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The Preliminary Year

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units.

At Norwest, two Preliminary courses will be studied as part of Focused course(s) (using a compacted model which covers both Preliminary and HSC courses in one year). Information about these is contained in the Focused Assessment Handbook.

At least four other Preliminary courses will be undertaken in Year 11.

Marks from the Preliminary course of a subject do not contribute to the HSC. However Preliminary grades are submitted to BOSTES and will appear on a student’s Record of School Achievement should they choose to leave school before completing the HSC.

Preliminary Course assessments will determine the award of an A-E grade, which is based on the Common Grade Scale for Preliminary Courses:

Common Grade Scale for Preliminary Courses

The Common Grade Scale shown below should be used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A — The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B — The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C — The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D — The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E — The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

In order to undertake the HSC course in any subject, satisfactory completion of the Preliminary course is essential.

As only 10 units are required for the HSC, students may choose to drop one subject after completing the Preliminary course satisfactorily.

Satisfactory Completion of a course and N Determination

To satisfactorily complete a course, students must:

- Follow the course developed or endorsed by the Board;
- Apply themselves with diligence and sustained effort;
- Achieve some or all of the course outcomes.

Satisfactory completion can be judged by attendance, level of involvement in class, assignments and tasks completed, and level of achievement. Failure to meet one or more of these requirements may lead to an “N” or “Non-completion” determination. An “N” determination for a Preliminary course may make a student ineligible to undertake the HSC.
Assessment at Norwest

The College has high expectations of all its students and strongly encourages every student to apply their best effort to all course work, including assessment tasks. At Norwest, assessments are designed and managed to enable students to both maximise their potential and learning and demonstrate the knowledge, understanding, and skills they have achieved.

Students are encouraged to take responsibility for their own learning, monitoring their own progress, and using a range of strategies to achieve their learning goals.

This Assessment Handbook provides students and parents with the details of the planned assessment of learning for each course throughout the academic year. You will find details of the outcomes for each course, the core components of each course and the planned assessments of learning throughout the year with their specific weightings.

To assist students and parents to monitor and plan, Stage Semester Assessment Calendars are published on the Secondary Students Tile located on the NWCC Student page of the website (www.norwest.nsw.edu.au) and by clicking on the student profile in Edumate.

The College's Assessment Policy is available to parents and students on the College website (www.nwcc.nsw.edu.au) by clicking on the NWCC Parents Page and then the College Policies tile.

Each course at Norwest operates under Board of Studies Teaching and Educational Standards NSW (BOSTES) requirements and all aspects of planning, programming, assessing, and reporting in the Secondary school are monitored by the Coordinator for that KLA (Key Learning Area) and by the Director of Learning Innovation (DLI). Parents and students should direct any enquiries about the structure of the following assessment schedules to these staff members.

NSW BOSTES Advice on Assessment in Stage 6

Norwest's Assessment Policy complies with the BOSTES requirements as outlined in the Board's Assessment Certification and Examination web page http://ace.bos.nsw.edu.au/.

Assessment in Stage 6

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning;
- evaluating and improving teaching and learning programs;
- providing evidence of satisfactory achievement and completion in the Preliminary course;
- providing the Higher School Certificate results.

Assessment for Learning provides a useful approach for the delivery of the Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals;
- know and understand standards and expectations about what is expected and the standards of work;
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

In the context of the Higher School Certificate a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:

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

Student access to Board of Studies information

All students can access all general syllabus and examination information via the BOSTES website (www.boardofstudies.nsw.edu.au). Personal information can be found at http://studentsonline.bos.nsw.edu.au/ using the pin number issued at the end of Stage 5.
Clear Communication

Students and their parents are encouraged to clearly communicate with mentors, subject teachers and where necessary members of the Assessment Review Committee (Head of Secondary Years, Director of Learning Innovation (DLI) and Stage 6 Coordinator) if there are any issues likely to impact a student's ability to complete the course satisfactorily.

Notification and Timing

Students are issued with a booklet and assessment calendar summarising the assessment requirements at the beginning of the Preliminary Course. Both the booklet and calendar are available on the College website. The College endeavours to avoid having more than one hand-in task and one in-class task per day. However, this cannot always be avoided, and it will not be grounds for appeal that any student has more than one of each on any day, or has several successive days of Assessments, provided that due notice has been given of each.

At least two weeks before the Task is due, written notification will be given to the students of the Task, with details of the outcomes to be assessed, the weighting of the Task, the marking criteria and any other special arrangements. Assessments which are part of examination periods will be notified by exam timetables and teacher devised revision sheets.

Students should acknowledge receipt and understanding of the task by signing the teachers' list of students.

Where a teacher feels that through exceptional circumstances (eg prolonged unexpected absence of the teacher) the class is unprepared for an assessment task a request to extend must be made to the DLI. The Head of Secondary Years (HSY) and Stage 6 Coordinator will be consulted before changes are agreed upon to ensure equity for the whole grade. Changes to dates will be clearly communicated to parents and students as soon as this change is approved.

Types of tasks

- **In-class tasks** – will require students to prepare for the task both at home and in the previous lessons and it will be completed in the course of a normal lesson. These may include – tests, writing tasks, practicals, performances, speeches or presentations.
- **Hand-in tasks** – will require students to complete a task by a due date and submit it to their teacher. Generally some work on these tasks will also be completed at school and drafts may be required to be submitted. These may include – research assignments, personal design/representation tasks.
- Some tasks will require group participation. When this is the case each member of the group will be responsible for their contribution and assessed individually.

Preparation

As we consider assessment to be for and as learning as well as of learning, teachers will endeavour to assist students to prepare adequately and meet deadlines by professional management of the assessment cycle, including timely notification, scaffolding tasks where appropriate, mandating drafts, and giving timely feedback.

Importance of feedback

- Feedback is essential for effective student learning.
- Students are encouraged to submit draft assessments for feedback prior to the completion of the final task. Teachers are expected to provide feedback where drafts are submitted no later than four school days prior to the task due date. Teachers may accept assignments after this date at their own discretion.
- Teachers are not to rewrite students' work or to correct to perfection – but simply to give constructive, timely feedback.
- The timely return of drafts is important; however, teachers should make their own parameters around submission and feedback on drafts clear to their students. It is not the College's expectation that teachers are always available online.
- Teachers will allocate sufficient time in lessons to return tasks and provide whole-class feedback, as well as opportunities for students to discuss their achievement with the teacher.
- Students should seek timely feedback on their work as soon as possible after task completion or submission to assist them to monitor their progress towards the achievement of specified learning outcomes and to improve the quality of their work.
Submission of Tasks

Submission and Security
Stage 6 Tasks are to be submitted to the LRC by 8.40am on the due date unless otherwise specified on the notification. Students will be issued with a dated receipt.

Where a task is an in-class task, students' names will be checked. The expectation – no matter what the type of task – is that all students in the course will be ready on the due date.

Electronic Provisions
Where a teacher has requested electronic submission, the College’s electronic submission procedures must be followed.

Computer use
In all cases of tasks completed at home on the computer responsible use of technology is recommended. Students are required to keep back-up copies of their tasks to be produced on request.

Please note: Loss of Task (either electronic or otherwise) or inability to print will not be accepted as a valid reason for late submission.

Malpractice
All Stage 6 students have completed the BOSTES mandated ‘All My Own Work’ course and will therefore be assumed to understand the seriousness and consequences of malpractice. Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others or leads to an unfair appraisal of their achievement.

Malpractice during tests or examinations is:
- Breaching test/examination rules.
- Acquiring unauthorised copies of the test before the test time/date.
- Copying the work of others.
- Taking unauthorised material into the test and/or using it during the test.
- Assisting another student to engage in malpractice is also a form of malpractice.
- Plagiarism is another form of malpractice.

Plagiarism
Plagiarism can be identified as:
- Copying, buying, downloading, stealing or borrowing someone else's work in part or in whole, and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without acknowledging the source.
- Paying someone with money or in kind to write or prepare material that is associated with a task, such as process diaries, logs and journal.
- Submitting work that contains a large contribution from another person, such as a parent, coach or subject expert that is not acknowledged.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Consequences of Malpractice
In all cases of suspected malpractice confidentiality will be maintained and the principles of procedural fairness will be observed at all times:

If a student is found have committed malpractice of any type they may receive a “0” for their assessment tasks and be awarded an afterschool service. This decision will be made by the supervising teacher in consultation with the Assessment Review Panel (which consists of Director of Learning Innovation, Head of Secondary Years and Stage 6 Coordinator).

The College is obliged to record any instances of malpractice in an HSC course on the Board of Studies Malpractice Register.

Special Permission for individual study day absence
Absence the day before a task should be discouraged as it may give a student an unfair advantage. However, it is recognised that some students may have an unusually difficult concurrence of assessment tasks and in exceptional circumstances, Stage 6 students may be permitted to use this day. Generally students will be discouraged from missing Focused subject classes.

In Stage 6 students who feel they need to take the day off before a task will complete the Illness/Misadventure/Extension form and submit to the DLI. If no request is received, students who are absent on the day before a task will have 25% of their mark deducted.
Extensions or Permitted Late Submission of a Task

The late submission or completion of assessment tasks is a serious issue, as without legitimate cause it impacts the fair and equitable administration of the task.

- If a student knows beforehand that they will be absent, the College should be contacted by the parent and the teacher and Stage Coordinator informed. It is best to arrange for the student to sit or submit the task early;
- Extension requests for the submission of assessment tasks must be made to the teacher using the Extension Request form as soon as practicable (generally more than 48 hours) and will only be granted, in consultation with the DLI, in exceptional circumstances. These requests must be made prior to the due date of the administration of the task;
- Parents should submit the appropriate form to the teacher. Teachers note receipt of the form and new time on Edumate and forward to DLI for approval and storage;
- If a student becomes ill during an in-class assessment the DLI will decide whether an estimate or a substitute task will be given.

Late or Non-Submission of a Task due to Illness or Misadventure

In the event a hand-in task is not submitted by the due date or an in-class task is not completed on or before the due date by reason of illness or misadventure the following procedures should be followed, in consultation with the DLI as required:

- Illness/Misadventure form must be completed by parents and submitted to the teacher. Form must be approved/filed by DLI;
- A medical certificate will be required to verify any absence due to illness;
- Misadventure (events outside the control of students) will be approved at the discretion of the DLI;
- The teacher will record a note of the incident in Edumate noting the submission of the form and the revised date;
- The teacher will then administer the task and attempt to ensure that the student receives no advantage – where the teacher perceives that the student has received an advantage they must consult the DLI.

Follow up of Missed tasks

If a student has missed a task, for whatever reason, they are responsible, in partnership with their teacher, to ensure that they take the task at the first opportunity (usually on the day of their return).

- Late hand-in tasks should be submitted at the LRC – and will be date stamped.
- In-class, group or practical tasks will be managed by the teacher – but full cooperation is expected from the student.
- In examination periods, missed papers will be managed by the HSY with support from Learning Support staff and the LRC Manager.

Non-Submission without Illness/Misadventure or Revised Date Missed

In the event a hand-in task is not submitted by the due date or an in-class task is not completed on or before the due date but illness or misadventure is not proven, or in the event of a revised date being missed the following procedures will be followed:

- The teacher will inform the student and parent (email/phone) that their assessment task is late and will incur a penalty. (If a revised date has been missed the Stage Coordinator and DLI must also be informed);
- The teacher will record a note of the incident in Edumate, assign a revised date or task and inform the DLI;
- The teacher will mark the assessment task upon submission/completion;
- The student will be notified of their original mark and revised mark (see table below);

<table>
<thead>
<tr>
<th>Number of days late (includes weekends)</th>
<th>Percentage of original mark credited to the student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

- Apart from exceptional circumstances, students will be required to submit/complete all assessment tasks even if they will receive a revised mark of zero;
Total Non-Submission/Non-Completion of Task

In the event a task is not submitted or completed at all after the process outlined above (including Extensions and Illness/Misadventure provisions):

- Such students are at risk of a ‘N’ Determination (see below). The teacher will ensure the Stage 6 Coordinator, HSY and DLI are fully aware of the non-completion by the end of the same day;
- The HSY or Stage 6 Coordinator will contact the parent and discuss the incident with parent/guardian and, with the DLI, interview the student, advising them of the problem to be corrected and alert them to the possible consequences of an ‘N’ determination;
- DLI will issue the parent/guardian with an ‘N’ Determination Warning letter (warnings are to be issued as soon as possible and as regularly as required);
- DLI will request from the parent/guardian and student written acknowledgement of the warning;
- If the first letter did not achieve its objective, DLI will issue a further warning letter; and retain copies of all relevant documentation on file;
- A mark of zero will apply for that task.

N Determinations

- Students who have not complied with the course requirements and who have received at least two written warnings at the time of finalising grades may be regarded as not having satisfactorily completed the course and be formally assigned an ‘N’ determination by the Principal.
- This formal determination will not normally be made until the end of the course.
- An ‘N’ determination in one subject may mean a student does not complete all mandatory requirements and therefore may not be eligible to proceed to the HSC course, thus rendering them ineligible to receive the HSC award. They may receive a RoSA showing all grades awarded at the completion of the Preliminary course.

Assessment Appeals

If students believe they have grounds to dispute the appropriateness of a mark for a recently returned assessment task, they must consult the Class Teacher immediately. The Class Teacher will conduct an investigation in accordance with the ‘Assessment staff guidelines’ and in consultation with the Assessment Review Panel (which consists of DLI, HSY and Stage 6 Coordinator) will act appropriately on any findings.
Record of School Achievement (RoSA)

What is the RoSA?
The RoSA is a cumulative credential showing Year 10 grades as well as any grades for Year 11 (Preliminary) courses completed.
To qualify for the award of a Record of School Achievement, a student must have:
- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board; and
- completed Year 10.

Satisfactory Completion of Preliminary Courses
A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:
- followed the course developed or endorsed by the Board;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

What credentials will be issued?
The following documents (where applicable) are issued by the Board to students when they leave school:
- the Record of School Achievement.
- the Profile of Student Achievement.
- VET credentials.
- Literacy and Numeracy Test Reports.
The Record of School Achievement provides information on the student's performance throughout Stage 5. (See ACE 4024 Record of School Achievement – procedures for further information.)
The Profile of Student Achievement provides the details of the specific Life Skills syllabus outcomes achieved by students undertaking courses based on Life Skills outcomes and content at the time of the collection of grades for the Record of School Achievement. (See ACE 4025 Profile of Student Achievement – procedures for Stage 5 for further information.)
AQF VET qualifications are awarded to students who undertake VET courses as part of their Record of School Achievement program and achieve at least one unit of competency. (See ACE 4026 VET credentials – procedures for further information.)
Students leaving school who do not meet the Record of School Achievement requirements are issued by BOSTES with a printed Transcript of Study detailing completed courses and results.
An electronic transcript is available for download from the end of Year 10 detailing student results and current enrolments in courses not yet completed.
Students who sit for the literacy and/or numeracy tests will receive a report on their performance in the tests. The report will show the student's mark and the level that has been achieved.

Communicating Your Intentions/ Registering for the ROSA
Before making a decision to leave school before your HSC, you should talk with the Careers Advisor, the Stage 6 Coordinator and the HSY about your proposed pathway.
If the decision is made to leave early then the school will need to register your eligibility for a ROSA and enter your name for the twice yearly Literacy and Numeracy tests.
Preliminary Text Requirements

**Advanced English**
- Maestro
- The Tragedy of King Lear
- The Hitchhikers Guide to the Galaxy

**Standard English**
- The Adventures of Tom Sawyer
- Macbeth

**English Extension 1**
- Pygmalion
- Girl with a Pearl Earring

**Biology**
- Heinemann Biology: Preliminary 3rd Edition

**Business Studies**

**Mathematics (Not Ext 1 students)**
- Maths in Focus Mathematics Preliminary Course Revised

**Mathematics - Ext 1 (Combined Mathematics and Ext 1 book)**
- Maths in Focus Mathematics Extension 1 Preliminary Course Revised

**Mathematics - General**
- Cambridge Preliminary Mathematics General 2nd Edition

**Modern History**
- Retrospective Year 11 Modern History

**Music 1 (Optional)**
- Musical Concepts

**PDHPE**
- Outcomes 1 Preliminary Course 4th Edition and eBookPLUS
**Assessment Approach and Requirements**

The internal assessment mark for Preliminary Biology is based on the Preliminary HSC course only. Assessment consists of first-hand investigations, assignments, oral reports and formal examinations. There are at least 35 hours of practical work in this course. Units of work studied are:

1. A Local Ecosystem
2. Patterns in Nature
3. Life on Earth
4. Evolution of Australian Biota

**Assessment Schedule**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 5</td>
<td>Week 3</td>
<td>Week 10</td>
<td>Week 8</td>
</tr>
<tr>
<td><strong>Type of Task</strong></td>
<td></td>
<td>Ecosystem Investigation Report</td>
<td>Half Yearly Examination</td>
<td>Research Task and Presentation</td>
<td>Yearly Examination</td>
</tr>
<tr>
<td><strong>Outcomes Assessed</strong></td>
<td></td>
<td>2, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15</td>
<td>5, 6, 7, 8, 9, 12, 14</td>
<td>1, 3, 4, 10, 12, 13, 14</td>
<td>4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</td>
</tr>
<tr>
<td><strong>Knowledge &amp; Understanding</strong></td>
<td>40%</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Skills in planning and conducting first-hand investigations; gathering and processing first-hand data; gathering and processing relevant information from secondary sources.</td>
<td>30%</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Skills in communicating information and understanding; developing scientific thinking and problem-solving techniques; working individually and in teams.</td>
<td>30%</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>25%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Preliminary Course Outcomes**

1. outlines the historical development of major biological principles, concepts and ideas.
2. applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology.
3. assesses the impact of particular technological advances on understanding in biology.
4. describes applications of biology which affect society or the environment.
5. describes the scientific principles employed in particular areas of biological research.
6. explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms.
7. describes the range of organisms in terms of specialisation for a habitat.
8. analyses the interrelationships of organisms within the ecosystem.
9. explains how processes of reproduction ensure continuity of species.
10. identifies and describes the evidence for evolution.
11. identifies and implements improvements to investigation plans.
12. discusses the validity and reliability of data gathered from first-hand investigations and secondary sources.
13. identifies appropriate terminology and reporting styles to communicate information and understanding in biology.
14. draws valid conclusions from gathered data and information.
15. implements strategies to work effectively as an individual or as a team member.
16. demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science.
Assessment Approach and Requirements

By giving the students a range of assessment components, they will be exposed to a variety of tasks to achieve the outcomes. The Business Plan is an important component of Preliminary Business Studies as the stimulus material allows students to consolidate the course content.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
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<th>Task 1</th>
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<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 6</td>
<td>Term 2 Week 3</td>
<td>Term 3 Week 3</td>
<td>Term 3 Week 8</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Business Research</td>
<td>Half Yearly Examination</td>
<td>Business Plan</td>
<td>Yearly Examination</td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td>1, 2, 3, 7, 8, 9</td>
<td>1, 2, 3, 4, 5, 6, 9</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>1, 2, 3, 4, 5, 6, 8, 9, 10</td>
</tr>
<tr>
<td>Knowledge &amp; Understanding</td>
<td>40%</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Stimulus Based</td>
<td>20%</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>20%</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>20%</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>25%</td>
<td>20%</td>
<td>30%</td>
<td>25%</td>
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</tbody>
</table>

Preliminary Course Outcomes

1. discusses the nature of business, its role in society and types of business structure.
2. explains the internal and external influences on businesses.
3. describes the factors contributing to the success or failure of small to medium enterprises.
4. assesses the processes and interdependence of key business functions.
5. examines the application of management theories and strategies.
6. analyses the responsibilities of business to internal and external stakeholders.
7. plans and conducts investigations into contemporary business issues.
8. evaluates information for actual and hypothetical business situations.
9. communicates business information and issues in appropriate formats.
10. applies mathematical concepts appropriately in business situations.
Advanced English

Assessment Approach and Requirements

Assessment tasks in this course allow students to demonstrate their level of proficiency in the literary knowledge and analysis of each module as well as their developing competency in analytical and creative composing. The majority of assessment is non-examination style, including viva voce, listening, research and presentations utilising information technology. These tasks are structured to incorporate the specified components and weightings set out below.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
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<th>Task 1</th>
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<th>Task 5</th>
<th>Task 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Area of Study</td>
<td>Shakespeare (B)</td>
<td>Satire (A)</td>
<td>Yearly Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 2</td>
<td>Term 2 Week 6</td>
<td>Term 2 Week 9</td>
<td>Term 3 Week 6</td>
<td>Term 3 Week 8</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Writing Folio (Submission)</td>
<td>Viva Voce</td>
<td>Listening / Reflection</td>
<td>Representation</td>
<td>Reading / Listening</td>
<td>Yearly Exam Short Answers / Extended Response</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td>1, 2, 6, 7, 10, 12A</td>
<td>2, 3, 6, 8, 12</td>
<td>1, 4, 5</td>
<td>4, 5, 8, 9, 11</td>
<td>1, 2, 4, 13</td>
<td>3, 8, 11, 12A</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>25%</td>
<td>10</td>
<td></td>
<td></td>
<td>10</td>
<td>5</td>
<td></td>
</tr>
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<td>5</td>
<td>5</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>15%</td>
<td>5</td>
<td>5</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>15%</td>
<td>10</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viewing / Representation</td>
<td>15%</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>20%</td>
<td>10%</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes

1 describes and explains the relationships between composer, responder, text and context in particular texts.
2 describes and explains relationships among texts.
3 develops language relevant to the study of English.
4 describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.
5 demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.
6 engages with a wide range of texts to develop a considered and informed personal response.
7 selects appropriate language forms and features, and structures to explore and express ideas and values.
8 articulates and represents own ideas in critical, interpretive and imaginative texts.
9 assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10 analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
11 draws upon the imagination to transform experience into text.
12 reflects on own processes of responding and composing.
12A Advanced only demonstrates a capacity to understand and use different ways of responding to and composing particular texts.
13 reflects on own processes of learning.
Assessment Approach and Requirements

Assessment tasks in this course allow students to demonstrate their level of proficiency in the literary knowledge and analysis of each module as well as their developing competency in analytical and creative composing. The majority of assessment is non-examination style, including viva voce, listening, research and presentations utilising information technology. These tasks are structured to incorporate the specified components and weightings set out below.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Task 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 2</td>
<td>Term 2 Week 6</td>
<td>Term 2 Week 9</td>
<td>Term 3 Week 6</td>
<td>Term 3 Week 8</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Portfolio</td>
<td>Viva Voce</td>
<td>Listening / Reflection</td>
<td>Representation</td>
<td>Reading / Listening</td>
<td>Yearly Exam</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td>3, 4, 6, 7, 10, 13</td>
<td>2, 4, 6, 8, 12</td>
<td>1, 4, 5</td>
<td>5, 7, 8, 9, 11</td>
<td>1, 2, 4, 5</td>
<td>1, 2, 3, 4, 8, 10, 11, 13</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>25%</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>30%</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>15%</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>15%</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viewing / Representation</td>
<td>15%</td>
<td>5</td>
<td>10</td>
<td>20</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>20%</td>
<td>10%</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes

1. demonstrates understanding of the relationships between composer, responder, text and context.
2. identifies and describes relationships among texts.
3. develops language relevant to the study of English.
4. identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses.
5. describes the ways different technologies and media of production affect the language and structure of particular texts.
6. engages with a wide range of texts to develop a considered and informed personal response.
7. selects appropriate language forms and features and structures of texts to explore and express ideas and values.
8. articulates and represents own ideas in critical, interpretive and imaginative texts.
9. assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10. analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
11. draws upon the imagination to transform experience into text.
12. reflects on own processes of responding and composing.
13. reflects on own processes of learning.
English Extension

Assessment Approach and Requirements

Assessment tasks in this course allow students to demonstrate their level of proficiency in the literary knowledge and analysis of each module as well as their developing competency in analytical and creative composing. The majority of assessment is non-examination style, including viva voce, listening, research and presentations utilising information technology. These tasks are structured to incorporate the specified components and weightings set out below.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 8</td>
<td>Term 2 Week 8</td>
<td>Term 3 Week 8/9</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Writing Portfolio</td>
<td>Tutorial Presentation</td>
<td>Yearly Examination</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td>P1, 3</td>
<td>P1, 2</td>
<td>P1, 2, 3</td>
<td></td>
</tr>
</tbody>
</table>

Knowledge and understanding of complex texts and of how and why they are valued. 50% 10 20 20
Skills in complex analysis; sustained composition; independent investigation. 50% 20 20 10

Total 100% 30% 40% 30%

Preliminary Course Outcomes

A student:

1 understands how and why texts are valued in and appropriated into a range of contexts.
2 develops skills in independent investigation, involving particular texts and their manifestations in various forms, and within particular cultural contexts.
3 develops skills in extended composition in a range of modes and media for different audiences and purposes.
Assessment Approach and Requirements

Topics studied include:
- Financial Mathematics
- Data Analysis
- Measurement
- Right-angled Triangles
- Probability
- Algebra and Algebraic Modelling
- Practical Focused Studies

Preliminary course assessment will be based on the four tasks below.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
<td>Term 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 4</td>
<td>Week 3</td>
<td>Week 2</td>
<td>Week 9</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Class Test</td>
<td>Half Yearly Examination</td>
<td>Class Test</td>
<td>Yearly Examination</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td>Reasoning and Communication</td>
<td>50%</td>
<td>7.5</td>
<td>12.5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Knowledge, Skills &amp; Understanding</td>
<td>50%</td>
<td>7.5</td>
<td>12.5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>15%</td>
<td>25%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes

<table>
<thead>
<tr>
<th>MGP</th>
<th>Uses and applies relevant mathematics and statistics to compare alternative solutions to contextual problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Represents information in symbolic, graphical and tabular form.</td>
</tr>
<tr>
<td>3</td>
<td>Represents the relationships between changing quantities in algebraic and graphical form.</td>
</tr>
<tr>
<td>4</td>
<td>Performs calculations in relation to two-dimensional and three-dimensional figures.</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units.</td>
</tr>
<tr>
<td>6</td>
<td>Models financial situations relevant to the student's current life using appropriate tools.</td>
</tr>
<tr>
<td>7</td>
<td>Determines an appropriate form of organisation and representation of collected data.</td>
</tr>
<tr>
<td>8</td>
<td>Performs calculations in relation to the likelihood of familiar events.</td>
</tr>
<tr>
<td>9</td>
<td>Uses appropriate technology to organise information from a limited range of practical and everyday contexts.</td>
</tr>
<tr>
<td>10</td>
<td>Justifies a response to a given problem using appropriate mathematical terminology.</td>
</tr>
</tbody>
</table>
Mathematics

Assessment Approach and Requirements

Topics studied include:

- Basic arithmetic and algebra
- Real Functions
- Trigonometric Ratios
- Linear Functions
- Plane Geometry
- Differential Calculus

Preliminary course assessment will be based on the four tasks below.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
<td>Term 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 4</td>
<td>Week 3</td>
<td>Week 2</td>
<td>Week 9</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Class Test</td>
<td>Half Yearly Examination</td>
<td>Class Test</td>
<td>Yearly Examination</td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td>1-4</td>
<td>1-4</td>
<td>1-4</td>
<td>1-5</td>
</tr>
<tr>
<td>Reasoning &amp; Communication</td>
<td></td>
<td>50%</td>
<td>7.5</td>
<td>12.5</td>
<td>10</td>
</tr>
<tr>
<td>Knowledge, Skills &amp; Understanding</td>
<td></td>
<td>50%</td>
<td>7.5</td>
<td>12.5</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td>15%</td>
<td>25%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes

1. demonstrates confidence in using mathematics to obtain realistic solutions to problems.
2. provides reasoning to support conclusions which are appropriate to the context.
3. performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities.
4. chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques.
5. understands the concept of a function and the relationship between a function and its graph.
6. relates the derivative of a function to the slope of its graph.
7. determines the derivative of a function through routine application of the rules of differentiation.
8. understands and uses the language and notation of calculus.
Assessment Approach and Requirements

Topics studied include:

- Polynomials
- Circle Geometry
- Further Inequalities
- Permutations and Combinations
- Further Trigonometry
- Proof by Mathematical Induction
- Further Coordinate Geometry
- Parametric Equations
- Harder Applications of the Preliminary 2 Unit Course

The Preliminary course assessment will be based on the four tasks below.

### Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 5</td>
<td>Term 2 Week 4</td>
<td>Term 3 Week 3</td>
<td>Term 3 Week 9</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Class Test</td>
<td>Half Yearly Examination</td>
<td>Class Test</td>
<td>Yearly Examination</td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td>1, 2, 5, 7</td>
<td>1, 2, 4, 5, 7</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
</tr>
</tbody>
</table>

| Reasoning & Communication | 50% | 7.5 | 12.5 | 10 | 20 |
| Knowledge, Skills & Understanding | 50% | 7.5 | 12.5 | 10 | 20 |

Total 100% 15% 25% 20% 40%

### Preliminary Course Outcomes

1. appreciates the role of mathematics in the solution of practical problems.
2. uses multi-step deductive reasoning in a variety of contexts.
3. uses inductive reasoning in the construction of proofs.
4. solves problems involving permutations and combinations.
5. solves problems involving polynomials, circle geometry and inequalities.
6. uses identities to solve trigonometric equations.
7. makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations.
Assessment Approach and Requirements

Students will demonstrate knowledge and understanding of the course content through inquiry and research tasks. They will develop source-based skills and communicate their historical understanding using appropriate historical terms, concepts and written forms.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 9</td>
<td>Term 2 Week 2</td>
<td>Term 2 Week 9</td>
<td>Term 3 Week 8</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Research Task and In-class essay</td>
<td>Half Yearly Examination</td>
<td>Oral Presentation and Essay</td>
<td>Yearly Examination</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td>Communication of historical understanding</td>
<td>1.1, 1.2, 2.1, 3.2, 3.3, 3.5, 4.2</td>
<td>1.1, 1.2, 2.1, 3.1, 3.3, 4.1, 4.2</td>
<td>1.2, 2.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2</td>
<td>1.1, 1.2, 2.1, 3.1, 3.3, 4.1, 4.2</td>
</tr>
<tr>
<td></td>
<td>Historical inquiry and research</td>
<td>20%</td>
<td>5</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Source Based skills</td>
<td>20%</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Knowledge and understanding of course content</td>
<td>40%</td>
<td>10</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes

1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present
1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present
2.1 identify forces and ideas and explain their significance in contributing to change and continuity from the Eighteenth century to the present
3.1 ask relevant historical questions
3.2 locate, select and organise relevant information from different types of sources
3.3 comprehend and analyse sources for their usefulness and reliability
3.4 identify and account for differing perspectives and interpretations of the past
3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
4.1 use historical terms and concepts appropriately
4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms
Assessment Approach and Requirements

Students will develop knowledge, understanding and skills in the concepts of music through performing, composing, and listening.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 2</td>
<td>Term 2 Week 9</td>
<td>Term 3 Week 4</td>
<td>Term 3 Week 8</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Topic 1 Solo Performance</td>
<td>Half Yearly Examination</td>
<td>Composition and Viva Voce</td>
<td>Performance and Viva Voce</td>
<td>Composition and Yearly Examination</td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td>1, 7, 9, 10, 11</td>
<td>4, 6, 10, 11</td>
<td>2, 3, 5, 8, 10, 11</td>
<td>1, 2, 5, 9, 10, 11</td>
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<tr>
<td>Performance</td>
<td>25%</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Musicology</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Aural</td>
<td>25%</td>
<td></td>
<td></td>
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<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>10%</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes

1. performs music that is characteristic of the topics studied.
2. observes, reads, interprets and discusses simple musical scores characteristic of topics studied.
3. improves and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied.
4. recognises and identifies the concepts of music and discusses their use in a variety of musical styles.
5. comments on and constructively discusses performances and compositions.
6. observes and discusses concepts of music in works representative of the topics studied.
7. understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied.
8. identifies, recognises, experiments with and discusses the use of technology in music.
9. performs as a means of self-expression and communication.
10. demonstrates a willingness to participate in performance, composition and musicology activities.
11. demonstrates a willingness to accept and use constructive criticism.
Assessment Approach and Requirements

Throughout the Preliminary Course a variety of assessment techniques are used to assess understanding and level of skill achieved. Critical inquiry and practical application are assessed through the research and design of a targeted program, tests and examinations, and an in-class critique of a sports' performance.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 8</td>
<td>Term 2 Week 2</td>
<td>Term 3 Week 4</td>
<td>Term 3 Week 8</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Core 1 Action Plan</td>
<td>Half Yearly Examination</td>
<td>Option 1 First Aid Test</td>
<td>Yearly Examination</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td>7, 8, 9, 10, 11, 16, 17</td>
<td>1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 14, 15, 16, 17</td>
<td>6, 12, 15, 16</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17</td>
</tr>
<tr>
<td>Knowledge and understanding of the factors that affect health. Knowledge and understanding about the way the body moves.</td>
<td>40%</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Skills in capacity to exercise influence over personal and community health outcomes, and an ability to take action to improve participation and performance in physical activity.</td>
<td>30%</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>The ability to apply the skills of critical thinking, research and analysis.</td>
<td>30%</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>20%</td>
<td>30%</td>
<td>20%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes

1. identifies and examines why people give different meanings to health and to physical activity.
2. explains how nutrition, physical activity, drug use and relationships affect personal health.
3. recognises that health is determined by socio-cultural, economic and environmental factors.
4. identifies aspects of health over which individuals can exert some control.
5. plans for and can implement actions that can support the health of others.
6. proposes actions that can improve and maintain personal health.
7. explains how body structures influence the way the body moves.
8. describes the components of physical fitness and explains how they are monitored.
9. describes biomechanical factors that influence the efficiency of the body in motion.
10. plans for participation in physical activity to satisfy a range of individual needs.
11. assesses and monitors physical fitness levels and physical activity patterns.
12. demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1).
13. develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2).
14. demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4).
15. forms opinions about health-promoting actions based on a critical examination of relevant information.
16. utilises a range of sources to draw conclusions about health and physical activity concepts.
17. analyses factors influencing movement and patterns of participation.
**Assessment Approach and Requirements**

Assessment in Visual Arts is an ongoing evaluation of a student's ability to investigate art making as a practice, as well as art criticism and art history, and engaging in the outcomes provided from the syllabus.

**Assessment Schedule**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 4</td>
<td>Term 1 Week 9</td>
<td>Term 2 Week 3</td>
<td>Term 3 Week 3</td>
<td>Term 3 Week 8</td>
</tr>
<tr>
<td><strong>Type of Task</strong></td>
<td></td>
<td>Presentation and Research Paper</td>
<td>Artwork and Evaluation of VAPD</td>
<td>Half Yearly Examination</td>
<td>Essay</td>
<td>Body of Work and Yearly Examination</td>
</tr>
<tr>
<td><strong>Outcomes Assessed</strong></td>
<td></td>
<td>7, 9, 10</td>
<td>1, 2, 3, 6</td>
<td>7, 8, 9</td>
<td>7, 8, 9, 10</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>Artmaking</td>
<td>50%</td>
<td></td>
<td></td>
<td>25</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Art criticism/ art history</td>
<td>50%</td>
<td>10</td>
<td></td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>10%</td>
<td>25%</td>
<td>10%</td>
<td>10%</td>
<td>45%</td>
</tr>
</tbody>
</table>

**Preliminary Course Outcomes**

1. explores the conventions of practice in artmaking.
2. explores the roles and relationships between the concepts of artist, artwork, world, and audience.
3. identifies the frames as the basis of understanding expressive representation through the making of art.
4. investigates subject matter and forms as representations in artmaking.
5. investigates ways of developing coherence and layers of meaning in the making of art.
6. explores a range of material techniques in ways that support artistic intentions.
7. explores the conventions of practice in art criticism and art history.
8. explores the roles and relationships between the concepts of artist, artwork, world, and audience through critical and historical investigations of art.
9. identifies the frames as the basis of exploring different orientations to critical and historical investigations of art.
10. explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.
<table>
<thead>
<tr>
<th>Glossary of Key Assessment words as defined by the NSW Board of Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Account</strong></td>
</tr>
<tr>
<td><strong>Analyse</strong></td>
</tr>
<tr>
<td><strong>Apply</strong></td>
</tr>
<tr>
<td><strong>Appreciate</strong></td>
</tr>
<tr>
<td><strong>Assess</strong></td>
</tr>
<tr>
<td><strong>Calculate</strong></td>
</tr>
<tr>
<td><strong>Clarify</strong></td>
</tr>
<tr>
<td><strong>Classify</strong></td>
</tr>
<tr>
<td><strong>Compare</strong></td>
</tr>
<tr>
<td><strong>Construct</strong></td>
</tr>
<tr>
<td><strong>Contrast</strong></td>
</tr>
<tr>
<td><strong>Critically (analyse/evaluate)</strong></td>
</tr>
<tr>
<td><strong>Deduce</strong></td>
</tr>
<tr>
<td><strong>Define</strong></td>
</tr>
<tr>
<td><strong>Demonstrate</strong></td>
</tr>
<tr>
<td><strong>Describe</strong></td>
</tr>
<tr>
<td><strong>Discuss</strong></td>
</tr>
<tr>
<td><strong>Distinguish</strong></td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
</tr>
<tr>
<td><strong>Examine</strong></td>
</tr>
<tr>
<td><strong>Explain</strong></td>
</tr>
<tr>
<td><strong>Extract</strong></td>
</tr>
<tr>
<td><strong>Extrapolate</strong></td>
</tr>
<tr>
<td><strong>Identify</strong></td>
</tr>
<tr>
<td><strong>Interpret</strong></td>
</tr>
<tr>
<td><strong>Investigate</strong></td>
</tr>
<tr>
<td><strong>Justify</strong></td>
</tr>
<tr>
<td><strong>Outline</strong></td>
</tr>
<tr>
<td><strong>Predict</strong></td>
</tr>
<tr>
<td><strong>Propose</strong></td>
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<tr>
<td><strong>Recall</strong></td>
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<tr>
<td><strong>Recommended</strong></td>
</tr>
<tr>
<td><strong>Recount</strong></td>
</tr>
<tr>
<td><strong>Summarise</strong></td>
</tr>
<tr>
<td><strong>Synthesise</strong></td>
</tr>
</tbody>
</table>
Stage 6
Illness/Misadventure Form

Students are to use this form when they have been unable to submit an assessment task by the due date and have legitimate reasons to support their late submission.

1. Students must submit this signed form to the relevant teacher for approval as soon as practical.
2. If approval is granted, the student must acknowledge the revised due date and note it in their records.
3. The teacher will record the revised date on Edumate.
4. Students will be expected to complete/submit their task by 9:00am on the revised date.
5. If the revised date is missed the standard consequences will apply for a late task, ie N-Determination warning.
For a detailed overview please consult the ‘Assessment Guideline section’ in the student Assessment Handbook.

Student Section (Please fill out all details)

Student Name: ___________________________ Teacher: ___________________________

Today’s Date: ___________________________ Task Name: ___________________________

Task Name: ___________________________ Original due date: ______________________

Reason for late submission or requested extension (please supply a medical certificate if illness is relevant):
__________________________________
__________________________________
__________________________________

This is a true and valid account:

Student signature ___________________________ Date ___________________________

Parent/Guardian signature ___________________________ Date ___________________________

COLLEGE USE ONLY

Teacher Section (Complete all details and enter this on Edumate as a note then forward form to Director of Learning Innovation)

Approved □ Declined □ Revised due date: ___________________________

Teacher signature ___________________________ Date ___________________________

Director of Learning Innovation signature ___________________________ Date ___________________________

Student Receipt

Student Name: ___________________________ Teacher: ___________________________

Task: ___________________________ Revised due date: ___________________________

Director of Learning Innovation signature: ___________ Date: ___________________________
Stage 6 Extension Form

Students are to use this form when they will be unable to submit an assessment task by the due date and have legitimate reasons to support their late submission.

1. Students must submit this signed form to the relevant teacher for approval at least 48 hours before the due date.
2. If approval is granted, the student must acknowledge the revised due date and note it in their records.
3. The teacher will record the revised date on Edumate.
4. Students will be expected to complete/submit their task by 9:00am on the revised date.
5. If the revised date is missed the standard consequences will apply for a late task, ie N-Determination warning.

For a detailed overview please consult the ‘Assessment Guideline section’ in the student Assessment Handbook.

Student Section (Please fill out all details)

Student Name: ___________________________  Teacher: ___________________________

Today's Date: ___________________________  Task Name: ___________________________

Task Name: ___________________________  Original due date: _______________________ 

Reason for requested extension: ___________________________________________________

This is a true and valid account:

Student signature ___________________________________ Date ________________

Parent/Guardian signature ___________________________________ Date ________________

Teacher Section (Complete all details and enter this on Edumate as a note then forward form to Director of Learning Innovation)

Approved ☐  Declined ☐  Revised due date: ___________________________

Teacher signature ___________________________________ Date ________________

Director of Learning Innovation signature ___________________________________ Date ________________

Student Receipt

Student Name: ___________________________  Teacher: ___________________________

Task: ___________________________  Revised due date: ___________________________

Director of Learning Innovation signature: __________  Date: ___________________________
Stage 6
Permitted Absence Form

Students are to use this form when they intend to be absent from the College the day before an Assessment Task is due.

- Students must submit this signed form to the Director of Learning Innovation for approval at least 48 hours before the due date.

For a detailed overview please consult the ‘Assessment Guideline section’ in the student Assessment Handbook.

Student Section (Please fill out all details)

Student Name: ________________________________  Teacher: ________________________________

Today’s Date: ________________________________  Task Name: ________________________________

Reason for permitted absence request: __________________________________________________________

This is a true and valid account:

Student signature  Date

Parent/Guardian signature  Date

Teacher Section (Complete all details and enter this on Edumate as a note then forward form to Director of Learning Innovation)

Approved ☐  Declined ☐  Revised due date: ________________________________

Teacher signature  Date

Director of Learning Innovation signature  Date

Student Receipt

Student Name: ________________________________  Teacher: ________________________________

Task: __________________________________________  Revised due date: ________________________________

Director of Learning Innovation signature: _________  Date: ________________________________
### Assessment Task

**Cover Sheet**

**To be completed by teacher/student**

<table>
<thead>
<tr>
<th>Student Name: ___________________________</th>
<th>Class: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: ________________________________</td>
<td>Subject: _________________________</td>
</tr>
<tr>
<td>Assignment Title: ________________________</td>
<td>Due Date: ________________________</td>
</tr>
</tbody>
</table>

**To be completed by student**

**Student Statement of Submission**

I declare that:

- there are ______ pages attached to this cover sheet.
- the assignment I am submitting for assessment is entirely my own original work.
- I have not copied or plagiarised any other person's work.
- I have not submitted this assignment previously.
- no other person has previously submitted this assignment.
- where I have used material that is not my original work, I have reference to this in my bibliography.
- I have made, and have kept, a copy of this original assignment.

Student Signature: ___________________________ Date: ________________

**To be completed by student and signed LRC Manager**

Date Submitted: ___________________________ Time Submitted: ___________________________

I have checked the assignment and it contains ______ pages of information.

Signature: ___________________________ Date: ________________

### Student receipt – to be completed by student

<table>
<thead>
<tr>
<th>Student Name: ___________________________</th>
<th>Class: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: ________________________________</td>
<td>Subject: _________________________</td>
</tr>
<tr>
<td>Assignment Title: ________________________</td>
<td>Due Date: ________________________</td>
</tr>
</tbody>
</table>

**To be completed by student and signed LRC Manager**

Date Submitted: ___________________________ Time Submitted: ___________________________

No. Pages: ____________ Office Signature: ___________________________

*The student named must keep this original receipt.*

*In the event of a dispute regarding submission this receipt is evidence that the stated assignment has been submitted.*
Change of Subject Request

Prior to any change of subject, this form must be completed and returned to the Director of Learning Innovation. Parents or guardians must also authorise the change.

Student’s name: ____________________________  Year: Preliminary or HSC (Circle)

Date of request: ____________________________

<table>
<thead>
<tr>
<th>Current Subjects</th>
<th>Units</th>
<th>Keep</th>
<th>Drop</th>
<th>Enrol</th>
<th>Teacher approval</th>
<th>Reason for dropping subject or enrolment in subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

New Subject/s


Total amount of units with above changes: ____________  Do you plan to study at university? Yes / No

Are you planning on receiving an ATAR? Yes / No

What is your proposed career path?


Parent/Guardian approval

Date

Director of Learning Innovation approval

Date

Office use only

Admin

DLI

Units checked

Update Edumate

Eligible for ATAR

Print & distribute new student timetable

Notify relevant staff – including Student Services

Update BOS
I acknowledge receipt of the booklet:

**Stage 6 – Preliminary Assessment Handbook**

*AND* I understand that I am required to be familiar with this booklet

Student’s name: ____________________________________________

Signed: ________________________________________________ Student Date

Signed: ________________________________________________ Parent/Guardian Date

Please return this page to Student Services.

This page will be filed in individual Student Records as a legal document which verifies the receipt of the booklet.