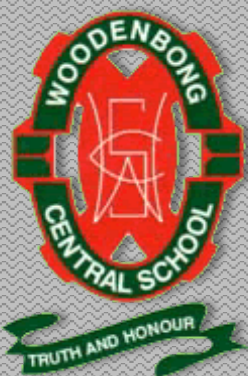


2022

# Woodenbong Central School

## Higher School Certificate Preliminary Course

## Student Assessment Handbook





# Student Assessment Handbook

## Preliminary Higher School Certificate 2022

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# 2022 Preliminary HSC Assessment Timetable

(Note: This grid provides a **GUIDE ONLY**. You will need to amend as appropriate in consultation with your teacher(s))

Week	Term 1	Term 2	Term 3
1		Extension English	
2		Visual Arts	Preliminary Exams <ul style="list-style-type: none"> <li>• Extension English</li> <li>• Advanced English</li> <li>• Standard English</li> <li>• I.T. Metal</li> <li>• Society &amp; Culture</li> <li>• Extension Maths</li> <li>• Standards Maths</li> <li>• PDHPE</li> <li>• Visual Art</li> </ul>
3			
4	Primary Industries		Visual Arts
5		Hospitality	Business Studies
6		Investigating Science Mathematics Advanced	Chemistry
7	Business Studies Mathematics Advanced	Music Biology	Hospitality Mathematics Advanced Mathematics Extension Mathematics Standard Physics Agriculture
8	Investigating Science Industrial Technology PDHPE Textiles and Design	Agriculture Business Studies Legal Studies	Biology Music Primary Industries Textiles and Design Investigating Science
9	Legal Studies Agriculture English – Advanced English – Standard English – Studies	Chemistry Society and Culture Textiles and Design	English Studies Legal Studies
10	Hospitality Biology Mathematics Extension Mathematics Standard <b>Music</b> Primary Industries	Industrial Technology Physics Primary Industries	Extension English Advanced English Standard English PDHPE
11	Textiles and Design Chemistry Physics Society and Culture		

# Woodenbong Central School

## Preliminary HSC Subject Lines 2022

Students in Year 11 must choose at least 12 units of work. At Woodenbong Central School, we have set up the following subjects “lines”, from which students choose one subject per line (to a minimum of 12 units).

Line 1
English Studies, English Standard, English Advanced
Line 2
Mathematics Advanced, Mathematics Standard, Numeracy,
Line 3
Textiles and Design, Investigating Science, Business Studies, Music
Line 4
Agriculture, Hospitality (VET), Legal Studies, Physics
Line 5
Biology, Primary Industries (VET), Visual Arts,
Line 6
Industrial Technology (Metal), Society and Culture, Chemistry, PD/H/PE

# *Woodenbong Central School*

## **Assessment Policies and Procedures**

When you receive and sign for your copy of this Preliminary Higher School Certificate Course Assessment Policy booklet, ensure that you understand what is required of you to successfully complete the course. Read the booklet carefully and if you are unsure about any aspect of the program, contact your class teacher, appropriate Head Teacher, or Year Adviser. **It is essential that you are aware of your rights and responsibilities.**

## **1. Satisfactory Completion of the Course**

### **1.1 Pattern of Study**

Preliminary Courses are courses that must be satisfactorily completed before proceeding to the Higher School Certificate Courses.

If you wish to successfully complete the Preliminary Course requirements, you must:

- complete the practical, oral or project works required for specific courses and assessment requirements for each course, including any set examinations;
- attend a government school, an accredited non-government school, a NSW Education Standards Authority recognised school outside NSW, or a TAFE college;
- complete HSC: All My Own Work (or its equivalent) before submitting any work for Preliminary or HSC courses, unless only entered for Year 11 and Year 12 Life Skills courses; and
- satisfactorily attempt at least 12 units of study.

Patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

### **Specific Rules**

Enrolling in a course that a student is not eligible for could put their HSC at risk. Students are responsible for carefully checking their eligibility for all courses in which they are entered.

HSC students can study up to seven units of science in Year 12. This allows for the study of Science Extension – designed to engage high-achieving students and better prepare them for university and careers in STEM.

Those students who take English Studies and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation. Therefore, English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

## **1.2 Types of courses**

**Board Developed courses** are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. These include all Category A and all Category B courses.

**Board Endorsed courses** are developed by schools, TAFE and universities. They count towards a student's HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

**Special education (Life Skills)** - If a student has special education needs they can attain their HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and general eligibility and study patterns will still need to meet the requirements to earn a HSC. Students will need to talk with their Year Adviser, Careers Adviser and Learning and Support teacher to find out whether these courses are suitable. Life Skills courses do not count towards the ATAR.

**Vocational Education and Training (VET) courses** can be studied either at school or through TAFE NSW and other training providers. Students will need to check with the VET coordinator or the Careers Adviser about which courses are available and the requirements of the different courses. For example, all VET courses involve a minimum number of hours in the workplace.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if students choose to sit the exam, their results can also count towards their ATAR.

## **1.3 HSC Minimum Standards**

A minimum standard of literacy and numeracy is required to receive the Higher School Certificate from 2021 to reflect the importance of literacy and numeracy for success in daily life.

HSC students will need to meet the HSC minimum standard (Level 3 or 4) in three areas – reading, writing and numeracy.

Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have a level of skills necessary for success after school.

Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. As students master basic skills at different stages, there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until five years after Year 12.

Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement.

Current Year 10 students who achieved a Band 8 or above in a 2017 Year 9 NAPLAN reading, writing or numeracy test are recognised as having met the HSC minimum standard in that particular area and will not need to sit the corresponding online test. If students did not get Band 8 or above they will need to take the corresponding online tests.

A student who did not receive a Band 8 or above in the 2017 Year 9 NAPLAN tests will need to pass the minimum standard online tests to receive their HSC in 2020.



## ***1.4 Where to Obtain Advice***

Year Advisor

Head Teacher

Subject Teacher of the course concerned

Careers Advisor

NESA website for:

- syllabus requirements
- past exam papers
- notes and marking guidelines
- further information on HSC Minimum Standards

## 2. Preliminary HSC Course Assessment

### *What is assessment?*

Assessment is the broad name for the collection and evaluation of evidence of a student's learning.

Assessment can be used to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement of each student at the end of a course.

In the context of the Higher School Certificate (HSC), including the Preliminary course, a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes.

This includes:

- a wider range of syllabus outcomes than may be measured by external examinations alone
- multiple measures and observations made throughout the course rather than a single assessment event.

Assessment tasks are conducted throughout Year 11 and Year 12 and each has a weighting determined by the school within requirements provided by NESA. Each formal task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final measure on its own as:

- multiple measures generally give a more accurate measure of each student's achievement
- this caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (for example research, fieldwork or practical skills).

### **2.1 Satisfactory Completion of a Course**

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

- **followed** the course developed or endorsed by NESA;
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- **achieved** some or all of the course outcomes.

While NESA does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, **absences could result in non-achievement of course outcomes**. A satisfactory record of attendance shows that you are making a genuine effort.

If at any time it appears that a student is at risk of being given an "N" (Non-satisfactory determination) in any course, the principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected. An interview will highlight the areas that need to be addressed to correct the problem. If the first warning letter is not effective, a further warning letter(s) will be sent and once again you will be given the opportunity to correct the problem.

Students who have not complied with the above requirement may not be regarded as having satisfactorily completed the course. The principal will then apply the **“N” determination**.

## **2.2 Malpractice**

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own work. Malpractice, including plagiarism, could lead to zero marks and may jeopardise the student's results.

Malpractice is an activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as the student's own.
- Using material directly from books, journals, CDs or the Internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Plagiarism such as buying, stealing or borrowing another person's work and presenting it as the student's own.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Cheating in an in-class assessment/examination, including having access to mobile devices.
- Using non-approved aids during an assessment task.
- Providing false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

## **2.3 Non-Completion of Tasks:**

In order to ensure that all students receive fair and equal treatment, all reasons for non-completion of tasks, and/or requests for extensions of time **MUST** be referred to **the Head Teacher of the subject in question**.

In the event of a student not submitting an assessment task on the due date, they must approach the **Deputy Principal and complete a Sickness/Misadventure form**. This can be done ahead of time under special circumstances if the student is aware of an upcoming event.

The following are usually NOT accepted as reasons for an extension or special consideration:

- excursions or sporting events
- technological failures or errors.

It is the student's responsibility to collect and have the Sickness/Misadventure form completed within forty eight (48) hours and submitted to the Head Teacher of that subject for a new due date.

**The decision for extension or special consideration will be made by the relevant Head Teacher in consultation with the Deputy Principal.**

**NO INDIVIDUAL TEACHER IS ABLE TO GRANT AN EXTENSION.**

## 2.4 Sickness and Misadventure

The following will act as a guide in decisions make:

- a. When a student is sick and an Assessment Task is due, the parents of the student must contact the school and inform the Head Teacher concerned, that the student is not able to fulfil the expectations of that task(s) at this time.
- b. On return to school, students should bring evidence of the reason for their absence (e.g. doctor's certificate or signed note from a parent). In most cases, students will be required to present the task on the day they return to school without penalty.
- c. Where misadventure occurs, the parents must contact the school AS SOON AS POSSIBLE to inform the Head Teacher concerned of the circumstances. Procedures a) and b) above will then be followed.
- d. In the event of EXTENDED ILLNESS, procedures a) and b) above must be followed. It is the school's intent that no student should be disadvantaged in the assessment process because of prolonged illness. Therefore, if a student is to miss a number of tasks, then the following will operate:
  - i. A mark will be awarded on a substitute task, according to NESA regulations.
  - ii. The Head Teacher, in consultation with the teacher concerned, will authorise an ESTIMATE mark based on appropriate evidence.
- e. Appeals regarding decisions using a) to c) must be lodged with the Principal as soon as possible.

## 2.5 Penalties

- a) If a student is deemed to have an unsatisfactory excuse for the non-completion of an Assessment Task, he/she will be penalised 20% of the students mark value for each school day that it is late, up to a maximum of TWO (2) school days. After TWO school days have elapsed, a zero will be awarded for that task.
- b) If, after an extension of time has been granted, the student fails to present the Assessment Task, then a zero will be awarded for that task.
- c) If zero marks have been given to any student for tasks which make up in excess of 50% of the total assessment marks in a course, the Principal will not be able to certify that the course has been satisfactorily studied (see *Satisfactory Completion of a Course*).
- d) If a student's progress indicates that he/she is in some danger of not meeting NESA's requirements, then he/she should be reported to the appropriate Head Teacher so that appropriate support procedures can be implemented, including the issuing of N-warning letters.
- e) The parents of any student in situations a – d should be notified immediately.

## 2.6 Assessment Program

Assessment in Preliminary Courses begins in Year 11, Term 1, 2022, and will continue until the end of Term 3, 2022. Specific details for individual subject assessment is provided in the **Subject Assessment** section of this handbook (Pages 20 – 38)

Assessments are held over the three terms of the Preliminary HSC course. Teachers have taken planned calendar events, such as regional sporting excursions, into consideration when programming for their assessments. When an unforeseen event or change of date occurs, impacting on an assessment due date, an alternate assessment date may

be negotiated, in collaboration with the Head Teacher and, when necessary, the Deputy Principal.

**The assessment times specified in this manual are a guide only. Woodenbong Central School reserves the right to amend the assessment schedule when necessary. Students will be given adequate notice of any changes and will be required to sign off on these changes as evidence of notification.**

Students will receive notification of the exact date and nature of an assessment tasks at least **two weeks** before the task. Students will be provided with all the information necessary to prepare for and complete the task with reasonable confidence. The notification will be provided in writing.

When absent from school, students are required to check with their teachers to find out if an assessment task or information related to an assessment task has been handed out. Students have the responsibility for ensuring that they are always up to date with their subjects. It is not an excuse to plead ignorance of assessment responsibility because of class absence.

Teachers of each course will inform students of the exact dates for each task. Students are strongly advised to record the assessment task in their personal planner as soon as they are given out.

## **2.7 Take Home Assessment Tasks**

1. These may take the form of an assignment, project, research essay, etc.
2. **All tasks are to be submitted by 9.00 am on the due date.** This is **YOUR** responsibility. If for some reason you are unable to attend school on the day a task is due, you must make arrangements to have the task arrive at the school on or before the due date.
3. An extension of time will not be automatically granted to a student. Extension will only be granted if written application is made to the Subject Teacher prior to the due date, giving a valid reason for the request which can be substantiated and verified. Use the appropriate form available from the Deputy Principal, a copy of which is in this book. In the case of exceptional circumstances or unexpected illness, applications may be made after the due date but must include evidence such as a medical certificate, or a signed note from parents/carers. See sections 2.3 *Non-Completion of Tasks* and 2.4 *Sickness and Misadventure* for more information.
4. Where a task is not presented on the due date and no extension has been granted, the task will be penalized 20% for the first TWO days and, after that will be awarded a zero (0) mark. However, to meet the “satisfactorily completed” requirement you must still hand the task in to your teacher.
5. The work submitted must be YOUR OWN! For this reason you may be asked to discuss the task on a regular basis with your teacher or to submit stages or drafts before handing in the final copy. See *Malpractice* for more information.
6. If your teacher determines you have submitted a non-serious attempt on a task, despite handing it in on time, you may still receive zero (0). You will be required to resubmit with a more serious attempt to ensure you meet the “satisfactorily completed” requirement.

## **2.8 In School Assessment Tasks**

1. These may take the form of a written test, class essay, practical work, field work, oral presentation, skills test, topic test, examination, and so on.
2. The following rules laid down by NESA apply to the Higher School Certificate and all assessment tasks conducted at Woodenbong Central School:

### **You MUST:**

- Follow the supervisor's instructions at all times.
- Behave in a polite and courteous manner towards the supervisor(s) and other candidates.
- Make a reasonable attempt on the task.

### **You must NOT:**

- Eat in an examination room.
- Communicate in any way to anyone other than the supervisor during the examination.
- Behave in a way likely to disturb the work of candidates or upset the conduct of the examination.
- Attend the examination under the influence of alcohol or illegal drugs.
- Take into examination room any books, notes or equipment other than those specified before the examination.
- Cheat or in other way behave dishonestly during the examination.
- Take in your mobile phone, iPod or any other unauthorised electronic device.

**If you do not comply with these rules, your paper may be cancelled and you could lose all your marks. In addition, a school punishment could be applied as such behaviour is not acceptable at Woodenbong Central School.**

3. If you are unable to sit for an in-school assessment task, the same procedure applies as for other types of tasks. See sections 2.3 *Non-Completion of Tasks* and 2.4 *Sickness and Misadventure* for more information.
4. If an extension or special circumstances are granted, you will be given either a substitute task, or if the missed task is difficult to duplicate, the Principal (in consultation with an independent member of the school executive) will authorise the use of an estimate based on other appropriate evidence. It is the student's actual performance, not potential which is assessed.

**NB: Students must not be absent from school the day before or from the lessons leading up to the time of assessment task and thus gain extra preparation time. Therefore, you will be required to present documented evidence (such as medical certificate) to your teacher if such an absence occurs.**

## **2.9 Non-Discriminating Task**

If an assessment task does not sufficiently discriminate between students, a supplementary task may be set. Should this occur, a suitable date will be negotiated.

## **2.10 Receipt and Submission of Tasks**

1. You will be required to sign for the task when you receive it. All task advice should be given to you in writing. When you submit this task for marking you will also need to sign it in. Your teacher will have the necessary paperwork.
2. If someone else is to collect a copy of our task because of exceptional circumstances, they must carry written authorisation from you, and will be required to sign in your place. It is your responsibility to ensure that you obtain the task from the authorised person.

3. If someone else delivers your task, they will be required to sign it in on the due date. They not handing in your task will be subject to the same conditions as non-submission of task outlined in the section “Take Home Tasks”, paragraph 2.
4. Students placed on suspension during assessment periods are still required to satisfy assessment procedures. To facilitate the assessment process students on out of school suspension will be permitted to enter the school for in school assessment tasks, (in school uniform) ten minutes prior to the commencement of the assessment task. On completion of the assessment task the student will be required to leave the school no more than ten minutes after the scheduled time of completion for the task. In the case of out of school assessment tasks, paragraphs 2 and 3 (above) will apply. A suspended student not complying with the assessment task requirements may be deemed to have not satisfactorily completed the course.

## ***2.11 Feedback and Reporting***

You will receive regular feedback on your progress through the teacher’s evaluation of assessment tasks (summative assessment) and in class activities (formative assessment). Advice on ranking will be provided after each task and on the yearly report.

## **3. APPEALS AND REVIEWS**

### **3.1 Appeal Procedure**

1. Students can only question the mark or rank procedure for an individual assessment task immediately after the return of that task. This concern must be discussed first with class teacher and if still dissatisfied the student may then approach the Head teacher for a final decision. Where students can demonstrate that there is a clerical error in allocation of marks they have the right to have their mark and rank amended accordingly.
2. Students who want to make an appeal against their final Preliminary Course determination should seek advice from the Year Adviser who will organise support for the student to present a written appeal. An appeal can only be made regarding procedure (for example, Assessment notice not given in writing) or computation or clerical error. An appeal may not be made regarding the teacher's professional judgement of the individual's work or performance in the assessment task.

**Appeals must be made on the official Woodenbong Central School assessment application form contained in this booklet also available from the Year Adviser.**

### **3.2 Review Procedure**

1. The review will be conducted by an independent member of the Woodenbong Central School executive, usually the Deputy Principal.
2. The review will include an interview of both parties separately.
3. The reviewer has the right to call for further information and to interview any relevant person.
4. The reviewer will reach a decision, make directions and complete the "Outcome of Appeal" section of the student's appeal application.

### **3.3 Non-Assessed Tasks**

In addition to assessment tasks, you will be given other tasks which are an integral part of the learning process. If you fail to complete these tasks, you run the serious risk of being deemed to have not satisfactorily completed the course.

### **3.4 Student Warnings**

- Your class teacher will closely monitor your progress and attendance in each course:
- Students who do not attend regularly, or who miss classes, cannot be making a serious effort. Such a student will be warned, in person and in writing.
- If you miss even on assessment task, or make a non-serious attempt, a written warning will be issued.
- If you are not making a serious attempt at non-assessment tasks or general school work and are placing yourself in a situation where you will not be deemed to have satisfactorily completed the course, a written warning will be issued.



**Where formal warnings take place or letters are sent home advising of missed work or poor attendance, records of interview are also kept as school records as required by NESA.**

### ***3.5 Loss of this Booklet***

You have signed to acknowledge that you have received this booklet. The loss of it is no excuse for non-completion of assessment tasks. The information contained in this booklet is of vital importance. Should you lose it, see your Year Adviser about obtaining a copy of the material either in digital form or a photocopy at your own expense.

## 4. RESPONSIBILITIES OF STUDENTS

1. **Complete all tasks.** It is expected that you will complete all tasks, making a genuine effort with no sign of malpractice.
2. **Present tasks when due.** It is your responsibility to be present for, or submit, an assessment task on the day it is due.
3. **Attend the day before and the lesson before assessment due date.** It is your responsibility to be present at school the calendar day before and all lessons on the day, up until the task is due. A school excursion or activity is considered to be attendance.
4. **Assessment task due date clashes.** It is your responsibility to let your teacher know if there is a clash, such as more than two tasks due on the same day or a compulsory excursion on the same day as an assessment task. If you feel that the situation is unfair you should see your Year Adviser immediately. NO more than two tasks per week are usually due in the same week.
5. **Absence from tasks.** It is your responsibility to arrange for the handing in of a task or providing the necessary documentation if you are unable to do so. If not, 20% will be penalized for the first two days and, after that, a zero (0) will be awarded.
6. **NESA requirements.** Familiarise yourself with the NESA requirements for the satisfactory completion of the course and for satisfactory attendance.
7. **Assessment schedule.** Ensure that you have a copy of the Assessment Schedule for EACH course that you are studying and that you are aware of the course requirements.
8. **Woodenbong Central School Assessment Policy.** Be aware of the assessment policy and procedures of Woodenbong Central School as detailed in this booklet, and abide by them.
9. **Advice.** It is your responsibility to seek advice from the Head Teacher if there is a problem which has not been resolved satisfactorily within a class. If the issue is with the Key Learning Area, it is your responsibility to seek advice from your Year Adviser.

**TO BE FAIR TO EVERYONE,  
THE RULES HAVE TO BE FOLLOWED.**

# Sickness and Misadventure Appeal

Name: .....

Date: ...../...../20....

Subject/Subjects: .....

Teacher/Teachers: .....

Type of Assessment Task: .....

Due Date: ...../...../20....

Reason for Missing Assessment Task/Tasks:

.....

.....

.....

.....

☐ I have attached a Medical Certificate from Dr: .....

☐ I have attached a Supporting Statement from: .....

The Subject Teacher was notified of this appeal on ...../...../20....

By: .....

Signature of Student: .....

**This appeal has been:**

☐ Approved

☐ Denied

Signature of Head Teacher: .....

Signature of Deputy Principal: .....

**If this appeal has been approved it is now your responsibility to make alternative arrangements with your classroom teachers.**

# **Application for Extension of Time for the Completion of an Assessment Task**

<b>Name:</b> ..... formally request an extension of time for ..... (task no.) <b>Subject:</b> .....	
<b>Type of Assessment Task:</b> ..... .....	
<b>Teacher/Teachers:</b> .....	
<b>Due Date:</b> ...../...../20..... (day/date/time)	
<b>Reason:</b> ..... .....	
<input type="checkbox"/> I have attached a Medical Certificate from Dr: .....	
<input type="checkbox"/> I have attached a Supporting Statement from: .....	
<b>Candidate's Signature:</b> .....	<b>Date:</b> .....
<b>Parent/Guardian's Signature:</b> .....	<b>Date:</b> .....
<b>Head Teacher to fill out following section</b>	
<input type="checkbox"/> <b>Approval is given for extension to be granted</b>	
<b>New Due Date:</b> .....	
<input type="checkbox"/> <b>Approval has NOT be granted</b>	
<b>Reason:</b> ..... .....	
<b>Head Teachers Name:</b> .....	
<b>Head Teachers Signature:</b> .....	<b>Date:</b> .....

**Copy To:**

☐ Student

☐ Class Teacher

☐ Faculty/File

# Agriculture

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issues of sustainability of the farming system. This is an 'on-farm', environment-oriented course. Practical experiences will occupy a minimum of 30% of Preliminary course time.

## Overview (15%)

- Agricultural systems
- Agricultural history
- Social aspects surrounding agriculture

## The farm case study (30%)

- The farm as a unit of production
- Farm management
- Marketing
- Farm technology
- The agricultural workplace

## Plant production (27.5%)

- Plants and their commercial production
- Animals, climate and resource interaction
- Microbes, invertebrates and pests
- Technology
- Experimental design and research

## Animal production (27.5%)

- Animals and their commercial production
- Plants, climate and resource interaction
- Microbes, invertebrates and pests
- Technology
- Experimental design and research

## Year 11 Agriculture Assessment Schedule

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	FARM CASE STUDY Week 9 Term 1  P1.1, P1.2, P2.3, P3.1, P5.1	PLANT/ANIMAL PRODUCTION INVESTIGATION Week 8 Term 2  P2.1, P2.2, P3.1, P4.1, P5.1	YEARLY EXAMINATION (In Class) Week 7 Term 3  P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	10	10	20	40
KNOWLEDGE, UNDERSTANDING AND SKILLS REQUIRED TO MANAGE AGRICULTURAL PRODUCTION SYSTEMS	15	10	15	40
SKILLS IN EFFECTIVE RESEARCH EXPERIMENTATION AND COMMUNICATION	5	10	5	20
TOTAL %	30	30	40	100

# Biology – 2 Unit

The Year 11 Biology course consists of 120 indicative hours incorporating the study of:

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- Undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork

Secondary sourced investigations include:

- Locating and accessing a wide range of secondary data and/or information
- Using and reorganizing secondary data and/or information

One fieldwork exercise must be completed in Year 11.

## YEAR 11 BIOLOGY ASSESSMENT SCHEDULE

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	PRACTICAL REPORT Module 1 Cells as the basis of life  Week 10 Term 1	DEPTH STUDY  Week 7 Term 2	YEARLY EXAMINATION (In Class) Modules 1, 2, 3, 4 Week 8 Term 3	
OUTCOMES ASSESSED	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-7, BIO11-8	BIO11-1, BIO11-2, BIO11-3, BIO11-6, BIO11-7, , BIO11-10, BIO11-11	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11, 6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
SKILLS IN WORKING SCIENTIFICALLY	20	20	20	60
KNOWLEDGE AND UNDERSTANDING	10	10	20	40
TOTAL %	30	30	40	100

## Business Studies

Components	Task 1	Task 2	Task 3	Weighting %
	Research Task Nature of Business	Case Study Business Management	Examination	
	Term 1, Week 7	Term 2, Week 8	Term 3, Week 5	
	Outcomes assessed P1, P2, P7	Outcomes assessed P4, P5, P8, P9, P10	Outcomes assessed P3, P6, P8, P9, P10	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills		10	10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	10		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Chemistry

The Preliminary Chemistry course consists of 120 indicative hours.

The Preliminary course incorporates the study of:

- **Working Scientifically** – skills concepts applied through all four topics + depth study
- **Module 1: Properties and Structure of Matter**
- Module 2: Introduction to Quantitative Chemistry
- Module 3: Reactive Chemistry
- Module 4: Drivers of Reactions
- **“Depth Study” research investigation**

Practical experiences are an essential component of both the Preliminary and HSC courses. Practical investigations involve the collection of primary data. They may include:

- undertaking laboratory investigations, including fair tests and controlled experiments
- undertaking fieldwork and surveys
- constructing models.

Secondary-sourced investigations can include:

- researching by using a variety of media
- extracting and reorganising secondary-sourced information in the form of flow charts, tables, graphs, diagrams, prose, keys, spreadsheets and databases
- using models to inform understanding.

## YEAR 11 CHEMISTRY ASSESSMENT SCHEDULE

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	QUANTITATIVE ANALYSIS PRACTICAL TASK  Term 1 Week 11	DEPTH STUDY REPORT  Term 2 Week 9	YEARLY EXAMINATION (In Class)  Term 3 Week 6	
SKILLS IN WORKING SCIENTIFICALLY	20	30	10	60
KNOWLEDGE AND UNDERSTANDING	10	10	20	40
TOTAL %	30	40	30	100



# English Advanced

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

## Year 11 course (120 hours)

English Advanced	Indicative hours
Common module: Reading to Write	40
Module A: Narratives that Shape our World	40
Module B: Critical Study of Literature	40

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Writing portfolio	Half yearly examination	Multimodal presentation	
Due Date	Week 9, Term 1, 2022	Week 2, Term 3, 2022	Week 10, Term 3, 2022	
Outcomes Assessed	EA11-1, EA11-5, EA11-9	EA11-3, EA11-7, EA11-8	EA11-2, EA11-4, EA11-6	
Weighting	30	40	30	100%
Components				Total %
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
<b>Weighting</b>	30	40	30	100

# 11 English Extension

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

## Year 11 course (60 hours)

English Extension	Indicative hours
Module: Texts, Culture and Value	40 hours
<b>Related research project</b> This project may be undertaken concurrently with the module	20 hours

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Imaginative and reflective compositions	Half yearly examination	Individual Research Project	
Due Date	Week 1, Term 2	Week 2, Term 3	Week 10, Term 3	
Outcomes Assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	EE11-1, EE11-4, EE11-5, EE11-6	
Weighting	30%	30%	40%	100%
Components				Total %
Knowledge and understanding of complex texts and of how and why they are valued	15	15	20	50%
Skills in complex analysis, sustained composition and independent investigation	15	15	20	50%
<b>Weighting</b>	30	30	40	100%

# 11 English Standard

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

## Year 11 course (120 hours)

English Standard	Indicative hours
Common module: Reading to Write: Transition to Senior English	40
Module A: Contemporary Possibilities	40
Module B: Close Study of Literature	40

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Portfolio	Yearly Exam	Multimodal Presentation	
Due Date	Term 1, Week 9	Term 3, Week 2	Term 3, Week 10	
Outcomes Assessed	EN11-1, EN11-7, EN11-9	EN11-3, EN11-5, EN11-8	EN11-2, EN11-4, EN11-6	
Weighting	30%	40 (10% Common + 30% Module B)	30%	100%
Components				Total %
Knowledge and understanding of course content	15	20	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50%
<b>Weighting</b>	30	40	30	100%

# English – Studies

The English Studies course focused on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. English Studies offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing. Students refine these expressive language skills, responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts.

## Year 11 course (120 hours)

English Studies	Indicative hours
Mandatory module – Achieving through English – English in education, work and community	30–40 hours
An additional 2–4 modules to be studied	20–40 hours each

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Multimodal presentation	Half Yearly Examination	Portfolio of works	
Due Date	Week 9, Term 1, 2022	Week 2, Term 3, 2022	Week 9, Term 3, 2022	
Outcomes Assessed	ES11-1, ES11-4, ES11-6	ES11-1, ES11-2, ES11-3, ES11-5	ES11-7, ES11-8, ES11-9, ES11-10	
Weighting	30	30	40	100%
<b>Components</b>				
Knowledge and understanding of complex texts and of how and why they are valued	15	15	20	50%
<ul style="list-style-type: none"> <li>Skills in complex analysis, sustained composition and independent investigation</li> </ul>	15	15	20	50%
<b>Weighting</b>	30	30	40	100%

## Certificate II in Hospitality – Food & Beverage

COURSE: SIT20316 Certificate II in Hospitality			Cluster 1	Cluster 2	Cluster 3	Preliminary 1/2 Year Exam**	Work Placement 1*	Preliminary Yearly Exam**
<p>The assessment components in Hospitality Operations are competency based. This means that students demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competency. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.</p> <p>Competency assessment is graded as 'not yet competent', 'developing', 'competent'. This means a course mark is not allocated.</p>			Week 10	Week 5	Week 7	Week	Week	Week
			Term 1	Term 2	Term 3	Term	Term	Term
			Date	Date	Date	Date	Date	Date
Assessment Events for (Must be edited to suit school delivery – refer to TAS)								
Cluster	Code	Unit of Competency						
<b>Cluster 1</b> Cook Safe, Work Safe, Eat Safe	<a href="#">SITXWHS001</a> <a href="#">SITXFSA001</a>	Participate in safe work practices Use hygienic practices for food safety						
<b>Cluster 2</b> Communication is key	<a href="#">SITXCOM002</a> <a href="#">BSBCMM201</a>	Show social and cultural sensitivity Communicate in the workplace						
<b>Cluster 3</b> Drinks galore	<a href="#">SITHFAB004</a> <a href="#">SITHFAB007</a>	Prepare and serve non-alcoholic beverages Serve food and beverages						
<b>Cluster 8 (A)</b> Working in industry (work placement 1)	<a href="#">SITHIND003</a> <a href="#">BSBSUS201</a>	Use Hospitality skills effectively Participate in environmentally sustainable work practices						

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

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

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". This means a course mark is not allocated.

# Industrial Technology

## Metal and Engineering Technologies

The aim of the Preliminary course is to prepare and equip students with the necessary knowledge and skills to successfully complete the HSC Major Project and related Portfolio.

### Knowledge and understanding of course content

#### Management and Communication:

- Manage work through the completion of a management folio linked to each project produced.

#### Industry Study: 40%

- Study of the organization and management of an individual business within the focus area.

#### Production: 30%

- Development of knowledge and skills through the construction of a number of projects.

#### Industry Related Manufacturing Technology: 30

- Develop knowledge and understanding of a range of materials, processes, tools, equipment and machinery through the construction of a number of projects.
- Design and complete associated folios with project (minor)

The Preliminary course is considered to be assumed knowledge for the HSC course.

### Industrial Technology – Metal Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Designer Case Study	Preliminary Project	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 10	Term 3, Week 2	
Outcomes assessed	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Investigating Science

The Preliminary Chemistry course consists of 120 indicative hours.

The Preliminary course incorporates the study of:

- **Working Scientifically** – skills concepts applied through all four topics + depth study
- **Module 1: Cause and Effect - Observing**
- Module 2: Cause and Effect – Inferences and Generalisations
- Module 3: Scientific Models
- Module 4: Theories and Laws
- **“Depth Study” research investigation**

Practical experiences are an essential component of both the Preliminary and HSC courses. Practical investigations involve the collection of primary data. They may include:

- undertaking laboratory investigations, including fair tests and controlled experiments
- undertaking fieldwork and surveys
- constructing models.

Secondary-sourced investigations can include:

- researching by using a variety of media
- extracting and reorganising secondary-sourced information in the form of flow charts, tables, graphs, diagrams, prose, keys, spreadsheets and databases
- using models to inform understanding.

## YEAR 11 INVESTIGATING SCIENCE ASSESSMENT SCHEDULE

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	PRACTICAL TASK Term 1 Week 8	DEPTH STUDY REPORT Term 2 Week 6	YEARLY EXAMINATION (In Class) Term 3 Week 8	
SKILLS IN WORKING SCIENTIFICALLY	20	30	10	60
KNOWLEDGE AND UNDERSTANDING	10	10	20	40
TOTAL %	30	40	30	100

# Legal Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Research Task</b> The Legal System	<b>Case Study</b> The Individual and the Law	<b>Yearly Examination</b>	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9	
Outcomes assessed	P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	<b>40</b>
Analysis and evaluation		10	10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of legal information, ideas and issues in appropriate forms	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



# Mathematics Advanced

The Year 11 course is 120 indicative hours.

Preliminary Course	
• Functions	Working with functions
• Trigonometric Functions	Trigonometry and Measures of angles Trigonometric Functions and Identities
• Calculus	Introduction to Differentiation
• Exponential and Logarithmic functions	Introducing logarithms Logarithmic laws and applications The exponential functions and natural logarithms Graphs and applications of exponential and logarithmic functions
• Statistical Analysis	Probability and Venn diagrams Discrete probability distributions

The Aims and Objectives are grouped into two components for assessment.

**Component A** is primarily concerned with the student's knowledge, understanding and skills developed in each content area listed in the syllabus.

**Component B** is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities.

SYLLABUS COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
		Date: Term 1 Week 7	Date: Term 2 Week 6	Date: Term 3 Week 7
		Task: Test Question bank	Task: Assignment	Task: In-Class Examination
A: Understanding, fluency and communication	50%	15%	15%	20%
B: Problem solving, reasoning and justification	50%	15%	20%	15%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

# Mathematics Extension 1

The Year 11 course is 60 indicative hours.

Preliminary Course	
• Functions	Further work with Functions Polynomials
• Trigonometric Functions	Inverse Trigonometric Functions Further Trigonometric Identities
• Calculus	Rates of Change
• Combinatorics	Working with Combinatorics

The Aims and Objectives are grouped into two components for assessment.

**Component A** is primarily concerned with the student's knowledge, understanding and skills developed in each content area listed in the syllabus.

**Component B** is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities.

SYLLABUS COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
		Date: Term 1 Week 10	Date: Term 3 Week 2	Date: Term 3 Week 7
		Task: Test	Task: Examination	Task: Assignment
A: Understanding, fluency and communication	50%	10%	20%	20%
B: Problem solving, reasoning and justification	50%	15%	20%	15%
<b>Marks</b>	<b>100%</b>	<b>25%</b>	<b>40%</b>	<b>35%</b>

# Mathematics Standard

The Year 11 course is 120 indicative hours.

Preliminary Course	
• Algebra	Formulae and Equations Linear Relationships
• Measurement	Applications of Measurement Working with Time
• Financial Mathematics	Money Matters
• Statistical Analysis	Data Analysis Relative Frequency and Probability

The Aims and Objectives are grouped into two components for assessment.

**Component A** is primarily concerned with the student's knowledge, understanding and skills developed in each content area listed in the syllabus.

**Component B** is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities.

SYLLABUS COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
		Date: Term 1 Week 10	Date: Term 3 Week 2	Date: Term 3 Week 7
		Task: Test	Task: Examination	Task: Assignment
A: Understanding, fluency and communication	50%	15%	15%	20%
B: Problem solving, reasoning and justification	50%	15%	20%	15%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

# Music

Task number	Task 1	Task 2	Task 3	
Nature of task	Composition / Musicology	Performance / Aural	Musicology/Aural	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 7	Term 3, Week 8	
<b>Outcomes assessed</b>	P2, P3, P4, P7	P1, P6, P9, P11	P4, P5, P6, P8	
<b>Components</b>	<b>Weighting %</b>			
Performance		25		<b>25</b>
Composition	25			<b>25</b>
Musicology	5		20	<b>25</b>
Aural		5	20	<b>25</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# PD/H/PE

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

In order for students to enhance personal growth and to make a significant contribution to the wellbeing of others, this syllabus focuses on the health of individuals and communities and the factors that influence movement skill and physical activity levels.

This syllabus focuses on a social view of health where the principles of diversity, social justice and supportive environments are fundamental aspects of health. The examination of individual, family and community values and beliefs and the sociocultural and physical environments in which we live provides an explanation for health status and sustainable solutions for better health.

<b>COMPONENT</b>	<b>WEIGHTING</b>	<b>TASK 1</b> Research Assessment (Term 1 Week 8)	<b>TASK 2</b> Topic Examination (Term 3 Week 2)	<b>TASK 3</b> Research Assessment (Term 3 Week 10)
KNOWLEDGE AND UNDERSTANDING	40%	15%	15%	10%
SKILLS IN CRITICAL THINKING, RESEARCH, ANALYSIS AND COMMUNICATING	60%	15%	25%	20%
<b>TOTALS</b>	<b>%100</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

# Physics

The Preliminary Physics course consists of 120 indicative hours.

The Preliminary course incorporates the study of:

- **Working Scientifically** – skills concepts applied through all four topics + depth study
- Module 1 - Kinematics
- Module 2 - Dynamics
- Module 3 - Waves and Thermodynamics
- Module 4 - Electricity and Magnetism
- **“Depth Study” research investigation**

## YEAR 11 PHYSICS ASSESSMENT SCHEDULE

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	PRACTICAL REPORT Module 1 Kinematics  Week 11 Term 1	DEPTH STUDY Module 4  Week 10 Term 2	YEARLY EXAMINATION (In Class) Modules 1, 2, 3, 4 Week 7 Term 3	
OUTCOMES ASSESSED	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-6, PH11-8	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4 PH11/12-6, PH11/12-7 PH11-11	PH11/12.1- PH11/12.7, PH11-8 – PH11-11,	
SKILLS IN WORKING SCIENTIFICALLY	20	20	20	60
KNOWLEDGE AND UNDERSTANDING	10	10	20	40
TOTAL %	30	30	40	100

# Primary Industries

## Vocational Education Course

### Aim

The Primary Industries Curriculum Framework has been developed in response to the needs of the industry and to provide training and education opportunities for the full range of HSC students.

Possible AQF Qualification (Australian Qualifications Framework) Certificate II.

Work placement is a mandatory course requirement. (70 hours for Certificate II Course).

The HSC Examination for Primary Industries (240 indicative hours) is optional. It will consist of a 2 hour written paper. Students will indicate during Year 12 whether they intend to attempt the examination. The examination is independent of the competency assessment undertaken during the course and has no impact on a student's eligibility for AQF qualifications. The HSC exam will cover material from both Year 11 & Year 12 courses.

**School Name: Woodenbong Central School**

**2022 -2023 Student Competency Assessment Schedule**

**COURSE: Primary Industries**

Assessment Events for AHC20116 Certificate II in Agriculture			Cluster 1	Cluster 2	Cluster 7	Cluster 9	Preliminary Yearly Exam**
			Week 4	Week 10	Week 10	Week 7	Week 8
			Term 1	Term 1	Term 2	Term 3	Term 3
Cluster	Code	Unit of Competency					
1	AHCWHS201	Participate in work health and safety processes					
7	AHCBIO203 AHCMMOM202 AHCMMOM304	Inspect and clean machinery for plant, animal and soil material Operate tractors Operate machinery and equipment					
2	AHCWRK204 AHCWRK205 AHCWRK209	Work effectively in the industry Participate in workplace communication Participate in environmentally sustainable work practices					
9	AHCINF201 AHCINF202	Carry out basic electric fencing operations Install, maintain and repair farm fencing					

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". This means a course mark is not allocated.

# Society and Culture

Component	Weightings %		Task 1	Task 2	Task 3
		Timing	Term 1 Week 11	Term 2 Week 9	Term 3 Week 2
			Research and Investigation The Social and Cultural World	Personal and Social Identity	Examination The Social and Cultural World Personal and Social
		Outcomes	P1, P2, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P7, P8, P9
Knowledge and understanding of course content	50		20	10	20
Application and evaluation of social and cultural research methods	30		5	20	5
Communication of information, ideas and issues in appropriate form	20		5	10	5
<b>Total</b>	<b>100</b>		35	30	35



# Textiles and Design

Task number	Task 1	Task 2	Task 3	
Nature of task	Communication Techniques Portfolio	Preliminary Textiles Project	In-class Examination	
Timing	Term 1, Week 11	Term 2, Week 9	Term 3, Weeks 8	
Outcomes assessed	P2.1, P2.3, P3.2	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	
Components	Weighting %			
Knowledge and understanding of course content	10	10	30	50
Skills and knowledge in the design, manufacture and management of textiles projects	10	30	10	50
Total %	20	40	40	100

## Detail of Outcomes

P1.1	Describes the elements and principles of design and uses them in a variety of applications.
P1.2	Identifies the functional and aesthetic requirements and features of a range of textile items.
P2.1	Demonstrates the use of a variety of communication skills, including computer based technology.
P2.2	Develops competence in the selection and use of appropriate manufacturing technologies and equipment.
P2.3	Manages the design and manufacture of textile projects.
P3.1	Identifies the properties of a variety of fabrics, yarns and fibres.
P3.2	Justifies the selection of fabrics, yarns and fibres for end use.
P4.1	Identifies and selects textiles for specific end-uses based on analysis of experimentation.
P5.1	examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
P5.2	investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
P6.1	identifies and appreciates the factors that contribute to the quality and value of textiles in society

Year 11 Assessment Schedule Visual Arts, 2022			
Syllabus Components	Task 1 Date Due: Week 2, Term 2	Task 2 Date Due: Week 4, Term 3	Task 3 Term 3, Week 2
	<b>Task:</b> A Sense of Place Practical Submission 3D Artist Book	<b>Task:</b> The Object Moulding and casting <b>Theory Submission:</b> 2 artworks researched and annotated (in response to a conceptual framework question) <b>Practical Submission:</b> Submitted artwork exploring the recontextualization of an object	<b>Task:</b> Yearly Examination Art Criticism and Art History Written Examination
<b>Artmaking</b> P1, P2, P3, P4, P5, P6	30%	20%	
<b>Art Criticism and Art History</b> P7, P8, P9, P10		20%	30%
<b>Task Value 100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Syllabus Outcomes Assessed by the Task</b>	P1, P4, P5, P6	P1, P2, P3, P4, P7, P10	P8, P9, P10

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