

WADALBA  
COMMUNITY SCHOOL  
PROGRESS WITH PRIDE



# 2018 Preliminary Assessment Schedule





Wadalba Community School

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## **IMPORTANT NOTE:**

*The information contained in this booklet is provided as an outline for students, parents and teachers. Students will be given more specific information regarding the assessment procedures in each course from their class teachers. General information and assistance with the school's assessment program can be obtained from the Deputy Principal.*

*The information presented in this booklet is accurate as at February 2018*

# PRELIMINARY ASSESSMENT POLICY SUMMARY SHEET

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## INTRODUCTION TO ASSESSMENT IN THE PRELIMINARY COURSE

This booklet provides an outline of the school-based assessment program for the Preliminary HSC Courses offered in 2018. Students and parents should ensure that they understand the procedures, programs and implications of the materials presented.

The NSW Education Standards Authority (NESA) and the School place a lot of emphasis on the school-based programs. Students should endeavour to do their best in all assessment tasks.

## ELIGIBILITY FOR THE PRELIMINARY COURSE RECORD OF ACHIEVEMENT

To be eligible for the award of the Preliminary HSC, students must:

- Have satisfactorily completed courses which comprise the pattern of study required by the NSW Education Standards Authority (NESA).
- Sit for and make a serious attempt at Examinations.
- Make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks in each of the courses undertaken.

## SATISFACTORY COMPLETION OF A COURSE

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

- Followed the course developed or endorsed by the NSW Education Standards Authority (NESA).
- Applied himself or herself with diligence and sustained effort to ALL of the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.

In addition to the formal assessment program, students must also sit for and make a serious attempt at **ALL examinations**, and complete all of the set work and homework given by teachers.

## "N-AWARDS" – NON-COMPLETION OF A COURSE

If a student is at risk of not meeting the requirements and/or of not satisfactorily completing a course, a warning will be given to indicate that the student may be in danger of 'non-completion' of a course/s. If it is deemed that a student has not successfully met course requirements, this is called an 'N-Award' and the student will not receive an award in that course/s and may not be awarded the Preliminary Record of Achievement.

The School will:

- a) Advise the student in writing (with the letter registered in the School's mail system) in time for the problem to be corrected and for the student to be able to redeem themselves.
- b) Advise the parent or guardian in writing if the student is under 18 (this will usually be in the same letter as set out in (a)).
- c) Request from the student/parent a written acknowledgment of receipt of the warning letter.

The School views this component very seriously. Students who are not making a serious attempt at their courses will be interviewed by Head Teachers and/or the Deputy Principal to make them aware of the requirements and consequences.

## PROCEDURES FOR ASSESSMENT

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1. Students should refer to the **assessment schedules and calendar** that are contained in this booklet and make a note of each of the tasks required of them. This includes dates for the Yearly Examinations.
2. Teachers will give students at least **fourteen (14) days written notice of the details of an assessment task**. This notice will refer to the outcomes to be assessed, the type of task to be completed, and what students need to do in order to demonstrate their achievement of the outcomes. Students are to do their OWN work (except where directed by the teacher). No assessment tasks are to be scheduled in the **two weeks** prior to examinations. **(All students are to be provided with meaningful feedback relating to all assessment tasks.)**
3. Dates for the **Yearly Examinations** are firmly set in place. Students who are unable to complete an examination should contact the school immediately. Absence on family holidays may not be an acceptable reason for missing examinations.
4. If a student is **absent from the school**, it is their responsibility to approach the teacher to determine if any tasks were notified during his/her absence. This includes 'work placement' – students must complete all work given in their absence.

If a student has been granted leave (to attend a school commitment, work placement, sport representation) and will be absent from school on the day an assessment task is due for submission **they must notify their teacher in writing prior to the leave**. The assessment task should be submitted on the day prior to the leave.

The granting of a possible concession is at the discretion of the Principal.

### 5. **Illness or Misadventure Checklist**

**If a student has a valid reason for not submitting an assessment task or examination on the due date he/she must:**

- Notify the school on or before the due date in writing / in person.

**OR**

- Phone the school.

**You must provide the following information:** Name, assessment task details, subject, subject teacher and details of the illness/misadventure

**On the day the student returns to school he/she must:**

- Report to the Head Teacher of the subject immediately.
- Hand in an Illness/Misadventure Form.
- Hand in a doctor's certificate (for illness and/or) an explanation (with evidence where possible) of the misadventure.
- Hand in the assessment task or organise a time to complete the task.

**If more than one assessment task is due, students must leave details of all tasks when notifying the school.**

6. If a task is due to be **handed in on a certain day**, then normally it would be handed in during the lesson. However, the task must be handed to the teacher before the bell to end the day (2:30pm). Tasks submitted after the bell will be given zero (0) marks.
7. Students found to be **completing assessment tasks by:**
  - Non-attendance at scheduled classes during the day
  - Working on tasks during other subject lessons
  - Deliberate absence/s from the school, or
  - Working on tasks in collaboration with other students will be interviewed by the Deputy and may receive a mark of zero (0) for the task/s.

8. **Excursions and Sporting Teams**

Some subject rules require students to undertake compulsory field studies. Other subject assessment schedules link assessment tasks to excursions and special study days. ***In the case of absence from such activities, the student must arrange for prior notice to be provided in writing.*** The granting of a possible concession in such a case is at the discretion of the Principal. This concession may take the form of a report submitted on the basis of consultation after negotiation with the class teacher and Head Teacher.

9. **Malpractice or Cheating in Assessment Tasks**

**During Examinations**

Any breach of examination rules will be reported to the Principal. Candidates are not permitted to take with them into the examination room any books, notes, paper or material other than the approved material aids, eg. Calculators which must be supplied by candidates for specialised subjects. Candidates must not remove any scripts (including unused booklets) from the examination room. They must not communicate with other candidates.

After investigation of a reported breach of examination rules, the Principal may cancel the candidate's papers in the course, or in all courses. Where a paper is cancelled, a zero will be recorded.

**Other Assessment Tasks**

The above procedure will apply to all Preliminary Assessment Tasks. Students may lose marks where malpractice, cheating or plagiarism has occurred. All tasks are required to be the student's original and own work. Work copies from another source or another student will be treated as plagiarism. The Principal may cancel the candidate's submission for the task, in which case a zero (0) mark will be recorded for purposes of determining the cumulative assessment.

**The penalty may be zero (0) marks, a mark reduction or cancellation of the assessment task concerned as determined by the Principal. As a consequence, the student may be ineligible for the subject to appear on the Preliminary Record of Achievement and may also be ineligible for the award of a Preliminary Record of Achievement.**

10. **Non-serious attempts** at a task or examination may lead to zero (0) marks being recorded. Students will be interviewed with a view to withdrawal from the course or to repeating.
11. Use of **electronic means for preparation and submission of assessment tasks** – if a student chooses this medium to prepare assessment tasks and/or assignments, then they must ensure that appropriate backup copies and hard copies are kept well in advance of the due date. Failure of technology (eg. corrupt usb's, computer crashes) without ample evidence of the stages of the "lost" work is not acceptable as a reason for late or non-submission.
12. **Appeals on Assessment Tasks** – If a student feels that his or her mark or rank in an assessment task is incorrect, then they should firstly approach the Teacher or Head Teacher concerned. If the situation is not resolved satisfactorily, the student may appeal to the School's HSC Assessment Committee for a review of the process. Students should speak to the Deputy Principal as soon as possible regarding any concerns with this issue.

The only grounds for appeal are:

- i) Prescribed weightings were not followed.
- ii) The procedures indicated by the school were not followed.
- iii) Clerical or computational errors occurred.

13. **Plagiarism** – this includes:

- Copying any material from books, journals, study notes or tapes, the web, the work of other students, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source by footnote or citation;
- Rephrasing ideas from books, journals, study notes or tapes, the web, the work of other students or any other source without acknowledging the source of those ideas by footnotes or citations;
- Unauthorised collaboration with other students that goes beyond the discussion of general strategies or other general advice.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

**Penalties for Plagiarism:**

Should a student plagiarise the following penalties may apply:

- An interview with relevant Deputy Principal;
- Resubmission of the work to demonstrate satisfactory achievement of outcomes;
- A mark of **zero** (0) may be given.
- NB. Should a student choose not to resubmit their work the task will be considered a **NON-ATTEMPT**.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and will involve a penalty equal to **25% of the awarded mark**.

**The following guidelines will help you to avoid plagiarism:**

- Refer to the guidelines in the **All My Own Work** booklet.
- Be familiar with the style of acknowledgement required;
- Write the source of any notes or copies you make from any document or electronic sources such as the internet. The habit of copying word for word from a source as you read is dangerous. It is easy to forget that the notes you make are copied word for word and to later write them into an essay or report. Keep details of your sources throughout the course of your research. Unintentional plagiarism is often the result of poor study methods;
- Sources that must be acknowledged include those containing the concepts, experiments or results from which you have extracted or developed your ideas, even if you put those ideas into your own words;
- Always use quotation marks or some other acceptable form of acknowledgment when quoting directly from a work. It is not enough merely to acknowledge the source;
- Be aware of the rules regarding group work and collaboration. Collaboration (appropriately acknowledged) is permitted in the case of team or group projects. It is also permitted in the more general case when the collaboration is limited to the discussion of general strategies or help of a general nature. If you have any doubt about what constitutes authorised and unauthorised collaboration, seek advice from your teacher;
- Keep a copy of your working papers to assist you in case you ever need to answer an allegation of plagiarism.

**Acknowledging source materials:**

**For each book used, list:**

- The name and initials of the author/s.
- The date of publication (in parentheses).
- The full title of the book (in italics).
- The publisher.
- Where the book was published.
- The page number/s.

For example:

Deevers, A B (2000), *Disasters of the Twentieth Century*, Macmillan Publishers Australia, Melbourne, pages 9-20

**For each journal article used, list:**

- The names and initials of the author/s.
- The date of publication (in parentheses).
- The title of the article (in inverted commas).
- The name of the journal in which the article was published (in italics).
- The volume number of the journal.
- The page number/s of the article in the journal.

For example:

Morgan C H (2001), 'Climatic change effects in the Gippsland Lakes region of Victoria', in *Journal of Australian Climatology*, Vol. 1, August, page 15

**For each newspaper article used, list:**

- The author's name;
- The title of the article in inverted commas.
- The name of the newspaper in italics.
- The date of publication.
- The page number.

For example:

Forsythe, Joan, 'Sacred site under threat from tourists', *The Australian*, 2 May 2000, page 5

**When referencing material found on the Internet, list:**

- The author's name.
- The full title of the material (in inverted commas).
- The document date (if known).
- The full URL.
- The date of the visit.

For example:

Livre, Joe, 'The nation-state is dead', 14 July 2000,  
[www.democracy.com/nations/](http://www.democracy.com/nations/), visited on 02 March 2001

**Students and parents should note that HSC Courses begin in Term 4 of 2018 with work and results counting towards the HSC. Parents should note that assessment tasks for the HSC are scheduled in Term 4. (Details will be given out at the commencement of Term 4.)**

## VOCATIONAL EDUCATION AND TRAINING (VET) ASSESSMENT

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VET courses are competency based courses. The NSW Education Standards Authority (NESA) and the Vocational Education and the Australian Skills Quality Authority (ASQA) require that a competency based approach to assessment be used and that a record be held by the Registered Training Organisation (RTO) of the competencies achieved.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. Assessment will account for the underpinning skills and knowledge identified with the unit of competency.

**The Higher School Certificate examination for all VET courses is optional.** Students will nominate during the HSC year to undertake the optional examination. The examination is independent of the competency based assessment undertaken during the course and has no impact on student eligibility for Australian Qualifications Framework.

For a student to be considered to have satisfactorily completed a VET course, there must be sufficient evidence that the student has:

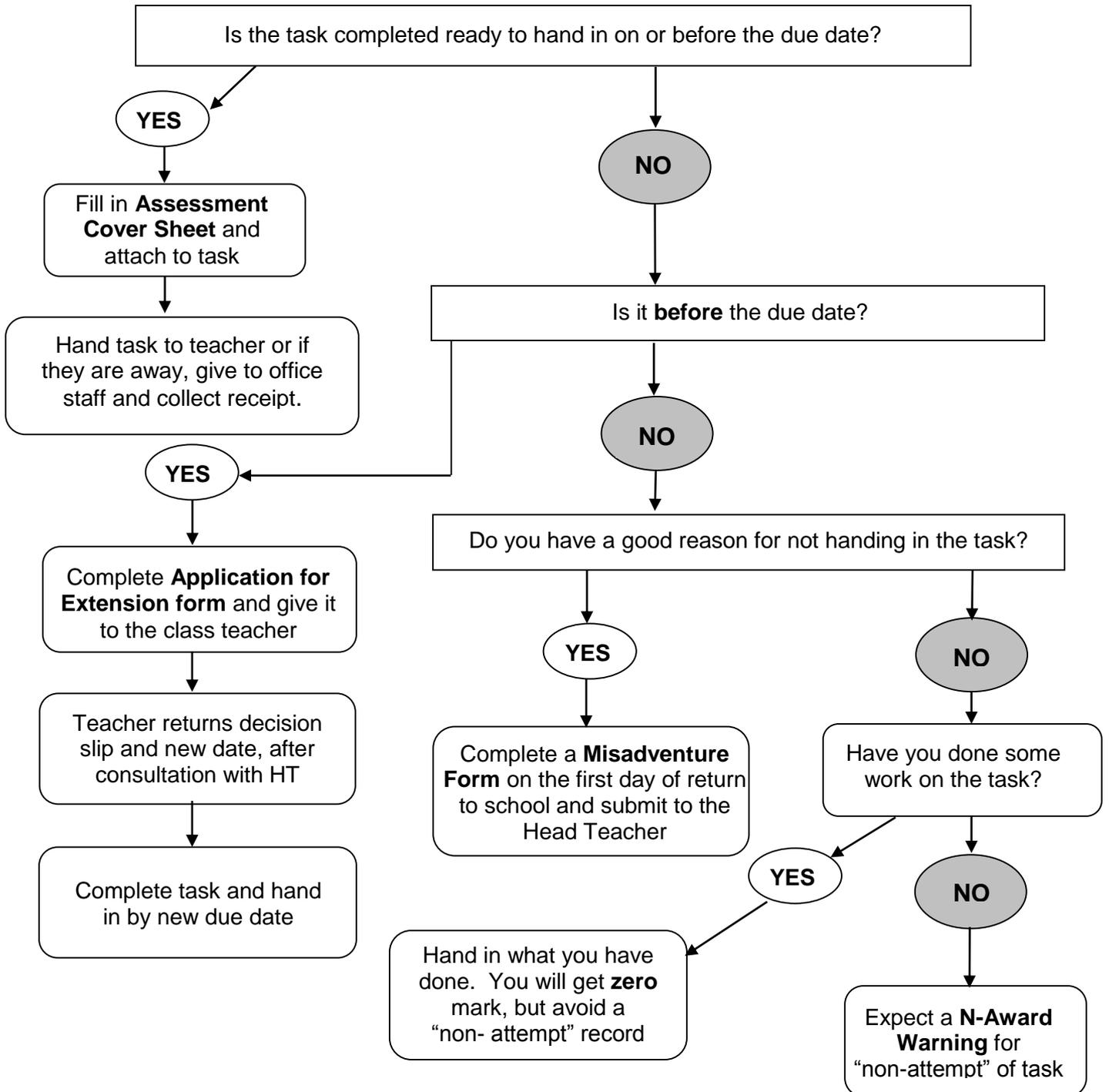
- followed the course
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
- achieved some or all of the course outcomes
- undertaken the mandatory work placement

**Work placement is a mandatory Preliminary and HSC requirement of all VET courses. A minimum of 70 hours work placement, in an appropriate workplace, is required by students in a 240 hour VET course.**

To facilitate flexibility of VET in the HSC, all VET courses may be delivered as Preliminary units, HSC units or as a combination of Preliminary and HSC units.

## ASSESSMENT TASK FLOWCHART

### STUDENTS



# **Course Assessment Schedules**

## Aboriginal Studies Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 7</b>	<b>Term 2 Week 8</b>	<b>Term 3 Week 6</b>
<b>Course Components</b>		<b>Source Study</b> Aboriginality and the Land	<b>Comparative Study</b> International Indigenous Community	<b>Local Community Case Study</b> Research and Inquiry Methods
Knowledge and understanding of course content	<b>40%</b>	20%	10%	10%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	<b>15%</b>	5%	5%	5%
Research and inquiry methods, including aspects of the local community case study	<b>20%</b>	5%	5%	10%
Communication of information, ideas and issues in appropriate forms	<b>25%</b>	10%	10%	5%
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		P1.1, P1.2, P2.1, P2.2, P3.2	P1.2, P3.2, P3.3, P4.3	P4.1-4.2

## Aboriginal Studies Preliminary Assessment Outcomes 2018

<b>Preliminary Course Outcomes</b>	
<b>P1.1</b>	identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
<b>P1.2</b>	explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples in terms of social justice and human rights
<b>P1.3</b>	explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
<b>P2.1</b>	explains the meaning of the Dreaming to Aboriginal peoples
<b>P2.2</b>	explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
<b>P3.1</b>	describes government policies, legislation and legal decisions in relation to racism and discrimination
<b>P3.2</b>	explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
<b>P3.3</b>	explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
<b>P4.1</b>	plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
<b>P4.2</b>	undertakes community consultation and fieldwork and applies ethical research practices
<b>P4.3</b>	investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

## Ancient History Preliminary Assessment Schedule 2018

<b>ASSESSMENT COMPONENTS</b>	<b>SYLLABUS WEIGHTING</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>Due Date</b>		<b>Term 1 Week 9</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 9 &amp;10</b>
<b>Course Components</b>		<b>Significant Site Research task</b>	<b>Historical Investigation</b>	<b>Yearly Exam</b>
<b>Knowledge and understanding of course content</b>	<b>40%</b>	10%	10%	20%
<b>Source based skills</b>	<b>20%</b>	5%	5%	10%
<b>Historical inquiry and research</b>	<b>20%</b>	10%	10%	
<b>Communication of historical understanding</b>	<b>20%</b>	5%	5%	10%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		AH11-1, 11-3, 11-4, 11-7, 11-9, 11-10	AH11-1, 11-2, 11-5, 11-6, 11-8, 11-10	<b>To be selected</b>

## Ancient History Preliminary Assessment Outcomes 2018

<b>Preliminary Course Outcomes</b>	
<b>AH11-1</b>	describes the nature of continuity and change in the ancient world
<b>AH11-2</b>	proposes ideas about the varying causes and effects of events and developments
<b>AH11-3</b>	analyses the role of historical features, individuals and groups in shaping the past
<b>AH11-4</b>	accounts for the different perspectives of individuals and groups
<b>AH11-5</b>	examines the significance of historical features, people, places, events and developments of the ancient world
<b>AH11-6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument
<b>AH11-7</b>	discusses and evaluates differing interpretations and representations of the past
<b>AH11-8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>AH11-9</b>	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
<b>AH11-10</b>	discusses contemporary methods and issues involved in the investigation of ancient history

## Biology Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 10</b>	<b>Term 3 Week 2</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Component</b>		Depth Study	Practical Investigation and Reporting	Yearly Examination
<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>• Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes</li> <li>• Describes</li> </ul>	<b>40%</b>	10%	20%	10%
<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>• Questioning and Predicting</li> <li>• Planning Investigations</li> <li>• Conducting Investigations</li> <li>• Analysing Data and information</li> <li>• Problem Solving</li> <li>• Communicating</li> </ul>	<b>60%</b>	20%	20%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		Bio 11- 2, 3, 4, 5, 6, 7, 10	Bio 11- 1, 2, 3, 4, 5, 6, 7, 8	Bio 11- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

## Biology Preliminary Assessment Schedule 2018

<b>Preliminary Course Outcomes</b>	
<b>Questioning and predicting:</b>	
<b>BIO11/12-1</b>	develops and evaluates questions and hypotheses for scientific investigation
<b>Planning investigations</b>	
<b>BIO11/12-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>Conducting investigations:</b>	
<b>BIO11/12-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information
<b>Processing data and information:</b>	
<b>BIO11/12-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>Analysing data and information:</b>	
<b>BIO11/12-5</b>	analyses and evaluates primary and secondary data and information
<b>Problem solving:</b>	
<b>BIO11/12-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>Communicating:</b>	
<b>BIO11/12-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>BIO11-8</b>	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
<b>BIO11-9</b>	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
<b>BIO11-10</b>	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
<b>BIO11-11</b>	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

## Business Studies Preliminary Assessment Schedule 2018

<b>ASSESSMENT COMPONENTS</b>	<b>SYLLABUS WEIGHTING</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>Due Date</b>		<b>Term 2 Week 2</b>	<b>Term 3 Week 3</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Components</b>		<b>Media File and Business Report</b>	<b>Business Plan</b>	<b>Yearly Examination</b>
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Stimulus based skills	<b>20%</b>	5%	5%	10%
Inquiry and Research	<b>20%</b>	10%	10%	
Communication of business information, ideas and issues in appropriate forms	<b>20%</b>	5%	5%	10%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		P2, P7, P9	P4, P8, P9	P1, P2, P3, P5, P6, P10

## Business Studies Preliminary Assessment Outcomes 2018

Preliminary Course Outcomes	
<b>P1</b>	Discuss the nature of business, its role in society and types of business structures
<b>P2</b>	Explains the internal and external influences on business
<b>P3</b>	Describes the factors contributing to the success or failure of small to medium enterprises
<b>P4</b>	Assesses the processes and interdependence of key business functions
<b>P5</b>	Examines the application of management theories and strategies
<b>P6</b>	Analyses the responsibilities of business to internal and external stakeholders
<b>P7</b>	Plans and conducts investigations into contemporary business issues
<b>P8</b>	Evaluates information for actual and hypothetical business situations
<b>P9</b>	Communicates business information and issues in appropriate formats
<b>P10</b>	Applies mathematical concepts appropriately in business situations

## Chemistry Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 10</b>	<b>Term 3 Week 4</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Component</b>		Practical Investigation	Depth Study	Yearly Examination
<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of the fundamentals of chemistry</li> <li>• Develop knowledge and understanding of the trends and driving forces in chemical interactions</li> </ul>	<b>40%</b>	10%	10%	20%
<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>• Questioning and Predicting</li> <li>• Planning Investigations</li> <li>• Conducting Investigations</li> <li>• Analysing Data and information</li> <li>• Problem Solving</li> <li>• Communicating</li> </ul>	<b>60%</b>	20%	30%	10%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		CH11-1,2,3,4,5,6,7,9	CH11-1,2,3,4,5,6,7,9,10,11	CH11-1,2,4,5,6,7,8,9,10,11

# Chemistry Preliminary Assessment Outcomes 2018

<b>Preliminary Course Outcomes</b>
<b>Objective</b> - Students: develop skills in applying the processes of Working Scientifically
<b>Stage 6 course outcomes</b> - A student:
<b>Questioning and predicting</b> CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
<b>Planning investigations</b> CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
<b>Conducting investigations</b> CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
<b>Processing data and information</b> CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>Analysing data and information</b> CH11/12-5 analyses and evaluates primary and secondary data and information
<b>Problem solving</b> CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>Communicating</b> CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>Objective</b> - Students: develop knowledge and understanding of the fundamentals of chemistry
<b>Year 11 course outcomes</b> - A student:
CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
<b>Objective</b> - Students: develop knowledge and understanding of the trends and driving forces in chemical interactions
<b>Year 11 course outcomes</b> - A student:
CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11 analyses the energy considerations in the driving force for chemical reactions

## Community and Family Studies (CAFS) Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Type of task</b>		Research Task	In Class Task	Yearly Examination
<b>Course Component</b>		Resource Management, Individuals and Groups	Families and Communities	Preliminary Course
<b>Knowledge and understanding of how the following impact on wellbeing:</b> <ul style="list-style-type: none"> <li>• resource management</li> <li>• positive relationships</li> <li>• range of societal factors</li> <li>• nature of groups, families and communities</li> </ul>	<b>40%</b>	15%	15%	10%
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• applying management processes to meet the needs of individuals, groups, families and communities</li> <li>• planning to take responsible action to promote wellbeing</li> </ul>	<b>40%</b>	15%	15%	10%
<ul style="list-style-type: none"> <li>• Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating</li> </ul>	<b>20%</b>	5%	5%	10%
<b>Total Marks</b>	<b>100</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		P1.1, P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	P1.2, P2.4, P3.1, P4.2, P6.1	P1.1 - P7.4

## Community and Family Studies Preliminary Outcomes 2018

<b>Preliminary Course Outcomes</b>	
P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	analyses the inter-relationships between internal and external factors and their impact on family functioning
P3.1	explains the changing nature of families and communities in contemporary society
P3.2	analyses the significance of gender in defining roles and relationships
P4.1	utilises research methodology appropriate to the study of social issues
P4.2	presents information in written, oral and graphic form
P5.1	applies management processes to maximize the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing
P6.2	uses critical thinking skills to enhance decision-making
P7.1	appreciates differences among individuals, groups and families within communities and values their contribution to society
P7.2	develops a sense of responsibility for the wellbeing of themselves and others
P7.3	appreciates the value of resource management in response to change
P7.4	values the place of management in coping with a variety of role expectations

## Dance Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	Task 3
<b>Due Date</b>		<b>Term 1 Week 9</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Type of Task</b>		Presentation of Dance Performance	Presentation of Solo Composition	Yearly Examination
<b>Performance</b>	<b>40%</b>	20%		20%
<b>Composition</b>	<b>30%</b>	10%	20%	
<b>Appreciation</b>	<b>30%</b>		10%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		P2.1, P2.2, P2.3, P2.4, P2.5	P1.2, P3.1, P3.2, P3.3, P3.5, P4.3	P1.3, P2.3, P2.5, P4.1, P4.2, P4.4

## Dance Preliminary Assessment Outcomes 2018

Objectives	Preliminary Course Outcomes	HSC Course Outcomes
<i>A student develops knowledge and understanding, skills, *values and attitudes</i>	<i>A student:</i>	<i>A student:</i>
1. Dance as an artform	<p>P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form</p> <p>P1.2 understands the use of dance terminology relevant to the study of dance as an artform</p> <p>P1.3 develops the skills of dance through performing, composing and appreciating dance</p> <p>P1.4 values the diversity of dance as an artform and its inherent expressive qualities</p>	<p>H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form</p> <p>H1.2 performs, composes and appreciates dance as an artform</p> <p>H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances</p> <p>H1.4 acknowledges and appreciates the relationship of dance and other media</p>
2. Dance performance	<p>P2.1 identifies the physiology of the human body as it is relevant to the dancer</p> <p>P2.2 identifies the body's capabilities and limitations</p> <p>P2.3 recognises the importance of the application of safe dance practice</p> <p>P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination</p> <p>P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices</p> <p>P2.6 values self-discipline, commitment and consistency in technical skills and performance</p>	<p>H2.1 understands performance quality, interpretation and style relating to dance performance</p> <p>H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices</p> <p>H2.3 values the diversity of dance performance</p>

## Drama Preliminary Assessment Schedule 2018

<b>ASSESSMENT COMPONENTS</b>	<b>SYLLABUS WEIGHTING</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>Date of Task</b>		<b>Term 2 Week 1</b>	<b>Term 3 Week 1</b>	<b>Term 3 Week 10</b>
<b>Type of Task</b>		Mini IP – Presentation, Logbook, Project, Tragedy	Performance Essay – Based on Scripted Material and Logbook	Yearly Examination – Group Performance, Logbook/Rationale and Written Exam
<b>Making</b>	30%	10%	10%	10%
<b>Performing</b>	30%	10%	10%	10%
<b>Critically Studying</b>	40%	10%	10%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		P1.2, P1.4, P1.5, P3.3	P1.1, P1.3, P1.6, P2.4, P3.1	P2.1, P2.2, P2.3, P3.2

## Drama Preliminary Assessment Outcomes 2018

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

## English - Advanced Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Component</b>		Reading to Write	Narratives that Shape our World	Yearly Examination
Knowledge and understanding of course content	<b>50%</b>	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	15%	15%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		EA11-3, EA11-4, EA11-5, EA11-9	EA11-1, EA11-2, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-8

## English - Advanced Preliminary Assessment Outcomes 2018

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

## English - Extension Preliminary Assessment Schedule 2018

<b>ASSESSMENT COMPONENTS</b>	<b>SYLLABUS WEIGHTING</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>Due Date</b>		<b>Term 1 Week 10</b>	<b>Term 2 Weeks 9 &amp;10</b>	<b>Term 3 Week 6</b>
<b>Course Component</b>		<b>Imaginative response</b>	<b>Multimodal</b>	<b>Essay</b>
Knowledge and understanding of course content	<b>50%</b>	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	15%	15%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-5

## English - Extension Preliminary Assessment Schedule 2018

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

## English - Standard Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Component</b>		<b>Reading to Write</b> Imaginative Response and Reflection	<b>Contemporary Possibilities</b> (multimodal presentation)	<b>Yearly Examination</b>
Knowledge and understanding of course content	<b>50%</b>	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	15%	15%	20%
<b>Total Marks</b>	<b>100%</b>	30%	30%	40%
<b>Outcomes Assessed</b>		EN11-3, EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-5, EN11-7	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-8

## English - Standard – Year 11 Assessment Schedule 2018

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

## English - Studies Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 8</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 6</b>
<b>Course Component</b>		<b>Mandatory Module:</b> Achieving through English	<b>Elective Module K:</b> The Big Screen	All <b>four</b> modules
Knowledge and understanding of course content	<b>50%</b>	15%	15%	20%
Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas</li> <li>• using language accurately, appropriately and effectively</li> </ul>	<b>50%</b>	15%	15%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		ES11-1, ES11-4, ES11-5	ES11-5, ES11-7, ES11-8, ES11-9	ES11-2, ES11-3, ES11-6, ES11-10

## English - Studies Preliminary Assessment Outcomes 2018

<b>Preliminary Course Outcomes</b>	
ES11-1	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES11-2	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES11-3	gains skills in accessing, comprehending and using information to communicate in a variety of ways
ES11-4	composes a range of texts with increasing accuracy and clarity in different forms
ES11-5	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
ES11-6	uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
ES11-7	represents own ideas in critical, interpretive and imaginative texts
ES11-8	identifies and describes relationships between texts
ES11-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
ES11-10	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

## Exploring Early Childhood Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 4
<b>Due Date</b>		<b>Term 1 Week 10</b>	<b>Term 3 Week 1</b>	<b>Term 3 Week 8</b>
<b>Course Component</b>		Baby Simulation	Behaviour Management System	Practical Exam in Class
<ul style="list-style-type: none"> <li>Knowledge and understanding of Exploring Early Childhood</li> </ul>	<b>50%</b>		20%	30%
<ul style="list-style-type: none"> <li>Practical skills in Exploring Early Childhood</li> </ul>	<b>50%</b>	30%	10%	10%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		K1.1, K5.1, K6.1, V1.1, V2.1	K2.2, K3.1, K4.2, K4.3, K6.2 V1.2	K1.2, K1.3, K1.4 - K1.5

## Exploring Early Childhood Preliminary Assessment Outcomes & Objectives 2018

Objectives	Outcomes
K1. knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children	K1.1 analyses prenatal issues that have an impact on development
	K1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
	K1.3 examines the nature of different periods in childhood – infant, toddler, preschool and the early school years
	K1.4 analyses the ways in which family, community and culture influence the growth and development of young children
	K1.5 examines the implications for growth and development when a child has special needs
K2. knowledge and understanding about the environmental factors that have an impact upon young children’s growth and development	K2.1 analyses issues relating to the appropriateness of a range of services for different families
	K2.2 critically examines factors that influence the social world of young children
	K2.3 explains the importance of diversity as a positive issue for children and their families
	K2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
	K2.5 examines strategies that promote safe environments
K3. knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children	K3.1 evaluates strategies that encourage positive behaviour in young children
K4. skills in communication and interaction	K4.1 demonstrates appropriate communication skills with children and/or adults
	K4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
	K4.3 demonstrates appropriate strategies to resolve group conflict
K5. skills in research and analysis	K5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
K6. skills in decision making, evaluation and reflective thinking	K6.1 demonstrates an understanding of decision making processes
	K6.2 critically examines all issues including beliefs and values that may influence interactions with others
V1. a respect for the individuality and uniqueness of young children and their families	V1.1 displays a willingness to respond to the individual needs of young children and families
	V1.2 interacts with children and adults in a positive non-judgemental and accepting manner
V2. an appreciation of the value and importance of supportive and responsible relationships with young children	V2.1 appreciates the importance of facilitating responsible and supportive interactions with young children

## Food Technology Preliminary Assessment Schedule 2018

<b>ASSESSMENT COMPONENTS</b>	<b>SYLLABUS WEIGHTING</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>Due Date</b>		<b>Term 1 Week 7</b>	<b>Term 2 Week 7</b>	<b>Term 3 Week 6</b>
<b>Course Component</b>		Food Availability and Selection	Food Quality	Nutrition
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Knowledge and skills in designing, researching, analysing, and evaluating	<b>30%</b>	20%		10%
Skills in experimenting with and preparing food by applying theoretical concepts	<b>30%</b>		30%	
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		P1.1, P1.2, P4.2	P2.2, P3.2, P4.1, P4.4	P2.1, P3.1, P4.3, P5.1

## Food Technology Preliminary Assessment Outcomes 2018

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

## Geography Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 6</b>
<b>Course Components</b>		<b>Biophysical Interactions Research Task</b>	<b>Global Challenges Case Study Presentation</b>	<b>Senior Geography Project</b>
Knowledge and understanding of course content	<b>40%</b>	15%	20%	5%
Geographical tools and skills	<b>20%</b>	10%		10%
Geographical inquiry and research, including fieldwork	<b>20%</b>	5%	5%	10%
Communication	<b>20%</b>	5%	10%	5%
<b>Total Marks</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		P1, P2, P3, P8, P9, P12	P1, P4, P5, P6, P8, P9, P10	P7, P8, P9, P10, P11, P12

## Geography Preliminary Assessment Outcomes 2018

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

## Industrial Technology – Multimedia Preliminary Assessment Schedule 2018

<b>ASSESSMENT COMPONENTS</b>	<b>SYLLABUS WEIGHTING</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>Due Date</b>		<b>Term 2 Week 3</b>	<b>Term 3 Week 6</b>	<b>Term 3 Week 9</b>
<b>Course Component</b>		Design Project 1 and Folio	Design Project 2, Folio and Industry Study	Yearly Examination
<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> </ul>	<b>40%</b>	15%	15%	10%
<ul style="list-style-type: none"> <li>• Knowledge and skills in management, communication and production of projects</li> </ul>	<b>60%</b>	25%	25%	10%
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>
<b>Outcomes Assessed</b>		P1.2, P2.1, P2.2, P3.1, P3.2, P4.1, P5.1, P5.2, P6.1	P1.1, P3.2, P3.3, P4.2, P4.3, P5.1, P5.2, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P6.1, P6.2, P7.1, P7.2

# Industrial Technology - Multimedia Preliminary Assessment Outcomes 2018

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

## Industrial Technology – Timber Preliminary Assessment Schedule 2018

<b>ASSESSMENT COMPONENTS</b>	<b>SYLLABUS WEIGHTING</b>	<b>TASK1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>Due Date</b>		<b>Term 2 Week 3</b>	<b>Term 3 Week 6</b>	<b>Term 3 Week 9</b>
<b>Course Component</b>		Design Project 1 and Folio	Design Project 2, Folio and Industry Study	Yearly Examination
<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	<b>40%</b>	15%	15%	10%
<ul style="list-style-type: none"> <li>Knowledge and skills in management, communication and production of projects</li> </ul>	<b>60%</b>	25%	25%	10%
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>
<b>Outcomes Assessed</b>		P1.2, P2.1, P2.2, P3.1, P3.2, P4.1, P5.1, P5.2, P6.1	P1.1, P3.2, P3.3, P4.2, P4.3, P5.1, P5.2, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P6.1, P6.2, P7.1, P7.2

## Industrial Technology - Timber Preliminary Assessment Outcomes 2018

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

## Investigating Science Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 9</b>	<b>Term 3 Week 2</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Component</b>		Depth Study	Research Essay	Yearly Examination
<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of cause and effect</li> <li>• Develops knowledge and understanding of models, theories and laws</li> </ul>	<b>40%</b>	5%	15%	20%
<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>• Questioning and Predicting</li> <li>• Planning Investigations</li> <li>• Conducting Investigations</li> <li>• Analysing Data and information</li> <li>• Problem Solving</li> <li>• Communicating</li> </ul>	<b>60%</b>	35%	15%	10%
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		INS11-1,2,5,7,8	INS11-3,7,10	INS11-4,6,8,9,10,12

## Investigating Science Preliminary Assessment Outcomes 2018

<b>Preliminary Course Outcomes</b>	
INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS11-8	identifies that the collection of primary and secondary data initiates scientific investigations
INS11-9	examines the use of inferences and generalisations in scientific investigations
INS11-10	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INS11-11	describes and assesses how scientific explanations, laws and theories have developed

## Legal Studies Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Date Due</b>		<b>Term 1 Week 6 Term 2 Week 1</b>	<b>Term 3 Week 1</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Component</b>		<b>Research Portfolio</b> The Legal System	<b>Case Study and Media File</b> The Individual and the Law	<b>Yearly Examination</b>
<b>Knowledge and understanding of course content</b>	<b>40%</b>	10%	10%	20%
<b>Analysis and evaluation</b>	<b>20%</b>		10%	10%
<b>Inquiry and research</b>	<b>20%</b>	10%	10%	
<b>Communication of legal information, ideas and issues in appropriate forms</b>	<b>20%</b>	10%	10%	
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		P1, P2, P3, P4 , P9	P5, P6, P7, P8 , P10	P1, P2, P3, P4, P5 P6, P7, P9, P10

## Legal Studies Preliminary Assessment Outcomes 2018

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

## Mathematics - Standard 1 & 2 Preliminary Assessment Schedule 2018

<b>ASSESSMENT COMPONENTS</b>	<b>SYLLABUS WEIGHTING</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>Due Date</b>		<b>Term 1 Week 10</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Component</b>		<b>Open-book Class Test</b>	<b>Contextual Assignment - Earning &amp; Managing Money</b>	<b>Yearly Examination</b>
• <b>Knowledge and Understanding</b>	<b>50%</b>	20%	10%	20%
• <b>Skills</b>	<b>50%</b>	10%	20%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		MS11- 1, 3, 4, 6, 9, 10	MS11- 2, 5, 6, 9, 10	MS11- 1,2,3,4,5,6,7,8,9,10

## Mathematics - Standard 1 & 2 Preliminary Assessment Outcomes 2018

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

## Mathematics - 2 Unit Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 9</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Component</b>		Open Book Task	Contextual Assignment	Yearly Examination
• <b>Concepts, Skills and Techniques</b>	<b>50%</b>	15%	15%	20%
• <b>Reasoning and Communication</b>	<b>50%</b>	15%	15%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		P1, P2,P3	P1, P2, P3, P4, P5, P6, P7	P1, P2, P3, P4, P5, P6, P7, P8

## Mathematics - 2 Unit Preliminary Assessment Outcomes 2018

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

## Mathematics - Extension 1 Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 10</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Component</b>		Class Assessment (Open Book)	Contextual Assignment	Yearly Examination
<b>Concept, Skills &amp; Techniques</b> • Knowledge, Skills and Understanding	<b>50%</b>	15%	15%	20%
<b>Reasoning &amp; communication</b> • Reasoning, Interpretative, Explanatory and Communicative Skills	<b>50%</b>	15%	15%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		P1, P2, P3, PE1, PE3, PE6	P1, P2, P3, P4, P5, PE1, PE2, PE6	P1 - P8 PE1 - PE6

# Mathematics - Extension 1 Preliminary Assessment Outcomes 2018

Preliminary Course Outcomes (2 Unit)	
<b>P1</b>	demonstrates confidence in using mathematics to obtain realistic solutions to problems
<b>P2</b>	provides reasoning to support conclusions which are appropriate to the context
<b>P3</b>	performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
<b>P4</b>	chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
<b>P5</b>	understands the concept of a function and the relationship between a function and its graph
<b>P6</b>	relates the derivative of a function to the slope of its graph
<b>P7</b>	determines the derivative of a function through routine application of the rules of differentiation
<b>P8</b>	understands and uses the language and notation of calculus

Preliminary Course Outcomes ( Extension – 1)	
<b>PE1</b>	appreciates the role of mathematics in the solution of practical problems
<b>PE2</b>	uses multi-step deductive reasoning in a variety of contexts
<b>PE3</b>	solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
<b>PE4</b>	uses the parametric representation together with differentiation to identify geometric properties of parabolas
<b>PE5</b>	determines derivatives which require the application of more than one rule of differentiation
<b>PE6</b>	makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations

## Marine Studies Preliminary Assessment Schedule 2018

<b>ASSESSMENT COMPONENTS</b>	<b>SYLLABUS WEIGHTING</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>Due Date</b>		<b>Term 1 Week 5</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 6</b>
<b>Course Component</b>		Practical & Theory Task	Depth Study (Research Task)	Careers Task
<b>CORE Topics</b>	<b>25%</b>	<b>15%</b>	<b>5%</b>	<b>5%</b>
<b>Module Topics</b>	<b>75%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>
<b>Total Marks</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		1.2, 2.1, 2.2, 3.1, 5.1, 5.3	1.1, 1.3, 1.4, 1.5, 2.3, 3.2, 3.3, 3.4, 5.2	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 4.1, 4.2, 5.1, 5.3, 5.4

## Marine Studies Preliminary Course Outcomes 2018

<b>Preliminary Course Outcomes</b>	
1.1	relates with a respectful and caring attitude to the ocean and its life forms
1.2	identifies the roles of individuals or groups involved in maritime activities
1.3	recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
1.4	recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
1.5	demonstrates an awareness of the value of the ocean as a source of historical information
2.1	appreciates the importance of effective management practice
2.2	works effectively within a group
2.3	communicates information by writing reports, giving short talks and contributing to discussions
3.1	evaluates information, situations, equipment manuals and written or manual procedures
3.2	collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
3.3	generates information from data by calculating, inferring, interpreting and generalising
3.4	carries out planned research activities using appropriate measurements, observations, classification and recording skills
4.1	identifies marine vocations and a range of leisure pursuits
4.2	appreciates marine environments as sources of employment and leisure
5.1	values the rules and operating principles of marine equipment and applies them`
5.2	applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
5.3	interprets and follows instructions, with accuracy
5.4	selects, organises, assembles, dismantles, cleans, and returns equipment

## Modern History Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Components</b>		<b>Investigating Modern History</b> Portfolio Source Study & written responses	<b>Historical Investigation</b> Student research and investigation	<b>All Topics</b> Yearly Examination
Knowledge and understanding of course content	<b>40%</b>	20%		20%
Historical skills in analysis and evaluation of sources and interpretations	<b>20%</b>	5%	10%	5%
Historical inquiry and research	<b>20%</b>		10%	10%
Communication of Historical understanding in appropriate forms	<b>20%</b>	5%	10%	5%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		MH11-6, MH11-7, MH11-9, MH11-10	MH11-5, MH11-6, MH11-7, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9

## Modern History Preliminary Assessment Outcomes 2018

Preliminary Course Outcomes	
<b>MH11.1</b>	describes the nature of continuity and change in the modern world
<b>MH11.2</b>	proposes ideas about the varying causes and effects of events and developments
<b>MH11.3</b>	analyses the role of historical features, individuals, groups and ideas in shaping the past
<b>MH11.4</b>	accounts for the different perspectives of individuals and groups
<b>MH11.5</b>	examines the significance of historical features, people, ideas, movements, events and developments of the modern world
<b>MH11.6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument
<b>MH11.7</b>	discusses and evaluates differing interpretations and representations of the past
<b>MH11.8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>MH11.9</b>	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
<b>MH11.10</b>	discusses contemporary methods and issues involved in the investigation of modern history

## Music 1 Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Type of Task</b>		Composition Portfolio & Musicological Analysis	Performance and Musicological Viva Voce	Aural Skills Yearly Examination
<b>CORE Composition</b>	<b>25%</b>		25%	
<b>CORE Performance</b>	<b>25%</b>	25%		
<b>CORE Aural</b>	<b>25%</b>	10%	15%	
<b>CORE Musicology</b>	<b>25%</b>			25%
<b>Total Marks</b>	<b>100%</b>	<b>35%</b>	<b>40%</b>	<b>25%</b>
<b>Outcomes Assessed</b>		P2, P3, P6, P7, P8	P4, P6, P7,P9	P1, P4, P5, P8

## Music 1 Preliminary Assessment Outcomes 2018

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

## Personal Development Health & Physical Education (PDHPE) Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 8</b>	<b>Term 3 Week 4</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Type of Task</b>		Case Study & In class written response	Research Assignment Practical Application	Yearly Examination
<b>Course Component</b>		<b>Core 1</b>	<b>Core 2</b>	<b>Cores 1 &amp; 2 Options 1 &amp; 3</b>
<b>Knowledge and understanding of the factors that affect health and the way the body moves</b>	<b>40%</b>	10%	10%	20%
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• influencing personal and community health and</li> <li>• taking action to improve participation performance in physical activity</li> </ul>	<b>30%</b>	15%	10%	5%
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• critical thinking and research skills</li> </ul>	<b>30%</b>	10%	15%	5%
<b>Total Marks</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		P1, P2, P3, P4, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1- P17

## Personal Development Health & Physical Education (PDHPE) Preliminary Assessment Outcomes 2018

<b>Preliminary Course Outcomes</b>	
<b>P1</b>	identifies and examines why individuals give different meanings to health
<b>P2</b>	explains how a range of health behaviours affect an individual's health
<b>P3</b>	describes how an individual's health is determined by a range of factors
<b>P4</b>	evaluates aspects of health over which individuals can exert some control
<b>P5</b>	describes factors that contribute to effective health promotion
<b>P6</b>	proposes actions that can improve and maintain an individual's health
<b>P7</b>	explains how body systems influence the way the body moves
<b>P8</b>	describes the components of physical fitness and explains how they are monitored
<b>P9</b>	describes biomechanical factors that influence the efficiency of the body in motion
<b>P10</b>	plans for participation in physical activity to satisfy a range of individual needs
<b>P11</b>	assesses and monitors physical fitness levels and physical activity patterns
<b>P12</b>	demonstrates strategies for the assessment, management and prevention of injuries in first aid settings - (Option 1)
<b>P13</b>	develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
<b>P14</b>	demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
<b>P15</b>	forms opinions about health-promoting actions based on a critical examination of relevant information
<b>P16</b>	uses a range of sources to draw conclusions about health and physical activity concepts
<b>P17</b>	analyses factors influencing movement and patterns of participation

## Physics Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 2 Week 10</b>	<b>Term 3 Week 4</b>	<b>Term 3 Week 9 &amp; 10</b>
<b>Course Component</b>		Practical Investigation	Depth Study	Yearly Examination
<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of the fundamentals of Mechanics</li> <li>• Develop knowledge and understanding of Energy</li> </ul>	<b>40%</b>	5%	5%	30%
<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>• Questioning and Predicting</li> <li>• Planning Investigations</li> <li>• Conducting Investigations</li> <li>• Analysing Data and information</li> <li>• Problem Solving</li> <li>• Communicating</li> </ul>	<b>60%</b>	20%	35%	5%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>40%</b>	<b>35%</b>
<b>Outcomes Assessed</b>		PH11- 1,2,3,4,5,6,7,10	PH 11- 1,2,3,4,5,6,7,8, 9,11	PH 11- 1,2,4,5,6,7,8,9,10,11

## Physics Preliminary Assessment Outcomes 2018

<b>Preliminary Course Outcomes</b>	
<b>Questioning and predicting</b>	
PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
<b>Planning investigations</b>	
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>Conducting investigations</b>	
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
<b>Processing data and information</b>	
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>Analysing data and information</b>	
PH11/12-5	analyses and evaluates primary and secondary data and information
<b>Problem solving</b>	
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>Communicating</b>	
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

## Society and Culture Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date Due		Term 1 Week 7	Term 3 Week 1	Term 3 Weeks 9 & 10
Course Components		Analysis of Social Issues and News in the Media	Generational Research task	Yearly Examination
Knowledge and understanding of course content	50%	15%	10%	25%
Application and analysis of social and cultural research methods	30%		20%	10%
Communication of information, ideas and issues in appropriate forms	20%	10%	5%	5%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		P1, P4, P7, P8, P10	P3, P5, P8, P9, P10	P1, P2, P5, P6, P9

## Society and Culture Preliminary Outcomes 2018

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

## Software Design and Development Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Component</b>		Portfolio	Major Project	Yearly Examination
<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	<b>50%</b>	10%	20%	20%
<ul style="list-style-type: none"> <li>Knowledge and skills in the design and development of software solutions</li> </ul>	<b>50%</b>	20%	20%	10%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		P1.2, P1.3, P3.1, P4.1, P5.1, P5.2	P1.2, P3.1, P4.1, P5.1, P5.2, P6.2	P1.1, P1.2, P1.3, P2.1, P2.2, P6.1

## Software Design and Development Preliminary Assessment Outcomes 2018

Preliminary Course Outcomes	
P1.1	describes the functions of hardware and software
P1.2	describes and uses appropriate data types
P1.3	describes the interactions between the elements of a computer system
P2.1	describes developments in the levels of programming languages
P2.2	explains the effects of historical developments on current practices
P3.1	identifies the issues relating to the use of software solutions
P4.1	analyses a given problem in order to generate a computer-based solution
P4.2	investigates a structured approach in the design and implementation of a software solution
P4.3	uses a variety of development approaches to generate software solutions and distinguishes between these approaches
P5.1	uses and justifies the need for appropriate project management techniques
P5.2	uses and develops documentation to communicate software solutions to others
P6.1	describes the skills involved in software development
P6.2	communicates with appropriate personnel throughout the software development process
P6.3	designs and constructs software solutions with appropriate interfaces

## Sport, Lifestyle and Recreation (SLR) Preliminary Assessment Schedule 2018

ASSESSMENT COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Due Date</b>		<b>Term 1 Week 6</b>	<b>Term 2 Weeks 1 - 9</b>	<b>Term 3 Week 6</b>
<b>Type of Task</b>		Research and Designing a Fitness Program Task	Practical Application	Research Task
		<b>Modules 8.5 and 8.12</b> Fitness and Resistance Training	<b>Module 8.6</b> Games and Sports Applications 1	<b>Module 8.9</b> Healthy Lifestyles
• Knowledge and Understanding	<b>50%</b>	20%	10%	20%
• Skills	<b>50%</b>	10%	30%	10%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		P1.2, P1.3, P1.5, P2.1, P2.2, P3.2, P4.1, P4.3	P1.1, P1.2, P3.1, P3.2, P3.3, P3.4, P4.2, P4.4, P4.5	P1.5, P2.3, P3.5, P4.3

## Sport, Lifestyle and Recreation Assessment Outcomes 2018

Objectives	Preliminary Course Outcomes
<b>Students will develop:</b>	<b>A student:</b>
<b>1.</b> 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
<b>2.</b> 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
<b>3.</b> 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
<b>4.</b> 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
<b>5.</b> a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	<b>Values and Attitudes</b> 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

## Visual Arts Preliminary Assessment Schedule 2018

<b>ASSESSMENT COMPONENTS</b>	<b>SYLLABUS WEIGHTING</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>Due Date</b>		<b>Term 2 Week 3</b>	<b>Term 3 Week 3</b>	<b>Term 3 Week 10</b>
<b>Course Component</b>		<b>Case Study / Body of Work #1 In class short answers VAPD Abstract Landscape Painting Series</b>	<b>Case Study / Body of Work #2 In class Essay Task VAPD Site Specific installation objects</b>	<b>Exam / Body of Work #3 Yearly Exam VAPD Installation Photographs</b>
<b>Art Making</b>	<b>50%</b>	20%	15%	15%
<b>Art Criticism &amp; Art History</b>	<b>50%</b>	15%	15%	20%
<b>Total Marks</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>Outcomes Assessed</b>		P1, P4, P7, P8, P9	P2, P3, P8, P9	P5, P6, P7, P8, P9, P10

## Visual Arts Preliminary Assessment Outcomes 2018

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

## Work Studies Preliminary Assessment Schedule 2018

<b>ASSESSMENT COMPONENTS</b>	<b>SYLLABUS WEIGHTING</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>Due Date</b>		<b>Term 1 Week 9</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Type of Task</b>		<b>Research and Report</b>	<b>Finances/Budgeting</b>	<b>Yearly Examination</b>
Knowledge and understanding of course content	<b>50%</b>	15%	15%	20%
Skills	<b>50%</b>	20%	20%	10%
<b>Total</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		1, 2, 3, 4, 5	2, 4, 7, 8	3, 4, 5, 6, 7, 8, 9

## Work Studies Preliminary Assessment Outcomes 2018

<b>Preliminary Course Outcomes</b>
1 investigates a range of work environments
2 examines different types of work and skills for employment
3 analyses employment options and strategies for career management
4 assesses pathways for further education, training and life planning
5 communicates and uses technology effectively
6 applies self-management and teamwork skills
7 utilises strategies to plan, organises and solves problems
8 assesses influences on people's working lives
9 evaluates personal and social influences on individuals and groups

# **Vocational Education Training (VET) Course Assessment Schedules**



School Name: Wadalba Community School

Student Assessment Schedule

COURSE: Preliminary Business Services

2018

Assessment Tasks for Certificate II in Business BSB20115		Cluster A	Cluster B	Cluster C
		Prepared for work	Working effectively	Communicating in the workplace
		Week: 10 Term: 1	Week: 8 Term: 3	Week: 10 Term: 4
Code	Unit of Competency			
BSBWHS201	Contribute to health and safety of self and others	X		
BSBWOR204	Use business technology	X		
BSBITU201	Produce simple word processed documents		X	
BSBITU202	Create and use spreadsheets		X	
BSBINM201	Process and maintain workplace information		X	
BSBCMM201	Communicate in the workplace			X
BSBCUS201	Deliver a service to customers			X

Yearly Exam
Week: 9+10 Term: 3
HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Business BSB20115 or a Statement of Attainment towards Certificate II in Business BSB20115.

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

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

**School Name: Wadalba Community School**
**Student Competency Assessment Schedule**
**Course: Preliminary Construction**
**2018**

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster A	Cluster B	Cluster C	Yearly Examination
		Safety	Organise to Communicate	Reading Plans and Calculating	
		Week: 8 Term: 2	Week: 4 Term: 3	Week: 5 Term: 4	
Code	Unit of Competency				Week: 9+10 Term: 3
CPCCWHS1001	Prepare to work safely in the construction industry	X			HSC Examinable Units of Competency
CPCCOHS2001A	Apply OHS requirements, policies, and procedures in the construction industry	X			
CPCCCA2002B	Use carpentry tools and equipment	X			
CPCCCM1012A	Work effectively and sustainably in the construction industry	X			
CPCCCM1013A	Plan and organise work		X		
CPCCCM1014A	Conduct workplace communication		X		
CPCCCM2001A	Read and interpret plans and specifications			X	
CPCCCM1015A	Carry out measurements and calculations			X	

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

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

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

**School Name: Wadalba Community School**
**Student Competency Assessment Schedule**
**Course: Construction - 240 hour Compressed Curriculum Delivery**
**2018**

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
		Safety	Organise to communicate	Reading plans and calculating	Formwork	Level a simple slab	Assemble for off-site manufacture
		Week: 10 Term: 1	Week: 4 Term: 2	Week: 1 Term: 3	Week: 7 Term: 3	Week: 4 Term: 4	Week: 8 Term: 4
Code	Unit of Competency						
CPCCWHS1001	Prepare to work safely in the construction industry	X					
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	X					
CPCCCA2002B	Use carpentry tools and equipment	X					
CPCCCM1012A	Work effectively and sustainably in the construction industry	X					
CPCCCM1013A	Plan and organise work		X				
CPCCCM1014A	Conduct workplace communication		X				
CPCCCM2001A	Read and interpret plans and specifications			X			
CPCCCM1015A	Carry out measurements and calculations			X			
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground				X		
CPCCCA2011A	Handle carpentry materials				X		
CPCCCM2006B	Apply basic leveling procedures					X	
CPCCC02013A	Carry out concreting to simple forms					X	
CPCCCM2005B	Use construction tools and equipment					X	
CPCCJN2001A	Assemble Components						X
CPCCJN2002B	Prepare for off-site manufacturing process						X

Half Yearly Examination	Trial HSC Examination
Week: N/A Term: N/A	Week: 9+10 Term: 3

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

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

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

**School Name: Wadalba Community School**
**Student Competency Assessment Schedule**
**Course: Preliminary Hospitality- Food and Beverage Stream**
**2018**

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work	Practical Café Skills	Working relationships	
		Week: 10 Term: 1	Week: 10 Term: 2	Week: 5 Term: 3	
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHFAB005	Prepare and serve espresso coffee		X		
SITHCCC003	Prepare and present sandwiches		X		
SITHFAB004	Prepare and serve non-alcoholic beverages		X		
BSBWOR203	Work effectively with others			X	
SITXCOM002	Show social and cultural sensitivity			X	

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

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

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

**School Name: Wadalba Community School**
**Student Competency Assessment Schedule**
**Course: Preliminary Hospitality – Kitchen Operations and Cookery**
**2018**

Assessment Tasks for Certificate II in Kitchen Operations SIT20416		Cluster A	Cluster B	Cluster C
		Getting ready for work	Intro to the Commercial Kitchen	Safe food handling
		Week: 10 Term: 1	Week: 10 Term: 2	Week: 8 Term: 3
Code	Unit of Competency			
SITXFSA001	Use hygienic practices for food safety	X		
SITXWHS001	Participate in safe work practices	X		
SITHKOP001	Clean kitchen premises and equipment		X	
SITHCCC001	Use food preparation equipment		X	
SITXINV002	Maintain the quality of perishable items			X
SITXFSA001	Participate in safe food handling practices			X
SITHCCC002	Prepare and present simple dishes			X

Yearly Examination
Week: 9+10 Term: 3
HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416.

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

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

**SCHOOL: Wadalba Community School**
**Student Competency Assessment Schedule**
**COURSE: Preliminary – Primary Industries – Agriculture AHC20116**
**2018**

Assessment Tasks for Certificate II in Agriculture		Cluster A	Cluster B	Cluster C
		Farming	Health and Welfare of Livestock	Basic Nursery Work
		Week: 10 Term: 1	Week: 10 Term: 2	Week:8 Term: 3
Code	Unit of Competency			
INDUCTION	Induction	X		
AHCMOM202	Operate tractors	X		
AHCWHS201	Participate in work health and safety processes	X		
AHCBIO201	Inspect and clean machinery for plant, animal and soil material	X		
AHCLSK205	Handle livestock using basic techniques		X	
AHCLSK202	Care for health and welfare of livestock		X	
AHCLSK204	Carry out regular livestock observation		X	
AHCLSK209	Monitor water supplies			X
AHCSOL202	Assist with soil or growing media sampling and testing			X
AHCNSY202	Care for nursery plants			X

Yearly Examination
Week: 9+10 Term: 3
HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Agriculture AHC20116 or a Statement of Attainment towards Certificate II Agriculture AHC20116.

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

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

**School Name:**
**Student Competency Assessment Schedule**
**COURSE: Preliminary Retail Services**
**2018**

Assessment Tasks for Certificate III in Retail SIR30216		Cluster A	Cluster B	Cluster C	Cluster D	Yearly Exam	
		Customer Service	Safety	Are you being served?	Working in the industry		
		Week:10 Term: 1	Week:6 Term: 2	Week:6 Term: 3	Week:6 Term: 4		
Code	Unit of Competency					HSC Examinable Units of Competency	
SIRXCEG001	Engage the Customer	X					Week: 9+10 Term: 3
SIRXCOM002	Work effectively in a team	X					
SIRXWHS002	Contribute to workplace health and safety		X				
SIRXCEG002	Assist with Customer Difficulties			X			
SIRXCEG003	Build Customer relationships and loyalty			X			
SIRXIND001	Work effectively in a service environment				X		
SIRXIND002	Organise and maintain the store environment.				X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail SIR30216 or a Statement of Attainment towards a Certificate III in Retail SIR30216.

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

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

**School: Wadalba Community School**
**Student Competency Assessment Schedule**
**Course: Preliminary - Sport Coaching**
**2018**

Assessment Tasks for Certificate II in Sport Coaching SIS20513		Cluster A	Cluster B	Cluster C	Cluster D	Cluster E
		Getting Organised	Tournament Time	Coaching Principles	Injury Prevention	First Aid
		Week 4 Term:1	Week 10 Term: 1	Week 6 Term: 2	Week 4 Term: 3	Week 8 Term: 3
Code	Unit of Competency					
BSBWOR202A	Organise and complete daily work activities	X				
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions		X			
SISXWHS101	Follow work health and safety policies		X			
SISSSCO101	Develop and update knowledge of coaching practices			X		
ICPMM263C	Access and use the Internet			X		
SISSSPT303A	Conduct basic warm-up and cool down programs				X	
SISSSPT201A	Implement Sports Injury Prevention				X	
HLTAID003	Provide first aid - outsourced					Credit Transfer

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Sport Coaching SIS20513 or a Statement of Attainment towards a Certificate II in Sport Coaching SIS20513.

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

## 2018 PRELIMINARY COURSE ASSESSMENT CALENDAR

	Term 1 2018	Term 2 2018	Term 3 2018	Term 4 2018
<b>Week 1</b>		Drama Legal Studies Sport Lifestyle & Recreation	Drama Exploring Early Childhood Legal Studies Society & Culture	Year 12
<b>Week 2</b>		Business Studies Sport Lifestyle & Recreation	Biology Investigating Science	Year 12
<b>Week 3</b>		IT Multimedia IT Timber Sport Lifestyle & Recreation Visual Arts	Business Studies Visual Arts	Year 12
<b>Week 4</b>		Sport Lifestyle & Recreation	Chemistry PDHPE Physics	Year 12
<b>Week 5</b>	Marine Studies	Sport Lifestyle & Recreation		Year 12
<b>Week 6</b>	Legal Studies Sport Lifestyle & Recreation	English - Studies Marine Studies Sport Lifestyle & Recreation	Aboriginal Studies English - Extension English - Studies Food Technology Geography IT Multimedia IT Timber Marine Studies Sport Lifestyle & Recreation	Year 12
<b>Week 7</b>	Aboriginal Studies Food Technology Society & Culture	Food Technology Mathematics - 2 Unit Sport Lifestyle & Recreation Work Studies		Year 12
<b>Week 8</b>	English - Studies PDHPE	Aboriginal Studies Ancient History Dance Sport Lifestyle & Recreation	Exploring Early Childhood (Yearly Examination)	Year 12
<b>Week 9</b>	Ancient History Dance English - Advanced English - Standard Geography Investigating Science Mathematics - 2 Unit Music 1 Work Studies	English - Advanced English - Extension English - Standard Geography Mathematics Extension 1 Mathematics - Standard 1 & 2 Music 1 Sport Lifestyle & Recreation	<b>YEARLY EXAMINATIONS</b>	Year 12
<b>Week 10</b>	Biology Chemistry CAFS English - Extension Exploring Early Childhood Mathematics Extension 1 Mathematics - Standard 1 & 2 Modern History Software Design & Development	CAFS English - Extension Modern History Physics Software Design & Development	<b>YEARLY EXAMINATIONS</b>	Year 12
<b>Week 11</b>		<b>NOTE: VET Assessment events are not included. Please see VET Schedules in pages 75 to 83</b>		

## 1. Plagiarism

*The following information was downloaded from the site  
[http://www.lc.unsw.edu.au/onlib/plag\\_3.html](http://www.lc.unsw.edu.au/onlib/plag_3.html)*

Although produced to assist university students in understanding plagiarism, it is very relevant and readable for students in Stage 6 of their learning.

### ***What is Plagiarism?***

**Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.**

Whenever you use the words or ideas of another person in your work, you must acknowledge where they came from. You can avoid plagiarism by following the suggestions outlined in this guide.

One of the contradictions of academic writing is that while you are expected to read, research and refer to experts and authorities, you are also expected to produce 'original' work. However, it is important to recognise that all scholarship involves understanding, researching, and expanding on the work of others to some degree. Most of the academic work undergraduate students do at university will be based on the words, information and ideas of other writers. In this case, an original contribution might consist mainly of selecting, ordering, summarising and interpreting what others have said. So, it is important to learn how to reference properly - that is, how to specify clearly and exactly what your debts are and how to acknowledge them. Then your own contribution can be clearly identified and appreciated.

### ***Common Forms of Plagiarism***

- **Downloading an assignment from an online source and submitting it as your own work.**
- **Buying, stealing or borrowing an assignment and submitting it as your own work.**
- **Copying a section of a book or an article and submitting it as your own work.**

Quoting from a source 'word for word', without using quotation marks is plagiarism.

- **Copying, cutting and pasting text from an electronic source and submitting it as your own work.**
- **Using the words of someone else and presenting them as your own.**
- **Using significant ideas from someone else and presenting them as your own.**

Putting someone else's ideas into your own words and not acknowledging the source of the ideas is plagiarism.

- **Copying the written expressions of someone else without proper acknowledgement.**

Lifting sentences or paragraphs from someone else, even with proper acknowledgement, gives the impression that the idea or information comes from the source cited, but that the phrasing, the choice of words to express it, is your own contribution.

- **Relying too much on other people's material**

Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

### ***Plagiarism & the Internet***

The internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.

#### **Warning!**

There are an increasing number of websites that feature university assignments that students can access and download. Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties, including exclusion from the university. If you are tempted to do this, please remember that academics are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research - this is why they are teaching! They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists. Remember, if you found the paper, so can your lecturer or tutor!

Resist the temptation to 'cut and paste' text directly from an electronic resource into your assignment. You should rewrite any information in your own words. When using the internet, cite the source of anything that you borrow, including material from web pages, email, and newsgroups. These materials are the words and ideas of people who deserve to be given credit. For referencing purposes, always make a note of the 'address' or URL of web pages and the date you accessed the material. If possible, print out the web pages.

### ***How to Avoid Plagiarism***

#### ***Be Aware of What Constitutes Plagiarism***

Plagiarism is using the words or ideas of others and presenting them as your own. Many students plagiarise unintentionally. Unintentional plagiarism can result from not knowing how to acknowledge or incorporate sources of information, or from careless note-taking or 'cutting and pasting' of electronic sources. Both intentional AND unintentional plagiarism are violations of UNSW regulations. (and school tasks)

## ***Plan Your Work***

Plan ahead and begin writing your assignments well before they are due. Leaving work until the last minute doesn't give you enough time to read, digest, form your own ideas and write information in your own words. When students rush to meet a tight deadline, they are more likely to plagiarise unintentionally or succumb to the temptation to 'cut and paste' information directly from electronic resources.

## ***Learn to How to Acknowledge Your Sources of Information***

***The Golden Rule: Make sure your assignments are referenced correctly.***

Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.

### ***Why Reference?***

Inaccurate references or, worse still, no references at all can be regarded as plagiarism. All university assignments must contain references; an unreferenced assignment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research. Referencing is also a way to give credit to the writers from whom you have borrowed words and ideas.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment.

### ***Referencing Methods***

There are several different referencing methods. Short referencing guides for three commonly used styles:

the [Oxford \(footnote/bibliography\)](#)

the [Harvard \(in-text\)](#) method

the [APA \(American Psychological Association\)](#)

are available from The Learning Centre. Commonwealth Style Guides for other referencing systems are available at many libraries and bookshops.

Follow the referencing style recommended by your faculty. Many faculties or schools within the University offer guides indicating how referencing should be done. Check with your lecturer or tutor about their preferred method.

### ***Acknowledge ALL Your Sources***

Academic books are not the only sources that require acknowledgement. ANY words, ideas or information taken from ANY source requires a reference.

## **What kind of information should I reference?**

<b>Reference when you are using words or ideas from:</b>	<b>No need to reference:</b>
<ul style="list-style-type: none"><li>• books and journal articles;</li><li>• newspapers and magazines;</li><li>• pamphlets or brochures;</li><li>• films, documentaries, television programs or advertisements;</li><li>• web pages or computer-based resources;</li><li>• letters or emails;</li><li>• personal interviews;</li><li>• lecturers or tutors (This isn't always necessary, but check with your lecturer or tutor about their preferences before you draw on their ideas).</li><li>• Reference when you reprint any diagrams, illustrations, charts or pictures.</li></ul>	<ul style="list-style-type: none"><li>• when you are writing your own observations or experiment results (for example, a report on a field trip);</li><li>• when you are writing about your own experiences (for example, a reflective journal);</li><li>• when you are writing your own thoughts, comments or conclusions in an assignment;</li><li>• when you are evaluating or offering your own analysis;</li><li>• when you are using 'common knowledge' (facts that can be found in numerous places and are likely to be known by a lot of people) or folklore;</li><li>• when you are using generally accepted facts or information (this will vary in different disciplines of study. If in doubt, ask your tutor).</li></ul>

### **Learn how to incorporate the work of others into your own work**

In addition to knowing the rules for referencing your sources, and knowing what to reference, you also need to understand how to effectively integrate material in your writing. Knowing how to quote correctly from a source, and how to paraphrase and summarise the words and ideas of others can help you avoid plagiarism.

#### **Writing in your own words: Summarising & Paraphrasing**

You can integrate evidence/ source material into your assignments by summarising and paraphrasing. Summaries and paraphrases offer alternatives to using direct quotations.

- A summary is an overview of a source, condensing it to its most important ideas.
- A paraphrase is usually a short section of text. It retains the meaning but uses different words.

Summarise or paraphrase in your own words and sentence patterns. Follow with a reference. However, just changing one or two words does not make a paraphrase; you must digest the ideas, understand them, and write them in your own words and phrasing.

### **Why writing in 'your own words' is important**

Expressing information or ideas in your own words (by paraphrasing or summarising) demonstrates that you have understood, absorbed, and interpreted information. It also helps you to develop your writing style. If your work is only made up from copied material you are likely to be penalised by your lecturers.

### **Use Quotations**

A quotation is an exact reproduction of spoken or written words. When you want to reproduce someone's exact words in your work:

1. present them between quotation marks and follow them with a citation.
2. use quotation marks even when you borrow a phrase or a single, special word from another source.
3. always include page numbers in your reference.

It can be helpful to introduce a quotation or paraphrase by using the author's name. This is known as Strong Author Referencing. For example, you can write, "According to White" followed by a quotation from White or your paraphrase or summary of White's ideas.

### **Learn to make effective notes from sources**

Students often plagiarise unintentionally when they take 'word-for-word' notes from sources and then simply reproduce these in their assignments. To make sure that you don't accidentally plagiarise, take notes carefully. Develop a system to distinguish between what you have copied directly from a source, what you have noted in your own words, and your own comments about the material.

When you take notes from a source of information, use the split-page method:

Divide your page into 3 columns.

- Write the notes from a source in the **first** column
- Record the page number(s) in the **second** column
- The third column is where you write your comments, questions or ideas about the information. This allows you to distinguish between your ideas and the author's.

**Example: Page Layout for Notetaking**

<b>Bibliographic Details of the source</b>		
<b>Your notes from the source</b>	<b>Page no.</b>	<b>Your comments, questions or ideas about the information</b>

Before you begin to take notes, record the bibliographic information for the source at the top of the page. Carefully note which source the material comes from and all the information needed for referencing that source. You won't want to try to retrace your path to an Internet site or run back to the library the night before your paper is due just because you forgot to write down the necessary information the first time!

When taking notes from a source, try to write in your own words. Cover the original source, then relying on your memory, write a summary or paraphrase. Check your version with the original for accuracy and any phrases you may have accidentally reproduced. Put any unique words or phrases that you can't change into quotation marks. If you copy down the exact words from a source, make sure they are between quotation marks.

Use 'in-text' referencing in your notes. During note-taking, develop the habit of concluding each paragraph with the author's name and the page number between brackets. This will help you reference the information when you use it in an assignment.

See The Learning Centre's guide to [Effective Note-making from Written Text](#)

### **References**

Carroll, J., *A Handbook for Deterring Plagiarism in Higher Education*, 2002, Oxford Centre for Staff and Learning Development, Oxford.

Davis, U. C., University of Southern California, *Avoiding Plagiarism: Mastering the Art of Scholarship* <http://sja.ucdavis.edu/avoid.htm> 25 October, 2001.

Northedge, A., *The Good Study Guide*, 1988, Open University Press, Milton Keynes.

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[http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

Westphal, D., *Plagiarism*, St. Cloud State University, St. Cloud

<http://leo.stcloudstate.edu/research/plagiarism.html> 10 August, 2000.

## **2. Cheating**

This is copying another student's work during an examination task or bringing material into an examination to aid in answering the paper. Students caught cheating will receive no marks for their work. Parents will be informed of the reason for this penalty.

Students are expected to work in such a way that their work is not obvious to another student. Students who allow another student to copy their work are given the same penalty as the person cheating.

## **3. Disruption to Examinations and Assessment Tasks**

Students are expected to work on their task or examination in such a way that the learning of others is not disrupted. Actions such as – making noises, tapping pens, asking to leave the examination room and talking are examples of inappropriate behaviour. Such actions are likely to result in a zero grade for the task due to malpractice.

**Appendix 2: Illness / Misadventure Form**

This form is available from the Head Teacher of the subject for which it is required or the Deputy Principal.

**Wadalba Community School**



**Misadventure Form  
Year 11**

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Type of Task: \_\_\_\_\_ Date Scheduled: \_\_\_\_\_

**Reasons for Failure to meet Requirements:**

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please return to the **Head Teacher** no later than three (3) days after the scheduled date of the Assessment Task. When your absence/late submission is known before the date of the task, this form must be submitted to the Head Teacher **BEFOREHAND**. Supporting evidence as outlined in your Preliminary Policy & Schedule book should be attached to this form. For example, a doctor certificate is required for illness.*

**Head Teacher Recommendation:**

Refer to Assessment Appeal Panel                      Yes                          No      
Student Request for an Appeal/Review              Yes                          No   

Signature \_\_\_\_\_ Date: \_\_\_\_\_

Class Teacher signature \_\_\_\_\_ Date: \_\_\_\_\_

**Appeal Panel Decision:**

\_\_\_\_\_  
Principal / Deputy Principal                      BOS Contact                      Year Advisor                      Head Teacher

Appendix 3: Application for Extension Form

This form is available from the Head Teacher of the subject for which it is required before the due date. This should be at least one week in advance unless there are exceptional circumstances.

Wadalba Community School
Application for Extension Form Year 11



Student's name: \_\_\_\_\_ Date: \_\_\_\_\_
Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_
Type of Task: \_\_\_\_\_ Date Scheduled: \_\_\_\_\_

Reason for Application:

[Empty box for Reason for Application]

(Note: appropriate evidence must accompany this application)

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_
Student signature: \_\_\_\_\_ Date: \_\_\_\_\_
Class Teacher signature \_\_\_\_\_ Date: \_\_\_\_\_

INFORMATION FOR STUDENTS

- 1. Tasks not handed in on the due date will receive a zero result.
2. An extension may be granted in genuine cases of illness or misadventure. To be considered, an application for extension must be requested in writing before the due date.
3. Hand in your assessment task, even if it is late. A student who does not complete tasks to the value of 50% of the assessment tasks in a course may not be certified as satisfactory in that course and may not be eligible for the award of an HSC.

Application for Extension

Name: \_\_\_\_\_ Subject: \_\_\_\_\_
Assessment Task: \_\_\_\_\_

Extension:

Granted [ ]
Refused [ ] Reason:

[Empty box for Reason]

Head Teacher signature: \_\_\_\_\_



Wadalba Community School