

WOOLGOOLGA HIGH SCHOOL



PRELIMINARY COURSE ASSESSMENT POLICY & SCHEDULES 2024



Booklet Sections

**REQUIREMENTS FOR THE PRELIMINARY YEAR
RECORD OF ACHIEVEMENT**

Pages iii – vii

PRELIMINARY YEAR POLICY

Pages viii – xii

PRELIMINARY ASSESSMENT SCHEDULES 2024 INDEX

Page 1

PRELIMINARY ASSESSMENT SCHEDULES

Page 2-35

REQUIREMENTS FOR THE PRELIMINARY YEAR RECORD OF ACHIEVEMENT

Credentials

The **Preliminary Year Record of Achievement** is awarded to students who have satisfactorily completed any Preliminary Course. The Record of Achievement will also record courses for which students have been granted advanced standing through credit transfer and / or recognition of prior learning.

Eligibility

To be eligible for the award of the Year 11 Record of Achievement, students need to:

- Have satisfactorily completed courses which comprise the pattern of study required by the NESAs for the award of the Year 11 Record of Achievement.
- Sit for, and make a serious attempt at, the requisite examinations.
- Have satisfactorily completed the “HSC – All My Own Work” program by the end of February 2024
- Complete mandatory 25-hour Life Ready Program.

Satisfactory Completion of a Course

The following course completion criteria refer to Preliminary:

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.

Whilst the NSW Education Standards Authority (NESAs) does not mandate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such absences.

If at any time it appears that a student is at risk of being given a "N" (Non-completion) determination in any course, the Principal must warn the student as soon as possible and advise the student, 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 for the "N" determination.

Preliminary Courses

In cases of Non-satisfactory completion, an "N" determination will be submitted on the appropriate form. Courses which were not satisfactorily completed will not be printed on Records of Achievement and the student may not be permitted to continue to the HSC for that course.

The Principal may allow a student who has received an "N" determination on the grounds of lack of application to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Preliminary course requirements and that their entry for the HSC course is valid.

Students who have received an "N" determination have a right of appeal.

Expulsion: as a Result of Unsatisfactory Application

At least one formal written warning

Important

Satisfactory completion of a course is largely determined by the student's application towards the total range of set tasks and experiences in that course.

The formal assessment tasks are only some of the assigned tasks.

HSC: All My Own Work

A summary of the program for students and staff

The NSW Education Standards Authority (NESA) has required all students who sit for the HSC to complete a new program called “HSC: All My Own Work”. Students will only receive the HSC if they have completed this program. Below is an outline of how the program will operate at Woolgoolga High.

Students will have to complete each unit themselves and present the completed quiz to their Year Advisor who will pass this information on to the **Senior Curriculum Coordinator** (Mrs Jacqui Harrison).

Students must achieve 80% or greater in each quiz. All units are usually completed and submitted by the end year 10. These can be accessed on the website www.boardofstudies.nsw.edu.au then click on “All My Own Work” then follow the instructions.

A summary of each unit from a NSW Education Standards Authority (NESA) Bulletin follows.

HSC: All My Own Work - A program in ethical scholarship for HSC students

The NSW Premier, Morris Iemma, announced the *HSC: All My Own Work* program on 26 February 2006 as one of several measures contained in the NSW Government's Respect and Responsibility strategy.

The *HSC: All My Own Work* program is designed to strengthen the capacity of HSC students to follow the principles and practices of good scholarship, including understanding and valuing ethical practices related to locating and using information as part of their HSC program.

In June 2006, secondary principals were advised that completion of the program will be an eligibility requirement for candidates entering HSC courses from 2008.

An entry and certification facility for the *HSC: All My Own Work* program will be created in Schools Online. The facility will allow the tracking of students who may complete the program at different times (eg in Year 10 or in Year 11).

The program content will be organised into five modules as outlined below:

1. Scholarship Principles and Practices

- *What are the principles and practices of good scholarship?*
- *What are the rights and responsibilities of students in ensuring the intellectual integrity of their work?*
- *What is malpractice?*
- *Why do people cheat?*
- *Why is it wrong to cheat?*
- *What are the consequences of cheating in the HSC?*

2. Acknowledging Sources

- *What is meant by 'acknowledging sources'?*
- *Why should information sources be acknowledged?*
- *When and how should sources be acknowledged within the body of a work?*
- *How should sources be acknowledged at the end of a work?*
- *What strategies can students use in preparation for the acknowledgment of sources in their work?*

3. Plagiarism

- *What is plagiarism?*
- *What is the difference between intended and unintended plagiarism?*
- *What strategies can be employed to avoid plagiarism?*
- *How is plagiarism detected?*
- *What are the implications for plagiarism of accessing information from the internet?*

4. Copyright

- *What is copyright? Why do we need it?*
- *What is the Copyright Act?*
- *Why is it important to respect intellectual property?*
- *How does copyright work in a digital environment?*
- *How is copyright related to music and images found on digital media and on the internet?*

5. Working with others

- *Is there a difference between collaborative learning, collusion and copying?*
- *Is it appropriate for students to seek assistance from others with their assignments?*
- *How can students appropriately acknowledge the support of others?*
- *What are the benefits of producing your own work?*
- *What strategies can be used to ensure appropriate collaboration in a group work context?*

LIFE READY PROGRAM

Life Ready is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge for life post school.

Life Ready aims to help prepare senior students to:

- Confidently and successfully transition to post-school employment, training or further education as well as participation and independence in the community.
- Lead healthy, safe and meaningful lives and promote respect, responsibility, enjoyment, inclusion and social justice for self and others.

Life Ready is divided into six relevant and contemporary learning contexts:

1. Independence
2. Mental Health and Wellbeing
3. Relationships
4. Sexuality and Sexual Health
5. Drugs and Alcohol
6. Safe Travel

The Wellbeing initiatives offered by Woolgoolga High School contribute to students meeting the requirements of the Life Ready Program.

The following Well-being initiatives that are offered to our Year 11 and Year 12 students enables all of our HSC candidates to meet the mandatory 25 hours by attending:

- Elevate Education for Year 11 & Year 12 students. Maintaining good mental health with study habits and coming to grips with how to study effectively.
- Rotary Youth Driver Awareness Day (RYDA) for all Year 11 students. Sponsored by Woolgoolga Rotary.
- Getting Out There Day the traditional conference for Year 12 students about to transition to post school life. Sponsored by Woolgoolga Rotary.
- Reduce Risk Increase Student Knowledge (RRISK) a road safety alcohol and drug awareness day for Year 11 students.

Other programs or talks that may be offered:

- Mental Health Awareness Day at CHEC
- Department of Fair-Trading talks
- Motivate Driver Awareness Programs
- PARTY Programs (Prevent alcohol and risk related trauma in youth)
- Australian Communication and Media Authority talks

PRELIMINARY ASSESSMENT POLICY

This document outlines the general principles, purposes and rules of the Assessment scheme and specific course requirements. It is important that it be read and understood.

Parents/Guardians are welcome to contact the school and discuss any part of this document or their son/daughter's progress.

1. What is Assessment?

Assessment is the means by which a school determines the overall performance and rank order of students in each course studied for the Preliminary Year. This mark is based on set assessment tasks.

These assessment tasks are part of the total range of set tasks and experiences provided in each course.

2. What will be Assessed?

The Assessment can cover all syllabus objectives other than those relating to the development of subjective values, attitudes and interests. It will include the content and objectives currently measured by the external examination as well as others which are inappropriate for testing at such an examination.

Assessment tasks will consist of essays, tests, practical work, field work, oral presentations and similar appropriate items to improve the overall measurement of student performance in each course.

Schools are required to provide assessment for both Board Developed Courses and Board Endorsed Courses.

3. Information to Students

The school will provide assessment information so that each student should know:

- * What is to be assessed?
- * How it will be assessed?
- * When it will be assessed?
- * The relative value of each task?

Detailed information relating to assessment tasks in each course will be given to students by the subject faculty concerned. Assessment Schedules for all Board Courses for the HSC are set out at the end of this Policy Statement. The Schedule indicates the number and broad nature of tasks set, the method of assessment and the relative value of each task.

Assessment Schedules for Board Endorsed Courses are included.

Raw scores for each assessment task will be moderated to the same mean and standard deviation before addition to obtain progressive or final totals. It should be noted that the method ensures each task is given its correct weighting; however, it may differ from an arithmetic addition.

Changes to Assessment

In circumstances where it is deemed necessary to alter the assessment task due, weight, or task components, teachers will provide two weeks written notice of a change in the schedule outlining the task, and the changes.

4. Assessment at Woolgoolga High

Woolgoolga High has developed an assessment program for all the courses offered other than TAFE Courses. Because subjects are different there is a significant variation in the type, number and technique of assessment exercises in each. Faculties in the school have developed assessment policies incorporating all courses within their responsibility and which have been based upon:

- (a) The General Guidelines, Support Document and the HSC Manual issued by the NSW Education Standards Authority (NESA).
- (b) Relevant Syllabuses and subject guides.

5. Assessment Guidelines

The Assessment Program will commence Term 1, 2024 and will finish at the Final Preliminary Examination.

A 2 Unit Preliminary course will have a **maximum of three assessment tasks** (including the Final Examination). An extension course in the same subject will have, in addition, a **maximum of three tasks** (including the Final Examination)

An Assessment Calendar will be collated and available for viewing online. The **Final Examination will normally be preceded by a non-assessment period week**. The Principal reserves the right to vary this arrangement if teaching programs have been disrupted.

The NSW Education Standards Authority (NESA) expects students to undertake all assessment tasks. **Tasks not submitted on the due date, or previously, will result in a zero mark** and noted as a "non-attempt". In the case of significant illness or misadventure a substitute task **OR** an estimate **MAY** be authorized by the Principal.

Students are not permitted to miss lessons from other subjects in order to study for, or complete assessment tasks, which are set in class time.

Oral Tasks

Where a student has an oral presentation within their assessment schedule, the following rules will apply:

A student **MUST** be present at the **FIRST** lesson that the task is scheduled. The normal rules of absence will apply as students are named at random for completion of the task. If the task continues for more than one lesson, names will be drawn at random. If a student is absent **AND** their name is drawn then he/she will receive a ZERO mark, unless normal absentee rules are applied.

Assessment Tasks and Computers

Unless specifically requested by the task coordinator, it is an expectation that students use their official department email to send their digital documents.

The default format for all files is 'PDF'. The task coordinator may request a different format, such as a hardcopy printout. A single assessment task should have all documents merged into one 'pdf' document, or combined into a single zip archive. Documents must be sent prior to the due date and time. Students should check their sent items to ensure the documents have been sent.

Students should maintain a digital copy of their document in an unmodified form in case of technical difficulties.

Disruption to Tasks

NOTE: Any general problems with Preliminary assessments should be directed to the Head Teacher HSIE.

In the event of industrial stoppages, evacuations or any other occurrence that prevent an assessable task being completed on any particular day THAT TASK will be scheduled for the NEXT available timetabled lesson in that subject.

Assessment Tasks are an integral part of the Preliminary Year course and the following procedure is to be followed in order to minimise the possibility of a student being awarded a zero mark for non-submission of a task by the due date.

- Students who know in advance that they will be absent on the day of submission of, or attempt at an Assessment Task, must approach the **Head Teacher HSIE** (Ms Melissa Hyder) **before the scheduled date** for the task and provide relevant documentation.
- Students who know that they will be absent from school because they will be attending the following activities must see the relevant class teacher and Head Teacher to negotiate when the task(s) is to be submitted before the absence date:
 - Mandatory Work Placement
 - School Musicals and Rock Eisteddfods
 - School Sporting Competitions or Events
 - Other related school activities such as Debating or Drama performances, etc.
- If the reasons are acceptable then the task must be completed prior to the scheduled date for assessment task or, if approved by the Principal, within two school days of the student's return.
- When a student is absent with no prior knowledge on the day that an assessment task is to be performed (eg. Class test, oral presentation etc.), a medical certificate or other documentation must be provided to **Head Teacher HSIE** (Ms Melissa Hyder) upon the student's return to school. A substitute task may be authorised by the Principal if the documentation is accepted. The task must be completed within two school days of the student's return, unless varied by the Principal.
- When a student is absent from an examination a medical certificate or other documentation must be provided to **Head Teacher HSIE** (Ms Melissa Hyder) upon the student's return to school. The examination will be re-scheduled within two days of the student's return or under exceptional circumstances at the discretion of the Principal.
- When a student is absent on the day that an assessment task is to be submitted (eg. Research work, field work report, particular task etc.) and the work cannot be brought to school by another person, the student immediately upon return to school must submit:
 - A medical certificate or other documentation to **Head Teacher HSIE** (Ms Melissa Hyder)
 - The assigned work personally to the class teacher.
 - If appropriate, parents may be notified of missed assessment task(s).
- When a student is late for an assessment task they will be allowed to enter the room and attempt the task.
 - No extension of time will be allowed.

- The student can complete a misadventure form and then consideration may be given by the Principal to authorising a substitute task or an estimate.

NB: Extended leave, medical appointments, family events and other similar reasons will not generally be accepted as a valid reason for failing to submit or complete assessment tasks.

In the event of a prolonged absence, consultation shall take place between student, teacher, Head Teacher and Principal to determine an acceptable assessment strategy.

Parallel classes are to have parallel tasks and parallel marking.

6. Assessment of Vocational Education (VET) Courses

Vocational Education courses are Board Developed courses based on national curriculum and are designed to meet industry needs. They are written and assessed using competency-based terms.

A competency is a specific knowledge or skill and the application of that knowledge or skill within an occupation or industry level, to the standard of performance required in employment.

To determine whether a student is competent, he/she must be assessed against a set of criteria. Students are not assessed in competition with each other but against standard criteria or bench marks. Assessment therefore focuses on ensuring that students can apply their learning to real work situations. It involves assessing the way students manage and solve problems as well as actually performing set tasks.

Whenever competencies are formally assessed a record is made in the Competency Record Book (Student Logbook). As well as being assessed on the competencies in each module students must complete a 35-hour work placement. Students not completing a work placement will not have completed their Preliminary HSC requirements.

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be eligible for an "N" determination.

7. Reporting Assessments.

After each task, students will be advised of the mark and rank for that task.

At designated periods, reports sent to parents/guardians will indicate for each course the performance of the student in the class or group and a cumulative rank for assessment.

8. Repeating a Course

A candidate may repeat one or more Preliminary courses but must do so within the five year accumulation period.

Repeating students will be ranked, relative to the whole group of students, on common assessment tasks.

NB. As students work efforts vary considerably throughout the Preliminary course, the final assessment rank may differ significantly from the ranking reported mid-course.

9. Malpractice by Students

This is a breach of the "HSC All My Own Work" which the student has signed off on as having completed and understood the implications.

If any student is detected committing an illegality in the preparation and submission of an Assessment Task, a Review Committee will investigate all circumstances.

Examples of illegalities are cheating during a test; copying another student's work and claiming it as their own; falsifying an explanation when a task has been submitted late and disrupting a classroom in which an assessment task is being undertaken etc.

UNFAIR ADVANTAGE

This is when a student takes time to complete or work on an assessment task when they are **scheduled** to be in another timetabled lesson or school event. Other students attending their **scheduled** lesson or school event do not have this extra time, therefore, this is unfair. Likewise, students staying away from school the day before a task is due, without a doctor's certificate or justified illness/misadventure form, is also unfair. Students who are deemed to have an unfair advantage can receive a zero mark for their task.

The Review Committee will decide what mark, if any, will be awarded for that task.

If it can be seen that collaboration has taken place then both students will be regarded as having committed an illegality.

10. Review: Right of Appeal

Students may request a review of their course ranking if they consider that their position in the school's order of merit is inconsistent with their expectations on the basis of performance in assessment tasks.

Reasonable grounds for appeal would include:

- * Failure of the school's policy to conform to the NSW Education Standards Authority (NESA) component weightings.
- * Inclusion or exclusion of tasks causing a result incompatible with the schools stated assessment policy as given to students.
- * Computational or clerical errors. Appeals must be supported by information which would lead the student to have an expectation of ranking significantly different from that awarded.

Requests for a review of marks gained for individual assessment tasks must be made to the class teacher at the time that task is completed and marked. Review committees do not have the power to order re-marking of any work nor is it their function to review results in individual tasks.

A student may subsequently appeal to NESA for a further review but only on the grounds that the School Review Committee did not comply with the NESA's requirements.

School Reviews will be conducted immediately after the last examination paper and must be concluded before the end of November.

11. The Review Committee

The Review Committee shall consist of:

- * The Principal or Deputy Principal
- * One teacher, nominated by the relevant Head Teacher, who has been directly involved with the course, including the preparation of the assessment.
- * One teacher from another subject/ department, nominated by the Principal

Detailed reasons to support the Review Committee's decision shall be given to all students seeking an assessment review.

**PRELIMINARY ASSESSMENT SCHEDULES
2023 INDEX**

| SUBJECT | PAGE |
|--|-------------|
| Agriculture | 2 |
| Ancient History | 3 |
| Biology | 4 |
| Business Studies | 5 |
| Chemistry | 6 |
| Community & Family Studies | 7 |
| Construction Pathways VET | 8 |
| Engineering Studies | 9 |
| English Studies | 10 |
| English Standard | 11 |
| English Advanced | 12 |
| English Extension 1 | 13 |
| Food Technology | 14 |
| Hospitality VET | 15/16 |
| Industrial Technology – Multimedia Technologies | 17 |
| Industrial Technology – Timber Products & Furniture Technologies | 18 |
| Legal Studies | 19 |
| Marine Studies | 20 |
| Mathematics Numeracy | 21 |
| Mathematics Standard | 22 |
| Mathematics Advanced | 23 |
| Mathematics Extension 1 | 24 |
| Metals Manufacturing VET | 25/26 |
| Modern History | 27 |
| Music 1 | 28 |
| Personal Development, Health & Physical Education | 29 |
| Physics | 30 |
| Sport, Lifestyle & Recreation | 31 |
| Visual Arts | 32 |

PRELIMINARY ASSESSMENT SCHEDULE 2024

AGRICULTURE

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | Component Weighting % |
|--|------------------------------|--|--|-----------------------|
| | Research Task | Practical Task | Final Preliminary Examination | |
| | Farm Study | Plant Production Trial and Communication | | |
| | Task Due Date | Term 2, Week 1 | Term 3, Week 1 | |
| Task Outcomes Assessed | P1.1, P1.2, P2.3, P3.1, P5.1 | P2.1, P3.1, P4.1, P5.1 | P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1 | |
| Component | | | | |
| Knowledge and understanding of course content | 10 | 10 | 15 | 35 |
| Knowledge, understanding and skills required to manage agricultural production systems | 25 | | 10 | 35 |
| Skills in effective research, experimentation and communication | | 30 | | 30 |
| Task Weighting % | 35 | 40 | 25 | 100 |

Preliminary Outcomes – A student

- 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 principals 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

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

ANCIENT HISTORY

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | |
|---|---|--|---|-----------------------|
| | Source Study | Historical Investigation | Final Preliminary Examination | |
| Task Due Date | Term 1, Week 9 | Term 2, Week 6 | Term 3 | |
| Task Outcomes Assessed | AH11.1, AH11.4, AH11.6, AH11.7, AH11.9, AH11.10 | AH11.1, AH11.2, AH11.3, AH11.4, AH11.5, AH11.6, AH11.8, AH11.9 | AH11.3, AH11.4, AH11.5, AH11.6, AH11.7, AH11.9, AH11.10 | |
| Component | | | | Component Weighting % |
| Knowledge and understanding of course content | 10 | | 30 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 10 | 5 | 5 | 20 |
| Historical inquiry and research | | 20 | | 20 |
| Communication of historical understanding in appropriate forms | 10 | 5 | 5 | 20 |
| Task Weighting % | 30 | 30 | 40 | 100 |

Preliminary Outcomes – A student

- 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.

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

BIOLOGY

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | Component Weighting % |
|---|------------------------------------|---------------------------|-------------------------------|-----------------------|
| | First Hand Investigation | Research Task Depth Study | Final Preliminary Examination | |
| | Term 1 Week 9 | Term 2 Week 8 | Term 3 | |
| | BIO11.2, BIO11.3, BIO11.5, BIO11.6 | BIO11.4 to BIO11.7 | BIO11.6 to BIO11.11 | |
| Task Due Date | | | | |
| Task Outcomes Assessed | | | | |
| Component | | | | Component Weighting % |
| Knowledge & understanding | 5 | 10 | 15 | 30 |
| Planning & conducting investigations | 10 | 5 | | 15 |
| Communicating information & understanding | 10 | 10 | 10 | 30 |
| Problem solving & scientific thinking | 5 | 10 | 10 | 25 |
| Task Weighting % | 30 | 35 | 35 | 100 |

Preliminary Outcome – A student

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

Syllabus link - Biology

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017>

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

BUSINESS STUDIES

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | |
|--|------------------------------|----------------|--------------------|-----------------------|
| | Research and Business Report | Business Plan | Yearly Examination | |
| | Term 1, Week 8 | Term 2, Week 8 | Examination Period | |
| Task Due Date | | | | |
| Task Outcomes Assessed | P1, P2, P7 | P8, P9, P10 | P3, P4, P5, P6 | |
| Component | | | | Component Weighting % |
| Knowledge and understanding of course content | 5 | 15 | 20 | 40 |
| Stimulus based skills | 5 | | 15 | 20 |
| Inquiry and research | 5 | 15 | | 20 |
| Communication of business information, ideas and issues in appropriate forms | 10 | 5 | 5 | 20 |
| Task Weighting % | 25 | 35 | 40 | 100 |

Preliminary Outcomes – A student

- P1** Discusses the nature of business, its role in society and types of business structure.
- P2** Explains the internal and external influences on businesses.
- 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.

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

CHEMISTRY

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | Component Weighting % |
|---|--|--|------------------------|-----------------------|
| | Practical Test | Depth Study Report | Final Preliminary Exam | |
| Task Due Date | Term 1 Week 9 | Term 2 Week 9 | Term 3 | |
| Task Outcomes Assessed | CH11.1, CH11.2, CH11.4, CH11.7, CH11.8 | CH11.1, CH11.4 to CH11.7, CH11.9 | CH11.1 to CH11.11 | |
| Component | | | | |
| Knowledge and understanding | 10 | 10 | 20 | 40 |
| Planning and conducting investigations | 10 | 10 | | 20 |
| Communicating information and understanding | | 5 | 10 | 15 |
| Problem solving and scientific thinking | 10 | 5 | 10 | 25 |
| Task Weighting % | 30 | 30 | 40 | 100 |

Preliminary Outcomes – A student

- CH11.1** Develops and evaluates questions and hypotheses for scientific investigation.
- CH11.2** Designs and evaluates investigations in order to obtain primary and secondary data and information.
- CH11.3** Conducts investigations to collect valid and reliable primary and secondary data and information.
- CH11.4** Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- CH11.5** Analyses and evaluates primary and secondary data and information.
- CH11.6** Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- CH11.7** Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- CH11.8** Explores the properties and trends in the physical, structural and chemical aspects of matter.
- CH11.9** Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships.
- CH11.10** Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions.
- CH11.11** Analyses the energy considerations in the driving force for chemical reactions.

Syllabus link - Chemistry

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017>

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

COMMUNITY & FAMILY STUDIES

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | |
|--|------------------------------------|--|--|-----------------------|
| | Resource Management Task | In-class Task Individual & Groups | Final Preliminary Examination | |
| Task Due Date | Term 1 Week 9, Wed A | Term 2, Week 9, Wed A | Term 3 | |
| Task Outcomes Assessed | P1.1, P1.2, P4.1, P4.2, P6.2 | P2.1, P2.3, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2, P7.1 | P1.2, P2.2, P2.4 P3.1, P3.2, P4.2, P5.1, P6.2, P7.2, P7.3, P7.4 | |
| Component | | | | Component Weighting % |
| Knowledge and understanding of course content | 20 | | 20 | 40 |
| Skills in critical thinking, research methodology, analysing and communicating | 10 | 30 | 20 | 60 |
| Task Weighting % | 30 | 30 | 40 | 100 |

Preliminary Outcomes – A student

- P1.1** Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals.
- P1.2** Proposes effective solutions to resource problems.
- P2.1** Accounts for the roles and relationships that individuals adopt within groups.
- P2.2** Describes the role of the family and other groups in the socialisation of individuals.
- P2.3** Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
- P2.4** Analyses the inter-relationships between internal and external factors and their impact on family functioning.
- P3.1** Explains the changing nature of families and communities in contemporary society.
- P3.2** Analyses the significance of gender in defining roles and relationships.
- P4.1** Utilises research methodology appropriate to the study of social issues.
- P4.2** Presents information in written, oral and graphic form.
- P5.1** Applies management processes to maximise the efficient use of resources.
- P6.1** Distinguishes those actions that enhance wellbeing.
- P6.2** Uses critical thinking skills to enhance decision-making.
- P7.1** Appreciates differences among individuals, groups and families within communities and values their contributions to society.
- P7.2** Develops a sense of responsibility for the wellbeing of themselves and others.
- P7.3** Appreciates the value of resource management in response to change.
- P7.4** Values the place of management in coping with a variety of role expectations.

Syllabus link - Community & Family Studies

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus>

Note: Please download the NEW Year 11 2024 Syllabus.

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

CONSTRUCTION PATHWAYS VET CERTIFICATE II

2 UNIT COURSE

| Assessment Events for CPC20211 Certificate II in Construction Pathways | | Cluster 1 | Cluster 2 | Cluster 3 | Work Placement 35 hours total | Final Preliminary Exam* |
|---|--|---------------------------|---------------------------|---------------------------|----------------------------------|----------------------------|
| | | Let's Get Started | Work Safe, Stay Safe | When at Work | | |
| | | Date: Week: Term: 1 | Date: Week: Term: 3 | Date: Week: Term: 3 | | |
| Code | Unit of Competency | | | | | |
| CPCCWHS1001 | Prepare to work safely in the construction industry | ✓ | | | | |
| CPCCOHS2001A | Apply OHS requirements, policies and procedures in the construction industry | | ✓ | | | |
| CPCCCA2011A | Handle carpentry materials | | ✓ | | | |
| CPCCCA2002B | Use carpentry materials | | ✓ | | | |
| CPCCCM1015 | Carry out measurements and calculations | | ✓ | | | |
| CPCCCM1015 | Carry out workplace communication | | | ✓ | | |
| CPCCCM1012 | Work effectively and sustainably in the construction industry | | | ✓ | | |

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

* Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

ENGINEERING STUDIES

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | Component Weighting % |
|--|--|--|------------------------------------|-----------------------|
| | Braking System and Engineering Report | Engineering Report and presentation: Bio – Engineering Week 6 | Final Preliminary Exam | |
| | Term 2, Week 3 Friday A | Term 3, Week 6 Friday B | Term 3, Week 9 | |
| Task Due Date | | | | |
| Task Outcomes Assessed | P2.1, P2.2, P3.1, P3.2, P5.1, P5.2, P6.1, P6.2 | P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P5.2, P6.1, P6.2 | P2.1, P2.2, P3.1, P3.2, P3.3, P6.2 | |
| Component | | | | Component Weighting % |
| Knowledge and understanding of engineering principles and developments in technology | 5 | 15 | 30 | 50 |
| Skills in research, problem solving and communication related to engineering | 10 | 15 | 5 | 30 |
| Understanding the scope and role of engineering including management and problem solving | 10 | 10 | | 20 |
| Task Weighting % | 25 | 40 | 35 | 100 |

Preliminary Outcomes – A student

- P1.1** Identifies the scope of engineering and recognizes current innovations.
- P1.2** Describes the types of materials, components and processes and explains their implications for engineering development.
- P2.1** Explains the relationship between properties, uses and applications of materials in engineering
- P2.2** Describes the nature of engineering in specific fields and its importance to society.
- P3.1** Uses mathematical, scientific and graphical methods to solve problems of engineering practice.
- P3.2** Develops written, oral and presentation skills and applies these to engineering reports.
- P3.3** Applies graphics as a communication tool.
- P4.1** Describes developments in technology and their impact on engineering products.
- P4.2** Describes the influence of technological change on engineering and its effect on people.
- P4.3** Identifies the social, environmental and cultural implications of technological change in engineering.
- P5.1** Demonstrates the ability to work both individually and in teams.
- P5.2** Applies management and planning skills related to engineering
- P6.1** Applies knowledge and skills in research and problem-solving related to engineering.
- P6.2** Applies skills in analysis, synthesis and experimentation related to engineering.

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

ENGLISH STUDIES

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | Component Weighting % |
|---|------------------------------|------------------------------|-----------------------------|-----------------------|
| | Multimodal | Writing Folio | Final Preliminary Exam | |
| Task Due Date | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 9-10 | |
| Task Outcomes Assessed | ES11.1, ES11.2, ES11.6 | ES11.4, ES11.5, ES11.7 | ES11.3 ES11.8 to ES11.10 | |
| Component | | | | |
| Knowledge and understanding of course content - Weighting 50% | 20 | 15 | 15 | 50 |
| Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively – Weighting 50% | 20 | 15 | 15 | 50 |
| Task Weighting % | 40 | 30 | 30 | 100 |

Preliminary Outcomes – A student

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

Syllabus link – English Studies

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017>

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

ENGLISH STANDARD

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | |
|---|----------------------------|----------------------------|----------------------------|-----------------------|
| | Writing and Reflection | Multimodal Response | Final Preliminary Exam | |
| | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 9-10 | |
| Task Due Date | | | | |
| Task Outcomes Assessed | EN11.1 EN11.3 EN11.9 | EN11.2 EN11.4 EN11.6 | EN11.5 EN11.7 EN11.8 | |
| Component | | | | Component Weighting % |
| Knowledge and understanding of course content - Weighting 50% | 15 | 20 | 15 | 50 |
| Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively – Weighting 50% | 15 | 20 | 15 | 50 |
| Task Weighting % | 30 | 40 | 30 | 100 |

Preliminary Outcomes – A student

- EN11.1** Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.
- EN11.2** Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
- EN11.3** Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning.
- EN11.4** Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.
- EN11.5** Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments.
- EN11.6** Investigates and explains the relationships between texts
- EN11.7** Understands and explains the diverse ways texts can represent personal and public worlds.
- EN11.8** Identifies and explains cultural assumptions in texts and their effects on meaning.
- EN11.9** Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner.

Syllabus link – English Standard

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017>

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

ENGLISH ADVANCED

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | Component Weighting % |
|--|----------------------------|-----------------------------|------------------------|-----------------------|
| | Writing and Reflection | Multimodal Response | Final Preliminary Exam | |
| | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 9-10 | |
| Task Due Date | EA11.1 EA11.3 EA11.9 | EA11.4 to EA11.6, EA11.8 | EA11.2 EA11.7 | |
| Task Outcomes Assessed | | | | |
| Component | | | | |
| Knowledge and understanding of course content - Weighting 50% | 15 | 20 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes - Weighting 50% | 15 | 20 | 15 | 50 |
| Task Weighting % | 30 | 40 | 30 | 100 |

Preliminary Outcomes – A student

- EA11.1** Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.
- EA11.2** Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
- EA11.3** Analyses and uses language forms, features and structures of texts, considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.
- EA11.4** Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts.
- EA11.5** Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.
- EA11.6** Investigates and evaluates the relationships between texts.
- EA11.7** Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.
- EA11.8** Explains and evaluates cultural assumptions and values in texts and their effects on meaning.
- EA11.9** Reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner.

Syllabus link – English Advanced

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017>

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

ENGLISH EXTENSION 1

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | Component Weighting % |
|---|----------------------------------|------------------------|------------------------|-----------------------|
| | Creative Writing with Reflection | Critical Multimodal | Final Preliminary Exam | |
| | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 9-10 | |
| Task Due Date | | | | |
| Task Outcomes Assessed | EE11.2, EE11.6 | EE11.1, EE11.4, EE11.5 | EE11.2, EE11.3 | |
| Component | | | | |
| Knowledge and understanding of complex texts and of how and why they are valued - Weighting 50% | 15 | 20 | 15 | 50 |
| Skills in complex analysis, sustained composition and independent investigation - Weighting 50% | 15 | 20 | 15 | 50 |
| Task Weighting % | 30 | 40 | 30 | 100 |

Preliminary Outcomes – A student

- EE11.1** Demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies.
- EE11.2** Analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts.
- EE11.3** Thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts.
- EE11.4** Develops skills in research methodology to undertake effective independent investigation.
- EE11.5** Articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts.
- EE11.6** Reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity.

Syllabus link – English Extension 1

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017>

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

FOOD TECHNOLOGY

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | Component Weighting % |
|---|--|---|------------------------|-----------------------|
| | Food Availability and Selection Case Study | Food Quality Task and Practical Experimentation | Final Preliminary Exam | |
| | Term 1 | Term 2 | Term 3 | |
| | Task Outcomes Assessed | P 1.1, P1.2, P4.1, P4.2 | P2.2, P3.2, P4.1, P4.4 | |
| Component | | | | |
| Knowledge and understanding of course content | 10 | | 30 | 40 |
| Knowledge and skills in designing, researching, analysing and evaluating. | 10 | 10 | 10 | 30 |
| Skills in experimenting with and preparing food by applying theoretical concepts. | 10 | 20 | | 30 |
| Task Weighting % | 30 | 30 | 40 | 100 |

Preliminary Outcomes – A student

- P1.1** Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2** Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors.
- P2.1** Explains the role of food nutrients in human nutrition.
- P2.2** Identifies and explains the sensory characteristics and functional properties of food.
- P3.1** Assesses the nutrient value of meals/diets for particular individuals and groups.
- P3.2** Presents ideas in written, graphic and oral form using computer software where appropriate.
- P4.1** Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food.
- P4.2** Plans, prepares and presents foods which reflect a range of the influences on food selection.
- P4.3** Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups.
- P4.4** Applies and understanding of the sensory characteristics and functional properties of food to the preparation of food products.
- P5.1** Generates ideas and develops solutions to a range of food situations.

Syllabus link – Food Technology

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/food-technology-syllabus>

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

HOSPITALITY VET - CERTIFICATE II (SIT20322)

2 UNIT COURSE

Scope and Sequence Schedule - Hospitality 2 units x 2 years

2024

| Term 3 - Year 11 (Preliminary) year of study | | | | | | | | | | | | |
|---|--|-------|---|---|---|---|-------|---|---|---|----|----|
| List of units of competency to be delivered in each term. Teacher is to annotate <u>when unit</u> actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods. | | Weeks | | | | | | | | | | |
| Term 3 | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Task 2: Service please | | | | | | | | | | | | |
| SITXCOM007 | Show social and cultural sensitivity | | | | | | | | | | | |
| SITXCCS011 | Interact with customers | | | | | | | | | | | |
| Task 3: The hospitality industry (20 hours) Learning commences in the remaining units | | | | | | | | | | | | |
| SITHIND006 | Source and use information on the hospitality industry | | | | | | (LC5) | | | | | |
| Task 4: Beverage making 101 (55 hours) | | | | | | | | | | | | |
| SITHFAB024 | Prepare and serve non-alcoholic beverages | | | | | | (LC6) | | | | | |
| <u>BSBTWK201</u> | Work effectively with others | | | | | | (LC7) | | | | | |
| SITHFAB025 | Prepare and serve espresso coffee | | | | | | (LC6) | | | | | |
| Task 5: Working 9 to 5 (65 hours) | | | | | | | | | | | | |
| SITHFAB027 | Serve food and beverages | | | | | | (LC5) | | | | | |
| SITHIND007 | Use hospitality skills effectively | | | | | | | | | | | |

[Return to index](#)

Scope and Sequence Schedule - Hospitality 2 units x 2 years

Commencing 2024

| Term 1 - Year 11 (Preliminary) year of study | | | | | | | | | | | |
|--|---|-------------|-------|---|---|---|---|---|-------|----|----|
| List of units of competency to be delivered in each term. Teacher is to annotate <u>when unit</u> commences and ends. Please add local variations e.g. excursions, work placement, school examination periods. (LC refers to Learning Cycle where UOC first appears for delivery) | Weeks | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Term 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| VET Course Induction | No Students | | | | | | | | | | |
| Task 1: Safety in the kitchen (70 hours) | | | | | | | | | | | |
| SITXFSA005 | Use hygienic practices for food safety | No Students | (LC1) | | | | | | | | |
| SITXWHS005 | Participate in safe work practices | | (LC1) | | | | | | | | |
| SITXFSA006 | Participate in safe food handling practices | | (LC1) | | | | | | | | |
| <u>SITHCCC025</u> | Prepare and present sandwiches | | (LC1) | | | | | | | | |
| Task 2: Service please (30 hours) | | | | | | | | | | | |
| SITXCOM007 | Show social and cultural sensitivity | | | | | | | | (LC2) | | |
| SITXCCS011 | Interact with customers | | | | | | | | (LC4) | | |

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

[Return to index](#)

Syllabus link –Hospitality

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/hospitality-syllabus>

PRELIMINARY ASSESSMENT SCHEDULE 2024

INDUSTRIAL TECHNOLOGY – MULTIMEDIA TECHNOLOGIES

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | Component Weighting % |
|---|--|--|--|-----------------------|
| | Photoshop/Portfolio | Video Effects | Final Preliminary Exam | |
| Task Due Date | Term 1 Week 9, Friday A | Term 3 Week 5, Friday A | Term 3 | |
| Task Outcomes Assessed | P1.1, P1.2, P2.1, P2.2, P5.1, P7.1, P7.2 | P3.1 to P3.3, P4.1 to P4.3, P5.1, P5.2 | P1.1 to P1.3, P5.1, P6.2, P7.1, P7.2 | |
| Component | | | | |
| Industry study | | | 15 | 15 |
| Design | 5 | 10 | | 15 |
| Management and communication | 10 | 10 | 15 | 35 |
| Production | 10 | 15 | | 25 |
| Industry related manufacturing technology | | | 10 | 10 |
| Task Weighting % | 25 | 35 | 40 | 100 |

Preliminary Outcomes – A student

- 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.

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

**INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNITURE TECHNOLOGIES
2 UNIT COURSE**

| Task Name | Task 1 | Task 2 | Task 3 | Component Weighting % |
|---|---|-----------------------------|--|-----------------------|
| | Project 1 and Portfolio | Project 2 and Portfolio | Final Preliminary Exam | |
| Task Due Date | Term 1 Week 9, Friday A | Term 3 Week 5, Friday A | Term 3 | |
| Task Outcomes Assessed | P2.1, P3.1 to P3.3, P4.1 to P4.3, P5.1, P5.2 | P3.1 to P3.3, P5.1, P5.2 | P1.1 to P1.3, P5.1, P6.2, P7.1, P7.2 | |
| Component | | | | |
| Industry study | | | 15 | 15 |
| Design | 5 | 10 | | 15 |
| Management and communication | 10 | 10 | 15 | 35 |
| Production | 10 | 15 | | 25 |
| Industry related manufacturing technology | | | 10 | 10 |
| Task Weighting % | 25 | 35 | 40 | 100 |

Preliminary Outcomes – A student

- 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.

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

LEGAL STUDIES

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | Component Weighting % |
|---|------------------------------|---|--------------------------------|-----------------------|
| | The Legal System: Topic test | Extended Response: Technology and the Law | Final Preliminary Examination | |
| | Term 2 Week 2 | Term 2 Week 9 | Term 3 | |
| Task Due Date | | | | |
| Task Outcomes Assessed | P1, P2, P5, P8, P10 | P1, P3, P4, P5, P6, P7, P9 | P1, P2, P3, P4, P5, P6, P7, P9 | |
| Component | | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Analysis and evaluation | 5 | 5 | 10 | 20 |
| Inquiry and research | 10 | 10 | | 20 |
| Communication of legal studies information, issues and ideas in appropriate forms | 5 | 5 | 10 | 20 |
| Task Weighting % | 30 | 30 | 40 | 100 |

Preliminary Outcomes – 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

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

MARINE STUDIES

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | |
|-------------------------|--|---|--------------------------------------|-----------------------|
| | Local Area Study | Option Module Task | Final Preliminary Exam | |
| Task Due Date | Term 1 Week 8 | Term 2 Week 7 | Term 3 | |
| Task Outcomes Assessed | P1.1, P1.3, P1.4, P2.2 to P3.4, P4.2, P5.2 | P2.1 to P2.3, P3.1, P3.3, P4.2, P5.1, P5.3, P5.4 | P1.2 to P1.3, P1.5, P3.1, P3.3 | |
| Component | | | | Component Weighting % |
| Practical aspects | 15 | 25 | 10 | 50 |
| Theory aspects | 15 | 5 | 30 | 50 |
| Task Weighting % | 30 | 30 | 40 | 100 |

Preliminary Outcomes – A student

- P1.1** Relates with a respectful and caring attitude to the ocean and its life forms
- P1.2** Identifies the roles of individual or groups involved in maritime activities
- P1.3** Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- P1.4** Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- P1.5** Demonstrates and awareness of the value of the ocean as a source of historical information
- P2.1** Appreciates the importance of effective management practice
- P2.2** Works effectively within a group
- P2.3** Communicates information by writing reports, giving short talks and contributing to discussions
- P3.1** Evaluates information, situations, equipment manuals and written or manual procedures
- P3.2** Collects and organises data by accurately reading instruments, signals and charts: by systematic recording, summarising, tabulating and graphing
- P3.3** Generates information from data by calculating, inferring, interpreting and generalising
- P3.4** Carries out planned research activities using appropriate measurements, observations, classification and recording skills
- P4.1** Identifies marine vocations and a range of leisure pursuits
- P4.2** Appreciates marine environments as sources of employment and leisure
- P5.1** Values the rules and operating principles of marine equipment and applies them
- P5.2** Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- P5.3** Interprets and follows instructions with accuracy
- P5.4** Selects, organises, assembles, dismantles, cleans and returns equipment

Syllabus link – Marine Studies

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/marine-studies>

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

MATHEMATICS NUMERACY

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | |
|--|--|--------------------------------|--|-----------------------|
| | Portfolio | In Class Assessment | Investigation | |
| Task Due Date | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 7 | |
| Task Outcomes Assessed | N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2 | N6-1.1, N6-2.4, N6-3.1, N6-2.1 | N6-1.2, N6-1.3, N6-2.2, N6-2.3, N6-2.5, N6-3.2 | |
| Component | | | | Component Weighting % |
| Understanding, fluency and communication | 15 | 15 | 20 | 50 |
| Problem solving, reasoning and justification | 15 | 15 | 20 | 50 |
| Task Weighting % | 30 | 30 | 40 | 100 |

Preliminary Outcomes – A student

- N6-1.1** Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2** Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3** Determines whether an estimate or an answer is reasonable in the context of a problem, evaluated results and communicates conclusions
- N6-2.1** Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2** Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3** Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4** Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5** Chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-3.1** Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2** Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

MATHEMATICS STANDARD

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | |
|--|---|----------------------------------|------------------------|-----------------------|
| | Investigation and Validation Assessment | Written Assessment | Final Preliminary Exam | |
| | Term 2, Week 2 | Term 2, Week 9 | Term 3 | |
| Task Due Date | | | | |
| Task Outcomes Assessed | MS11.1, MS11.3, MS11.4, MS11.10 | MS11.2, MS 11.6, MS11.7, MS11.9, | MS11.1 to MS11.10 | |
| Component | | | | Component Weighting % |
| Understanding, fluency and communication | 15 | 15 | 20 | 50 |
| Problem solving, reasoning and justification | 15 | 15 | 20 | 50 |
| Task Weighting % | 30 | 30 | 40 | 100 |

Preliminary Outcomes – A student

- MS11.1** Uses algebraic and graphical techniques to compare alternative solutions to contextual problems.
- MS11.2** Represents information in symbolic, graphical and tabular form.
- 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.
- MS11.9** Uses appropriate technology to investigate, organise and interpret information in a range of contexts.
- MS11.10** Justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Syllabus link – Mathematics Standard

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

MATHEMATICS ADVANCED

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | |
|--|---|------------------------|----------------------------------|-----------------------|
| | Investigation and Validation Assessment | Written Assessment | Final Preliminary Exam (2 hours) | |
| Task Due Date | Term 1, Week 9 | Term 2, Week 9 | Term 3 | |
| Task Outcomes Assessed | MA11-1, MA11-2, MA11-8, MA11-9 | MA11-3, MA11-4, MA11-5 | MA11-1 to MA11-7 | |
| Component | | | | Component Weighting % |
| Understanding, fluency and communication | 12.5 | 17.5 | 20 | 50 |
| Problem solving, reasoning and justification | 12.5 | 17.5 | 20 | 50 |
| Task Weighting % | 25 | 35 | 40 | 100 |

Preliminary Outcomes:

- MA11-1** Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2** Uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3** Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4** Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5** Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6** Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7** Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8** Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9** Provides reasoning to support conclusions which are appropriate to the context

Syllabus link – Mathematics Advanced

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017>

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

MATHEMATICS EXTENSION 1

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | |
|--|---|--------------------------------|--------------------------------------|-----------------------|
| | Investigation and Validation Assessment | Written Assessment (1 hour) | Final Preliminary Exam (1 1/2 hours) | |
| Task Due Date | Term 1, Week 10 | Term 2, Week 10 | Term 3, Exam Period | |
| Task Outcomes Assessed | ME11-3, ME11-4, ME11-6 | ME11-1, ME11-5, ME11-3, ME11-5 | ME11-1 to ME11-7 | |
| Component | | | | Component Weighting % |
| Understanding, fluency and communication | 12.5 | 17.5 | 20 | 50 |
| Problem solving, reasoning and justification | 12.5 | 17.5 | 20 | 50 |
| Task Weighting % | 25 | 35 | 40 | 100 |

Preliminary Outcomes – A student

- ME11-1** Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2** Manipulates algebraic expressions and graphical functions to solve problems
- ME11-3** Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4** Applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5** Uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6** Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7** Communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Syllabus link – Mathematics Extension 1

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>

[Return to index](#)

METALS MANUFACTURING VET

2 UNIT COURSE

[MEM10119 Certificate I in Engineering](#) (Release 1 MEM V2.0)

Statement of Attainment towards MEM10119 Certificate I in Engineering &
Statement of Attainment towards [MEM20413 Certificate II in Engineering Pathways](#)

2023 STAGE 6 COURSE DESCRIPTION – Manufacturing & Engineering - Introduction

| | | | |
|-----------------------------|--|---------------------------|--------------------------|
| This Course is available as | | 2Units x 2years/240 hours | 4Units x 1year/240 hours |
|-----------------------------|--|---------------------------|--------------------------|

Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to **the volume of learning** and the **amount of training** for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.

Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.

| | |
|---|--|
| Board Endorsed Course | This course carries no ATAR weighting |
| This Board Endorsed Course includes courses which are accredited for the ROSA & HSC only, and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. | |
| Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the engineering and manufacturing industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways | |

| Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i> | | | |
|---|--|----------------|--|
| Compulsory/Core Units* | | Elective Units | |
| MEM13015* | Work safely and effectively in manufacturing and engineering | MEM18002 | Use power tools/hand held operations |
| MEM16006 | Organise and communicate information | MEMPE001A | Use engineering workshop machines |
| MEM11011 | Undertake manual handling | MEMPE002A | Use electric welding machines |
| MEM16008 | Interact with Computing technology | MEMPE004A | Use fabrication equipment |
| MEM12024 | Perform computations | MEMPE005A | Develop a career plan for the engineering and manufacturing industry |
| MEM18001 | Use hand tools | MEMPE006A | Undertake a basic engineering project |
| MEM07032 | Use workshop machines for Basic Operations | | |

Course contribution (to be made directly to school):

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.

Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

Exclusions:

VET course exclusions can be checked on the NESAs website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

Assessment and course completion**Competency-based assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to undertake **35 hours** of work placement to build on and extend their knowledge and understanding of the Manufacturing & Engineering Industry. Students wishing to pursue a career in this industry area are highly encouraged to seek additional work placement experiences.

Optional HSC examination

There is no optional examination for this course.

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Employability skills:

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au/>

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available for this industry area. Students will need to seek SBAT training for external RTOs and via studying the approved SBAT Engineering Certificate II course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

MODERN HISTORY

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | |
|---|---------------------------------------|------------------------------------|---|-----------------------|
| | Historical Investigation | Source Study/ Extended Response | Final Preliminary Exam | |
| Task Due Date | Term 1 Week 8 | Term 2 Week 5 | Term 3 | |
| Task Outcomes Assessed | MH11.1 to MH11.4, MH11.6 to MH11.8 | MH11.1 to MH11.5, MH11.9 | MH11.1, MH11.3, MH11.5 to MH11.6, MH11.9 to MH11.10 | |
| Component | | | | Component Weighting % |
| Knowledge and understanding of course content – Weighting 40% | | 10 | 30 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations – Weighting 20% | 5 | 10 | 5 | 20 |
| Historical inquiry and research – Weighting 20% | 20 | | | 20 |
| Communication of historical understanding in appropriate forms – Weighting 20% | 5 | 10 | 5 | 20 |
| Task Weighting % | 30 | 30 | 40 | 100 |

Preliminary Outcomes – A student

- 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.

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

MUSIC 1

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | Component Weighting % |
|-------------------------|---|---|---|-----------------------|
| | <p align="center">Syllabus Topic 1</p> <p>Performance: Perform jazz song as solo/ensemble Composition: Complete a chart for performance song Musicology: Complete a Presentation of your chosen research area Aural: Complete in-class aural exam with focus on the Concepts of music</p> | <p align="center">Syllabus Topic 2</p> <p>Performance: Complete final draft recording in a DAW Composition: Complete a chart based on your recorded performance Musicology: Complete a Presentation of your chosen area Aural: Complete in-class aural exam with focus on the Concepts of music</p> | <p align="center">Syllabus Topic 3</p> <p>Performance: Perform original piece as solo/ensemble. Composition: Complete a chart for original song Musicology: Complete a Viva Voce on your chosen research area Aural: Listen to and discuss 4 questions on the musical concepts The format is as per the HSC Aural Exam</p> | |
| Task Due Date | Term 1, Week 8 | Term 2, Week 8 | Term 3, Week 8 | |
| Task Outcomes Assessed | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11 | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11 | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11 | |
| Component | | | | |
| Performance | 7 | 8 | 10 | 25 |
| Composition | 7 | 8 | 10 | 25 |
| Musicology | 7 | 8 | 10 | 25 |
| Aural | 7 | 8 | 10 | 25 |
| Task Weighting % | 28 | 32 | 40 | 100 |

Preliminary Outcomes:

Through activities in performance, composition, musicology and aural, a student:

- P1** Performs music that is characteristic of the topics studied.
- P2** Observes, reads, interprets and discusses simple musical scores characteristic of topics studies.
- 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.

Syllabus link – Music 1

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>

Syllabus link – Music Life Skills

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-life-skills>

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | |
|--|----------------------------------|----------------------------------|--|-----------------------|
| | In-class Scenario Application | Research Task | Final Preliminary Exam | |
| Task Due Date | First Aid Term 1, Week 7 | Body in Motion Term 2, Week 5 | Term 3, Week 9 - 10 | |
| Task Outcomes Assessed | P1, P2, P3, P4, P5, P6, P15, P16 | P9, P16 | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17 | |
| Component | | | | Component Weighting % |
| Knowledge and understanding of course concepts | 10 | 10 | 20 | 40 |
| Skills in critical thinking, research, analysing and communicating | 20 | 20 | 20 | 60 |
| Task Weighting % | 30 | 30 | 40 | 100 |

Preliminary Outcomes – A student

- P1** Identifies and examines why people 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 personal health.
- P7** Explains how body structures 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** Utilises a range of sources to draw conclusions about health and physical activity concepts.
- P17** Analyses factors influencing movement and patterns of participation.

Syllabus link – Personal Development, Health & Physical Education

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus>

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

PHYSICS

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | Component Weighting % |
|---|------------------|---------------------------|------------------------|-----------------------|
| | Research Task | Physics Depth Study (PDS) | Final Preliminary Exam | |
| Task Due Date | Week 6, Term 1 | Week 4, Term 2 | Term 3 | |
| Task Outcomes Assessed | PH11.4 to PH11.7 | PH11.1 to PH11.8 | PH11.1 to PH11.11 | |
| Component | | | | |
| Knowledge and understanding | 5 | | 20 | 25 |
| Planning and conducting investigations | | 25 | | 25 |
| Communicating information and understanding | 25 | | | 25 |
| Problem solving and scientific thinking | | 5 | 20 | 25 |
| Task Weighting % | 30 | 30 | 40 | 100 |

Preliminary Outcomes – A student

- PH11.1** Develops and evaluates questions and hypotheses for scientific investigation.
- PH11.2** Designs and evaluates investigations in order to obtain primary and secondary data and information.
- PH11.3** Conducts investigations to collect valid and reliable primary and secondary data and information.
- PH11.4** Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- PH11.5** Analyses and evaluates primary and secondary data and information.
- PH11.6** Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- PH11.7** Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- PH11.8** Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration.
- PH11.9** Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy.
- PH11.10** Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles.
- PH11.11** Explains and quantitatively analyses electric fields, circuitry and magnetism.

Syllabus link - Physics

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017>

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

SPORT, LIFESTYLE & RECREATION

2 UNIT COURSE

| Task Name | Task 1 | Task 2 | Task 3 | Component Weighting % |
|-----------------------------|--|--|--|-----------------------|
| | Sports Administration/Carnival Assistant | Fitness Testing Fitness Plans A Training Program | Practical Application/Skills | |
| Task Due Date | Term 1 | Term 2 | Ongoing All Terms | |
| Task Outcomes Assessed | P1.1, P1.3, P1.6, P2.2, P2.3, P3.1, P4.2, P4.4, P4.5 | P1.2, P2.1, P2.2, P2.3, P2.5, P3.2, P3.3, P3.5, P4.1 | P1.1, P1.3, P2.3, P2.4, P3.1, P3.4, P4.2, P4.3, P4.4, P4.5 | |
| Component | | | | Component Weighting % |
| Knowledge and understanding | 20 | 20 | 10 | 50 |
| Skills | 10 | 10 | 30 | 50 |
| Task Weighting % | 30 | 30 | 40 | 100 |

Preliminary Outcomes – A student

- P1.1** Applies the rules and conventions that relate to participation in a range of physical activities.
- P1.2** Explains the relationship between physical activity, fitness and healthy lifestyle.
- P1.3** Demonstrates ways to enhance safety in physical activity.
- P1.4** Investigates and interprets the patterns of participation in sport and physical activity in Australia.
- P1.5** Critically analyses the factors affecting lifestyle balance and their impact on health status.
- P1.6** Describes administrative procedures that support successful performance outcomes.
- P2.1** Explains the principles of skill development and training.
- P2.2** Analyses the fitness requirements of specific activities.
- P2.3** Selects and participates in physical activities that meet individual needs, interests and abilities.
- P2.4** Describes how societal influences impact on the nature of sport in Australia.
- P2.5** Describes the relationship between anatomy, physiology and performance.
- P3.1** Selects appropriate strategies and tactics for success in a range of movement contexts.
- P3.2** Designs programs that respond to performance needs.
- P3.3** Measures and evaluates physical performance capacity.
- P3.4** Composes, performs and appraises movement.
- P3.5** Analyses personal health practices.
- P3.6** Assesses and responds appropriately to emergency care situations.
- P3.7** Analyses the impact of professionalism in sport.
- P4.1** Plans strategies to achieve performance goal.
- P4.2** Demonstrates leadership skills and a capacity to work cooperatively in movement context.
- P4.3** Makes strategic plans to overcome the barriers to personal and community health.
- P4.4** Demonstrates competence and confidence in movement contexts.
- P4.5** Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

Syllabus link – Sport, Lifestyle and Recreation

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/sport-lifestyle-recreation-studies>

[Return to index](#)

PRELIMINARY ASSESSMENT SCHEDULE 2024

VISUAL ARTS

2 UNIT COURSE

| | Task 1 | Task 2 | Task 3 | |
|-------------------------------|--|---|--|------------------------------|
| Task Name | <p>Portfolio of Experimental Works</p> <p>Submission of exploratory artworks. Accompanying VAPD including evidence of material and conceptual experimentation.</p> <p>Short Answer Written Response</p> <p>Exploring historical and contemporary representations</p> | <p>Artmaking</p> <p>Submitted artwork(s) (Mini BOW) & VAPD Including evidence of material and conceptual experimentation.</p> <p>Extended Written Response</p> <p>Using research on selected artists as a basis for an extended response.</p> | <p>Final Preliminary Examination</p> <p>Art Criticism and Art History Written Examination (1 ½ hours plus 5 min reading time)</p> | |
| Task Due Date | Term 2 Week 2 | Term 3 Week 7 | Term 3 Week 9 & 10 | |
| Task Outcomes Assessed | P1, P4, P5, P6, P7, P9 | P2, P3, P6, P7, P8, P10 | P4, P5, P7, P8 | |
| Component | | | | Component Weighting % |
| Artmaking | 20 | 30 | | 50 |
| Art criticism and art history | 10 | 20 | 20 | 50 |
| Task Weighting % | 30 | 50 | 20 | 100 |

Preliminary Outcomes – A student

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

Syllabus link – Visual Arts

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>

Syllabus link – Visual Arts Life Skills

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-life-skills>

[Return to index](#)