt of this Extended Study Coordinator’s letter dated _____ .

Signature of Parent

Signature of Student

EXAMINATION RULES AND PROCEDURES

Examinations are held under controlled and supervised conditions. In addition to the general school policies and rules which apply to examination and testing activities, the following general rules apply to all candidates who sit for any examinations or tests in any school course:

1. Year 11 students must be present at the exam venue at least fifteen (15) minutes before the scheduled exam starting time.
1. Mobile phones are banned from all exam rooms.
2. Students must bring all necessary equipment to satisfactorily complete the examination. No equipment will be loaned to students and under no circumstances will students be permitted to borrow other students' equipment during the examination. No paper or unauthorised examination aids taken in by a student are permitted in the exam venue.
3. Students must cooperate with, and follow the directions and instructions of, any supervising staff. No rudeness, impolite, discourteous or any other form of unsatisfactory behaviour will be tolerated under any circumstances.
4. Students must attempt all examinations/tests in full school uniform. Normal uniform monitoring procedures will apply.
5. There will be no chewing of gum, smoking, eating or drinking during any exam.
6. There is to be absolutely no talking once the exam venue or room has been entered and until students have left the exam room or building. No communication of any kind between students during the examination is permitted. Questions to exam supervisors may be asked by raising a hand and speaking quietly to a supervisor.
7. Students must quickly and quietly enter the exam room (as directed) and remain in their appointed seat for the duration of their exam and until they are dismissed by their supervising teacher, at which time, they will leave the exam room in a quiet and orderly manner without causing any disturbance to others who may be still doing exams.
8. It is each student's responsibility to ensure that all necessary papers are handed to the exam supervisor at the conclusion of the exam.
9. No student will be permitted to leave the exam room or venue during an exam or until after the scheduled completion time of the exam. Toilet breaks may be permitted during exams only in extreme circumstances.
10. Students must not cheat or copy in any way during an examination.
11. Misbehaviour during exams may lead to suspension.
12. If a student is absent for a scheduled exam, it is his/her responsibility to:
 - (a) Inform the school by telephone on the morning of the exam and inform the Head Teacher of the faculty concerned.
 - (b) Contact the appropriate Head Teacher and organise an alternate exam time and task to be scheduled and completed during the examination period.
 - (c) Immediately upon return to school Year 11 students must provide a Doctor's Certificate for the day of the absence (to the appropriate Head Teacher).

Any breach or violation of these rules and procedures will be considered as a non-serious attempt and appropriate action will be taken by the Head Teacher concerned. This action will involve parent notification and may result in the award of zero marks for the exam. Students may appeal any such action in accordance with school policies and procedures. These rules apply to any school examination.

Exam Coordination Committee

A 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.

USING THE GLOSSARY WILL HELP TEACHERS AND STUDENTS UNDERSTAND WHAT IS EXPECTED IN RESPONSES TO EXAMINATIONS AND ASSESSMENT TASKS.

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 judgement of value quality outcomes results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (Analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommended	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

ENGLISH

PRELIMINARY OUTCOMES

EXTENSION

RATIONALE

Module: Text, Culture and Value

In the Preliminary English (Extension) course students learn how and why texts are valued in and appropriated into a range of contexts. The cultural significance of texts is explored and examined.

This course enables students who are accomplished, analytical and imaginative in their use of English, to refine their understanding and appreciation of the cultural roles and the significance of texts. The course is designed for students with a desire to pursue a specialised study of English.

Through extended engagement in investigation and composition students will explore multiple meanings and relative values of texts. They will explore a range of conceptual frameworks for the reading and composition of texts. Focus is directed towards examination of the assumptions that guide interpretation and evaluation.

OUTCOMES

A student:		Students learn about:	
P1	understands how and why texts are valued in and appropriated into a range of contexts.	P1.1	recognising different kinds and degrees of appropriation and their effects
		P1.2	considering the relationships between a text and the culture in which it was composed
		P1.3	exploring and examining the ways in which language shapes and reflects values
		P1.4	considering the effects of different ways of responding to texts
		P1.5	considering the ways and reasons early and later manifestations of the text are valued
		P1.6	considering why some texts may be perceived as culturally significant.
P2	develops skills in independent investigation involving particular texts and their manifestations in various forms, and within particular cultural contexts.	P2.1	engaging with a range of key texts
		P2.2	engaging in independent investigation of specific key texts, cultures and forms.
P3	Develops skills in sustained composition in a range of modes and media for different audiences and purposes.	P3.1	refining the clarity of their own compositions to meet the demands of increasing complexity of thought and expressions
		P3.2	recreating texts by varying perspectives and contexts to demonstrate how values are maintained and changed
		P3.3	using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes
		P3.4	using stylistic devices appropriate to purpose, audience and context.

ENGLISH

PRELIMINARY EXTENSION ASSESSMENT SCHEDULE

Date of Task	Task Description	Outcomes	Weighting
Task 1 Term One – Week 9	Reading and Writing Task Formal Essay/Extended Response based on critical readings	1.2, 1.3, 1.4, 1.6, 3.1	20% 10 marks from a total of 50
Task 2 Term 2 – Week 4	Reading and Writing Task Extended Response based on critical readings	1.3, 1.2, 2.1,2.2	20% 10 marks from a total of 50
Task 3 Term Two – Week 10 29/6/2009	Speaking and Listening Task Major presentation/overview of individually selected text	1.1, 1.2, 1.5, 2.1, 2.2, 3.1	20% 10 marks from a total of 50
Task 4 Term Three – Week 5 17/8/2009	Viewing and Representing Task Creation of own Utopia/Dystopia	1.5, 1.6, 2.2, 3.1, 3.2, 3.3, 3.4	20% 10 marks from a total of 50
Task 5 Yearly Exam	Reading and Writing Task Creative Writing	1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 3.1, 3.3, 3.4	20% 10 marks from a total of 50

ENGLISH

PRELIMINARY OUTCOMES

ADVANCED

RATIONALE

During the Preliminary English course students will study 2 modules and the Area of Study. Across the year each unit of work will aim to familiarise students with the various outcomes set by the Board of Studies.

The **Outcomes** are derived from the English Objectives and the content of the Preliminary Course.

The intended result of student learning is the outcomes listed. When an assessment task is given to a class it will indicate which specific **Outcomes** are being tested.

This sheet is to be kept by each student as a reference of the outcomes that are the intended student learning.

The level each student has achieved from each **Outcome** is what the half yearly and yearly exams will assess.

OUTCOMES

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

ENGLISH

PRELIMINARY ADVANCED ASSESSMENT SCHEDULE

Syllabus Units	Weightings (Syllabus)	Outcomes Tested	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7
			Term 1 Week 8	Term 1 Week 4	Term 1 Week 11	Term 2 Week 7	Term 2 Week 9	Term 3 Week 3	Term 3 Week 5
			Speaking	Reading	Writing	List	Viewing/ Representing	Reading	Yearly
Area of Study	Speaking	P1,P3,P6,P7	15%						
	Reading	P1,P7,P9,P10		10%					
	Writing	P3,P7,P8			15%				
Module A	Listening	P1,P2,P3,P4,P7,P10				15%			
	Viewing/Representing	P1,P2,P3,P5,P8					15%		
Module B	Reading	P3,P4,P5,P10						15%	
	Writing	P1,P3,P4,P5,P9,P12A							15%

BOARD ASSESSMENT COMPONENTS AND WEIGHTING

COMMON CONTENT	40
MODULES	60
TOTAL	100

LISTENING	15
SPEAKING	15
READING	25
WRITING	30
VIEWING/REPRESENTING	15
TOTAL	100

ENGLISH

PRELIMINARY OUTCOMES

STANDARD

RATIONALE

During the Preliminary English course students will study 2 modules and the Area of Study. Across the year each unit of work will aim to familiarise students with the various outcomes set by the Board of Studies.

The **Outcomes** are derived from the English Objectives and the content of the Preliminary Course.

The intended result of student learning is the outcomes listed. When an assessment task is given to a class it will indicate which specific **Outcomes** are being tested.

This sheet is to be kept by each student as a reference of the outcomes that are the intended student learning.

The level each student has achieved from each **Outcome** is what the half yearly and yearly exams will assess.

OUTCOMES

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

ENGLISH

PRELIMINARY STANDARD ASSESSMENT SCHEDULE

Syllabus Units	Weightings (Syllabus)	Outcomes Tested	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7
			Term 1 Week 8	Term 2 Week 4	Term 2 Week 2	Term 2 Week 7	Term 2 Week 9	Term 3 Week 3	Term 3 Week 5
			Speaking	Reading	Writing	Reading	Listening	Viewing/ Representing	Yearly
Area of Study	Speaking	P1,P3,P10	15%						
	Reading	P1,3,P4,P8		10%					
	Writing	P1,P7,P8,P10			15%				
Module A	Listening	P1,P3,P4,P8				15%			
	Reading	P1,P3,P6,P7,P8,P9, P10,P11					15%		
Module B	Viewing/Representing	P1,P3,P4,P5						15%	
	Writing	P1,P3,P4,P7,P8							15%

BOARD ASSESSMENT COMPONENTS AND WEIGHTING

COMMON CONTENT	40
MODULES	60
TOTAL	100
LISTENING	15
SPEAKING	15
READING	25
WRITING	30
VIEWING/REPRESENTING	15
TOTAL	100

ENGLISH

PRELIMINARY ENGLISH STUDIES ASSESSMENT SCHEDULE

Syllabus Units	Components (Syllabus)	Outcomes Tested	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7
			Term 1 Week 6 11/3/2011	Term 1 Week 9 1/4/2011	Term 2 Week 3 13/5/2011	Term 2 Week 7 10/6/2011	Term 3 Week 2 29/7/2011	Term 3 Week 5 19/8/2011	Term 3 Week 7 Prelim Exam
Module 1	1	1.1, 1.2, 1.3	Reading 15%						Writing 5%
	2	2.1, 2.2, 2.3, 3.1, 3.2, 4.1		Writing 10%					
Module 2	2	2.2, 2.2, 2.3, 3.1, 3.2, 4.1			Speaking 10%				Writing 5%
	4	4.1, 4.2,			Research 5%				
Module 3	3	3.1, 3.2				Representing 10%			Writing 5%
	4	4.1, 4.2					Research 10%		Bookwork 15% Portfolio 15%

BOARD ASSESSMENT COMPONENTS AND WEIGHTING

Component	Weighting
Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning	30
Students will develop skills in reading, listening and viewing and in writing, speaking and representing.	30
Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purpose, audiences and contexts.	25
Students will develop skills in planning and working individually and collaboratively	15

ENGLISH

PRELIMINARY OUTCOMES

ESL

RATIONALE

During the Preliminary English course students will study 2 modules and the Area of Study. Across the year each unit of work will aim to familiarise students with the various outcomes set by the Board of Studies.

The **Outcomes** are derived from the English Objectives and the content of the Preliminary Course.

The intended result of student learning is the outcomes listed. When an assessment task is given to a class it will indicate which specific **Outcomes** are being tested.

This sheet is to be kept by each student as a reference of the outcomes that are the intended student learning.

The level each student has achieved from each **Outcome** is what the half yearly and yearly exams will assess.

OUTCOMES

P1	A student demonstrates an understanding of the relationships between composer, responder, text and context.
P2	A student identifies and describes relationships among texts.
P3	A student demonstrates understanding of cultural reference in texts.
P4	A student develops language relevant to the study of English.
P5	A student demonstrates understanding of how audience and purpose affect the language and structure of texts.
P6	A student interprets texts using key language patterns and structural features.
P7	A student describes the ways different technologies and media of production affect the language and structure of particular texts.
P8	A student uses a variety of textual forms appropriately, for different purposes, audiences and contexts, in all modes.
P9	A student engages with a wide range of texts to develop a considered and informed personal response.
P10	A student assesses the appropriateness of a range of processes and technologies in the investigation and organization of information and ideas.
P11	A student analyses and synthesises information and ideas from a range of texts in a range of modes and media.
P12	A student draws upon the imagination to transform experience into text.
P13	A student reflects on own processes of responding and composing.
P14	A student reflects on own processes of learning of English.

ENGLISH

PRELIMINARY ESL ASSESSMENT SCHEDULE

Syllabus Units	Weightings (Syllabus)	Outcomes Tested	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7
			Term 1 Week 6	Term 1 Week 10	Term 2 Week 2	Term 2 Week 7	Term 2 Week 9	Term 3 Week 3	Term 3 Week 7
			Speaking Viewing/Representing	Reading	Writing	Reading	Viewing/ Representing	Listening	Yearly
Area of Study	Speaking Reading Writing Viewing & Representing	P5,P9,P11,P12 P6,P8,P11 P2,P8,P9	20%	10%	15%				
Module A	Reading Viewing/Representing	P1,P6,P9,P11 P5,P8,P12,P13				10%	10%		
Module B	Listening Writing	P1,P3,,P6,P11 P2,P8,P9,P11,P13						20%	10%

BOARD ASSESSMENT COMPONENTS AND WEIGHTING

AREA OF STUDY	50
MODULES	50
TOTAL	100
LISTENING	20
SPEAKING	20
READING	20
WRITING	25
VIEWING/REPRESENTING	15
TOTAL	100

HISTORY

ANCIENT HISTORY

PRELIMINARY ASSESSMENT

The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the source available, by applying the methods used by historians and archaeologists.

Course Structure

.Students are required to study Parts I, II and III of the course.

Part I: Introduction

(a) Investigating the Past: History, Archaeology and Science

(b) Case Studies

At least **ONE** case study will be undertaken.

Part II: Studies of Ancient Societies, Sites and Sources

At least **ONE** study of ancient societies, sites and sources will be undertaken.

Part III: Historical Investigation

The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be conducted individually or as part of a group. The investigation must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

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

ANCIENT HISTORY PRELIMINARY ASSESSMENT

Assessment Components, Weightings and Tasks

Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

Component	Weighting
Knowledge and understanding of course content	40
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
Historical inquiry and research including mandatory historical investigation	20
Communication of historical understanding in appropriate forms	20
	100

Preliminary Assessment Grid

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Reconstructing the past	Case Study	Historical Investigation	Yearly Examination	
	Short answer questions on problems and issues	Source-based research	Research and presentation		
	Term 1 Week 8B	Term 2 Week 4B	Term 3 Week 4A	Term 3 Week 7	
	P3.1, P3.2, P3.3, P3.5	P1.1, P2.1, P3.1, P3.2, P3.3, P3.6	P1.1, P3.1, P3.5, P3.6, P4.2	P1.1, P2.1, P3.3, P3.4	
Knowledge and understanding of course content	5		10	25	40
Source-based skills	5	10		5	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	10		20
Marks	15	25	30	30	

LEGAL STUDIES

PRELIMINARY ASSESSMENT

Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level.

Course Structure

Students are required to study parts I, II and III of the course.

Part I: The Legal System – 40% of course time.
Students develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions.

Part II: The individual and the law – 30% of course time.
Students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports.

Part III Law in practice – 30% of course time.
Students investigate contemporary issues that illustrate how the law operates in practice.

Objectives		Preliminary Course Outcomes	
A student develops knowledge and understanding about:		A student:	
1.	The nature and institutions of domestic and international law	P1	Identifies and applies legal concepts and terminology
		P2	Describes the key features of Australian and International law
2.	The operation of Australian and international legal systems and the significance of the rule of law	P3	Describes the operation of domestic and international legal systems
		P4	Discusses the effectiveness of the legal system in addressing issues
3.	The interrelationship between law, justice and society and the changing nature of the law	P5	Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
		P6	Explains the nature of the interrelationship between the legal system and society
		P7	Evaluates the effectiveness of the law in achieving justice

Objectives		Preliminary Course Outcomes	
A student develops skills in:		A student:	
4.	Investigating, analysing and communicating relevant legal information and issues	P8	Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
		P9	Communicates legal information using well-structured responses
		P10	Accounts for differing perspectives and interpretations of legal information and issues.

Outcomes are applicable to all topics. Some may be more relevant to a particular topic than others. Outcomes may be examined.

LEGAL STUDIES

Assessment Components, Weightings and Tasks

Preliminary Course

The suggested components and weightings for the Preliminary course are set out below. There should be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.

Component	Weighting
Knowledge and understanding	40%
Research	20%
Communication	20%

PRELIMINARY ASSESSMENT PROGRAM

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	The Legal System – Research Task	The Legal System – Short Answers	The Individual & the Law – Written Task	Law in Practice-Research Task	Yearly Exam *The Legal System *The Individual & the Law *The law in Practice	
	Week 8 Term 1	Week 6 Term 2	Week 8 Term 2	Term 3	Week 7 Term 3	
	P1,2,3,4,5,7,8,9	P1 → 10	P1,2,3,4,5,7,8,9	P1,2,3,4,5,7,8,9	P1 → 10	
Knowledge and understanding		20	20		20	60
Research	10			10		20
Communication				10	10	20
Marks	10	20	20	20	30	100

MODERN HISTORY

PRELIMINARY ASSESSMENT

The Preliminary course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies.

Students are required to study Parts I, II and III of the course.

Part I: Case Studies – 50%

At least TWO case studies should be undertaken.

ONE case study must be from Europe, North America or Australia.

ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Part II: Historical Investigation – 20%

The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be conducted individually or as part of a group. The investigation must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

Part III: Course Study: The World at the Beginning of the Twentieth Century – 30%

Students will investigate the Preliminary core study using a source-based approach.

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

MODERN HISTORY

Assessment Components, Weightings and Tasks

The components and weightings for the Preliminary course are set out below. There will be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.

Component	Weighting
Knowledge and understanding of course content	40
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
Historical inquiry and research including mandatory historical investigation	20
Communication of historical understanding in appropriate forms	20

PRELIMINARY ASSESSMENT PROGRAM

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Case Study	Historical Investigation	Core Study	Yearly Examination	
	Written Task	Source-based research	Research and presentation	<ul style="list-style-type: none"> • Source • Written 	
	Term 1 Week 9 23/3/09	Term 2 Week 9 15/6/09	Term 3 12/8/09	Term 3	
	P3.1, P3.2, P3.3, P3.5	P1.1, P2.1, P3.1, P3.2, P3.3, P3.6	P1.1, P3.1, P3.5, P3.6, P4.2	P1.1, P2.1, P3.3, P3.4	
Knowledge and understanding of course content	5	10		25	40
Source-based skills	5		10	5	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	10		20
Marks	15	25	30	30	100

HOME ECONOMICS

COMMUNITY AND FAMILY STUDIES

PRELIMINARY ASSESSMENT PROGRAM

Date Due	Outcomes	Component	Weight
	The student:		
Term 1 Week 9	P4.1 utilises research methodologies appropriate to the study of social issues P4.2 presents information in written and graphic form P5.1 applies management processes to maximise the efficient use of resources	RESOURCE MANAGEMENT – Research Assignment: community resources and support networks	20%
Term 2 Week 6	P2.1 accounts for the roles and relationships that individuals adopt within groups P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement P3.2 analyses the significance of gender in defining roles and relationships P4.1 utilises research methodologies appropriate to the study of social issues P4.2 presents information in written, oral and graphic form	INDIVIDUALS AND GROUPS – Leadership Report and Oral Presentation	15%
Term 3 Week 2	P1.1 describes the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals P1.2 proposes effective solutions to resources problems P6.1 distinguishes those actions which enhance well-being P4.1 utilises research methodology appropriate to the study of social issues P4.2 presents information in written and graphic form	FAMILIES AND COMMUNITIES – Organisation Investigation	15%
Term 3 Week 6-7	P4.1 shows knowledge, skills, understanding and attitudes in the relevant area of study	YEARLY EXAM	25%
Continual Assessment	P4.1 shows knowledge, skills, understanding and attitudes in the relevant areas of study P5.1 displays a capacity to manage own learning P5.1 continually reviews relevant areas of study outside the classroom	SKILLS IN PLANNING, APPLYING MANAGEMENT & WELLBEING	25%

FOOD TECHNOLOGY

PRELIMINARY ASSESSMENT PROGRAM

Aim: Food Technology Stage 6 aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

Objective and Outcomes

Objectives	Preliminary Outcomes	HSC Outcomes
Students will develop: 1. knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society	A Student: P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors	A student: H1.1 explains manufacturing processes and technologies used in the production of food products H1.2 examines the nature and extent of the Australian food industry H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations H1.4 evaluates the impact of food manufacture on the individual, society and environment
2. knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health	P2.1 explains the role of food nutrients in human nutrition P2.2 identifies and explains the sensory characteristics and functional properties of food	H2.1 evaluates the relationship between food, its production, consumption, promotion and health
3. skills in researching, analysing and communicating food issues	P3.1 assesses the nutrient value of meals/diets for particular individuals and groups P3.2 presents ideas in written, graphic and oral form using computer software where appropriate	H3.1 investigates operations of one organisation within the Australian food industry H3.2 independently investigates contemporary food issues
4. skills in experimenting with and preparing food by applying theoretical concepts	P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products	H4.1 develops, prepares and presents food using product development processes H4.2 applies principles of food preservation to extend the life of food and maintain safety
5. skills in designing implementing and evaluating solutions to food situations	P5.1 generates ideas and develops solutions to a range of food situations	H5.1 develops, realises and evaluates solutions to a range of food situations

Date Due		Outcomes	Component	Weight
		The student:		
Term 1 Week 7	P1.2	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors	Food Availability and Selection Investigation task - muffins	20%
	P3.2	presents ideas in written, graphic and oral form using computer software where appropriate		
Term 2 Week 8	P2.2	identifies and explains the sensory characteristics and functional properties of food	Food Quality Research and presentation task – Lemon Meringue Pie	30%
	P3.2	Presents ideas in written, graphic and oral from using computer software where appropriate		
	P4.4	Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.		
Term 3 Week 5	P3.2	presents ideas in written, graphic and oral form using computer software where appropriate	Nutrition	30%
	P4.1	Selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food		
	P4.2	Plans, prepares and presents foods which reflect a range of the influences on food selection		
	P5.1	Generates ideas and develops solutions to a range of food situations		
Term 3 Week 7-8	P1.1	Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods	Yearly Exam	20%
	P2.1	Explains the role of food nutrients in human nutrition		
	P2.2	Identifies and explains the sensory characteristics and functional properties of food		
	P3.1	Assesses the nutrient value of meals/diets for particular individuals and groups		
	P4.3	Selects foods, plans and prepare meals/diets to achieve optimum nutrition for individuals and groups		

HOSPITALITY (Multi-Skilling) COURSE

HSC Assessment Program

Hospitality is VET (Vocational Educational Training) course. VET courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as specific Hospitality industry skills.

Assessment for the Higher School Certificate VET courses within industry curriculum frameworks has 2 distinct purposes:

- Assessment for Australian Qualification Framework (AQF) VET qualifications – competency based assessment
- Assessment for the Australian Tertiary Admission Rank (ATAR)

Assessment for AQF Certification is competency based. In keeping with the concept of competence as the integration of a wide range of skills, knowledge and attitudes, an integrated or holistic approach is adopted to the assessment of competence. **Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to teachers.**

A variety of assessment strategies are employed to assess the competence of students. Competency Standards are the benchmarks for the assessment.

Some forms of assessment will be ongoing. **Evidence of competence will be gathered on an ongoing basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests and role-play simulations.**

Please note that as a VET course there are no weightings.

HOSPITALITY Multi-Skilling ASSESSMENT SCHEDULE					
CLUSTER/ SEQUENCE	UOC CODE	UOC TITLE	Hrs	Multiskilling Tool	HSC requirements Exam estimate mark & weighting
Term 1	SITXOHS001A	follow health, safety and security procedures*	10	MS Cluster A – Working Safely (Written, Test, Practical)	240 Indicative Hours 35 hrs Workplacement** 25%
	SITXOHS002A	follow workplace hygiene procedures*	10		
	SITHFAB010A	prepare and serve non alcoholic beverages**	15		
Term 2	SITHFAB012A	prepare and serve espresso coffee	15	MS Cluster B – The Coffee Club (Written, Practical, Teacher Questioning)	
	SIRXCCS001A	apply point of sale handling procedures	20		
Term 3	SITHCC001A	organise and prepare food	20	MS Cluster C – Minestrone Soup Case Study, Written Assignment, Practical and 3 rd Party Evidence	Prelim Yearly Exam 25%
	SITXFSA001A	implement food safety procedures*	15		
Term 4	SITHCCC007A	serve food and beverage to customers (delivery)*	20	MS Cluster D – The Sandwich Bar Hospitality Customer Service (written, scenario, practical role play, internet, WP journal)	35 hrs Workplacement** HSC Half Yearly 25%
	SITHACS006A	clean premises and equipment*	10		
	SITHCCC007A	prepare sandwiches	10		
Term 5	SITHIND001A	develop and update hospitality industry knowledge*	20	MS Cluster E – Going Green at Work (written, case study, internet)	
	SITXENV001A	participate in environmentally sustainable work practices*	15		
Term 6	SITXCOM001A	work with colleagues and customers*	15	MS Cluster F – Working with others (written, role play, practical, written)	HSC Trial Exam 25%
	SITXCOM002A	work in a socially diverse environment*	10		
	SITHFAB003A	serve food and beverage to customers	10		
Term 7	SITHIND002	apply hospitality skills in the workplace	30	MS Cluster G – Apply Hospitality Skills (3 rd party evidence, WP journal, role play)	
	SITXCOM003A	communicate on the telephone (optional)	5		
• HSC Examinable Units of Competency			Total 245-250		**Workplacement Journal must be completed

Textiles and Design

Preliminary Assessment Program

Aim: This course is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.

Date Due		Outcomes	Component	Weight
Term 2 Week 2	P1.2	identifies the functional and aesthetic requirements and features of a range of textile items	Practical: child's dress and portfolio (apparel)	30%
	P2.1	demonstrate the use of a variety of communication skills, including computer based technology		
	P2.2	develops competence in the selection and use of appropriate manufacturing techniques and equipment		
	P2.3	manages the design and manufacture of textile projects		
Term 1 Week 8	P1.1	describes the elements and principles of design and uses them in a variety of applications	In class test on "Design"	10%
	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		
Term 3 Week 4	P5.1	examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context	TCF industry assignment	5%
	P5.2	Investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries		
Term 3 Week 5	P2.3	Manages the design and manufacture of textile projects	Practical and Portfolio (costume/art)	30%
	P3.1	Identifies properties of a variety of fabrics, yarns and fibres		
	P3.2	Justifies the selection of fabrics, yarns and fibres for end-uses		
	P4.1	Identifies and selects textiles for specific end-uses based on analysis of experimentation		
Term 3 Week 7-8	P1.1	Describes the elements and principles of design and uses them in a variety of applications	Yearly Exam	15%
	P1.2	Identifies the functional and aesthetic requirements and features		
	P3.1	Identifies properties of a variety of fabrics, yarns and fibres		
	P3.2	Justifies the selection of fabrics, yarns and fibres for end-uses		
	P4.1	Identifies and selects textiles for specific end-uses based on analysis of experimentation		
	P6.1	Identifies and appreciates the factors that contribute to the quality and value of textiles in society		

INDUSTRIAL ARTS

COMPUTING APPLICATIONS

PRELIMINARY ASSESSMENT PROGRAM

On satisfactory completion of this course students should be able to:

- 1.1 Describe the function and application of a variety of computer software.
- 1.2 Apply computing terminology appropriately in practical situations.
- 1.3 Use appropriate computer software in a given context.
- 2.1 Describe the historical aspects of human activity which have developed into computer applications.
- 2.2 Explain the principles and functions of specific hardware components.
- 3.1 Apply a range of project management techniques in the development of a solution.
- 3.2 Document the steps in problem solving and apply them to producing computer based solutions.

ASSESSMENT TASK SCHEDULE

DATE DUE	OUTCOMES	TASK	DESCRIPTION	WEIGHT
Term 1 Week 7	1.1, 1.2, 1.3, 2.1, 2.2	1	Unit 1: Hardware & Software Skills Practical Task	15
Term 2 Week 4	1.1, 1.2, 1.3	2	Unit 2: Spreadsheets 1 Practical Task	25
Term 2 Week 10	3.1, 3.2	3	Unit 3: Multimedia 1 Project	25
Term 3 Week 9	1.1, 1.2, 1.3	4	Unit 4: Database 1 Practical Task	25
			Yearly Exam	10
			TOTAL	100

This schedule is subject to change depending on a range of factors.

INDUSTRIAL TECHNOLOGY PRELIMINARY ASSESSMENT

OUTCOMES	
On satisfactory completion of this course students should be able to:	
1.1	Describe the organization and management of an individual business within the focus area industry.
1.2	Identify appropriate equipment, production and manufacturing techniques, including new and developing technologies.
2.1	Describe and use safe work practices and correct workshop equipment maintenance techniques.
2.2	Work effectively in team situations.
3.1	Sketch, produce and interpret drawings in the production of projects.
3.2	Apply research and problem solving skills.
3.3	Demonstrate appropriate design principles in the production of projects.
4.1	Demonstrate a range of practical skills in the production of projects.
4.2	Demonstrate competency in using relevant equipment, machinery and processes.
4.3	Identify and explain the properties and characteristics of materials/components through the production of projects.
5.1	Use communication and information processing skills.
5.2	Use appropriate documentation techniques related to the management of projects.
6.1	Identify the characteristics of quality manufactured products.
6.2	Identify and explain the principles of quality and quality control.
7.1	Explain the impact of one related industry on the social and physical environment.

ASSESSMENT SCHEDULE

DATE DUE	OUTCOMES	TASK	DESCRIPTION	WEIGHT
Term 1 Week 10	1.2, 2.1, 5.1, 6.1, 6.2	1.	Research Report	10%
Term 1 Week 10	2.1, 2.2, 3.1, 3.2, 4.1, .4.2, 5.1, 5.2	2.	Practical Project Work and Folios	20%
Term 2 Week 10	1.1, 1.2, 6.1, 6.2, 7.1, 7.2	3.	Industry Report and Product Analysis	20% (15 + 5)
Term 3 Week 10	2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2	4.	Minor Project and Folio	50%

Note:

- ⇒ For Yearly reporting purposes a yearly exam of one (1) hour duration will be conducted during the Yearly exam period for Year 11.
- ⇒ There is no half yearly exam for this course.

INDUSTRIAL TECHNOLOGY – TIMBER AND FURNITURE PRODUCTS

PRELIMINARY ASSESSMENT

OUTCOMES	
1.1	Describe the organization and management of an individual business within the focus area industry.
1.2	Identify appropriate equipment, production and manufacturing techniques, including new and emerging technologies.
2.1	Describe and use safe work practices and correct workshop equipment maintenance techniques.
2.2	Work effectively in team situations.
3.1	Sketches, produces and interprets drawings in the production of projects.
3.2	Apply research and problem solving skills.
3.3	Demonstrate appropriate design principles in the production of projects.
4.1	Demonstrate a range of practical skills in the production of projects.
4.2	Demonstrate competency in using relevant equipment, machinery and processes.
4.3	Identifies and explains the properties and characteristics of materials/components through the production of projects.
5.1	Uses communication and information processing skills.
5.2	Uses appropriate documentation techniques related to the management of projects.
6.1	Identifies the characteristics of quality manufactured products.
6.2	Identifies and explains the principles of quality and quality control.
7.1	Identifies the impact of one related industry on the social and physical environment
7.2	Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

ASSESSMENT SCHEDULE

Task	Value	OUTCOMES	DESCRIPTION	Due
1	10	1.2, 2.1, 5.1, 6.1, 6.2	Research Report	Term 1, Week 10
2	20	2.1, 2.2, 3.1, 3.2, 4.1, .4.2, 5.1, 5.2	Practical Project Work and Folios	Term 1, Week 10
3	20 (15 + 5)	1.1, 1.2, 6.1, 6.2, 7.1, 7.2	Industry Report and Product Analysis	Term 2, Week 10
4	50	2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2	Minor Project and Folio	Term 3, Week 10

Note:

- ⇒ Assessment Task 2 (Practical project work and folios) and Assessment Task 4 (Minor project and folio) will be progressively assessed in accordance with project schedules in order to assist with project management and construction deadlines.
- ⇒ Submission dates for tasks will be published when the tasks are issued to students. Dates may be subject to change.
- ⇒ For Yearly reporting purposes a yearly exam on one (1) hour duration will be conducted during the Yearly exam period for Year 11.
- ⇒ There is no half yearly exam for this course.

ENGINEERING STUDIES PRELIMINARY ASSESSMENT

OUTCOMES	
1.1	Identifies the scope of engineering and recognises current innovations
1.2	Describes the types of materials, components and processes and explains their implications for engineering development
2.1	Explains the relationship between properties, uses and applications of materials in engineering
2.2	Describes the nature on engineering in specific fields and its importance to society
3.1	Uses mathematical, scientific and graphical methods to solve problems of engineering practice
3.2	Develops written and oral presentation skills and applies these to engineering reports
3.3	Applies graphics as a communication tool
4.1	Describes developments in technology and their impact on engineering products
4.2	Describes the influence of technological change on engineering and its effect on people
4.3	Identifies the social, environmental and cultural implications of technological change in engineering
5.1	Demonstrates the ability to work both individually and in teams
5.2	Applies management and planning skills related to engineering
6.1	Applies knowledge and skills in research and problem solving related to engineering
6.2	Applies skills in analysis, synthesis and experimentation related to engineering

ASSESSMENT SCHEDULE

Task	Value	OUTCOMES	DESCRIPTION	Due
1	20	2.2, 3.2, 4.2, 4.3, 6.1	Research Report	Term 1, Week 8
2	25	1.1, 2.1, 2.2, 3.1, 3.2, 3.3	Engineering Report	Term 2, Week 4
3	25	2.2, 3.3, 5.1, 5.2, 6.2	Practical Application	Term 3, Week 5
4	30	1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3	Yearly Exam	Term 3, Week 8

LANGUAGES

TRAVEL AND TOURISM ~ 2 UNIT

PRELIMINARY COURSE ASSESSMENT

OBJECTIVES	OUTCOMES	
The student will:	The student:	
1. demonstrate a knowledge of preparations for domestic and international travel.	P1.1 P1.2 P1.3 P1.4 P1.5 P1.6 P1.7	understands the processes involved in organising any type of travel completes travel related documents shows knowledge of travel related documents understands services provided by travel agencies shows understanding of currencies and exchange rates organises itineraries based on a set budget demonstrates an awareness of local laws and customs
2. exchange information and express ideas in another language (TL = French, Italian or German)	P2.1 P2.2 P2.3 P2.4 P2.5	communicates at a basic level in tourist oriented situations within a given range of topics uses generally accepted conventions of TL in travel abroad situations asks for and gives information responds appropriately to requests for assistance uses appropriate pronunciation and intonation
3. understand aspects of other cultures	P3.1 P3.2	has a better understanding of the effects of other cultures on Australia displays a wider appreciation of the meaning of the word culture and all that it involves.

TRAVEL AND TOURISM ~ 2 UNIT PRELIMINARY ASSESSMENT SCHEDULE

DUE DATE	OUTCOME	COMPONENT	WEIGHTING
Term 1 Week 9 1/4/2011	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7	Research Task 1	5%
Term 2 Week 3 13/5/2011	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P2.1, P2.5, P3.1, P3.2	Class work	20%
Term 2 Week 4 20/5/2011	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P3.1, P3.2	Budgeted Domestic Holiday Assignment A	15%
Term 3 Week 3 5/8/2011	P1.1	Research Task 2	5%
Term 3 Week 4 12/8/2011	P1.1, P1.2, P21.3, P1.4, P1.5, P1.5, P1.7, P3.1, P3.2	Budgeted Domestic Holiday Assignment B	15%
Term 3 Week	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7	YEARLY EXAMINATION	20%
Term 3 Ongoing	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P2.1, P2.5, P3.1, P3.2	Class Work	20%
			100%

ITALIAN BEGINNERS ~ 2 UNIT PRELIMINARY ASSESSMENT

OBJECTIVES	OUTCOMES	
The student will:	The student:	
Interacting	1.1	establishes and maintains communication in Italian
	1.2	manipulates linguistic structures to express ideas effectively in Italian
	1.3	sequences ideas and information
	1.4	applies knowledge of the culture of Italian-speaking communities to interact appropriately
Understanding Texts	2.1	understands and interprets information in texts using a range of strategies
	2.2	conveys the gist of and identifies specific information in texts
	2.3	summarises the main points of a text
	2.4	draws conclusions from or justifies an opinion about a text
	2.5	identifies the purpose, context and audience of a text
	2.6	identifies and explains aspects of the culture of Italian-speaking communities in texts
Producing Texts	3.1	produces texts appropriate to audience, purpose and context
	3.2	structures and sequences ideas and information
	3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian
	3.4	applies knowledge of the culture of Italian-speaking communities to the production of texts

Assessment Components and Weightings

Component	Weighting	Suggested tasks
<p style="text-align: center;">Listening</p> <p><i>Objective 1: Interacting</i> <i>Objective 2: Understanding Texts</i></p>	35	interviews, role-plays listen and respond to advertisements, announcements, messages, conversations, interviews, news items
<p style="text-align: center;">Reading</p> <p><i>Objective 1: Interacting</i> <i>Objective 2: Understanding Texts</i></p>	35	interact via messages, notes, emails read and respond to advertisements, extracts from newspapers, magazines, reports, surveys, etc
<p style="text-align: center;">Speaking</p> <p><i>Objective 1: Interacting</i> <i>Objective 3: Producing Texts</i></p>	15	oral presentations interview, role-plays
<p style="text-align: center;">Writing</p> <p><i>Objective 1: Interacting</i> <i>Objective 3: Producing Texts</i></p>	15	interact via messages, notes, emails produce different kinds of writing, eg article, diary entry, informal letter, postcard, script of a talk

ITALIAN BEGINNERS ~ 2 UNIT PRELIMINARY ASSESSMENT SCHEDULE

DUE DATE	OUTCOME	COMPONENT	WEIGHTING
Term 1 Week 8B 24/3/2011	1.1 – 1.4, 3.1 – 3.4	Speaking	5%
Term 2 Week 5A 24/5/2011	1.1 – 1.4 2.1 – 2.6	Listening	15%
Term 2 Week 6B 1/6/2011	1.1 – 1.4 3.1 – 3.4	Writing	5%
Term 3 Week 5B 18/8/2011	1.1 – 1.4 3.1 – 3.4	Speaking	10%
Term 3 Week 5B 17/8/2011	1.1 – 1.4 2.1 – 2.6	Reading	15%
Yearly Exam	1.1 – 1.4 2.1 – 2.6 3.1 – 3.4	Listening Reading Writing	20% 20% 10%
TOTAL			100%

ITALIAN CONTINUERS ~ 2 UNIT

PRELIMINARY ASSESSMENT

OBJECTIVES	OUTCOMES	
The student will:	The student:	
1. Exchange information, opinions and experiences in Italian	1.1	uses a range of strategies to maintain communication
	1.2	conveys information appropriate to context, purpose and audience
	1.3	exchanges and justifies opinions and ideas
	1.4	reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Italian	2.1	applies knowledge of language structures to create original text #
	2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
	2.3	structures and sequences ideas and information
3. analyse, process and respond to texts that are in Italian	3.1	conveys the gist of texts and identifies specific information
	3.2	summarises the main ideas
	3.3	identifies the tone, purpose, context and audience
	3.4	draws conclusions from or justifies an opinion
	3.5	interprets, analyses and evaluates information
	3.6	infers points of view, attitudes or emotions from language and context
4. understand aspects of the language and culture of Italian-speaking cultural significance	4.1	recognises and employs language appropriate to different social contexts
	4.2	identifies values, attitudes and beliefs of cultural significance
	4.3	reflects upon significant aspects of language and culture

written or spoken text created by students incorporating their own ideas

ITALIAN CONTINUERS ~ 2 UNIT PRELIMINARY ASSESSMENT SCHEDULE

DUE DATE	OUTCOME	COMPONENT	WEIGHTING
Term 1 Week 7A 16/3/2011	1.1 – 1.4, 4.1	Speaking	10%
Term 1 Week 9A 29/3/2011	1.1 – 1.4 3.1 – 3.6	Reading	15%
Term 2 Week 5A 24/5/2011	3.1 – 3.6	Listening	10%
Term 2 Week 6B 1/6/2011	2.1 – 2.3, 4.1	Writing	5%
Term 3 Week 5B 16/8/2011	1.1 – 1.4, 4.1	Speaking	10%
Term 3 Week 5B 17/8/2011	1.1 – 1.4 3.1 – 3.6	Reading	10%
Yearly Exam	3.1 – 3.6	Listening	20%
	1.1 – 1.4 3.1 – 3.6	Reading	15%
	2.1 – 2.3, 4.1	Writing	5%
TOTAL			100%

MATHEMATICS

GENERAL MATHEMATICS

PRELIMINARY COURSE ASSESSMENT

General Mathematics is designed to promote the development of skills, knowledge and understanding in areas of mathematics that have direct application to the broad range of human activity. Students will learn to use a range of techniques and tools to develop solutions to a wide variety of problems related to their present and future needs and aspirations.

OBJECTIVES AND OUTCOMES OF THE PRELIMINARY COURSE

OBJECTIVES	OUTCOMES	
Student will develop:	A student:	
appreciation of the relevance of mathematics	P1	develops a positive attitude to mathematics and appreciates its capacity to provide enjoyment and recreation
the ability to apply mathematical skills and techniques to interpret practical situations	P2	applies mathematical knowledge and skills to solving problems within familiar contexts
	P3	develops rules to represent patterns arising from numerical and other sources
skills, knowledge and understanding in algebraic modelling	P4	represents information in symbolic, graphical and tabular forms
	P5	represents the relationships between changing quantities in algebraic and graphical form
skills, knowledge and understanding in measurement	P6	performs calculations in relation to two dimensional and three dimensional figures
	P7	determines the degree of accuracy of measurements and calculations
skills, knowledge and understanding in financial mathematics	P8	models financial situations using appropriate tools
skills, knowledge and understanding in data analysis	P9	determines an appropriate form of organization and representation of collected data
skills, knowledge and understanding in probability	P10	performs simple calculations in relation to the likelihood of familiar events
the ability to communicate mathematics in written and/or verbal form.	P11	justifies his/her response to a given problem using appropriate mathematical terminology.

GENERAL MATHEMATICS PRELIMINARY ASSESSMENT SCHEDULE 2011

TASK	DATE	WEIGHTING	TOPICS	OUTCOMES ASSESSED
1	Term 1 Week 7 March 14th	20%	Financial Mathematics Algebraic Modelling	P1, P2, P3, P4 P5, P7, P8, P11
2	Term 2 Week 7 June 6th	20%	Algebraic Modelling Measurement	P1, P2, P3, P4, P5, P6, P7, P9 P11
3	Term 3 Week 3 August 1st	20%	Probability Data Analysis	P1, P2, P9 P10, P11
4 Yearly Exam	Term 3 Weeks 7 & 8 August 30 th – September 10th	40%	Financial Mathematics Algebraic Modelling Measurement Probability Data Analysis	P1, P2, P3, P4 P5, P6, P7, P8 P9, P10, P11
		100%		

MATHEMATICS 2 UNIT PRELIMINARY COURSE ASSESSMENT

OBJECTIVES	OUTCOMES	
Student will develop:	A student:	
appreciation of the scope, usefulness, beauty and elegance of mathematics	P1	demonstrates confidence in using mathematics to obtain realistic solutions to problems
the ability to reason in a broad range of mathematical contexts	P2	provides reasoning to support conclusions which are appropriate to the context
skills in applying mathematical techniques to the solution of practical problems	P3	performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
	P4	chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
understanding of the key concepts of calculus and the ability to differentiate and integrate a range of functions	P5	understands the concept of a function and the relationship between a function and its graph
	P6	relates the derivative of a function to the slope of a graph
	P7	determines the derivative of a function through routine application of the rules of differentiation
skills in applying mathematical techniques to the solution of practical problems.	P8	understands and uses the language and notation of calculus.

MATHEMATICS 2 UNIT PRELIMINARY ASSESSMENT SCHEDULE 2011

TASK	DATE	WEIGHTING	TOPICS	OUTCOMES ASSESSED
1	Term 1 Week 7 March 14th	20%	Basic Arithmetic and Algebra Plane Geometry	P1, P2, P3, P4
2	Term 2 Week 7 June 6 th	20%	Real functions and Their Geometrical Representation Trigonometric Rates	P1, P2, P3, P4, P5,
3	Term 3 Week 3 August 1st	20%	Linear Functions Tangent to the Curve and Derivative of a Function	P1, P2, P5 P6, P7, P8
4 Yearly Exam	Term 3 Weeks 7 & 8 August 30 th – September 10th	40%	Basic Arithmetic and Algebra Plane Geometry Real functions and Their Geometrical Representation Trigonometric Ratios Linear Functions Tangent to the Curve and Derivative of a Function Quadratic Polynomials and the Parabola	P1, P2, P3, P4, P5, P6, P7, P8
		100%		

MATHEMATICS EXTENSION 1

PRELIMINARY COURSE ASSESSMENT

OBJECTIVES	OUTCOMES	
Student will develop:	A student:	
appreciation of the scope, usefulness, beauty and elegance of mathematics	PE1	appreciates the role of mathematics in the solution of practical problems
the ability to reason in a broad range of mathematical contexts	PE2	uses multi-step deductive reasoning in a variety of contexts
skills in applying mathematical techniques to the solution of practical problems	PE3	solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
understanding of the key concepts of calculus and the ability to differentiate and integrate a range of functions	PE4 PE5	uses the parametric representation together with differentiation to identify geometric properties of parabolas determines derivatives which require the application of more than one rule of differentiation
the ability to interpret and communicate mathematics in a variety of forms.	PE6	makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations.

APPLIED MATHEMATICS PRELIMINARY ASSESSMENT SCHEDULE 2011

TASK	DATE	WEIGHTING	TOPICS	OUTCOMES ASSESSED
1	Term 1 Week 9 March 28th	15%	Financial Mathematics Data Analysis	P1, P2, P3, P5, P6, P7 P9, P10
2	Term 3 Week 1 July 18th	20%	Financial Mathematics Algebraic Modelling Measurement Probability Data Analysis	P1, P2, P3, P4, P5, P6, P7, P8 P9, P10
Bookwork		5%		
3	Term 3 Week 5 August 19th	30%	Project Focus Study 1 Mathematics and Communication	P1, P2, P3, P4 P5, P6, P7, P8 P9, P10
4 Yearly Exam	Term 3 Week 10 September 21st	30%	Project Focus Study 2 Mathematics and Driving	P1, P2, P3, P4 P5, P6, P7, P8 P9, P10
		100%		

MATHEMATICS EXTENSION 1

PRELIMINARY ASSESSMENT SCHEDULE

TASK	DATE	WEIGHTING	TOPICS	OUTCOMES ASSESSED
1	Term 1 Week 8 March 21st	30%	Other Inequalities Circle Geometry Trigonometry	PE1, PE2, PE3, PE6
2	Term 2 Week 9 June 20th	30%	Real Functions Linear Functions and Lines Calculus Quadratic Polynomials and the Parabola	PE1, PE2, PE4, PE5, PE6
3 Yearly Exam	Term 3 Weeks 7 & 8 August 30 th – September 10th	40%	Basic Arithmetic and Algebra – Other Inequalities Circle Geometry Trigonometry Real Functions Linear Functions and Lines Tangent to a Curve and Derivative of a Function Quadratic Polynomials and the Parabola Polynomials Harder Applications of the Mathematics 2 Unit Course	PE1, PE2, PE3, PE4, PE5, PE6
		100%		

PE

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

PRELIMINARY COURSE ASSESSMENT

The PHDPE Syllabus includes two 120 hour courses.

The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two.

Core Strands (60% total)
<ul style="list-style-type: none"> • Better Health for Individuals (30%) • The Body in Motion (30%)
Options (40% total)
Select two of the following options:
<ul style="list-style-type: none"> • First Aid (20%) • Composition and Performance (20%) • Fitness Choices (20%) • Outdoor Recreation (20%)

Values and Attitudes Objective	Values and Attitudes Outcomes for Preliminary Course
A student develops: <ul style="list-style-type: none"> • values and attitudes that promote healthy active lifestyles and communities 	A student: <ul style="list-style-type: none"> • demonstrates a commitment to social justice through valuing diversity, equity and supportive environments • shows responsibility and a willingness to act for personal and community health • shows a willingness to question issues that impact on health and performance • values and technical and aesthetic qualities of and participation in physical activity.

OBJECTIVES	OUTCOMES	
Student will develop:	A student:	
<ul style="list-style-type: none"> • knowledge and understanding of the factors that affect health 	P1	identifies and examines why individuals give different meanings to health
<ul style="list-style-type: none"> • 	P2	explains how a range of health behaviours affect an individual's health
<ul style="list-style-type: none"> • 	P3	describes how an individual's health is determined by a range of factors
<ul style="list-style-type: none"> • a capacity to exercise influence over personal and community health outcomes 	P4	evaluates aspects of health over which individuals can exert some control
<ul style="list-style-type: none"> • 	P5	describes factors that contribute to effective health promotion
<ul style="list-style-type: none"> • 	P6	proposes actions that can improve and maintain an individual's health
<ul style="list-style-type: none"> • knowledge and understanding about the way the body moves 	P7	explains how body systems influence the way the body moves
<ul style="list-style-type: none"> • 	P8	describes the components of physical fitness and explains how they are monitored
<ul style="list-style-type: none"> • 	P9	describes biomechanical factors that influence the efficiency of

		the body in motion
<ul style="list-style-type: none"> • an ability to take action to improve participation and performance in physical activity 	P10	plans for participation in physical activity to satisfy a range of individual needs
<ul style="list-style-type: none"> • 	P11	assesses and monitors physical fitness levels and physical activity patterns
<ul style="list-style-type: none"> • 	P12	demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
<ul style="list-style-type: none"> • 	P13	develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
<ul style="list-style-type: none"> • 	P14	demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
<ul style="list-style-type: none"> • an ability to apply the skills of critical thinking, research and analysis 	P15	forms opinions about health-promoting actions based on a critical examination of relevant information
<ul style="list-style-type: none"> • 	P16	uses a range of sources to draw conclusions about health and physical activity concepts
<ul style="list-style-type: none"> • 	P17	analyses factors influencing movement and patterns of participation

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION PRELIMINARY ASSESSMENT SCHEDULE

Objectives		Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 8	Term 2 Week 2	Term 2 Week 9	Term 3 Week 7	Term 3 Week
		Core 1	Core 1	Core 2	First Aid	Core 1 & Core 2 Fitness Choices & First Aid
		Health Promotion Investigation	In-class Response	Physical Activity Analysis	Scenario	Yearly Exam
knowledge and understanding of the factors that affect health the way the body moves P, P2, P3, P7, P8, P9	40%		10	15		15
a capacity to exercise influence over personal and community health outcomes and take action to improve participation and performance in physical activity P4, P5, P6, P10, P11, P12, P13, P14	30%	5	5		10	10
an ability to apply the skills of critical thinking, research and analysis P15, P16, P17	30%	10	5	5	5	5
Total Marks	100	15	20	20	15	30
<i>Outcomes specific for tasks</i>		P5, P6, P15, P16	P1, P2, P3, P4, P6, P10, P15, P17	P7, P9, P16, P17	P6, P12, P15	P2, P3, P4, P5, P7, P8, P10, P11, P15, P17

SPORT LIFESTYLE AND RECREATION PRELIMINARY COURSE ASSESSMENT

OBJECTIVES	OUTCOMES
Student will develop:	A student:
1. knowledge and understanding of the factors that influence health and participation in physical activity	1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.2 explains the relationship between physical activity, fitness and healthy lifestyle 1.3 demonstrates ways to enhance safety in physical activity 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 describes administrative procedures that support successful performance outcomes
2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential	2.1 explains the principles of skill development and training 2.2 analyses the fitness requirements of specific activities 2.3 selects and participates in physical activities that meet individual needs, interests and abilities 2.4 describes how societal influences impact on the nature of sport in Australia 2.5 describes the relationship between anatomy, physiology and performance
3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	3.1 selects appropriate strategies and tactics for success in a range of movement contexts 3.2 designs programs that respond to performance needs 3.3 measures and evaluates physical performance capacity 3.4 composes, performs and appraises movement 3.5 analyses personal health practices 3.6 assesses and responds appropriately to emergency care situations 3.7 analyses the impact of professionalism in sport
4. a capacity to influence the participation and performance of self and others	4.1 plans strategies to achieve performance goal 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 makes strategic plans to overcome the barriers to personal and community health 4.4 demonstrates competence and confidence in movement contexts 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.	Values and Attitudes 5.1 accepts responsibility for personal and community health 5.2 willingly participates in regular physical activity 5.3 values the importance of an active lifestyle 5.4 values the features of a quality performance 5.5 strives to achieve quality in personal performance.

SPORT, LIFESTYLE AND RECREATION MODULE OUTLINE AND ASSESSMENT SCHEDULE

MODULE STUDIES

1. Sports Administration	5. Aquatics
2. Games and Sports Applications I	6. Games and Sports Applications II
3. Sports Coaching	7. First Aid and Sports Injuries
4. Outdoor Recreation	8. Individual Games and Sports Application

ASSESSMENT COMPONENTS AND WEIGHTING

COMPONENT	WEIGHTING
Knowledge and Understanding	50%
Skills	50%

SCHEDULE OF TASKS

TASK NAME	OUTCOMES	TIME OF TASK	KNOWLEDGE AND UNDERSTANDINGS	SKILLS	TOTAL
Sports Administration	1.1, 1.3, 1.6, 3.1, 4.2, 4.5	Due Term 1 Week 6	10%	10%	20%
Unit Test in Class	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.6	Due Term 1 Week 11	15%		15%
Sports Coaching and Training	1.1, 1.3, 3.1, 3.2, 4.1, 4.4	Due Term 2 Week 7		40%	40%
Yearly Exam	All of the above	Term 3 Week 5	25%		25%
TOTAL			50%	50%	100%

CREATIVE ARTS

DRAMA

PRELIMINARY COURSE ASSESSMENT

AIM: To provide students with the opportunity to experience, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture.

OBJECTIVES	OUTCOMES	
	A student:	
to develop knowledge and understanding and skills in making drama through participation in a variety of dramatic and theatrical forms	P1.1	develops acting skills in order to adopt and sustain a variety of roles
	P1.2	explores ideas and situations, expressing them imaginatively in dramatics form
	P1.3	demonstrates performance skills appropriate to a variety of styles and media
	P1.4	understands and manipulates theatrical elements and elements of production
	P1.5	understands and records the process of developing ideas and scripts
	P1.6	demonstrates directorial and acting skills to communicate meaning
to develop values and attitudes about the collaborative nature of drama and theatre	P1.7	understands the collaborative nature of drama and the need for self-discipline, commitment and energy required for a production
	P1.8	recognises the value of individual contributions to the whole
to develop knowledge and understanding about the skills in performing in improvised and playbuilt and scripted drama	P2.1	understands the nature of the actor-audience relationship
	P2.2	understands the contributions to a production of the playwright, producers, dramaturge, stage manager, designers, front-of house staff and technical staff
	P2.3	demonstrates directorial and acting skills to communicate meaning
	P2.4	performs effectively using a variety of styles and design elements
	P2.5	understands and demonstrates the commitment, coloration and energy required for a production
	P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
to develop knowledge, understanding about and the skills in:- - recognising the place and function of drama and theatre in communities and societies, past and present and in a variety of forms - critically studying a variety of forms and styles	P3.1	critically appraises and evaluates personal performances and that of others
	P3.2	understands the variety of influences that have impacted on drama/theatre
	P3.3	analyses and synthesises research and experience of drama/theatre.
	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

DRAMA

PRELIMINARY COURSE SCHEDULE

DATE	TASK	OUTCOMES	COMPONENT	WEIGHT
Term 1 Week 8	1	P1.1, P1.2, P1.5,P1.6, P2.1, P2.3	Performance Group Playbuilding Activity	10%
Term 1 Week 10	2	P1.7, P1.8, P2.3, P3.4	Written - Production elements - Elements of Drama	10%
Term 2 Week 7	3	P1.1, P1.2, P1.3, P1.5, P1.6, P2.3, P2.4	Performance Written - monologue	20% 10%
Term 3 Week 5	4	P1.4, P2.2, P2.3, P2.5, P2.6, P3.2, P3.3	Project and Workshop Presentation - elements of production	30%
Term 3 Week 7-8 During Exam Period	5	P1.4, P2.2, P2.3, P3.1, P3.4	Written essay - theatrical traditions	20%
			TOTAL	100%

DANCE

PRELIMINARY COURSE ASSESSMENT

AIM: For students to experience, understand and value dance as an artform through the study of performance, composition and appreciation of dance.

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

DANCE

PRELIMINARY COURSE ASSESSMENT SCHEDULE

Due Date	component	Description	Weighting	Outcomes
Term 1 Week 7	Performance	Class Sequences and Safe Dance Assignment	20%	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4
Term 1 Week 9	Composition	Composition Task 1 – Space/Time/Dynamics	15%	P3.1, P3.2, P3.4, P3.6
Term 2 Week 6	Appreciation	Written Exam	10%	P1.3, P1.4, P4.1, P4.2
Term 3 Week 4	Composition	Composition Task 2 – Formal Structures	15%	P3.3, P3.5, P3.6, P3.7
Term 3 Weeks 7 – 8	Appreciation and Performance	Yearly Exam Year 11 Core Performance Dance and Class Sequences	10% 30% Total = 40%	P4.3, P4.4, P4.5 P2.3, P2.4, P2.5, P2.6
Total			100%	

PERFORMING ARTS

MUSIC 1

PRELIMINARY COURSE ASSESSMENT

AIM: To provide students with the opportunity to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

OBJECTIVES	OUTCOMES	
	A student:	
to develop knowledge and skills in performance, musicology, aural and composition in a variety of cultural and historical contexts	P1	performs music that is characteristic of the topics studied
	P2	observes, reads, interprets and discusses simple musical scores
	P3	improvises and creates melodies, harmonies and accompaniments
	P4	recognises and identifies the concepts of music and discusses their use
to develop the skills to evaluate music critically	P5	comments on and constructively discusses performances and compositions
	P6	observes and discusses concepts of music in works studied
to develop an understanding of the impact of technology on music	P7	understands the capabilities of performing media and explores and uses current technologies
	P8	identifies, recognises, experiments with and discusses the use of technology in music
to develop personal values about music	P9	performs as a means of self-expression and communication
	P10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
	P11	demonstrates a willingness to accept and use constructive criticism.

MUSIC 1

PRELIMINARY ASSESSMENT SCHEDULE

DATE	OUTCOMES	TASK	COMPONENT	WEIGHT
Term 1 Week 9 21/3/2011	P4, P6, P8, P10	1	Aural – 2 pieces (Topic 1: General Listening) 20 th - 21 st Century	10%
Term 2 Week 2 2-4/5/2011	P1, P2, P3, P7, P9, P10, P11	n/a	Performance – one piece (Topic 1) 20 th - 21 st Century	n/a
Term 2 Week 8 14-17/6/2011	P2, P4, P5, P6, P8, P10	2	Musicology – Viva Voce (Topic 2) Popular	25%
Term 3 Week 3 1/8/2011	P4, P6, P8, P10	3	Aural – 3 pieces (Topic 2, Topic 3 and general listening) Popular/Jazz	15%
Term 3 Week 6 22/8/2011	P3, P7, P10, P11	4	Composition and process diary (Topic 3) Jazz	25%
Term 3 Weeks 7 & 8 during exam period	P1, P2, P3, P7, P9, P10, P11	5	Performance – 2 pieces (Topic 2 and Topic 3) Popular/Jazz	25%
			Total	100%

ENTERTAINMENT INDUSTRY PRELIMINARY COURSE

Entertainment is a VET (Vocational Education Training) course. VET courses focus on the achievement of workplace competence. Core units require students to acquire and apply knowledge and skills related to the collaborative nature of roles and structures in the various environments of the entertainment industry.

Assessment for the Higher School Certificate VET courses within industry curriculum frameworks has two distinct purposes:

- a) Assessment for Australian Qualification Framework (AQF) VET qualifications - competency based assessment;
- b) Assessment for the Universities Admission Index (UAI).

Assessment for AQF Certification is competency based. In keeping with the concept of competence as the integration of a wide range of skills, knowledge and attitudes, an integrated or holistic approach is adopted to the assessment of competence.

Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to teachers.

A variety of assessment strategies are employed to assess the competence of students. Competency Standards are the benchmarks for this assessment.

Some forms of assessment will be ongoing.

Evidence of competence will be gathered on an ongoing basis. Other evidence will be collected through specific assessment tasks and events.

The HSC Examination

The HSC Examination is independent of competency based assessment requirements for AQF qualifications. It is OPTIONAL for students of 240-hour VET courses and intended for UAI purposes only.

Internal Examinations

In order to ensure that students at Prairiewood High School are equipped to exercise this option, all 240 hour VET students will be required to practise appropriate written skills by completing unit tests, half yearly, yearly and trial examinations.

These examinations will also be used as sources of evidence of competence in some units and elements of competency and therefore will contribute to the competency based assessment program.

Competency Record

Students will be required to keep a record of units and elements of competence achieved. This will be done using the Student Personal Checklist and the Work placement Log Book.

Work Placement

Work Placement is a **mandatory** HSC requirement for each course within the VET frameworks. 70 hours have been assigned and must be completed. Work Placement will occur in 2 one-week blocks during Terms 3 or 4 (Year 11) and Terms 1 or 2 (Year 12). Failure to complete Work Placement will render the student ineligible for the award of a Preliminary or HSC credential in the Entertainment VET course.

ENTERTAINMENT INDUSTRY ASSESSMENT TASKS

DATE	OUTCOMES	TASK	COMPONENT
Term 1 Week 5 21-25/2/2011	1 BSBOHS201A 2 CUESOU07B 3 CUEAUD06B 4 CUECOR01C 6 BSBCMM201A 7 CUECOR02C 9 CUECOR04B 12 CUECOR03C 16 BSBDIV30A	1	Organise and administer a Talent Quest Heat
Term 2 Week 8 14-17/6/2011	1 BSBOHS201A 2 CUESOU07B 3 CUE1UD06B 4 CUECOR01C 6 BSBCMM201A 7 CUECOR02C 10 CUESTA05C 13 MEM18001C 14 CUETGE05C 15 CUESTA02C 16 BSBDIV30A	2	In a small group present 3 minute production following light/sound/stage management plot/cue sheet
Term 3 Week 2	1 BSBOHS201A 2 CUESOU07B 5 CUFLGGT101A 6 BSBCMM201A 7 CUECOR02C 9 CUECOR04B 10 CUESTA05C 11 CUETGE15B 12 CUECOR03C 14 CUETGE05C 15 CUESTA02C 16 BSBDIV30A	3	Assist with the production, FOH and staging of a major school event (Multicultural Concert). Assessed on planning the event.
Term 3 Week 6 26/8/2011	4 CUECOR01C 8 CUEIND01C	4	Submit work portfolio, logbook, workbooks and CV and workplace booklets
Term 3 Week 7 & 8 During Exams	1 BSBOHS201A 2 CUESOU07B 4 CUECOR01C 5 CUFLGGT101A 8 CURIND01C	5	Apply a general knowledge of Audio to work activities Apply a general knowledge of Lighting to work activities

SCIENCE

PRIMARY INDUSTRIES

PRELIMINARY COURSE ASSESSMENT

PURPOSE

The purpose of this course is to provide students with the opportunity to gain a range of general skills and knowledge suitable for employment in a primary industries environment.

COURSE STRUCTURE

This course comprises 9 mandatory units of competency and an elective pool containing 49 units of competency.

Section 15 outlines the qualification packaging rules for each qualification available through the 240 indicative hour course within the Primary Industries Industry Curriculum Framework. This section should guide the selection of elective units of competency to meet qualification requirements.

240 indicative hour courses are accredited for a total of four units at the Preliminary and/or HSC level.

COURSE REQUIREMENTS

- Students must attempt:
 - ALL mandatory units of competency
 - AND a selection of units of competency to a minimum value of 110 indicative hours from the elective pool.
- Students must complete a minimum of 70 hours of mandatory work placement.

An external written Higher School Certificate examination will be conducted for this course. This examination is optional. Students undertaking the course may make application to the Office of the Board of Studies for approval to import units of competency from the specialisation study in order to meet the 240 indicative hours required. Such applications should specify both the units of competency the student has achieved by RPL and the units of competency to be undertaken to fulfil the course requirements.

PRIMARY INDUSTRIES PRELIMINARY COURSE ASSESSMENT SCHEDULE

	Written Tasks	Practical Tasks
TERM 1	written communication task career industry research report environmental research report	class presentation on environmental report
TERM 2	fence construction report risk assessment	farm safety audit install fence ohs role play
TERM 3	SOP for machinery year 11 exam	undertake maintenance of machinery at phs operate machinery at phs first aid course (external course)

BIOLOGY

PRELIMINARY COURSE ASSESSMENT

		OBJECTIVES		OUTCOMES
		Students will develop knowledge and understanding of:		A student:
PRESCRIBED FOCUS AREA	1.	the history of biology	P1	outlines the historical development of major biological principles, concepts and ideas
	2.	the nature and practice of biology	P2	applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology
	3.	applications and uses of biology	P3	assesses the impact of particular technological advances on understanding in biology
	4.	implications of biology for society and the environment	P4	describes applications of biology which affect society or the environment
	5.	current issues, research and developments in biology	P5	describes the scientific principles employed in particular areas of biological research
DOMAIN: KNOWLEDGE AND UNDERSTANDING	6.	cell ultrastructure and processes	P6	explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
	7.	biological diversity	P7	describes the range of organisms in terms of specialisation for a habitat
	8.	environmental interactions	P8	analyses the interrelationships of organisms within the ecosystem
	9.	mechanisms of inheritance	P9	explains how processes of reproduction ensure continuity of species
	10.	biological evolution	P10	identifies and describes the evidence of evolution

BIOLOGY

PRELIMINARY COURSE ASSESSMENT (cont.)

		OBJECTIVES		OUTCOMES
		Students will develop further skills in:		A student:
DOMAIN: SKILLS	11.	planning investigations	P11	identifies and implements improvements to investigation plans
	12.	conducting investigations	P12	discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
	13.	communicating information and understanding	P13	identifies appropriate terminology and reporting styles to communicate information and understanding in biology
	14.	developing scientific thinking and problem-solving techniques	P14	draws valid conclusions from gathered data and information
	15.	working individually and in teams	P15	implements strategies to work effectively as an individual or as a team member
DOMAIN: VALUES AND ATTITUDES		Students will develop positive values about and attitudes towards:		A student:
	16.	themselves, others, learning as a lifelong process, biology and the environment.	P16	demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science.

CHEMISTRY

PRELIMINARY COURSE ASSESSMENT

		OBJECTIVES		OUTCOMES
		Students will develop knowledge and understanding of:		A student:
PRESCRIBED FOCUS AREA	1.	the history of chemistry	P1	outlines the historical development of major principles, concepts and ideas in chemistry
	2.	the nature and practice of chemistry	P2	applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in chemistry
	3.	applications and uses of chemistry	P3	assesses the impact of particular technological advances on understanding in chemistry
	4.	implications for society and the environment	P4	describes applications of chemistry which affect society of the environment
	5.	current issues, research and developments	P5	describes the scientific principles employed in particular areas of research in chemistry
DOMAIN: KNOWLEDGE AND UNDERSTANDING	6.	atomic structure and periodic table	P6	explains trends and relationships between elements in terms of atomic structure and bonding
	7.	energy	P7	describes chemical changes in terms of energy inputs and outputs
	8.	chemical reactions	P8	describes factors that influence the type and rate of chemical reactions
	9.	carbon chemistry	P9	relates the uses of carbon to the unique nature of carbon chemistry
	10.	stoichiometry	P10	applies simple stoichiometric relationships

CHEMISTRY

PRELIMINARY COURSE ASSESSMENT (cont.)

		OBJECTIVES		OUTCOMES
		Students will develop further skills in:		A student:
DOMAIN: SKILLS	11.	planning investigations	P11	identifies the need for, drafts and improves investigation plans
	12.	conducting investigations	P12	discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
	13.	communicating information and understanding	P13	identifies appropriate terminology and reporting styles to communicate information and understanding
	14.	developing scientific thinking and problem-solving	P14	draws valid conclusions from gathered data and information
	15.	working individually and in teams	P15	implements strategies to work effectively as an individual or as a member of a team
DOMAIN: VALUES AND ATTITUDES		Students will develop positive values about and attitudes towards:		A student:
	16.	themselves, other, learning as a lifelong process, chemistry and the environment.	P16	demonstrates positive values about, and attitudes towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

PHYSICS

PRELIMINARY COURSE ASSESSMENT

		OBJECTIVES		OUTCOMES
		Students will develop knowledge and understanding of:		A student
PRESCRIBED FOCUS AREA	1.	the history of physics	P1	outlines the historical development of major principles, concepts and ideas in physics
	2.	the nature and practice of physics	P2	applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in physics
	3.	applications and uses of physics	P3	assesses the impact of particular technological advances on understanding in physics
	4.	implications of physics for society and the environment	P4	describes applications of physics which affect society or the environment
	5.	current issues, research and developments in physics.	P5	describes the scientific principles employed in particular areas of physics research.
DOMAIN: KNOWLEDGE AND UNDERSTANDING		Students will develop knowledge and understanding of:		A student:
	6.	kinematics and dynamics	P6	describes the forces acting on an object which cause changes in its motion
	7.	energy	P7	describes the effects of energy transfers and energy transformations
	8.	waves	P8	explains wave motions in terms of energy sources and the oscillations produced
	9.	fields	P9	describes the relationship between force and potential energy in fields
	10.	matter	P10	describes theories and models in relation to the origins of matter and relates these to the forces involved

PHYSICS

PRELIMINARY COURSE ASSESSMENT (cont.)

		OBJECTIVES		OUTCOMES
		Students will develop further skills in:		A student:
DOMAIN: SKILLS	11.	planning investigations	P11	identifies and implements improvements to investigation plans
	12.	conducting investigations	P12	discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
	13.	communicating information and understanding	P13	identifies appropriate terminology and reporting styles to communicate information and understanding in physics
	14.	developing scientific thinking and problem-solving techniques	P14	draws valid conclusions from gathered data and information
	15.	working individually and in teams.	P15	implements strategies to work effectively as an individual or as a member of a team.
		Students will develop positive values about and attitudes towards:		A student:
DOMAIN: VALUES AND ATTITUDES	16.	themselves, other, learning as a lifelong process, physics and the environment.	P16	demonstrates positive values about, and attitudes towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science.

SENIOR SCIENCE PRELIMINARY COURSE ASSESSMENT

		OBJECTIVES		OUTCOMES
		Students will develop knowledge and understanding of:		A student:
PRESCRIBED FOCUS AREA	1.	the history of science	P1	outlines the historical development of scientific principles, concepts and ideas
	2.	the nature and practice of science	P2	applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations
	3.	applications and uses of science	P3	assesses the impact of particular technological advances on science
	4.	implications of science for society and the environment	P4	identifies applications of science that affect society and the environment
	5.	current issues, research and developments in science	P5	identifies areas of current scientific research
	6.	the resources of the Earth	P6	identifies the origins of Earth's resources
	7.	internal and external environments	P7	explains relationships between organisms in the environment
	8.	chemical changes	P8	describes reactions between compounds
	9.	organs and systems of the body	P9	describes the structure of body organs and systems
	10.	energy	P10	describes the effect of energy transfers and transformations.

SENIOR SCIENCE PRELIMINARY COURSE ASSESSMENT (cont.)

		OBJECTIVES		OUTCOMES
		Students will develop further skills in:		A student
DOMAIN: SKILLS	11.	planning investigations	P11	identifies and implements improvements to investigation plans
	12.	conducting investigations	P12	discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
	13.	communicating information and understanding	P13	identifies appropriate terminology and reporting styles to communicate information and understanding in science
	14.	developing scientific thinking and problem-solving techniques	P14	draws valid conclusions from gathered data and information
	15.	working individually and in teams.	P15	implements strategies to work effectively as an individual or as a member of a team.
DOMAIN: VALUES AND ATTITUDES		Students will develop positive values about and attitudes towards:		A student:
	16.	themselves, others, learning as a lifelong process, science and the environment.	P16	demonstrates positive values about, and attitudes towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science.

PRELIMINARY ASSESSMENT TASK WEIGHTINGS AND DATES FOR PHYSICS, CHEMISTRY, BIOLOGY AND SENIOR SCIENCE

DATE	SYLLABUS OUTCOMES	TASK	WEIGHTING
TERM 2 Week 2	P1, P3, P6, P8, P10	Progress Test - Assessment Task 1	20%
TERM 3 Week 7	P1, P3, P4, P5, P6	PRELIMINARY EXAM – Assessment Task 2	30%
TERM 1 To TERM 3	P2, P11, P12, P13, P14, P15	Weekly Practical Reports – Assessment Task 3	30%
TERM 3 Week 6 Biology Chemistry Physics Senior Science	P15, P14, P13, P12, P11, P16	Practical investigation involving the use of the internet and may also include the use of a data logger. Assessment Task 4	20%

SOCIAL SCIENCE

SOCIETY AND CULTURE

PRELIMINARY COURSE ASSESSMENT

Student Outcomes to be achieved:

CODE	PRELIMINARY OUTCOMES
	On the completion of this course a student:
P1	describes the interaction between persons, societies, cultures and environments across time
P2	identifies and describes relationships within and between social and cultural groups
P3	describes cultural diversity and commonality within societies and cultures
P4	explains continuity and change and their implications for societies and cultures
P5	investigates power, authority, gender and technology, and describes their influence on decision-making and participants in society
P6	differentiates between and applies the methodologies of social and cultural research
P7	applies appropriate language and concepts associated with society and culture
P8	selects, organises and considers information and sources for usefulness, validity and bias
P9	plans an investigation and analysis information from a variety of perspectives and sources
P10	communicates information, ideas and issues using appropriate written, oral and graphic forms
P11	works independently and in groups to achieve appropriate goals in set timelines.

SOCIETY AND CULTURE PRELIMINARY ASSESSMENT SCHEDULE

TASK	DUE DATE	OUTCOMES	COMPONENT/TASK	WEIGHTING
1	2011 Week 9 28/03/2011	P1, P2, P3, P4, P6, P7	Movie Review – cross cultural study	20%
2	Term 2 Week 9 20/06/2011	P5, P6, P7, P8, P9, P10, P11	MINI P.I.P – written report and oral presentation (25% + 5%). Methodologies to be applied.	30%
3	Term 3 Week 7 29/8/2011	P5, P6, P7, P8, P10, P11	Inter-Cultural Dairy Response	10%
4	Term 3 YEARLY EXAM	P1, P2, P3, P4, P6, P7, P10	Short answers, extended responses and stimulus based questions based on the Social and Cultural World as well as Personal and Social Identity and Intercultural Communication	40%
			TOTAL	100%

BUSINESS STUDIES

PRELIMINARY COURSE ASSESSMENT

OBJECTIVES		OUTCOMES	
The student develops knowledge and understanding about:		The student:	
1.	the nature, role and structure of business	P1.1	describes the nature of business and its role in society
		P1.2	analyses types of business structures
2.	the functions, processes and operations of business	P2.1	assesses the role, importance and interdependence of key business functions in the operation of a business
		P2.2	discusses the relationship between business planning and business operations
		P2.3	assesses business planning processes
3.	the nature, role, responsibilities and effectiveness of management	P3.1	explains the business life cycle and analyses the challenges that each stage presents for management
		P3.2	explains the responsibilities of business to internal and external stakeholders
4.	the impact of internal and external factors on business.	P4.1	explains the interrelationship between the internal and external factors on business
		P4.2	describes the internal and external factors contributing to the success or failure of business.
	The student develops skills to:		The student:
5.	investigate, analyse, synthesise and evaluate business information and issues from a variety of perspectives	P5.1	selects, organises and evaluates information and sources for usefulness and reliability
	communicate business information and issues using appropriate formats	P5.2	plans and conducts an investigation into business to present the findings in an appropriate business format
	apply mathematical concepts appropriate to business situations.	P5.3	communicates business information, ideas and issues, using relevant business terminology and concepts in appropriate forms
		P5.4	uses planning and review strategies effectively to manage complex tasks and techniques appropriately in business contexts
		P5.5	works independently and in groups to achieve appropriate goals in set timeframes
		P5.6	applies mathematical concepts appropriately in business situations.

BUSINESS STUDIES

PRELIMINARY ASSESSMENT SCHEDULE

DUE DATE	TASK	COMPONENT	WEIGHTING
2011 Term 1 Week 10 05/04/2011	1.	Business Research Task: Part 1	10%
Term 2 Week 1 29/04/2011	2.	Business Management – Extended Response in class	20%
Term 2 29/06/2011	3.	Business Research Task: Part 2	30%
Term 3 Week 1 20/07/2011	4.	Accounting Skills Question	10%
Term 3 TRIAL HSC EXAM	5.	Multiple Choice: Short Answers, Extended Responses	30%
		TOTAL	100%

GEOGRAPHY

PRELIMINARY COURSE ASSESSMENT

Student Outcomes to be achieved:

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

GEOGRAPHY

PRELIMINARY COURSE ASSESSMENT SCHEDULE

Task	Date	Outcomes	Task	Weight
1	Term 1 Week 8 21/03/2011	P8, P10, P12	Skills	10%
2	Term 2 Week 3 9/05/2011	P1, P2, P3	Extended response	10%
3	Term 2 Week 9 20/6/2011	P1, P2, P3	Extended Response	10%
4	Term 2 Week 7 6/06/2011	P6, P7, P8, P9, P10, P11, P12	Field Work	15%
5	Term 3	P4, P5, P8	Yearly Exam	25%
6	Term 3 Week 7 29/08/2011	P6, P7, P8, P9, P10, P11, P12	Senior Geography Project	25%

RETAIL OPERATIONS – 2 UNIT

PRELIMINARY COURSE ASSESSMENT

Retail Operations is a VET (Vocational Education Training) course. VET courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as specific Retail Industry Skills.

Assessment for the Higher School Certificate VET courses within the industry curriculum frameworks has 2 distinct purposes:

- a) Assessment for Australian Qualification Framework (AQF) VET qualifications – competency based assessment.
- b) Assessment for the Universities Admissions Index (UAI).

Assessment for the AQF certification is competency based. In keeping with the concept of competence as the integration of a wide range of skills, knowledge and attitudes, an integrated or holistic approach is adopted to the assessment of competence. **Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to teachers.**

A variety of assessment strategies are employed to assess the competence of students. Competency standards are the benchmarks for this assessment.

Some forms of assessment will be ongoing. **Evidence of competence will be gathered on an ongoing basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests and role play simulations.**

The HSC Examination

The HSC Examination is independent of competency based assessment requirements for AQF qualifications. It is OPTIONAL for students of 240-hour VET courses and intended for UAI purposes only.

Internal Examinations

In order to ensure that students at Prairiewood High School are equipped to exercise this option, all 240 hour VET students will be required to practise appropriate written skills by completing unit tests, half yearly, yearly and trial examinations.

These examinations will also be used as sources of evidence of competence in some units and elements of competency and therefore will contribute to the competency based assessment program.

Competency Record

Students will be required to keep a record of units and elements of competence achieved. This will be done using the Student Personal Checklist and the Work placement Log Book.

Work Placement

Work Placement is a **mandatory** HSC requirement for each course within the VET frameworks. 70 hours have been assigned and must be completed. Work Placement will occur in 2 one-week blocks during Terms 3 or 4 (Year 11) and Terms 1 or 2 (Year 12). Failure to complete Work Placement will render the student ineligible for the award of a Preliminary or HSC credential in the Retail VET course.

RETAIL OPERATIONS – 2 UNIT PRELIMINARY ASSESSMENT SCHEDULE

DUE DATE	TASK	COMPONENT
2011 TERM 1 Week 6 4/03/2011 Week 9 1/04/2011	1. 2.	Job Application and Assessment Task "Working Safely" Integrated Assessment "The Customer is Always Right"
TERM 2 Week 6 03/06/2011	3.	Integrated Assessment "More than just a Job"
TERM 3 Week 2 29/07/2011	5.	Integrated Assessment "Are You Being Served"
TERM 3 YEARLY EXAM	6.	YEARLY EXAM

VISUAL ARTS

VISUAL ARTS

PRELIMINARY COURSE ASSESSMENT

Artmaking Objective: Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informal point of view.

Artmaking Outcomes:

CONTENT	PRELIMINARY COURSE OUTCOMES	
	A student:	
Practice	P1	explores the conventions of practice in artmaking
Conceptual framework	P2	explores the roles and relationships between the concepts of artists, artwork, world and audience
Frames	P3	identifies the frames as the basis of understanding expressive representation through the making of art
Representation	P4	investigates subject matter and forms as representations in artmaking
Conceptual strength and meaning	P5	investigates ways of developing coherence and layers of meaning in the making of art
Resolution	P6	explores a range of material techniques in ways that support artistic intention.

Art History and Criticism Objective: Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

Art History and Criticism Outcomes:

CONTENT	PRELIMINARY COURSE OUTCOMES	
	A student:	
Practice	P7	explores the conventions of practice in art criticism and art history
Conceptual framework	P8	explores the roles and relationships between the concepts of artists, artwork, world and audience through critical and historical investigations of art
Frames	P9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
Representation	P10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.

VISUAL ARTS PRELIMINARY ASSESSMENT SCHEDULE

Outcomes	Components	Syllabus Weightings	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
			VAPD	Essay	Body of Work	VAPD	Exam	Body of Work
			Due date: Term 1 Week 8 25/3/2011	Due date: Term 2 Week 3 13/5/2011	Due date: Term 2 Week 3 13/5/2011	Due date: Term 3 Week 2 29/7/2011	Due date: Term 3 Week 8 & 9 5/9/2011 – 16/9/2011	Due date: Term 3 Weeks 8 & 9 5/9/2011 – 16/9/2011
P1 – P6	Making	50%	10%		15%	10%		15%
P7 – P10	Art history Art criticism	50%		25%			25%	
	MARKS	100%						

WORK STUDIES

PRELIMINARY ASSESSMENT PROGRAM

Aims of the Course

- develop knowledge, skills, values and attitudes to facilitate school to work transition
- develop an understanding of the changing nature of work organisation and the implications for individuals and society
- develop an understanding of the relationships between education, training, work and lifestyle.

ASSESSMENT TASK SCHEDULE

DATE DUE	OUTCOMES	TASK	DESCRIPTION	WGT
T1, T2, T3 Wk 10	<ul style="list-style-type: none"> • Accumulation of high quality learning materials • Adoption of successful learning habits 	Class Work and Interaction	<ul style="list-style-type: none"> • Class discussion • Homework • Book work • Topic Tests 	10
T1, T2, T3 Wk 10.	<ul style="list-style-type: none"> • Ability to write letters of application, complete application forms and develop a resume and portfolio for presentation at an interview 	Career Folder	<ul style="list-style-type: none"> •Collecting job advertisements and completing questions in regard to the advertisements. Checked fortnightly. 	5
T1, Wk 9 By appointment	<ul style="list-style-type: none"> • Acquire a personal inventory of abilities, qualifications and competencies for presentation to an employer. 	Mock Interview		10
T1, Wk1 to T2, Wk 8	<ul style="list-style-type: none"> • Ability to write letters of application, complete application forms and develop a resume and portfolio for presentation at an interview. 	Portfolio	Develop a resume and portfolio for presentation at an interview	10
T3, Wk 2 TBN	<ul style="list-style-type: none"> • Acquire deep understanding and knowledge of workforce participation • Ability to use interpersonal skills appropriate to communicating with co-workers, supervisors, management and clients • Contribute to the productivity of the work place 	Work Experience	Undertake one week of work placement.	20
T3, Wk 4 TBN	<ul style="list-style-type: none"> • Ability to relate experiences in the work place. • Ability to use effective oral and written communication skills applicable in a variety of work contexts. 	Class Presentation	Report on work experience	15
T3, Wks 7-8	<ul style="list-style-type: none"> • Demonstrated understanding elements of the work place • Demonstrated skills in work place participation • Demonstrated understanding of the relationship between education and successful workforce participation. 	Yearly Exam	Timing- 1 hr Multiple Choice Short Response Questions. A Long Response Question	30
			TOTAL	100

This schedule is subject to change depending on a range of factors