



*Stage 6 – Year 11*  
*Preliminary*  
*Assessment Schedule*  
*2018*

**“A CENTRE OF EXCELLENCE IN THE CREATIVE AND  
PERFORMING ARTS”**

Narelle Vazquez  
Principal

Mark Milne  
Deputy Principal

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



## School Directory

Principal: Mrs Narelle Vazquez

Deputy Principals: Mrs Fiona Clifton

Mr Mark Milne

Year 9 Adviser: Ms M Mitchell

Assistant Adviser: Mr S Villon

### Head Teacher for:

Administration: Mrs M Scott

English/EALD: Mrs S Lee

Mathematics: Ms T Karayannis

Science: Mrs L Menon

HSIE: Ms R Senthevadivel

PDHPE: Mr D Neeves

CAPA (RIg): Miss J Cullen

Languages: Mr C Johnson

TAS: Mr I McKenzie

VET: Mrs M Scott

Student Services: Ms M Miller

Teaching & Learning: Mr C Johnson

Wellbeing: Mrs J Bardakos

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



## Contents:

Letter to Parents and Students .....	p 5
Diary Dates for School Events .....	p 6
2018 Year 11 Assessment Summary .....	p 7
Qualifying for the Higher School Certificate .....	p 11
The School's Assessment Program .....	p 14
Basic Rules – Your Responsibility .....	p 19
Honesty in the Preliminary Assessment – The Standard .....	p 22
Subject Assessment Schedules .....	p 27

### ***Subjects are alphabetical here but are grouped as faculty units in the booklet***

Ancient History .....	p 38
Biology .....	p 35
Business Studies .....	p 39
Chemistry .....	p 36
Community and Family Studies .....	p 43
Dance .....	p 49
Drama .....	p 51
Economics .....	p 40
English Advanced .....	p 28
English Standard .....	p 29
English EAL/D .....	p 31
English Extension 1 .....	p 30
Engineering Studies .....	p 44
Food Technology .....	p 45
Industrial Technology – Timber .....	p 46

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



Japanese Beginners .....	p 56
Japanese Continuers .....	p 55
Legal Studies .....	p 41
Mathematics Standard .....	p 32
Mathematics 2 Unit .....	p 33
Mathematics Extension 1 .....	p 34
Modern History .....	p 42
Music 1 .....	p 52
PD/Health/PE .....	p 47
Photography and Digital Imaging .....	p 53
Physics .....	p 37
Sport, Lifestyle and Recreation .....	p 48
Visual Arts .....	p 54
VET – Construction .....	p 57
VET – Entertainment .....	p 58
VET – Hospitality .....	p 59
VET – Retail .....	p 60

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



## Letter to Parents and Students

Dear Parents/Carers and Year 11 students,

This booklet outlines the internal school assessment tasks for students in Year 11, Stage 6, at Northmead Creative and Performing Arts High School.

The dates for assessment tasks are given for each subject on the relevant pages of this booklet. It is important that students work diligently throughout the year to obtain their best possible result. Due diligence and sustained effort is required of ALL students, this includes attendance of classes, and work completed in class and homework.

The range of co-curricular activities in which the Year 11 students are involved is extensive. The best way to keep up-to-date with what your child has coming up is to visit the school's Parent Portal on a regular basis. This will enable you to support your child in maintaining a balance between the academic and extra-curricular activities.

Additionally, any student who leaves Year 11 is eligible to receive a Record of School Achievement (ROSA) to indicate their standard of achievement.

Should you have any questions concerning this booklet, please feel free to contact the school.

Yours sincerely,

Narelle Vazquez

Principal

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



## Diary Dates for School Events

9 February	Swimming Carnival
26 February	School Photos
28 February	Wakakirri Auditions
1 March	Biology Mandatory Excursion
15 March	Parent Study Skills Evening
23 March	Harmony Day
23 March	Physics Mandatory Excursion
29 March	Cross Country Carnival
3 April	Parent Teacher Night 7, 9 & 11
6 April	Chemistry Mandatory Excursion
2-4 May	Yr 11 ESL Camp
11 May	Athletics Carnival
18 June	Music Mid-Year Showcase
26 June	Parent Teacher Night 7, 9 & 11
28 June	Drama Mid-Year Showcase
29 June	Dance Mid-Year Showcase
2 July	Yr 11 Vaccinations
6 – 10 August	Yr 11 Construction Work placement
20-24 August	Yr 11 Hospitality Work placement
27-31 August	Yr 11 Retail Work Placement
17 -28 September	Yr Yearly Examination Period

## 2018 Year 11 Preliminary Assessment Summary

Term 1					
Week	Date	Subject	Assessment Type	Assessment Task	Weight
5A	Thurs 1 March	Biology	Excursion	Mandatory Excursion	
	6B	Mon 5 March	Entertainment/Construction	Cluster A	White Card Course
	Tues 6 March	Japanese Beginners	Listening/Speaking	Assessment task 1 – Family Life	30
	Thursday 8 March	Entertainment/Construction	Cluster A	White Card Course	
7A	Mon 12 March	Biology	Report	Assessment Task 1 – Depth Study	30
	Tues 13 March	Ancient History	Report	Assessment Task 1 – Archaeological Report	40
	Thurs 15 March	Legal Studies		Assessment Task 1	35
	Fri 16 March	Music	Performance/Aural	Assessment Task 1	20
8B	Wed 21 March	Photography	Photograms/Dark Room Task	Assessment Task 1 – Man Ray & History of Photography	25
		Economics	Topic Test	Assessment Task 1	10
	Thurs 22 March	Business Studies	Report	Assessment Task 1 – Business Report	30
	Fri 23 March	Physics	Excursion	Mandatory Excursion	
9A	Mon 26 March	SLR	Topic Test & Skill	Assessment Task 1	35
	Tues 27 March	Japanese Continuers	Listening/Speaking	Assessment Task 1 – Myself & My Family	30
	Fri 30 March	Retail	Cluster A	Assessment Task 1- Customer Service	
10B	3, 4 & 5 April	Drama	Practical	Assessment Task 1 – Aust'n Theatre Directorial Workshop	30
	Tues 3 April	CAFS	Media Analysis	Assessment Task 1 – Resource Management	35
	Wed 4 April	Mathematics Standard		Assessment Task 1	30
	Thurs 5 April	Industrial Tech Timber	Research Task	Assessment Task 1	30

		Engineering Studies	Report	Assessment Task 1 – Engineering Fundamentals	30
	Fri 6 April	Chemistry	Excursion	Mandatory Excursion	
		Visual Arts	Research Task/Practical	Assessment Task 1- Artwork/VAPD/ Research	25
		Dance	Performance	Class sequences/Exam	30
11A	11 April	Drama	Practical	Assessment Task 1 – Aust'n Theatre Directorial Workshop	30
	Tues 10 April	Maths 2U	Research Task	Assessment Task 1	30
		Maths Ext 1		Assessment Task 1	30
		Food Technology		Assessment Task 1	20
	Thurs 12 April	English Standard	Writing Portfolio	Assessment Task 1- Reflection	30
		English Adv	Writing Portfolio	Assessment Task 1- Reflection	30
		English Ext 1	Essay	Assessment Task 1- Reflection	20
		English EAL/D	Extended Response In Class	Assessment Task 1	30
		PDHPE		Assessment Task 1 – Core 1	30

Term 2					
Week	Date	Subject	Assessment Type	Assessment Task	Weight
1A	Tues 1 May	Modern History		Assessment Task 1	30
	4 May	Music	Composition/Performance	Assessment Task 2	40
2B	Tues 8 May	Japanese Beginners	Reading & Writing	Assessment Task 2 – Recreation	30
		Physics	Depth Study	Assessment Task 1	30
	Thurs 10 May	Chemistry	Investigation	Assessment Task 1- Primary & Secondary sources	30
3A	Tues 15 May	Japanese Continuers	Reading & Writing	Assessment Task 2	30
	Wed 16 May	Hospitality	Cluster A		
	Fri 18 May	Retail	Cluster B	Assessment Task 2 - Safety	



5A	Tues 29 May	Ancient History	Historical Investigation	Assessment Task 2	20
	Wed 30 May	Economics	Essay	Assessment Task 2	50
	Thurs 31 May	English Ext 1	Research Project	Assessment Task 2	40
6B	Tues 5 June	Maths Ext 1		Assessment Task 2	30
	Thurs 7 June	Business Studies	Research Task/Essay	Assessment Task 2	30
	Fri 8 June	Entertainment	Cluster B	Assessment 2	
7A	Thurs 14 June	Legal Studies		Assessment Task 2	30
8B	Wed 20 June	Drama	Performance	Assessment Task 2 – Group	30
	Thurs 21 June	CAFS	Case Study	Assessment Task 2 – Leadership	35
9A	Mon 25 June	Biology	First Hand Investigation	Assessment Task 2	30
		Construction	Cluster A		
	Tues 26 June	Food Technology	Presentation	Assessment Task 2	40
	Wed 27 June	Hospitality	Cluster B		
	Thurs 28 June	Engineering Studies	Bio-engineering Report	Assessment Task 2	30
	Fri 29 June	Maths 2unit Maths Standard		Assessment Task 2 Assessment Task 2	30 30
	Chemistry	Depth Study	Assessment Task 2	30	
	Photography	Portrait/Publication	Assessment Task 2	40	
	Retail	Cluster C	Assessment Task 3		
10B	Mon 2 July	Dance	Written Exam	Assessment Task 2	30
	Tues 3 July	Physics Industrial Tech Timber	Research/Practical Practical Folio	Assessment Task 2 Assessment Task 2	30 30
	Thurs 5 July	Modern History		Assessment Task 2	30

Term 3					
Week	Date	Subject	Assessment Type	Assessment Task	Weight
4B	Fri 17 August	Construction	Cluster B		
5A	Fri 24 August	Retail	Cluster D	Assessment Task 4	
6B	Fri 31 August	Entertainment	Cluster C	Assessment Task 3	
7A	Tues 4 September	Food Technology	Website	Assessment Task 3	40
	Fri 7 September	Visual Arts	Practical/VAPD	Assessment Task 2	40
9A	Wed 19 September	Hospitality	Cluster C		
	Fri 21 September	Photography	Photography/Booklet	Assessment Task 3	40
10B	Mon 24 September	Construction	Cluster C		

### EXAM PERIOD – Term 3 week 9 & 10

Subjects that are holding a Yearly Exam for Assessment Task 3 will be conducted over the two week period.

An examination timetable will be issued early Term 3.



## HIGHER SCHOOL CERTIFICATE

*The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualification, vocational training or employment.*

*BOS ACE Manual. HSC*

### **1. QUALIFYING FOR THE HIGHER SCHOOL CERTIFICATE**

**1.1** To be eligible for the award of the Higher School Certificate students must:

- (i) have gained the Record of School Achievement (ROSA) or other such qualifications as the Board of Studies considers satisfactory;
- (ii) have attended school;
- (iii) have completed HSC: All My Own Work
- (iv) have satisfactorily completed courses which comprise the pattern of study required by the Board for the award of the Higher School Certificate;
- (v) sit for and make a serious attempt at the requisite Higher School Certificate examinations.

### **1.2 PATTERN OF STUDY**

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least twelve (12) units in your Preliminary study pattern and at least ten (10) units in your HSC study pattern.

Both study patterns must include:

- at least six (6) units of Board Developed Courses
- at least two (2) units of a Board Developed Course in English
- at least three (3) courses of two (2) unit value or greater
- at least four (4) subjects

No more than six (6) units of courses in Science can contribute to the twelve (12) Preliminary units and ten (10) HSC units required for the award of the Higher School Certificate.



## 1.3 SATISFACTORY COMPLETION OF A COURSE

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

### Course Completion Criteria

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

- a) **followed** the course developed or endorsed by the Board; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- c) **achieved** some or all of the course outcomes.
- d) sat for and made a **serious attempt** at **Assessed Tasks** and **Examinations** within the school.

{BOS ACE MANUAL}

Whilst the Board of Studies does not mandate attendance requirements, Principals may determine that, as a result of absence, a student cannot complete the course satisfactorily. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. (1.7)

If at any time it appears that a student is at risk of being given an '**N**' (**Non Completion of Course**) determination in any course the Principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination.

## 1.4 PRELIMINARY AND HSC COURSES

The Higher School Certificate is awarded when students satisfactorily complete the two components – the **Preliminary Course** and the **HSC Course**. Satisfactory completion of the Preliminary Course or its equivalent is a prerequisite for entry into a HSC Course. (BOS ACE Manual). The Preliminary Course is to be regarded as assumed knowledge which has been covered by all candidates. Achievement in the Preliminary Courses in Year 11 is assessed by the end of Term 3 in Year 11.

Examination specifications ensure that the major focus of the HSC examination will be on **HSC Course** content. In the HSC the Preliminary Course is not directly tested but it will be assumed you are familiar with the Preliminary Course and questions in the HSC might involve such basic knowledge or skills.

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



## 1.5 HSC COURSES

HSC Courses are assessed through School Assessment Tasks, including school examinations in Year 12, and in the HSC examinations.

Students studying a HSC Course must make a genuine attempt at Assessment Tasks **which contribute in excess of 50 per cent of the available marks. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed. In addition, students studying the HSC Course must sit for and make a genuine attempt at the requisite examination(s).**

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least twelve (12) units of Preliminary Courses and ten (10) units of HSC Courses which satisfy the Board's pattern of study requirements, the students will not be eligible to receive the award of a Higher School Certificate. Students at Northmead Creative and Performing Arts High School are encouraged to study 12 units for the HSC.

## 1.6 UNIVERSITY ENTRY

Before a student can have an ATAR calculated, he/she must first satisfy the eligibility requirements.

**ELIGIBILITY for an ATAR** To be eligible for an ATAR a student must complete at least ten (10) units of Board Developed Courses including at least two (2) units of English (except English Studies).

The Board Developed courses must include at least three (3) courses of two (2) units or greater, and at least four (4) subjects.

### **CALCULATION of the ATAR**

The ATAR will be based on an aggregate of scaled marks in ten (10) units of Board Developed courses comprising:

- the best two (2) units of English and
- the best eight (8) units from the remaining units, subject to the provision that no more than two (2) units of Category B courses be included



## 1.7 ATTENDANCE IN RELATION TO THE SATISFACTORY COMPLETION OF A COURSE

For post-compulsory students Principals may determine an appropriate attendance pattern, which will allow each student to achieve the outcomes of each course being studied. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Principals must give students early warning of the consequences of absences in terms of course completion criteria.

## 2. THE SCHOOL'S ASSESSMENT PROGRAM

### 2.1 INTRODUCTION

The Board of Studies requires that schools provide an **Assessment** of each student's performance in the HSC Course, leading up to the HSC examination. For all courses involving an external examination the HSC will show two sets of marks and indicate the position of that student in relation to all NSW students who study that course.

The **first** set of marks will be the examination results in each course studied and presented for the HSC examination. The **second** set of marks will be the school assessment of the student in each of the courses studied. The assessment ranking arrived at by the end of Term 3 in the HSC year will reflect the rank order and relative differences between the achievements of students on specified standards of performance. The standards that these differences are based on are explicit and are incorporated in the syllabus, examination tasks, performance descriptions, and other materials to be provided.

The assessment scores provided by the school will be moderated (adjusted) according to the school's performance in the external HSC examination in that course. For example, if students from a school receive a particular range of marks in the examination, (and if their assessments are higher or lower than that range), their assessment scores will be adjusted accordingly. The adjusted assessment scores will also take account of the relative differences between the scores of students as determined by the school.



## 2.2 ASSESSMENT PROGRAM

**2.2.1** Each school has to develop an Assessment Program for each Course. In practical terms this means that schools are required to:

- Set tasks which will be used to measure student performance in each component of a course.
- Specify values for each of these tasks.
- Inform the students of the requirements for each course.
- Keep records of each student's performance on each task.
- Provide students with information on their progress.

Each department concerning its relevant subjects prepared the assessment outlines issued and discussed in class. These summaries are derived from the BOS subject guidelines received by the school.

All subject departments will provide for each course more specific details concerning what will be assessed, how it will be assessed and when it will be assessed.

**2.2.2** If an assessment task fails to discriminate between students, or is found to be invalid, an additional task (with sufficient notice) will need to be given. **Head Teachers reserve the right to set additional tasks or change the order of tasks if necessary** - if this occurs you will be given sufficient notice.

## 2.3 REPORTS

Two formal reports on a student's progress will be provided during the assessment period; at the end of Term 1 Year 12, and after the Year 12 Trial HSC (August). These reports will show your progressive ranking in each subject.

In addition, the school may conduct Progress Reviews for every Year 12 student from time to time. These reviews indicate only Satisfactory or Unsatisfactory progress in each course as a guide to students and parents.

## 2.4 PURPOSE OF ASSESSMENT

- (i) To give students credit for achievements in aspects of their courses of study, which are not tested by the external examination, eg practical skills, field studies, research skills, oral skills, etc.
- (ii) To give students credit for actual achievements throughout the course rather than rely only on performance in the external examination.
- (iii) Formal assessment tasks enhance the normal process of learning and help prepare students for the HSC.



**Other activities designed to assist or to measure success in the learning of a particular concept topic or unit are also essential parts of the course. These tasks although not part of the formal Assessment Program also enhance understanding and in doing so help the students prepare both for formal assessment tasks and for the HSC exam itself. You must complete all assigned work.**

## **2.5 WHEN WILL ASSESSMENT TASKS BE GIVEN?**

(Refer to the Guidelines for each course, issued and explained in class)

A requirement of the BOS is that schools make an appropriate, minimum number of measures to ensure a reliable indication of the relative achievement of students. These measures will be obtained by requiring students to perform certain tasks such as tests, essays, assignments, speeches, research, practical work, etc.

Not every task given to students will be marked and used in the formal assessment scheme for a course. It is intended that only certain tasks will be specifically included in the assessment scheme. All other tasks are still to be completed as part of the normal course requirements.

Non-completion of these tasks makes the student liable to an unsatisfactory progress determination in the subject concerned.

**Each subject department will provide notice to students of the specific date and time for each assessment task, ten (10) school days in advance.**

## **2.6 WHEN WILL ASSESSMENT BEGIN?**

Because the HSC is a statement of a student's performance at the end of Year 12 it will indicate the relative standard of the student at that time. Formal assessment will not begin before Term 4 of Year 11, and in some Courses, may not begin until Term 1 of Year 12.

## **2.7 WHAT IF STUDENTS SCORE ZERO OR FAIL TO COMPLETE ASSESSMENT TASKS?**

Head Teachers will inform the Year Adviser and parents/guardians of all cases where a zero is awarded in any assessment task. If a student fails to complete assessment tasks worth 50% of available marks in any course then the Principal will certify that the course has not been satisfactorily studied. Unless the student successfully appeals to the BOS he/she will be awarded neither an assessment mark nor an examination mark and may not be eligible for an HSC.



# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



## **2.8 WHAT ABOUT STUDENTS WHO CHANGE COURSES/SCHOOLS/REPEAT?**

The Board of Studies will be notified as soon as possible of all HSC student movements both in and out of school.

- For students who transfer to NCAPAHS before Term 4 Year 11 (or before the School Assessments commence) no action is necessary. The student would simply be assessed with all the other students in the course at Northmead.
- No student can commence a Board Developed HSC Course unless the Principal is satisfied that the Preliminary Course requirements have been met. The BOS has to be notified.
- For students who transfer to NCAPAHS between the commencements of assessments in a particular course and before the 30th June in an HSC examination year, Northmead is to prepare final assessments based on those tasks, which the students complete at Northmead. Any information forwarded from the previous school may also be taken into account.
- For students who transfer to NCAPAHS after 30th June, the school the student previously attended is to provide the assessments. In these cases, the student's moderated assessment will be determined using the scaled examination performance of the previous school.
- For students who transfer in from interstate or overseas only tasks undertaken at Northmead should be assessed.  For students who repeat Year 12, an assessment will be made based on Year 12 of the repeat year only.

## **2.9 CAN STUDENTS APPEAL AGAINST MARKS AWARDED IN AN ASSESSMENT TASK?**

Teachers will give feedback about why particular marks were awarded and you should discuss any problems with your teacher. Where students feel there are grounds for a reconsideration of their task they must follow the procedure outlined in section 3.10 of this policy.

**2.10** No compensation is permitted in the marking of a particular task because of factors such as illness, misadventure or domestic problems, which might affect the preparation, or performance of a student throughout the Course.

However, if a student believes he or she can show a valid reason for poor performance due to illness or misadventure, then he or she can appeal - in writing and with supporting evidence. In these cases, you should discuss the situation with the Principal and the Year Adviser.

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



## 2.11 THE ASSESSMENT RANKING

A students' final assessment rank is detailed on the final Year 12 report.

Students may request a review of their Assessment Rankings if they feel that their positions in the order of merit for a course are not consistent with their expectations on the basis of their performances on assessment tasks. This request is made to the School Principal. The school will consider three aspects when considering the appeal:

- The weightings as specified in the school Assessment Program conform to Board requirements (as per subject guides).
- The procedures used by the school for determining the final assessment mark conform with its stated Assessment Program. The weightings used for the various assessment tasks should be consistent with those specified in the Assessment Program.
- There are no clerical/computational errors.

A committee of teachers will conduct the review.

## 2.12 WHAT HAPPENS IF A STUDENT IS STILL NOT SATISFIED AFTER THE SCHOOL REVIEWS HIS/HER APPEAL?

The Principal will advise of the procedure to be followed. Students may appeal to the BOS only on the grounds that the review made by the school was contrary to the requirements of the Board.

**2.13 STUDENT GUIDELINES FOR EACH SUBJECT** will be issued, explained and discussed in the appropriate class period. Copies of all policies will be held in the Library and by the Year Adviser, Principal, Deputy Principal and can be found on the school website.

## 2.14 DO YOU NEED ADVICE OR HELP IN REGARD TO THE HSC ASSESSMENT POLICY?

- (a) If it concerns a Course or marks or ranking in a subject, see your teacher.
- (b) If it is about the School Policy, see the Year Adviser, Principal, or Deputy Principal.
- (c) If it is about HSC eligibility or ATAR, see the Careers Adviser.
- (d) Your Year Adviser will always be there to help resolve problems.



## YOUR RESPONSIBILITY IN ALL ASSESSMENT TASKS

### -ALL COURSES-

1. Be familiar with the School HSC Internal Assessment Policy.
2. Be familiar with the Assessment Policy in each Course.
3. Adhere to the principles of **All My Own Work**
4. When you are given a task make sure you understand what is required and that you have collected the information needed.
5. Do your best work.
6. Be fair to other students.
7. Hand in your assessment task on time - give it personally to your teacher. If submitting electronically retain a date stamped copy of the task
8. Attend all scheduled classes on the day that assessments tasks are due to be submitted or completed.
9. Listen to or read carefully the teacher's comments when Assessment Tasks are returned, and act on your teacher's advice.
10. Read this Handbook carefully - it explains the procedures, and the consequences if you don't fulfil your responsibilities.
11. During examinations and assessment tasks students should refrain from having:
  - Water bottles with labels
  - Wrist bands
  - Smart watches
  - Phones
  - Pencil cases – all writing material should be in clear pencil case or clear zip lock bag

You will be asked to sign an acknowledgement and agreement to abide by Assessment Guidelines.



## **3. BASIC RULES AND PROCEDURES IN ASSESSMENT TASKS – ALL COURSES**

### **EXPLAINING YOUR RESPONSIBILITIES**

In all HSC Courses at NCAPA High School it is essential that you follow these basic rules and procedures to try to ensure fairness and equal opportunity. These apply to all Assessment Tasks, including examinations.

**3.1 ASSESSMENT TASKS MUST BE HANDED TO THE TEACHER ON OR BEFORE THE DUE DATE** according to the instructions you were given by your teacher - if you can't come to school yourself, ask someone reliable to personally hand it to your teacher for you. Make sure you meet any deadlines on the way to completing the task.

**3.2 IF YOU ARE ABSENT FROM CLASS WHEN INFORMATION IS GIVEN TO THE CLASS ABOUT AN ASSESSMENT TASK**, it is your responsibility to collect any information from the teacher. You will still have to complete the task by the due date.

**3.3 IF YOU ARE ABSENT WHEN AN ASSESSMENT TASK IS PERFORMED**, zero marks will be awarded unless an acceptable reason (if appropriate, supported by medical evidence) is submitted on an Illness/Misadventure Appeal form the first day you return to school. If your reason is accepted, the Head Teacher and class teacher will decide if you will perform the missed task or be given an alternative task. Only in very exceptional cases will an estimate be awarded. The right to submit an illness/misadventure appeal and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, in such cases of severe illness. This must be submitted within 5 days.

**3.4 IF YOU HAND IN YOUR WORK LATE** you will be awarded zero marks, unless you provide adequate evidence, on an Illness/Misadventure Appeal form supported by a doctor's certificate in the case of illness, to make a case for late submission of work or for failing to complete a task.

NB: In the great majority of cases the school would expect students to make arrangements to have their assessment tasks delivered to school on or before the due date even if they were absent from school on that day.



**3.5 IF YOU KNOW IN ADVANCE THAT YOU WILL BE ABSENT FOR AN ASSESSMENT TASK**, complete an Illness/Misadventure Appeal form seeking special consideration, as soon as you are aware of the problem, before the Due Date of the Assessment Task. If your request is accepted, the Head Teacher will decide on the appropriate arrangements.

**3.6 NO COMPENSATION IS PERMITTED IN THE MARKING** of a particular task because of factors such as illness, misadventure or domestic problems, which might affect the preparation, or performance of a student throughout the course. However, if a student can show a valid reason for poor performance which is due to illness or misadventure, then he/she can appeal in writing and with supporting evidence.

**3.7** Your Assessment Tasks must reflect the principles of **All My Own Work**. Failure to do so may result in zero marks.

**3.8** Your Assessment Tasks must be **your best work** as they all contribute directly to your HSC mark as shown in the Faculty Assessment Policies you are given in class. Any non-serious attempt will be awarded zero marks.

**3.9 WHEN ASSESSMENT TASKS ARE RETURNED TO YOU** teachers will explain why certain marks were awarded, or show the class examples to follow. You have the responsibility of listening to your teacher's advice and trying for higher marks next time.

**3.10 IF YOU DO NOT UNDERSTAND WHY YOU WERE GIVEN A PARTICULAR MARK**, discuss it with your teacher immediately. Any appeals about marks awarded must be in writing and handed to your teacher **within 5 days** of the task being returned. Once marks are fixed, they cannot be appealed against.

- An appeal must be lodged within 5 days and will be reviewed by the Senior Executive for a final decision.

**3.11 ZERO MARKS MAY BE AWARDED BY THE HEAD TEACHER** if:

- no Assessment Task is handed in.
- you hand in an Assessment Task late without following procedures set out above,  
 your explanation for lateness is not accepted.
- you are absent when an Assessment Task is performed and you do not follow the rules above, or if your explanation is not accepted.
- it is established that you acted dishonestly, plagiarised, or gained an unfair advantage in an Assessment Task, i.e. did not apply the principles of All My Own Work.

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



you prevented another student from completing an Assessment Task to the best of his or her ability.

you do not make a serious attempt.

**3.12 IF YOU ARE AWARDED ZERO MARKS IN 2 ASSESSMENT TASKS** in the same course you could be in danger of being given an 'N' determination in that Course.

**3.13 IF A FACULTY NEEDS TO CHANGE THESE BASIC** rules and procedures, the variations will be shown in the individual Course HSC Assessment policies handed out in class, or you will be notified in writing. Check each of your subject policies carefully.

**3.14 ALL SUBMISSIONS FOR SPECIAL CONSIDERATION** (3, 4, 5, 10) must be in writing and submitted on an Illness/Misadventure Claim form at the earliest possible date and discussed with the Head Teacher. (Remember that once marks are decided and recorded they cannot be changed). The Head Teacher in consultation with your class teacher, and with the Senior Executive, will have the final responsibility of making the decision, and the discretion to make alternative arrangements if necessary.

## **4. HONESTY IN HSC ASSESSMENT – THE STANDARD**

The standard sets out the requirements of the Board of Studies for students submitting their own work in HSC assessments.

Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this standard.

The honesty of students in completing assessment tasks, examination and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the Board's subject-specific documentation. Use of inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.



Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The Board of Studies NSW treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise his/her Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the Board of Studies NSW will report matters to the independent Commission against Corruption.

{BOS ACE MANUAL}

## 4.1 HONESTY IN HSC ASSESSMENT; WHAT CONSTITUTES MALPRACTICE

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School certificate results.

Malpractice is any activity that allows students to gain an unfair advantage over other students.

It includes, but not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has continued substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- using electronic devices such as - phones > smart watches

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

providing evidence of an explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas

Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.





**HIGHER SCHOOL CERTIFICATE  
ILLNESS/MISADVENTURE APPEAL FORM**

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If you consider that your performance in an Assessment Task was adversely affected by illness or misadventure occurring immediately prior to or during the task.

**OR**

If you are/were unable to attend an Assessment Task due to illness or misadventure occurring immediately before or during the task.

**YOU SHOULD COMPLETE THIS FORM**

Please consult the Northmead CAPA High School HSC Assessment Policy before completing the form.

**Name:** \_\_\_\_\_ **Roll Class:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Date of Assessment Task:** \_\_\_\_\_

**Class Teacher:** \_\_\_\_\_ **Head Teacher:** \_\_\_\_\_

**Type of Appeal:** (please circle)      ILLNESS      MISADVENTURE

**Details:** (see over for instructions) please indicate how this affected your performance.

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Student's signature: \_\_\_\_\_ Parent's signature: \_\_\_\_\_

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

Please hand this completed form to relevant Deputy Principal **within 5 school days of the task's due date.**

Receipt of Illness/Misadventure Form Acknowledgement

Student: \_\_\_\_\_ Subject: \_\_\_\_\_

Your appeal was received on: \_\_\_\_\_ Signed: \_\_\_\_\_

**Instructions:** For the circumstances of your appeal to be accurately assessed, the following information is required:

**In case of illness:**

- the date of onset of illness;
- an indication of the duration of the condition.

**In case of misadventure:**

- the date and time of the occurrence and subsequent events;
- a description of the occurrence.

**NB: Please attach supporting documentation**

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**FOR SCHOOL USE ONLY:**

**Comments by Teacher / Head Teacher:**

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**DECISION:**

Appeal Upheld

Appeal Declined

Comment:

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**NOTIFICATION:**

Head Teacher informed

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

Student informed

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



# PRELIMINARY 2018


## SUBJECT

## ASSESSMENT

## SCHEDULES


# SUBJECT: English Advanced

## Preliminary Assessment Schedule 2018

 Component	Weighting	Term 1	Term 2	Term 3
		Week 11	Week 8	Weeks 9 & 10
		Date: 12/4/18	Date: 22/6/18	Date: Exam Period
		Task 1– Writing Portfolio and Reflection 30%	Task 2 – Multimodal Task 35%	Task 3 – 35%
<b>1. Reading to Write</b>	40	30%		10%
<b>2. Module A</b>	45		35%	10%
<b>3. Module B</b>	15			15%
<b>Totals</b>	100	30	35	35
<b>Outcomes</b>		1, 3, 4, 5, 9	2, 4, 5, 6, 8	1, 3, 4, 5, 7
<b>Outcomes:</b> <ol style="list-style-type: none"> <li>responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure</li> <li>uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</li> <li>analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning</li> <li>strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts</li> <li>thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments</li> <li>investigates and evaluates the relationships between texts</li> <li>evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.</li> <li>explains and evaluates cultural assumptions and values in texts and their effects on meaning.</li> <li>reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner.</li> </ol>				


## SUBJECT: English Standard

### Preliminary Assessment Schedule 2018


 Component	Weighting	Term 1	Term 2	Term 3
		Week 11	Week 8	Weeks 9 & 10
		Date: 12/4/18	Date: 22/6/18	Date: Exam Period
		Task 1– Writing Portfolio and Reflection 30%	Task 2 – Multimodal Task 35%	Task 3 – 35%
<b>1. Reading to Write</b>	40	30%		10%
<b>2. Module A</b>	45		35%	10%
<b>3. Module B</b>	15			15%
<b>Totals</b>	100	30	35	35
<b>Outcomes</b>		1, 3, 4, 5, 9	2, 4, 5, 6, 8	1, 3, 4, 5, 7
<b>Outcomes:</b> <ol style="list-style-type: none"> <li>1. responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure</li> <li>2. uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</li> <li>3. analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning</li> <li>4. applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</li> <li>5. thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments</li> <li>6. investigates and explains the relationships between texts</li> <li>7. understands and explains the diverse ways texts can represent personal and public worlds</li> <li>8. identifies and explains cultural assumptions in texts and their effects on meaning</li> <li>9. reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner</li> </ol>				

## SUBJECT: English Extension

### Preliminary Assessment Schedule 2018


 Component	Weighting	Term 1	Term 3	Term 3
		Week 11	Week 5	Weeks 9 & 10
		Date: 12/4/18	Date: 31/5/18	Date: Exam Period
		Task 1– Essay 20%	Task 2 – Research Project 40%	Task 3 – Yearly Examination 40%
<b>1. Essay</b>	20	20%		
<b>2. Research Project</b>	40		40%	
<b>3. Yearly Examination</b>	40			40%
<b>Totals</b>	100	20%	40%	40%
<b>Outcomes</b>		3, 2	1, 4, 5	1, 2, 6
Outcomes: <ol style="list-style-type: none"> <li>1. demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies</li> <li>2. analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts</li> <li>3. thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts</li> <li>4. develops skills in research methodology to undertake effective independent investigation</li> <li>5. articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts</li> <li>6. reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity</li> </ol>				

## SUBJECT: English as an Additional Language or Dialect Preliminary Assessment Schedule 2018

 Component	Weighting	Term 1	Term 2	Term 3
		Week 11	Week 8	Weeks 9 & 10
		Date: 12/4/18	Date: 22/6/18	Date: Exam Period
		Task 1 – Extended Response	Task 2 – Multimodal Presentation	Task 3 – Yearly Examination
<b>1. Module A</b>	40	30%		10%
<b>2. Module B</b>	40		30%	10%
<b>3. Module C</b>	20			20%
<b>Totals</b>	100	30	30	40
<b>Outcomes</b>		1A, 2, 3, 5, 7, 9	2, 3, 5, 6, 9	1A, 2, 3, 5, 6
Outcomes: 1A. responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure 1B. communicates information, ideas and opinions in familiar personal, social and academic contexts 2. uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies 3. identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning 4. applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts 5. thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts 6. investigates and explains the relationships between texts 7. understands and assesses the diverse ways texts can represent personal and public worlds 8. identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning 9. reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner				

# SUBJECT: Mathematics Standard

## Preliminary Assessment Schedule 2018

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 9	Weeks 9 & 10
		Date: Wednesday 4 April	Date: Friday 29 June	Date: Exam Period
		Task 1 – %	Task 2 – %	Task 3 – %
1. Understanding, fluency and communication		15%	15%	20%
2. Problem solving, reasoning and justification		15%	15%	20%
<b>Totals</b>	100	30%	30%	40%

**Outcomes & Objectives:**

*Students develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts.*

**MS11-1** uses algebraic and graphical techniques to compare alternative solutions to contextual problems.  
**MS11-2** represents information in symbolic, graphical and tabular form.

*Students develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks.*

**MS11-3** solves problems involving quantity measurement, including accuracy and the choice of relevant units.

**MS11-4** performs calculations in relation to two-dimensional and three-dimensional figures.

**MS11-5** models relevant financial situations using appropriate tools.

**MS11-6** makes predictions about everyday situations based on simple mathematical models.

**MS11-7** develops and carries out simple statistical processes to answer questions posed.

**MS11-8** solves probability problems involving multistage events.

*Students develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations.*

**MS11-9** uses appropriate technology to investigate, organise and interpret information in a range of contexts.

*Students develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs.*


**MS11-10**

justifies a response to a given problem using appropriate mathematical terminology and/or calculations




## SUBJECT: Mathematics 2 Unit (Advanced)

### Preliminary Assessment Schedule 2018

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 9	Weeks 9 & 10
		Date: Thursday 5 April	Date: Friday 29 June	Date: Exam Period
		Task 1 %	Task 2 %	Task 3 %
1. Concept		15%	15%	20%
2. Skills		15%	15%	20%
<b>Totals</b>	100	30%	30%	40%
<b>Outcomes &amp; Objectives:</b>  P1- demonstrates confidence in using mathematics to obtain realistic solutions to problems  P2- provides reasoning to support conclusions which are appropriate to the context  P3- performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities  P4- chooses and applies appropriate arithmetic, algebraic, trigonometric and geometric techniques  P5- understands the concept of a function of the slope to its graph  P6- relates the derivative of a function to the slope of its graph  P7- determines the derivative of a function through routine application of the rules of differentiation  P8- understands the uses the language and notation of calculus				


# SUBJECT: Mathematics Extension 1

## Preliminary Assessment Schedule 2018

 Component	Weighting	Term 1	Term 2	Term 3
		Week 11	Week 10	Week s 9 & 10
		Date: Tuesday 10 April	Date: Tuesday 3 June	Date: Exam Period
		Task 1 %	Task 2 %	Task 3 %
1. Concept		15%	15%	20%
2. Skills		15%	15%	20%
<b>Totals</b>	100	30%	30%	40%
<b>Outcomes &amp; Objectives:</b>  PE1- appreciates the role of Mathematics in the solution of practical problems  PE2- uses multi-step deductive reasoning in a variety of contexts  PE3- solves problems using permutations and combinations, inequalities, polynomial, circle geometry and parametric representations  PE4- uses the parametric together with differentiation to identify geometric properties of parabolas  PE5- determines derivatives which require the application of more than one rule of differentiation  PE6- makes comprehensive use of Mathematical language, diagrams and notation for communicating in a wide variety of situations				

# BIOLOGY-SCIENCE FACULTY

## PRELIMINARY ASSESSMENT SCHEDULE 2018


 <b>Component</b>	<b>weighting</b>	Term 1	Term 2	Term 3
		Week 7	Week 9	Week 9/10
		Date: 12/03/18	Date: 25/06/18	Date:
		Task 1	Task 2	Task 3
		Depth Study report	First hand investigation	Preliminary Exam
Knowledge and understanding	40%	10%	10%	20%
Skills in working Scientifically	60%	20%	20%	20%
<b>Totals</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		BIO 1112-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7 BIO11-8, 11-9	BIO 1112-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7 BIO11-10,11-11	BIO 1112-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7 BIO11-8, 11-9, 11-10,11-11

### OUTCOMES

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


# CHEMISTRY – SCIENCE FACULTY

## PRELIMINARY ASSESSMENT SCHEDULE 2018

 <b>Component</b>	<b>weighting</b>	Term 2	Term 2	Term 3
		Week 2	Week 9	Week 9/10
		Date: 10/05	Date: 29/06/18	Date: Exam period
		Task 1	Task 2	Task 3
		Primary/Secondary source investigation	Depth Study	Preliminary Examination
Knowledge and understanding	40%	10%	10%	20%
Skills in working Scientifically	60%	20%	20%	20%
<b>Totals</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		CH11/ 12.1,12.2,12.3,12.4 ,12.5,12.6, 12.7 and CH11 8,9,10,11	CH11/ 12.1,12.2,12.3,12. 4,12.5,12.6, 12.7 and CH11 8,9,10,11	CH11/ 12.4,12.5,12.6, 12.7 and CH11 8,9,10,11
<b>Outcomes:</b> <ul style="list-style-type: none"> <li>› CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation</li> <li>› CH11/12-2 designs and evaluates investigations to obtain primary and secondary data and information</li> <li>› CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</li> <li>› CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>› CH11/12-5 analyses and evaluates primary and secondary data and information</li> <li>› CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>› CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</li> <li>› CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter</li> <li>› CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships</li> <li>› CH11-10 explores the many different types of chemical reactions, the reactivity of metals, and the factors that affect the rate of chemical reactions</li> <li>› CH11-11 analyses the energy considerations in the driving force for chemical reaction</li> </ul>				


# PHYSICS - SCIENCE FACULTY

## PRELIMINARY ASSESSMENT SCHEDULE 2018

 <b>Component</b>	<b>weighting</b>	Term 2	Term 2	Term 3
		Week 2	Week 9	Week 9/10
		Date: 08/05/18	Date: 03/07/18	Date: Exam period
		Task 1	Task 2	Task 3
Knowledge and understanding	40%	10%	10%	20%
Skills in working Scientifically	60%	20%	20%	20%
<b>Totals</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		PH11/ 12.1,12.2,12.3,1 2.4,12.5,12.6,12 .7 and PH11-8, PH11-9	PH11/ 12.1,12.2,12.3,1 2.4,12.5,12.6, 12.7 and PH11- 10	PH11/ 12.4,12.5,12.6, 12.7 and PH11- 8,9,10,11
<b>Outcomes:</b> <ul style="list-style-type: none"> <li>➤ PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation</li> <li>➤ PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</li> <li>➤ PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</li> <li>➤ PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>➤ PH11/12-5 analyses and evaluates primary and secondary data and information</li> <li>➤ PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>➤ PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</li> <li>➤ 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</li> <li>➤ 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</li> <li>➤ PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles</li> <li>➤ PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism</li> </ul>				


# SUBJECT: ANCIENT HISTORY

## Preliminary Assessment Schedule 2018

 Component	Weighting	Term 1	Term 2	Term 3
		Week 7	Week 5	TBA
		Date: 13th March 2018	Date: 29th May 2018	Date: Exam Period
		Task 1 Archaeological Report 40 %	Task 2 Historical Investigation 20 %	Task 3 Preliminary Examination 40 %
1. Knowledge and understanding of course content	40%	20 %		20%
2. Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
3. Historical inquiry and research	20%	10%	10%	
4. Communication of historical understanding in appropriate forms	20%	5%	5%	10%
<b>Totals</b>	100	40%	20%	40%
<b>Outcomes</b>		AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9
<b>Outcomes:</b> AH11-1 describes the nature of continuity and change in the ancient world AH11-2 proposes ideas about the varying causes and effects of events and developments AH11-3 analyses the role of historical features, individuals and groups in shaping the past AH11-4 accounts for the different perspectives of individuals and groups AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument AH11-7 discusses and evaluates differing interpretations and representations of the past AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history				


## SUBJECT: BUSINESS STUDIES

### Preliminary Assessment Schedule 2018

Component		Term 1		Term 2		Term 3			
		Week 8		Week 6		Weeks 9/10			
		22nd March 2018		7th June 2016		Date: Exam Period			
		Task 1–Aldi in class Business Report 30%		Task 2 – Research and In Class Essay 30%		Task 3 – Preliminary Examination 30%			
<b>1. Knowledge and understanding</b>	<b>40%</b>			5%		5%		30%	
<b>2. Stimulus Based Skill</b>	<b>20%</b>			10%				10%	
<b>3. Inquiry and Understanding</b>	<b>20%</b>	15%		5%					
<b>4. Communication of business information, ideas and issues</b>	<b>20%</b>	10%		10%					
<b>Totals</b>	<b>100</b>	<b>30%</b>		<b>30%</b>		<b>40%</b>			
<b>Outcomes</b>		P1, P2, P6, P7, P8, P9		P1, P3, P4, P5, P6, P8		P1, P2, P3, P5, P6, P9, P10			
<p>Outcomes:</p> <p>P1 discusses the nature of business, its role in society and types of business structure</p> <p>P2 explains the internal and external influences on business</p> <p>P3 describes the factors contributing to the success or failure of small to medium enterprises</p> <p>P4 assesses the processes and interdependence of key business functions</p> <p>P5 examines the application of management theories and strategies</p> <p>P6 analyses the responsibilities of business to internal and external stakeholders</p> <p>P7 plans and conducts investigations into contemporary business issues</p> <p>P8 evaluates information for actual and hypothetical business situations</p> <p>P9 communicates business information and issues in appropriate formats</p> <p>P10 applies mathematical concepts appropriately in business situations</p>									

# SUBJECT: ECONOMICS


## Preliminary Assessment Schedule 2018

Component 	Weighting	Term 1	Term 2	Term 3
		Week 8	Week 5	Weeks 9/10
		Date: Week 8 21st March 2018	Date: Week 5 Wednesday 30th May 2018	Date: Exam Period
		Task 1– TOPIC TEST 10%	Task 2 – RESEARCH IN CLASS ESSAY 50%	Task 3 – PRELIMINARY EXAMINATION 40%
1. Knowledge and understanding of course content	40%	5%	20%	15%
2. Stimulus based skills	20%	5%		15%
3. Inquiry and research	25%		20%	5%
4. Communication of business information, ideas and issues	15%		10%	5%
<b>Totals</b>	100	<b>10%</b>	<b>50%</b>	<b>40%</b>
<b>Outcomes</b>		P1, P2, P3, P4, P5, P6, P7, P8, P11, P12	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12
<b>Outcomes:</b> P1 demonstrates understanding of economic terms, concepts and relationships P2 explains the economic role of individuals, firms and government in an economy P3 describes, explains and evaluates the role and operation of markets P4 compares and contrasts aspects of different economies P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy P6 explains the role of government in the Australian economy P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments P8 applies appropriate terminology, concepts and theories in economic contexts P9 selects and organises information from a variety of sources for relevance and reliability P10 communicates economic information, ideas and issues in appropriate forms P11 applies mathematical concepts in economic contexts P12 works independently and in groups to achieve appropriate goals in set timeline				




## SUBJECT: LEGAL STUDIES

### Preliminary Assessment Schedule 2018

Component 	Weighting	Term 1	Term 2	Term 3
		Week 7 A	Week 7 A	Week 9/10
		Date: Thursday 15th March 2018	Date: Thursday 14th June 2018	Date: Exam Period
		Task 1– 30%	Task 2 – 30%	Task 3 – 40%
1. Knowledge & Understanding	60%	20 %	20%	20%
2. Research	20%	5%	5%	10%
3. Communication	20%	10%	5%	5%
<b>Totals</b>	100	35%	30%	35%
<b>Outcomes</b>		P1, P2, P8, P9	P3, P4, P5, P10	P3, P6, P7, P8 & P10
<b>Outcomes:</b> A student: P1. identifies and applies legal concepts and terminology P2. describes the key features of Australian and international law P3. describes the operation of domestic and international legal systems P4. discusses the effectiveness of the legal system in addressing issues P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change P6. explains the nature of the interrelationship between the legal system and society P7. evaluates the effectiveness of the law in achieving justice P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents P9. communicates legal information using well-structured responses P10. accounts for differing perspectives and interpretations of legal information and issues				


## SUBJECT: Modern History

### Preliminary Assessment Schedule 2018

Component 	Weighting	Term 2	Term 2	Term 3
		Week 1	Week 10	Weeks 9/10
		Date: Tuesday 1st May 2018	Date: Thursday 5th July 2018	Date: Yearly Exam Period
		Task 1– 30%	Task 2 – 30%	Task 3 – 40%
<b>1. Knowledge and understanding of course content</b>	40%		20%	20%
<b>2. Historical skills in the analysis and evaluation of sources and interpretations</b>	20%	5%	5%	10%
<b>3. Historical inquiry and research</b>	20%	20%		
<b>4. Communication of historical understanding in appropriate forms</b>	20%	5%	5%	10%
<b>Totals</b>	100	30	30	40
<b>Outcomes</b>		MH11-5, MH11-6, MH11-8, MH11-9	MH11-1, MH11-3, MH11-7, MH11-9 MH11-10	MH11-1, MH11-2, MH11-4, MH11-5, MH11-9
<b>Outcomes:</b> MH11-1 describes the nature of continuity and change in the modern world MH11-2 proposes ideas about the varying causes and effects of events and developments MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past MH11-4 accounts for the different perspectives of individuals and groups MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument MH11-7 discusses and evaluates differing interpretations and representations of the past MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-10 discusses contemporary methods and issues involved in the investigation of modern history				

## Subject: Community and Family Studies

### Preliminary Assessment Schedule 2018

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 8	Weeks 9 & 10
		Date: 3/4/	Date: 21/6	Date: Exam Period
		Task 1-Media Analysis Resource Management 35%	Task 2 – Case Study Leadership 35%	Task 3 – Yearly Examination 30%
Knowledge and understanding of course content	40	15%	15%	10%
Skills in critical thinking, research methodology, analysing and communicating	60	20%	20%	20%
<b>Totals</b>	100	35	35	30
<b>Outcomes</b>		P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1 -P6.2

Outcomes:

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 interrelationship between internal and external factors and their impact on family functioning

P3.1 explains the changing nature of families and communities in contemporary society

P3.2 analyses the significance of gender in defining roles and relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form


P5.1 applies management processes to maximise the efficient use of resources

P6.1 distinguishes those actions that enhance wellbeing.

P6.2 uses critical thinking skills to enhance decision making.


# SUBJECT: Engineering Studies

## Preliminary Assessment Schedule 2018

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 9	Weeks 9 & 10
		Date: 5/4/18	Date: 28/6/18	Date: Exam Period
		Task 1– Engineering Fundamentals Report % 30	Task 2 – Bio-Engineering Report % 30	Task 3 – Yearly Exam % 40
1. Knowledge and understanding of course content	60	%15	%15	%30
2. Knowledge and skills in research, problem solving and communication related to engineering practice	40	%15	%15	%10
<b>Totals</b>	100	30	30	40
<b>Outcomes</b>		P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3	P1.1, P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3, P5.1, P5.2, P6.1	P1.1, P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3, P6.2
<b>Outcomes:</b> P1.1 identifies the scope of engineering and recognises current innovations P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering P2.1 describes the types of materials, components and processes and explains their implications for engineering development P2.2 describes the nature of engineering in specific fields and its importance to society P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice P3.2 develops written, oral and presentation skills and applies these to engineering reports P3.3 applies graphics as a communication tool P4.1 describes developments in technology and their impact on engineering products P4.2 describes the influence of technological change on engineering and its effect on people P4.3 identifies the social, environmental and cultural implications of technological change in engineering P5.1 demonstrates the ability to work both individually and in teams P5.2 applies management and planning skills related to engineering P6.1 applies knowledge and skills in research and problem-solving related to engineering. P6.2 applies skills in analysis, synthesis and experimentation related to engineering.				


# SUBJECT: Food Technology

## Preliminary Assessment Schedule 2018

	Component	Weighting	Term 1	Term 2	Term 3
			Week 11	Week 9	Week 7
			Date: 10/4/18	Date: 26/6/18	Date: 4/9/18
			Task 1– Research task 20%	Task 2 – Presentation 40%	Task 3 – Website 40%
1. Knowledge and understanding of food technology	20	10%	5%	5%	
2. Skills in researching, analysing and communicating food issues	30		20%	10%	
3. Skills in experimenting with and preparing food by applying theoretical concepts	30	10%	15%	5%	
4. Skills in designing, implementing and evaluating solutions to food situations	20			20%	
<b>Totals</b>	100	20	40	40	
<b>Outcomes</b>		P1.1, 1.2, P4.2	P2.2, P3.2, P4.1, P4.4	P2.1, P3.1, 3.2, 4.3, 5.1	
<b>Outcomes:</b> P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors P 2.1 explains the role of food nutrients in human nutrition P 2.2 identifies and explains the sensory characteristics and functional properties of food P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups P 3.2 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					


## SUBJECT: Industrial Technology Timber

### Preliminary Assessment Schedule 2018

 Comp onent	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 10	Weeks 9 & 10
		Date: 5/4/18	Date: 3/7/18	Date: Exam Period
		Task 1– Research Assignment 30%	Task 2 – Practical Project – including Folio 30%	Task 3 – Yearly Exam 40%
<b>1. Knowledge and understanding of course content</b>	40	10	10	20
<b>2. Knowledge and skills in the design, management, communication and production of a major project</b>	60	20	20	20
<b>Totals</b>	100	30	30	40
<b>Outcomes</b>		P1.1, P1.2, P3.2, P5.1, P6.1, P6.2, P7.1, P7.2	P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P3.1, P3.2, P5.1, P6.1, P6.2, P7.1, P7.2
<b>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				


# Personal Development, Health and Physical Education

## Preliminary Assessment Schedule 2018

	Component	Weighting	Term 1	Term 2	Term 3
			Week 11	Week 9	Weeks 9 & 10
			Date: 12/4/18	Date: 28/6/18	Date: Exam Period
			Task 1 Core 1– In class assessment	Task 2 Core 2- Research Task	Task 3 – Yearly Exam
<b>Knowledge and understanding of</b> <b>*Factors that affect health</b> <b>*The way the body moves</b>	30%	10%	10%	10%	
<b>2. Skills in</b> <b>*Influencing personal and community health</b> <b>*Taking action to improve participation and performance in physical activity</b>	30%	10%	10%	10%	
<b>3. Skills in critical thinking, research and analysis</b>	40%	10%	20%	10%	
<b>Totals</b>	100%	30%	40%	30%	
<b>Outcomes</b>		P1, P2, P3, P4	P7, P8, P10, P16, P17	P5, P6, P9, P12, P16, P17	
<b>Outcomes:</b> P1 Identifies and examines why individuals give different meanings to health P2 Explains how a range of health behaviours affect an individual's health P3 Describes how an individual's health is determined by a range of factors P4 Evaluates aspects of health over which individuals can exert some control P5 Describes factors that contribute to effective health promotion P6 Proposes actions that can improve and maintain an individual's health P7 Explains how body systems influence the way the body moves P8 Describes the components of physical fitness and explains how they are monitored P9 Describes biomechanical factors that influence the efficiency of the body in motion P10 Plans for participation in physical activity to satisfy a range of individual needs P11 Assesses and monitors physical fitness levels and physical activity patterns P12 Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1) P13 Develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2) P14 Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4) P15 Forms opinions about health-promoting actions based on a critical examination of relevant information P16 Uses a range of sources to draw conclusions about health and physical activity concepts P17 Analyses factors influencing movement and patterns of participation					

## Sport, Lifestyle and Recreation


### Preliminary Assessment Schedule 2018

 Component	Weighting	Term 1	Term 3	Term 3
		Week 9	Week 6	Weeks 9 & 10
		Date: 26/3/18	Date: 31/8/18	Date: Exam Period
		Task 1 Topic test and skills demonstration	Task 2 Report and skills demonstration	Task 3 – Yearly Exam
<b>Knowledge and Understanding</b>	50%	10%	10%	30%
<b>2. Skills</b>	50%	25%	25%	
<b>Totals</b>	100%	35%	35%	30%
<b>Outcomes</b>		<b>1.1,1.3,1.4,2.1,2.4,3.1,3.2,3.7,4.1,4.4,4.5</b>	<b>1.2,1.3,2.2,3.2,3.3,4.1,4.4</b>	<b>1.2,1.3,2.1,2.2,2.3,2.4,2.5,3.1,3.2,3.3,4.2,4.5</b>
Outcomes 1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.2 explains the relationship between physical activity, fitness and healthy lifestyle 1.3 demonstrates ways to enhance safety in physical activity 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 describes administrative procedures that support successful performance outcomes 2.1 explains the principles of skill development and training 2.2 analyses the fitness requirements of specific activities 2.3 selects and participates in physical activities that meet individual needs, interests and abilities 2.4 describes how societal influences impact on the nature of sport in Australia 2.5 describes the relationship between anatomy, physiology and performance 3.1 selects appropriate strategies and tactics for success in a range of movement contexts 3.2 designs programs that respond to performance needs 3.3 measures and evaluates physical performance capacity 3.4 composes, performs and appraises movement 3.5 analyses personal health practices 3.6 assesses and responds appropriately to emergency care situations 3.7 analyses the impact of professionalism in sport 4.1 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				



## DANCE

### PRELIMINARY COURSE ASSESSMENT SCHEDULE 2018

DANCE				
	Weighting	Date: 6/4/18 ALL DAY	Date: 2/7/18 IN CLASS	Date: EXAM WEEK
		Task 1	Task 2	Task 3
		Class Sequences & Dance – 20%	Written Exam: Australian Dance & Dance Analysis – 30%	CP & Informal Discussion – 10%
		Written Exam: Safe Dance & Anatomy – 10%		Composition 2 & Rationale & Logbook & informal Discussion – 30%
Performance	40%	30%		10%
Composition	30%			30%
Appreciation	30%		30%	
	100%	30%	30%	40%
<b>Outcomes</b>		P1.1, p1.2, p1.3, p1.4, p2.1, p2.2, p2.3, p2.4, p2.5	P4.1, P4.2, P4.3, P4.4, P4.5	P1.1, p1.2, p1.3, p1.4, P2.1, p2.2, p2.3, p2.4, p2.5, P2.6 P3.1, p3.2, p3.3, p3.4, p3.5, p3.6, p3.7

#### Preliminary Course Structure effective 2018

Performance 40%

Composition 30%

Appreciation 30%

*The Year 11 formal school-based assessment program is to reflect the following requirements:*

- ★ three assessment tasks
- ★ the minimum weighting for an individual task is 20%
- ★ the maximum weighting for an individual task is 40%
- ★ only one task may be a formal written examination.

# **DANCE 2 UNIT**

## **Preliminary Course Outcomes**

### **Dance as an Art form**

- P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form
- P1.2 understands the use of dance terminology relevant to the study of dance as an artform
- P1.3 develops the skills of dance through performing, composing and appreciating dance
- P1.4 values the diversity of dance as an artform and its inherent expressive qualities

### **Dance Performance**

- P2.1 identifies the physiology of the human body as it is relevant to the dancer
- P2.2 identifies the body's capabilities and limitations
- P2.3 recognises the importance of the application of safe dance practice
- P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
- P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices
- P2.6 values self-discipline, commitment and consistency in technical skills and performance

### **Dance Composition**


- P3.1 identifies the elements of dance composition
- P3.2 understands the compositional process
- P3.3 understands the function of structure as it relates to dance composition
- P3.4 explores the elements of dance relating to dance composition
- P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition
- P3.6 structures movement devised in response to specific concept/intent
- P3.7 values their own and others' dance activities as worthwhile

### **Dance Appreciation**

- P4.1 understands the socio-historic content in which dance exists
- P4.2 develops knowledge to critically appraise and evaluate dance
- P4.3 demonstrates the skills of gathering, classifying and recording information about dance
- P4.4 develops skills in critical appraisal and evaluation
- P4.5 values the diversity of dance from national and international perspectives

# SUBJECT: DRAMA

## Preliminary Assessment Schedule 2018

 Component	Weighting	Term 1	Term 2	Term 3
		Weeks 11	Week 8	Weeks 9 & 10
		Date: 11/4/18	Date: 20/6/18	Date: Exam Period
		Task 1 – Australian Theatre Workshop 30%	Task 2 – Group Performance with Theatrical Style 30%	Task 3 – Part A Production Portfolio 25% Part B Exam 15% 40%
<b>1. Making 40%</b>		20%		Part A 20%
<b>2. Performing 30%</b>			30%	
<b>3. Critically Studying / Appreciating 30%</b>		10%		Part A 5% Part B 15%
<b>Totals 100%</b>	100	30%	30%	40%
<b>Outcomes</b>		P1.2, P1.6, P1.7 P3.1, P3.2	P2.1, P2.2, P2.4, P2.5, P2.6	P1.2, P1.5, P1.7, P3.1, P3.3, P3.4

**Outcomes:**

**Making**

- 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

**Performing**

- 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

**Critically Studying**

- 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

## SUBJECT: Music

### Preliminary Assessment Schedule 2018


Component	W e i g h t  i n g	Term 1	Term 2	Term 3
		Weeks: 7	Week 1	Week s 9 & 10
		Date:16/3	Date: 4/5	Date: Exam Period
		Task 1– 20%	Task 2 – 40%	Task 3 – 40%
1. Performance Aural Skills	20	10%  10%		
2. Composition Performance	40		25%  15%	
3. Musicology Aural Skills	40			25%  15%
<b>Totals</b>	100			
<b>Outcomes</b>		P1 P4 P10 P11	P2 P3 P5 P9	P6 P7 P8

**Outcomes:**

- P1: performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical 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


# SUBJECT: Photography

## Preliminary Assessment Schedule 2018

 Component	Weighting	Term 1	Term 2	Term 3
		Week 8	Week 9	Weeks 9 & 10
		Date: 21.3.18	Date: 29.6.18	Date: 21.9.18
		Task 1–Photograms/ Dark Room Tasks Man Ray and History of Photography	Task 2 – Portrait/Publication Photography Portrait Theory	Task 3 Horror Genre Photography Horror Booklet Yearly Exam %
<b>1. MAKING</b>	70	15%	30%	25%
<b>2. CRITICAL AND HISTORICAL STUDIES</b>	30	10%	10%	5%
<b>3. EXAM</b>				5%
<b>Totals</b>	100	25%	40%	35%
<b>Outcomes</b>		M5, M6, CH2	M1, M3, CH1	M2, M4, CH3
<p><b>Outcomes:</b></p> <p><b>Making</b></p> <p>M1 – generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice</p> <p>M2 - explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works</p> <p>M3 - investigates different points of view in the making of photographs and/or videos and/or digital images</p> <p>M4 - generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images</p> <p>M5 - develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images</p> <p>M6 - takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works</p> <p><b>Critical and Historical Studies</b></p> <p>CH1 -generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging</p> <p>CH2– investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations</p> <p>CH3– distinguishes between different points of view and offers interpretive accounts in critical and historical studies</p> <p>CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging</p> <p>CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production</p>				


# SUBJECT: VISUAL ARTS

## Preliminary Assessment Schedule 2018

 Component	Weighting	Term 1	Term 3	Term 3
		Week 10	Week 7	Weeks 9 & 10
		Date: 6 <sup>th</sup> April	Date: 7 <sup>th</sup> September	Date: Exam Period
		Task 1 – 25%	Task 2 – 40%	Task 3 – 35%
<b>1. Art making</b> Including Practice Conceptual Framework and frames		Practical artwork/VAPD  15%	Practical Artwork/ VAPD 20%	Practical Artwork/VAPD  15%
<b>2. Art criticism / art history</b> Including Conceptual Framework, Frames, Practice		Research task  10%	Essay – In depth Study  20%	Examination  20%
<b>Totals</b>	100	25	40	35
<b>Outcomes</b>		P1, P2, P7, P8	P3, P4, P7, P8	P5, P6
<b>Outcomes:</b>  P1 explores the conventions of practice in art making 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				


# SUBJECT: Japanese Continuers

## Preliminary Assessment Schedule 2018

 Component	Weighting	Term 1	Term 2	Term 3
		Week 9	Week 3	Weeks 9 & 10
		Date: 27 March	Date: 15 May	Date: Exam Period
		Task 1– Myself & My Family (Listening/Speaking) 30%	Task 2 – Reading & Writing 30%	Task 3 – Yearly Examination 40%
1. Listening		20%		10%
2. Reading			20%	10%
3. Speaking		10%		10%
4. Writing			10%	10%
<b>Totals</b>	100	30	30	40
<b>Outcomes</b>		1.1, 1.2, 1.3, 1.4, 3.1, 3.2	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1
<b>Outcomes:</b> 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of the past, present and future experience 2.1 applies knowledge of language structures to original text 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information 3.1 conveys the gist of texts and identifies specific information 3.2 summaries the main ideas 3.4 draws conclusions from or justifies opinions 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context 4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture				

## SUBJECT: Japanese Beginners

### Preliminary Assessment Schedule 2018

 Component	Weighting	Term 1	Term 2	Term 3
		Week 6	Week 3	Weeks 9 & 10
		Date: 6 March	Date: 8 May	Date: Exam Period
		Task 1–Family Life (Listening/Speaking) 30%	Task 2 – Reading & Writing 30%	Task 3 – Yearly Examination 40%
1. Listening		20%		10%
2. Reading			20%	10%
3. Speaking		10%		10%
4. Writing			10%	10%
<b>Totals</b>	100	30	30	40
<b>Outcomes</b>		2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3
<b>Outcomes:</b> 1.1 establishes and maintains communication 1.2 manipulates linguistic structures to express ideas effectively in Japanese 1.3 sequences ideas and information 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately 2.1 understands and interprets information from texts using a range of strategies 2.2 conveys the gist of and identifies specific information from texts 2.3 summarises the main points of a text 2.4 draws conclusions from or justifies an opinion about a text 2.5 identifies purpose, context and audience of a text 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts 3.1 produces texts appropriate to audience, purpose and context 3.2 structures and sequences ideas and information 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese 3.4 applies knowledge of the culture of Japanese-speaking communities the production of texts				



Course: Preliminary Construction

2018

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster A	Cluster B	Cluster C
		Safety	Organise to Communicate	Reading Plans and Calculating
		Week: 9 (25/6/18) Term: 2	Week: 4 (17/8/18) Term: 3	Week: 10 (24/9/18) Term: 3
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

Yearly Examination
Week: 9 - 10 (exam period) Term: 3
HSC Examinable Units of Competency

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.

Assessment Tasks for Statement of Attainment towards Certificate III in Live Production and Services CUA30415		Cluster A	Cluster B	Cluster C	Cluster D
		WorkCover Whitecard	The Entertainment Industry	Audio Operations	Lighting Operations
		Week: 6 Term: 1	Week: 6 Term: 2	Week: 6 Term: 3	Week: 6 Term: 4
Code	Unit of Competency				
CPCCOHS1001 A	Work safely in the construction industry	X			
CUAIND301	Work effectively in the creative arts industry		X		
CUAWHS301	Follow occupational health and safety procedures		X		
CUASOU301	Undertake live audio operations			X	
CUSSOU306	Operate sound reinforcement systems			X	
CUALGT301	Operate basic lighting				X
CUASTA202	Assist with bump in and bump out of shows				X

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

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

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

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

School Name: Northmead Creative Arts and Performing Arts HS

Student Competency Assessment Schedule

Course: 2018 Preliminary Hospitality - Food and Beverage Stream

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work	Practical Café Skills	Working relationships	
		Term 2 Week 3 16/5/18	Term 2 Week 9 Wednesday 27/6/18	Term 3 Week 9 Wednesday 19/9/18	
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.

Assessment Tasks for Certificate III in Retail SIR30216		Cluster A	Cluster B	Cluster C	Cluster D
		Customer Service	Safety	Are you being served?	Working in the industry
		Week: 9 Term: 1 30/03/18	Week: 3 Term: 2 18/05/18	Week: 9 Term: 2 29/06/18	Week: 5 Term: 3 24/08/18
Code	Unit of Competency				
SIRXCEG001	Engage the Customer	X			
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

<b>Yearly Exam</b>
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 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.