



*Stage 6 – Year 11  
Preliminary  
Assessment Schedule  
2021*

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

Narelle Vazquez  
Principal

Maria Scott  
Deputy Principal

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



## School Directory

Principal: Mrs Narelle Vazquez  
Deputy Principals: Mrs Fiona Clifton, Mr Mark Milne & Ms Maria Scott

Year 11 Adviser: Ms M McCrossen  
Assistant Adviser: Mr J Williams

### Head Teacher for:

Administration: Ms R Mattos  
English/EALD: Mrs A Dib (Rlg)  
Mathematics: Ms T Karayannis  
Science: Mrs L Menon  
HSIE: Ms R Senthevadivel  
PDHPE: Mr D Neeves  
CAPA : Mr Flanagan and Mr Wilson  
Languages: Mr C Johnson  
TAS: Mr I McKenzie  
VET: Mrs M Scott  
Student Services: Ms A Quinn  
Teaching & Learning: Mr C Johnson  
Wellbeing: Mrs C Kennaugh

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



# 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



## 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.*

*NESA 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 NESA 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 NESA 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.

{NESA ACE MANUAL}

Whilst NESA 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) Generally, attendance under 85% is considered a non-serious attempt.

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. (NESA 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

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



but it will be assumed you are familiar with the Preliminary Course and questions in the HSC might involve such basic knowledge or skills.

## 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 NESA'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

NESA 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

- 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.
- To give students credit for actual achievements throughout the course rather than rely only on performance in the external examination.

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



(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 NESA 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 NESAs only on the grounds that the review made by the school was contrary to the requirements of NESAs.

**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 provided.

1. On the **first day you return to school**, students are report to their Deputy Principal at the beginning of the school day and submit a Dr Certificate and any outstanding Assessment Task(s)
2. The Deputy Principal will issue the student with an Illness/Misadventure Appeal form that must be submitted within 5 days of the missed assessment task.
3. In case of a missed examination, students **will sit the examination on the first day returning to school**. If the student has missed multiple examinations, the Deputy Principal will devise a suitable timetable in consultation with the student for the catch up of these examinations. This will commence on the first day of return where the student will be asked to complete their first examination.
4. Students will not be asked to sit more than 2 tasks on any given day.
5. Students may be given an alternative task. Only in very exceptional cases will an estimate be awarded.

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



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.

**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.

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



## **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.
- 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 NESA 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.

{NESA 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

# NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL



- 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.
- Y using electronic devices such as - phones > smart watches

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**

---

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.

---

---

---

---

---

---

---

---

---

---

**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**

---

---

**FOR SCHOOL USE ONLY:**

**Comments by Teacher / Head Teacher:**

---

---

---

---

---

**DECISION:**

· Appeal Upheld

· Appeal Declined

Comment:

.....

.....

.....

.....

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

**NOTIFICATION:**

· Head Teacher informed

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

· Student informed

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



PRELIMINARY 2021


SUBJECT

ASSESSMENT

SCHEDULES


# SUBJECT: English Advanced

## Preliminary Assessment Schedule 2021

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 8	Weeks 8, 9 & 10
		Date: 1/4/21	Date: 11/6/21	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 2021

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 8	Weeks 8, 9 & 10
		Date: 1/4/21	Date: 11/6/21	Date: 1/4/21
		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>applies knowledge, skills and understanding of language concepts and literary devices into 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 explains the relationships between texts</li> <li>understands and explains the diverse ways texts can represent personal and public worlds</li> <li>identifies and explains cultural assumptions in texts and their effects on meaning</li> <li>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 2021

 Component	Weighting	Term 1	Term 2	Term 3
		Week 1	Week 3	Weeks 8, 9 & 10
		Date: 22/4/21	Date: 5/8/21	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
<b>Outcomes:</b> <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 2021

 Component	Weighting	Term 1	Term 2	Term 3
		Week 9	Week 9	Weeks 8, 9 & 10
		Date: 26/03/21	Date: 15/6/21	Date: Exam Period
		Task 1 – Writing, narrative and listening	Task 2 – Multimodal Presentation and listening	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
<b>Outcomes:</b> 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 2021

 Component	Weighting	Term 1	Term 2	Term 3
		Week 9	Week 9	Weeks 8, 9 & 10
		Date: 25/3/21	Date: 18/6/21	Date: Exam Period
		Task 1 – 30%	Task 2 – 30%	Task 3 – 40%
<b>1.</b> Understanding, fluency and communication	50	15%	15%	20%
<b>2.</b> Problem solving, reasoning and justification	50	15%	15%	20%
<b>Totals</b>	100	30%	30%	40%
<b>outcomes</b>		TBA	TBA	TBA

### **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 2021

 Component	Weighting	Term 1	Term 2	Term 3
		Week 9	Week 9	Weeks 8, 9 & 10
		Date: 25/3/21	Date: 18/6/21	Date: Exam Period
		Task 1 30 %	Task 2 30 %	Task 3 40 %
<b>1. Concept</b>	50	15%	15%	20%
<b>2. Skills</b>	50	15%	15%	20%
<b>Totals</b>	100	30%	30%	40%
Outcomes		TBA	TBA	TBA
<p><b>Outcomes &amp; Objectives:</b></p> <p>P1- demonstrates confidence in using mathematics to obtain realistic solutions to problems</p> <p>P2- provides reasoning to support conclusions which are appropriate to the context</p> <p>P3- performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities</p> <p>P4- chooses and applies appropriate arithmetic, algebraic, trigonometric and geometric techniques</p> <p>P5- understands the concept of a function of the slope to its graph</p> <p>P6- relates the derivative of a function to the slope of its graph</p> <p>P7- determines the derivative of a function through routine application of the rules of differentiation</p> <p>P8- understands the uses the language and notation of calculus</p>				

# SUBJECT: Mathematics Extension 1

## Preliminary Assessment Schedule 2021

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 9	Weeks 8, 9 & 10
		Date: 30/3/21	Date: 22/6/21	Date: Exam Period
		Task 1 30 %	Task 2 30%	Task 3 40 %
1. Concept	50	15%	15%	20%
2. Skills	50	15%	15%	20%
<b>Totals</b>	100	30%	30%	40%
Outcomes		TBA	TBA	TBA

**Outcomes & Objectives:**

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 2021

 <b>Component</b>	weighting	Term 1	Term 3	Term 3
		Week 10	Week 4	Week 8, 9/10
		Date: 30/3/21	Date: 3/8/21	Date: Exam Period
		Task 1 Depth Study report	Task 2 Practical skills	Task 3 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 11/12-1, BIO 11/12-2, BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/ 12-7 BIO 11-10 BIO 11-11	BIO 11/12-1, BIO 11/ 12-2 BIO 11/12-3 BIO 11/ 12-4, BIO 11/12-5 BIO 11/12-6, BIO 11/12-7 BIO 11-8 BIO 11- 9	BIO 1112-1, BIO 11/12-2, BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7 BIO 11-8 BIO 11- 9 BIO 11-10 BIO 11-11
<b>OUTCOMES</b> <ul style="list-style-type: none"> <li>➤ BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation</li> <li>➤ BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</li> <li>➤ BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</li> <li>➤ BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>➤ BIO11/12-5 analyses and evaluates primary and secondary data and information</li> <li>➤ BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>➤ BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</li> <li>➤ BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes</li> <li>➤ 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</li> <li>➤ 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</li> <li>➤ BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem</li> </ul>				


# CHEMISTRY – SCIENCE FACULTY

## PRELIMINARY ASSESSMENT SCHEDULE 2021


 <b>Component</b>	<b>weighting</b>	Term 1	Term 2	Term 3
		Week 9	Week 9	Week 8, 9/10
		Date: 26/03/21	Date: 16/06/21	Date: Exam period
		Task 1	Task 2	Task 3
		Depth Study	Primary/Secondary source investigation	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,CH11.9	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
<p><b>Outcomes:</b></p> <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 2021

 <b>Component</b>	weighting	Term 1	Term 2	Term 3
		Week 9	Week 9	Week 8, 9/10
		Date: 23/03/21	Date: 17/06/21	Date: Exam period
		Task 1	Task 2	Task 3
		Depth Study	Skill Assessment	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>		PH11-1, 11-4, 11-6, 11-7, 11-9	PH11 – 3, 11 – 5, 11- 6, 11- 11	PH11-6, 11-8, 11-9, 11-10, 11-11
<b>Outcomes:</b> <ul style="list-style-type: none"> <li>develops and evaluates questions and hypotheses for scientific investigation PH11/12-1</li> <li>designs and evaluates investigations in order to obtain primary and secondary data and information PH11/12-2</li> <li>conducts investigations to collect valid and reliable primary and secondary data and information PH11/12-3</li> <li>selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH11/12-4</li> <li>analyses and evaluates primary and secondary data and information PH11/12-5</li> <li>solves scientific problems using primary and secondary data, critical thinking skills and scientific processes PH11/12-6</li> <li>communicates scientific understanding using suitable language and terminology for a specific audience or purpose PH11/12-7</li> <li>describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration PH11-8</li> <li>describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy PH11-9</li> <li>explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles PH11-10</li> <li>explains and quantitatively analyses electric fields, circuitry and magnetism PH11-11</li> </ul>				

# Investigating Science - SCIENCE FACULTY Preliminary ASSESSMENT SCHEDULE 2021

	weighting	Term 1	Term 2	Term 3
		Week 9	Week 7	Week 8, 9/10
		Date: 26/3/21	Date: 2/6/21	Date: Exam period
		Task 1 Depth Study	Task 2 Skills and Modelling	Task 3 Preliminary Examination
Knowledge and understanding	40%	10%	10%	20%
Skills in working Scientifically	60%	20%	20%	20%
<b>Totals</b>	100%	30%	30%	40%
<b>Outcomes</b>		11/12-1 to 7  11-8	11/12-1 to 2  11/12-4 to 7  11-10	All outcomes TBA

## Outcomes:

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



## SUBJECT: ANCIENT HISTORY

### Preliminary Assessment Schedule 2021

Component	Weighting	Term 1	Term 2	Term 3
		Week 8, 9-10		
		Week 9 26/3/21 Task 1– Archaeological report	Week 9 15/6/21 Task 2 – Historical Investigation	Task 3 – Yearly Examination
1. Knowledge and understanding of course content	40%	10	10	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>	<b>100</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		AH11-6 AH11-7, AH11-8, 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

**Outcomes:**

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 2021**

Component		Weighting	Term 1	Term 2	Term 3
			Week 8B 15.3.21 11BS01 - Period 4 11 BS02 - Period 2  Research Task	Week 9A 21.6.21 11BS01 - Period 4 11BS02 - Period 2  Business Report	Week 8, 9 & 10 Preliminary Exam  Week 9-10 Preliminary Exam
1. Knowledge and understanding of course content		40%	10	10	20
2. Stimulus-Based Skills		20%		10	10
3. Inquiry and Research		20%	10	10	
4. Communication of business information, ideas and issues		20%	5	5	10
<b>Totals</b>		<b>100%</b>	<b>25</b>	<b>35</b>	<b>40</b>
<b>Outcomes</b>			P2, P7, P8	P2, P5, P6, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10
<b>Outcomes:</b> P1 discusses the nature of business, its role in society and types of business structure P2 explains the internal and external influences on business P3 describes the factors contributing to the success or failure of small to medium enterprises P4 assesses the processes and interdependence of key business functions P5 examines the application of management theories and strategies P6 analyses the responsibilities of business to internal and external stakeholders P7 plans and conducts investigations into contemporary business issues P8 evaluates information for actual and hypothetical business situations P9 communicates business information and issues in appropriate formats P10 applies mathematical concepts appropriately in business situations					


# SUBJECT: Geography

## Preliminary Assessment Schedule 2021

Component		Weighting	Task 1	Task 2	Task 3
		Term 3 Week 5 09.08.21	Term 2 Monday Week 2 26.04.21	Term 3 Weeks 8, 9- 10	
		Senior Geography Project	Topic Test	Prelim Yearly Exam	
Knowledge and understanding of course content		10	10	20	
Geographical tools and skills		10	5	5	
Geographical inquiry and research, including fieldwork		10	5	5	
Communication of geographical information, ideas and issues in appropriate forms		10		10	
<b>Totals</b>		<b>40%</b>	<b>20%</b>	<b>40%</b>	
<b>Outcomes</b>		P7, P8, P9, P10, P11, P12	P1, P2, P3, P8	P1, P3, P4, P5, P6, P12	
<b>P1</b> differentiates between spatial and ecological dimensions in the study of geography <b>P2</b> describes the interactions between the four components which define the biophysical environment <b>P3</b> explains how a specific environment functions in terms of biophysical factors <b>P4</b> analyses changing demographic patterns and processes <b>P5</b> examines the geographical nature of global challenges confronting humanity <b>P6</b> identifies the vocational relevance of a geographical perspective <b>P7</b> formulates a plan for active geographical inquiry <b>P8</b> selects, organises and analyses relevant geographical information from a variety of sources <b>P9</b> uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries <b>P10</b> applies mathematical ideas and techniques to analyse geographical data <b>P11</b> applies geographical understanding and methods ethically and effectively to a research project <b>P12</b> communicates geographical information, ideas and issues					


# SUBJECT: LEGAL STUDIES

## Preliminary Assessment Schedule 2021

Component		Weighting	Term 1	Term 2	Term 3
		Week 9	Week 7	Week 8, 9-10	
		Task 1 - 30%	Task 2 - 30%	Task 3 - 40%	
<b>Knowledge and understanding of course content</b>	<b>40%</b>	10	10	20	
<b>Analysis and evaluation</b>	<b>20%</b>		10	10	
<b>Inquiry and research</b>	<b>20%</b>	20			
<b>Communication of legal information, issues and ideas in appropriate forms</b>	<b>20%</b>		10	10	
<b>Totals</b>	<b>100%</b>	30	30	40	
<b>Outcomes</b>		P1, P4, P6, P8	P5, P7, P9, P10	P2, P3, P7, P9	
<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 2021

Component		Weighting	Term 1	Term 2	Term 3
			Week 8B , Thursday 18th March 2021	Week 10B Thursday 24th June 2021	Examination Period Weeks 8, 9 and 10
			Task 1 - Historical Investigation Log and Essay (Hand - In) 30%	Task 2 - Research - Essay (In-Class, with notes) 30%	Task 3 - End of Year Examination (In Class) 40%
1.Knowledge and understanding of course content		40%	10	10	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>		<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>			MH11-3; MH11-5; MH11-7; MH11-8 ;MH11-10	MH11-3; MH11-4; MH11-6; MH11-8; MH11-9	MH11-1; MH11-2; MH11-3; MH11-4; MH11-5; MH11-6; MH11-7; 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: SOCIETY & CULTURE

### Preliminary Assessment Schedule 2021

Component		Weighting	Term 1	Term 2	Term 3
		Date - Tuesday 24/3/2020	Date - Tuesday 9/6/2020	Date - Exam period	
		Task 1 - In-class presentation - Social and Cultural World - 20%	Task 2 - "Mini PIP" - Social and Cultural Identity (Hand-In) 40%	Task 3 - End of Year Examination - All Topics (Supervised Exam) 40%	
		Week 9	Week 7	Week 8, 9-10	
Knowledge and understanding of course content	30%	10		20	
Analysis and evaluation	20%		10	10	
Plan, conduct and report on inquiry and research	20%		20		
Demonstration of Social and Cultural Literacy, with appropriate concepts, terms and information	30%	10	10	10	
<b>Totals</b>	<b>100%</b>	<b>20</b>	<b>40</b>	<b>40</b>	
<b>Outcomes</b>		<b>P1, P5, P7, P8, P10</b>	<b>P2, P3, P5, P6, P9, P11</b>	<b>P1, P2, P3, P4, P7, P10</b>	


**Outcomes:**

A student:

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

## Subject: Community and Family Studies

### Preliminary Assessment Schedule 2021

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 10	Weeks 8, 9 & 10
		Date: 22/3/21	Date: 21/6/21	Date: Exam Period
		Task 1-In class writing task 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: Design & Technology


## Preliminary Assessment Schedule 2021

 Component	Weighting	Term 1	Term 2	Term 3
		Week 9	Week 10	Weeks 8, 9 & 10
		Date: 23/3/21	Date: 22/6/2021	Date: Exam Period
		Task 1–Project & Folio realisation 30%	Task 2 – Project & Folio realisation 40%	Task 3 – Yearly Exam 30%
<b>1. Knowledge &amp; Understanding of Course Content</b>	40	5%	10%	25%
<b>2. Knowledge &amp; Skills in Designing, Managing, Producing &amp; Evaluating Design Projects</b>	60	25%	30%	5%
<b>Totals</b>	100	30	40	30
<b>Outcomes</b>		P1.1, P1.2, P2.1, P3.1, P4.1, P4.2, P4.3, P5.2, P6.2	P P1.1, P4.1, P4.2, P4.3, P5.1, P5.3, P6.2	P1.1, P2.1, P2.2, P4.3, P5.2, P6.1
<b>Outcomes:</b> P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects P2.1 identifies design and production processes in domestic, community, industrial and commercial settings P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities P4.2 uses resources effectively and safely in the development and production of design solutions P4.3 evaluates the processes and outcomes of designing and producing P5.1 uses a variety of management techniques and tools to develop design projects P5.2 communicates ideas and solutions using a range of techniques P5.3 uses a variety of research methods to inform the development and modification of design ideas P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects P6.2 evaluates and uses computer-based technologies in designing and producing				




# SUBJECT: Food Technology

## Preliminary Assessment Schedule 2021


	Component	Weighting	Term 1	Term 2	Term 3
			Week 9	Week 9	Week 7
			Date: 26/3/21	Date: 18/6/21	Date: 27/8/21
			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	
<p><b>Outcomes:</b></p> <p>P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods</p> <p>P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors</p> <p>P 2.1 explains the role of food nutrients in human nutrition</p> <p>P 2.2 identifies and explains the sensory characteristics and functional properties of food</p> <p>P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups</p> <p>P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate.</p> <p>P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food</p> <p>P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection</p> <p>P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups</p> <p>P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products</p> <p>P5.1 generates ideas and develops solutions to a range of food situations</p>					

# SUBJECT: Industrial Technology Timber

## Preliminary Assessment Schedule 2021

 Comp onent	Weighting	Term 1	Term 2	Term 3
		Week 8	Week 10	Weeks 8, 9 & 10
		Date: 17/3/21	Date: 24/6/21	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				

# YEAR 11 AGRICULTURE - LOTE FACULTY PRELIMINARY ASSESSMENT SCHEDULE 2021

 <b>Component</b>	<b>WEIGHTING</b>	<b>Term 1 2021</b>	<b>Term 2 2021</b>	<b>Term 3 2020</b>
		<b>Week 10</b>	<b>Week 10</b>	<b>Week 8, 9-10</b>
		<b>Date: 30/03/2021</b>	<b>Date: 22/06/2021</b>	<b>Date: TBA</b>
		<b>Task 1 Plant Production Field Trial Experiment</b>	<b>Task 2 Animal Production Research Task</b>	<b>Task 3 Yearly Examination</b>
Knowledge and understanding of: <ul style="list-style-type: none"> <li>The physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems</li> <li>The impact of innovation, ethics and current issues on Australian agricultural systems</li> </ul>	<b>40</b>	<b>10%</b>	<b>10%</b>	<b>20%</b>
<ul style="list-style-type: none"> <li>Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner</li> <li>Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing</li> </ul>	<b>40</b>	<b>15%</b>	<b>10%</b>	<b>15%</b>
Skills in effective research, experimentation and communication	<b>20</b>	<b>10%</b>	<b>10%</b>	
<b>Totals</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>Outcomes</b>		P2.1 P3.1 P4.1	P2.2 P3.1 P4.1 P5.1	ALL OUTCOMES ARE ASSESSED

## PRELIMINARY OUTCOMES

P1.1 describes the complex, dynamic and interactive nature of agricultural production systems

P1.2 describes the factors that influence agricultural systems

P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems

P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems


P2.3 describes the farm as a basic unit of production

P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements

P4.1 applies the principles and procedures of experimental design and agricultural research


P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

## JAPANESE BEGINNERS – LOTE DEPARTMENT

 <b>Component</b>	<b>weighting</b>	Term 1	Term 2	Term 3
		Week 9	Week 9	Week 8, 9-10
		Date: 23/3/21	Date: 15/6/21	Date:TBA
		Task 1	Task 2	Task 3
		Listening & Speaking (Family Life)	Reading & Writing (Recreation)	Yearly Examination
<b>1. Listening</b>	30	20		10
<b>2. Reading</b>	30		20	10
<b>3. Speaking</b>	20	10		10
<b>4. Writing</b>	20		10	10
<b>Totals</b>	<b>100</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<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

- 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 to the production of texts


Japanese Continuers – LOTE Department

 <b>Component</b>	<b>weighting</b>	Term 1	Term 2	Term 3
		Week 9	Week 9	Week 8, 9-10
		Date: 23/3/21	Date: 15/6/21	Date:TBA
		Task 1	Task 2	Task 3
		Myself and My Family (Listening and Speaking)	Reading & Writing	Yearly Examination
<b>1. Listening</b>	30	20		10
<b>2. Reading</b>	30		20	10
<b>3. Speaking</b>	20	10		10
<b>4. Writing</b>	20		10	10
<b>Totals</b>	<b>100</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<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

- 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 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 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


# Personal Development, Health and Physical Education

## Preliminary Assessment Schedule 2021

 Component	Weighting	Term 1	Term 2	Term 3
		Week 8	Week 7	Weeks 8, 9 & 10
		Date: 18/3/21	Date: 1/6/21	Date: Exam Period
		Task 1 Core 1– Research 30%	Task 2 Core 2- In class written response to scenarios 40%	Task 3 – Yearly Exam 30%
<b>Knowledge and understanding of</b> *Factors that affect health *The way the body moves	30%	10%	10%	10%
<b>2. Skills in</b> *Influencing personal and community health *Taking action to improve participation and performance in physical activity	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, P5, P6, P15, P16	P6, P10, P12, P14, P15, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, 15, 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 2021

 Component	Weighting	Term 1	Term 2	Term 3
		Week 8	Week 5	Weeks 8, 9 & 10
		Date: 16/3/21	Date: 21/5/21	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>1.1,1.3,1.4,2.1,2.4,3.1,3.2,3.6,3.7 4.1,4.4,4.5</b>	<b>1.2,1.3,2.2,3.1,3.2,3.3 4.1,4.4</b>	<b>1.1,1.2,1.3,1.6,2.1,2.2,2.3,2.4,2.5,3.1,3.2,3.3,4.1, 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

**YEAR 11  
DANCE 2 UNIT  
PRELIMINARY COURSE ASSESSMENT SCHEDULE 2021**

 Component	Weighting	Term: 1 Week: 10	Term: 2 Week: 8	Term: 3 Week: 8, 9&10
		Date: MONDAY 29/3/21 ALL DAY	Date: THURSDAY 10/6/21 IN CLASS PERIOD 2	Date: EXAM WEEKS
		Task 1  Class Sequences & Dance – 20%  &  Written Exam: Safe Dance & Anatomy – 10%	Task 2  Written Exam: Australian Dance & Dance Analysis – 30%	Task 3  CP & Informal Discussion – 10%  &  Composition & 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 2021

 Component & Weighting	Term 1	Term 2	Term 3
	Week: 10	Week 8	Weeks 8, 9 & 10
	Date: Mon 29/3/21	Date: Thurs 10/6/21	Date:
	Task 1 – Theatrical Traditions and Performance Styles Elements of Production in Performance -----  Australian Theatre: ‘Jasper Jones’ Performance Essay - Group Performance (25%) & Extended Response (10%)  <u>Total - 35%</u>	Task 2 – Improvisation, Playbuilding, Acting -----  Group Performance: elements of drama (25%) & Logbook (10%)  <u>Total - 35%</u>	Task 3 – Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles -----  Preliminary Examinations -Practical Parts A-B (20%) - Theoretical Part C (10%)  Part A Monologue 10% Part B Design Portfolio 10% Part C Written Exam 10%  <u>Total - 30%</u>
<b>1. Making 40%</b>	15	15	10
<b>2. Performing 30%</b>	10	10	10
<b>3. Critically Studying 30%</b>	10	10	10
<b>Totals 100%</b>	35%	35%	30%
<b>Outcomes</b>	P1.1, 1.4, 1.6; P2.3; P3.2	P1.2,1.5,1.6; P2.4; P3.1	P1.3; P2.1, 2.2; P3.3

**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

**\*Values**

- 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

**\*Values**

- 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


**\*Values**

- 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

\*Note: While values and attitudes outcomes are included in this syllabus, they are not to be assessed in the HSC assessment program.

## SUBJECT: MUSIC 1


### Preliminary Assessment Schedule – 2021

 <b>Component</b>	Weighting	Term 1	Term 2	Term 3
		Week 7	Week 10	Weeks 8, 9 & 10
		Date: 11 & 12/3/21 <b>ALL DAY BOTH DAYS</b>	Date: 21/6/21	Date: <b>ALL DAY 2 DAYS</b>
		Task 1	Task 2	Task 3
1. Performance Musicology		10 25		
2. Composition			25	
3. Aural Performance				25 15
<b>Totals</b>	<b>100</b>			
<b>Outcomes</b>		P2 P9	P3	P1 P4

**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

## YEAR 11 MUSIC 2 ASSESSMENT SCHEDULE – 2021


	Component	Weighting	Term 1	Term 2	Term 3
			Week: 10	Week: 8	Week: 8, 9/10
			Date: 29/03 Monday	Date: 09/06 Wednesday ALL DAY	Date: TBA ALL DAY
			Task 1 Composition & Aural	Task 2 Performance & Musicology	Task 3 Performance, Musicology Aural
Performance	25%		10%	15%	
Composition	25%	25%			
Aural	25%	5%		20%	
Musicology	25%		20%	5%	
<b>Totals</b>	<b>100</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	
		P3, P2	P1, P8	P10, P5, P7	

### Outcomes:

- P1 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
- P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
- P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
- P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
- P6 discusses and evaluates music making constructive suggestions about performances and compositions
- P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- P8 understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied
- P9 identifies, recognises, experiments with, and discusses the use of technology in music
- P10 performs as a means of self expression and communication
- P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P12 demonstrates a willingness to accept and use constructive criticism


# SUBJECT: Photography

## Preliminary Assessment Schedule 2021

 Component	W e i g h t  i n g	Term 1	Term 2	Term 3
		Week 9	Week 9	Week 9
		Date: 25.3.21	Date: 17.6.21	Date: 9.9.21
		Task 1 Photograms/ Dark Room Tasks Man Ray and History of Photography Booklets	Task 2 Portrait/Street Photography Portrait Theory	Task 3 Exploration of Colour Research Slide Presentation 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 2021

 <b>Component</b>	W e i g h t  i n g	Term 1	Term 2	Term 3
		Week 10	Week 7	Week s 8, 9 & 10
		Date: 30th of March	Date: 22nd of June	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		Essay  10%	Research Task  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				

**School Name: Northmead CAPA HS**
**Student Competency Assessment Schedule**
**Course: Preliminary Construction**
**2021**

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster A	Cluster B
		Safety	Organise to Communicate
Assessment due		Week: 10 Term:2 Date 21.6.21	Week: 8 Term:3 DATE TBA
Code	Unit of Competency		
<a href="#">CPCCWHS1001</a>	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

Yearly Examination
Week: 8,9,10 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 Certificate II Hospitality SIT20316		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work	Practical Café Skills	Working relationships	
Assessment Due:		Week 10 Term 1 and Week 2 Term 2 Dates: Theory Part A and B 31.3.21 prac1 26.4.21 prac2 28.4.21 prac3 29.4.21	Term: 2 and 3 Dates: Part C & D 17.6.21 Part B 22.7.21 Part A ongoing through terms 1-3 Completed by 26.8.21	Week: 7 Term: 3 Date: 26.8.21	Week: 8, 9, 10 Term: 3
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHFAB005	Prepare and serve espresso coffee		X		
SITHCCC003	Prepare and present sandwiches		X		
SITHFAB004	Prepare and serve non-alcoholic beverages		X		
BSBWOR203	Work effectively with others			X	
SITXCOM002	Show social and cultural sensitivity			X	

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

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

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

**School Name: Student Competency Assessment Schedule**
**COURSE: Preliminary Retail Services**
**2021**

Assessment Tasks for Certificate III in Retail SIR30216		Cluster A	Cluster B	Cluster C	Yearly Exam
		Safety	Customer Service: You in Retail	Are You Being Served?	
		Week: 8 Term: 1 Date: Fri 19/3/21	Week: 7 Term: 2 Date: Thur 3/6/21	Week: 7 Term: 3 Date: Thur 26/8/21	
Assessment Due:					Week: 8, 9&10 Term: 3
Code	Unit of Competency				HSC Examinable Units of Competency
SIRXWHS002	Contribute to workplace health and safety	X			
SIRXCEG001	Engage the customer		X		
SIRXCOM002	Work effectively in a team		X		
SIRXCEG002	Assist with customer difficulties			X	
SIRXCEG003	Build customer relationships and loyalty			X	

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

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

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

**School Name: Northmead CAP HS**
**Student Competency Assessment Schedule**
**Course: Entertainment Industry - Preliminary**
**2021**

Assessment Tasks for Statement of Attainment towards Certificate III in Live Production and Services CUA30415		Cluster A	Cluster B	Cluster C	Cluster D	Yearly Examination
		Safety	The Entertainment Industry	Audio Operations	Lighting Operations	
		Week: 5 Term:1 Date 23/2/21	Week: 9 Term: 1 Date: 26/3/21	Week: 8 Term:2 Date: 16/6/21	Week: 6 Term:3 Date: 20.8.21	Week: 8, 9, 10 Term:3
Code	Unit of Competency					HSC Examinable Units of Competency
CPCCOHS1001 A	Work safely in the construction industry	X				
CUAIND301	Work effectively in the creative arts industry		X			
CUAWHS302	Apply work health and safety practices	X	X			
CUASOU301	Undertake live audio operations			X		
CUASOU306	Operate sound reinforcement systems			X		
CUALGT301	Operate basic lighting				X	
CUASTA202	Assist with bump in and bump out of shows				X	

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 CAPA HS**
**Student Competency Assessment Schedule  
2021**
**Preliminary Course: Assistant Dance Teaching**

Assessment Tasks for CUA30313 Certificate III in Assistant Dance Teaching		Cluster A	Cluster B	Cluster C
		The Moving Body	The Healthy Body	Apply First Aid
		Week: 7-10 Theory - Friday 11 <sup>th</sup> June 2021 Practical - Friday 4 <sup>th</sup> June 2021 to 25 <sup>th</sup> June 2021 Term: 2	Week: 7 & 8 Friday 27 <sup>th</sup> August & Monday 30 <sup>th</sup> August 2021 Term: 3	Week: 8 Monday 22 <sup>nd</sup> November 2021 Term: 4
Code	Unit of Competency			
CUADTM411	Teach basic dance technique	X		
CUAWHS403	Incorporate anatomy and nutrition principles into skill development	X		
HLTAID003	Apply First Aid			X
BSBWHS201	Contribute to health and safety of self and others		X	
SISCCRO302A	Apply legal and ethical instructional skills		X	

Depending on the achievement of units of competency, the possible qualification outcome is CUA30313 Certificate III in Assistant Dance Teaching or a Statement of Attainment towards CUA30313 Certificate III in Assistant Dance Teaching.

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: Northmead CAPA High school**
**Student Competency Assessment Schedule**
**Course: Preliminary - Sport Coaching**
**2021**

Assessment Tasks for Sport Coaching-Certificate III SIS30519		Cluster A	Cluster B	Cluster C1	Cluster E
		Tournament Time	Playing it Safe	Officiating students	First Aid Assess in 2022
		Week: 10 Term: 1 Assessment Due: 22/4/21	Week: 8 Term:2 Thur June 10	Week: 5 Term:3 Thur Aug 12	Week: Term:
Code	Unit of Competency				
HLTWHS001	Participate in workplace health and safety	X			
SISXIND006	Conduct sport, fitness and recreation events	X			
SISSSCO002	Work in a community coaching role		X		
SISSSCO005	Continuously improve coaching skills and knowledge		X		
SISSSOF002	Continuously improve officiating skills and knowledge			X	
HLTAID003	First Aid (to be outsourced to a private RTO)				<b>Credit Transfer</b> (outsourced)


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

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

# Accelerated Subjects

# BIOLOGY - SCIENCE FACULTY

## HSC Assessment Schedule 2020/21

 <b>Component</b>	<b>Weighting</b>	Term 4	Term 1	Term 2	Term 3
		Week 10	Week 8	Week 7	Week 1-2
		Date: Mon 14 December 2020	Date: Thurs 18 March 2021	Date: Fri 4 June 2021	Date: Trial Exam Period
		Task 1 Modelling Task 20%	Task 2 Practical Assessment 20%	Task 3 Depth Study 30%	Task 4 Trial HSC Exam 30%
Knowledge and understanding	40		10	10	20
Skills in working Scientifically	60	20	10	20	10
<b>Totals</b>	<b>100</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes</b>		BIO 12-1, 12-2, 12-4	Bio 12-7, 12-12, 12-13	Bio 12-3, 12-5, 12-7	BIO 12-6, 12-12, 12-13, 12-14, 12-15

### 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

BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species


BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

# BUSINESS STUDIES – HSIE FACULTY

## HSC Assessment Schedule 2020/21

 Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 8	Week 7	Week 6	Week 1-2
		Date: Wed 2 & Thurs 3 December 2020	Date: Wed 10 March 2021	Date: Thurs 27 May 2021	Date: Trial Exam Period
		Task 1 Finance Essay In-Class 20%	Task 2 Problem Solving & In-class Report 25%	Task 3 Operations Task  25%	Task 4 HSC Trial Exam  30%
1. Knowledge and Understanding	40	5	10	10	15
2. Stimulus Based Skills	20	10			10
3. Inquiry & Research	20		10	10	
4. Communication of issues & ideas in appropriate terms	20	5	5	5	5
<b>Totals</b>	100	20	25	25	30
<b>Outcomes</b>		H4, H5, H6, H8, H9	H2, H3, H5, H8, H9, H10	H1, H4, H5, H7, H8, H9	H2, H3, H4, H5, H6, H8, H9, H10


### Outcomes:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations



# MATHEMATICS ADVANCED – MATHEMATICS FACULTY

## HSC Assessment Schedule 2020/21

 Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 7	Week 6	Week 1/2
		Date: 10 December 2020	Date: Tues 9 March 2021	Date: Tues 25 May 2021	Date: Trial Exam Period
		Task 1	Task 2	Task 3	Task 4
		Open Book Test	<i>In class task</i>	In Class Test	<i>Trial HSC Exam</i>
		20%	30%	20%	30%
1. Concepts, skills & techniques	50	10	20	5	15
2. Reasoning & Communication	50	10	10	15	15
<b>Totals</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>
<b>Outcomes</b>					

### Outcomes:

**MA12-1** uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

**MA12-2** models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

**MA12-3** applies calculus techniques to model and solve problems

**MA12-4** applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

**MA12-5** applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

**MA12-6** applies appropriate differentiation methods to solve problems

**MA12-7** applies the concepts and techniques of indefinite and definite integrals in the solution of problems

**MA12-8** solves problems using appropriate statistical processes

**MA12-9** chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

**MA12-10** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

School Name: Northmead CAPA HS  
 COURSE: HSC Hospitality – Food and Beverage Stream  
 Student Competency Assessment Schedule  
 2021

Code	Unit of Competency	Cluster D		Cluster E (Part 1)	Cluster E (Part 2)	Cluster F	Trial HSC Exam
		Safe, Clean and Skilled	Restaurant Service	Restaurant Service	Working in Hospitality		
	Assessment Tasks for Certificate II Hospitality SIT20316	Week: 8 Term: 4 Date: 1/12/2020	Week: 6 Term: 3	Week: 6 Term: 3	Week: 6 Term: 3	Week: 9 Term: 2	Week: 1 of 2 Term: 3
	<b>Unit of Competency</b>						
SITXFSA002	Participate in safe food handling practices	X					
SITHCCC001	Use food preparation equipment	X					
SITHFAB007	Serve food and beverage		X	X			
SITXCC003	Interact with customers		X	X			
SITHIND003	Use hospitality skills effectively			X	X		
SITHIND002	Source and use information on the hospitality industry					X	
BSBSUS201	Participate in environmentally sustainable work practices					X	
SITXCOM001	Source and present information					X	
HSC Examinable Units of Competency							

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 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.