



COLO HIGH SCHOOL

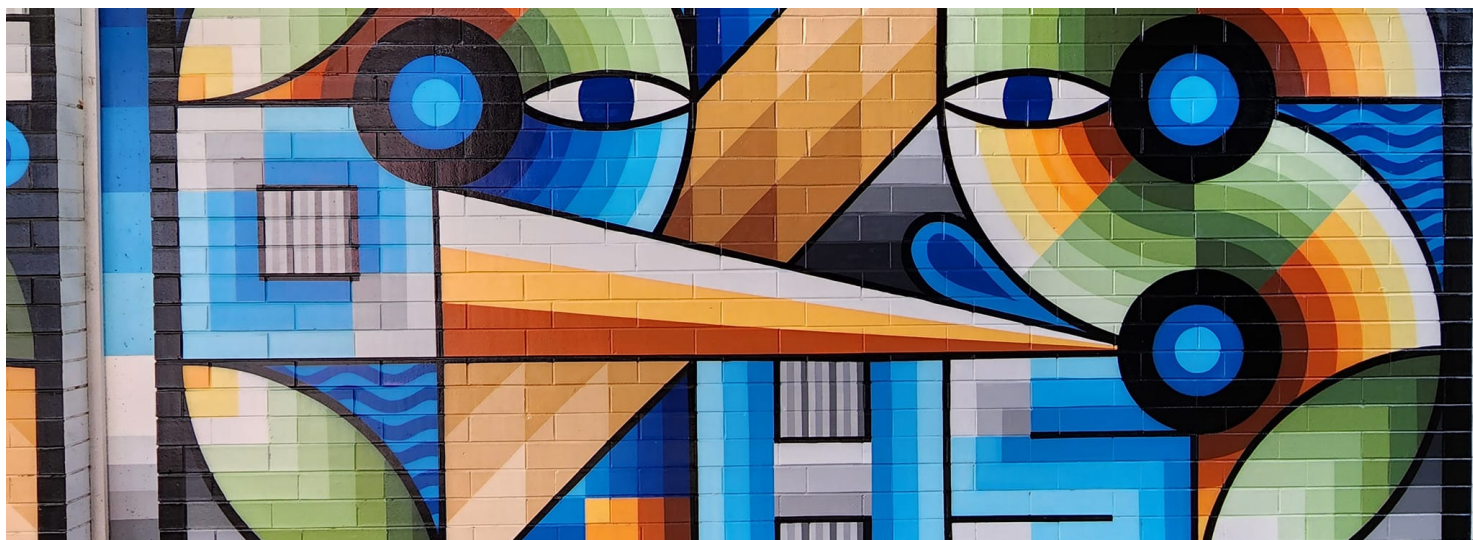
**ASSESSMENT  
BOOKLET  
2024**

*Preliminary HSC*

**YEAR 11**

ASSESSMENT 2024

# YEAR 11



The Higher School Certificate uses a standards-referenced approach for assessing and reporting student achievement. The student's HSC mark is the average of the Moderated Assessment Mark and Examination Mark. It is reported over the full range of 0-100 for 2 Unit Courses. The minimum standard expected is 50. The Assessment Mark is moderated to ensure that students' results across the State can be compared accurately and fairly.

For each Board Developed Course, schools are required to provide NSW Education Standards Authority (NESA) with a mark for each student. The mark must be calculated in accordance with NESA's requirements for that course. The internal assessment mark is to be based on the HSC course only (except for Mathematics). It must incorporate the mandatory assessment components and weightings found in the syllabus document for each subject. The mark submitted to NESA indicates the rank order of students and the relative differences between them in terms of their achievement.

For each HSC Board Endorsed Course, schools are required to submit assessment marks for students in line with NESA's endorsement of those courses

Schools are not required to submit assessment marks for Vocational Education and Training Courses, but assessment marks will be calculated and held in the school to be used as an indicator of achievement in cases of illness or misadventure.

## PRELIMINARY HSC FREQUENTLY ASKED QUESTIONS

### 1. What makes up HSC Assessment?

HSC Assessment occurs at two levels. A mark is awarded at each level.

- a) Externally - HSC Examination
- b) Internally - School "Assessment Tasks"

- The school "Assessment Mark" is the final mark received as a result of assessment tasks carried out during the HSC Course. In each course the assessment mark is used to rank or give an order of merit reflecting the student's place relative to other students in that course

## 2. What happens to my Assessment Mark?

An assessment mark for each candidate is submitted to NESA for each course offered at the school. Each assessment mark is “moderated” following a process developed by the University of Sydney. Moderation occurs so that comparison between students across the state can be fairly undertaken. The moderated assessment mark appears on the Record of Achievement that accompanies the Higher School Certificate for each course.

**N.B. The final ranking of students and the ‘spacing’ between students are the major determinants used by NESA to moderate marks.**

## 3. What is meant by SATISFACTORY COMPLETION of the Preliminary HSC Course?

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

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

In addition to any other set tasks and experiences in any Preliminary HSC course, students must complete Preliminary HSC assessment tasks that contribute in excess of 50% of available marks.

## 4. What are included as COURSE REQUIREMENTS?

Course Requirements have two major parts:

- a) **Course Work:** This includes class work, class tests, essays, set tasks in class, assignments and regular homework.
- b) **HSC Assessment Tasks:** These are clearly identified tasks which must be completed in each course. The tasks are identified in the HSC Assessment Tasks and Schedule handout for each course and contribute to the final assessment mark for each course.

**N.B. Completion of assessment tasks alone does not automatically mean the courses’ outcomes have been met.**

## 5. What if I choose to ignore aspects of course work and / or assessment tasks?

Students are expected to attempt all work. (See Question 4 above.) Failure to work with due diligence and sustained effort and / or failure to make a genuine attempt at work could result in the award of a “N” (Non-completion) determination. Failure to complete, submit or be present for an assessment task without a valid reason could result in the award of a “N” (Non-completion) determination.

Students and parents / guardians will be informed in writing if the student is at risk of being given a “N” (Non-completion) determination in any course.

**N.B. A response from the student’s parent / guardian is encouraged however, a failure to respond, does not negate the fact that notification has occurred.**

## 6. What is the Senior Student Review Panel?

The Senior Review Panel is made up of the Principal’s nominees and is convened if any aspect of a student’s progress warrants concern.

Often these students are those performing at a level considerably below that which is expected or are at considerable risk of not meeting the requirements, of one, or some, of their courses of study.

Students who appear before the Senior Review Panel are expected to have a parent / guardian attend with them. An outcome of attendance at a hearing of the Panel will be a series of undertakings that the student agrees to in an effort to improve his / her performance in his / her study program. Further reviews of a student’s progress will follow the panel meeting.




**7. What are my attendance requirements?**

a) Principals may determine that, as a result of absence, the course completion criteria may not be met. Absences, fractional truanancies and poor punctuality will be regarded seriously by the Principal. Students will be warned if absences are placing them at risk of a “N” (Non-completion) determination. Following a second warning, a “N” determination may be awarded.

b) Where an assessment task is to be completed at school, students are expected to attend any lessons that are scheduled for them on the preceding school day and on the day of the task. Being absent to prepare assessment tasks by set dates shows poor time management and is regarded as seriously as “truancy”.

**8. What happens if I fail to complete, submit or be present for an assessment task?**

**\* Contact must be made with the school prior to or on the day of the assessment if it is to be missed.**

<p>a) Report to the class teacher to inform them that a task has been missed. Ask for misadventure/illness application form if needed.</p>		<p>Student, teacher and Head Teacher, negotiate a time to complete the task or an alternate task regardless of whether or not an assessment mark is to be awarded.</p>
<p>b) A misadventure/illness application must be submitted within 2 school days of return to the HT of the subject. The application will be considered by the Head Teacher and the Principal.</p>		<p>Reason for absence is considered NOT VALID / INAPPROPRIATE; Zero “0” awarded.  Reason for absence considered VALID; consideration given.</p>
<p>b) A misadventure/illness application must be submitted within 2 school days of return to the HT of the subject. The application will be considered by the Head Teacher and the Principal.</p>		<p>Zero “0” awarded.</p>

**Other points:**

- In the case of illness, an application form must be accompanied by a medical certificate.
- Work submitted late will receive a **zero “0”**. **No percentage reductions are permitted at all.**
- No consideration can be given when students choose not to complete, submit or be present for an assessment task/s by the due date/time.
- No consideration can be given when students fail to submit a misadventure/illness application within the required 2 school days.

**9. What does misadventure mean?**

Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the **documentary evidence** which is handed in to support the misadventure claim.

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The following circumstances are examples of situations where consideration **CANNOT** be given:

- dental appointments
- driving tests; social visits; too tired
- illness without a doctor's / medical certificate
- misadventure without reasonable proof
- misunderstood times or instructions given

### 10. What happens when I know before a task that I will be absent?

Notice of FORESEEABLE ABSENCES must be brought to the attention of the class teacher and subject Head Teacher so that negotiations can be made to set alternate dates / tasks.

Students are permitted to submit set tasks prior to the due date in these situations as long as this is agreed upon by the teacher. It is the student's responsibility to plan around foreseeable absences.

### 11. When and how will I be given notice of assessment tasks?

At the commencement of the Preliminary HSC Course students will be given assessment schedules for each course. These schedules are a guidelines which indicate the number of tasks, due week/s, lead time given and the nature of the task/s, along with assessment weightings and components.

Students will be given at least two (2) weeks notification in writing before each assessment task is due or to be completed. This notification will occur in class.

Sometimes it may be necessary to change the date of a particular task due to unforeseen circumstances. The class will be informed in writing of any change. Where possible, two (2) weeks' notice will be given.

### 12. What happens if I am absent from class on the day final assessment task details are given?

**N.B This will be in writing.**

You are always responsible for finding out work missed in particular subjects. This includes assessment task written notifications, notes issued in class etc. It is not the responsibility of the teacher to "chase" the student for notification.

If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints). The Head Teacher will make the final decision in these circumstances.

### 13. What do I do when handing in a task?

The student must present/submit the task to the class teacher, subject Head Teacher or nominated teacher on the due date and by the due time. Do not assume the due time is negotiable; it is **"absolute"**. This is to be **done by the method indicated on the assessment notification and may include online submission via Google Classroom or other electronic means.**

The written task notification sheet must be handed in with the task. At this time the student will sign the top section of the notification sheet. The bottom section should be filled out by the student, signed by the teacher and torn off and retained by the student.

This receipt may be called upon as evidence that work has been submitted / completed.

### 14. What are my responsibilities regarding submission of tasks other than written ones?

Students must ensure that any disks, films or tapes are operable on standard school equipment. This must be checked **before** submission.

### 115. What is a non-serious attempt?

Tasks completed or submitted in a course that are, in the professional judgement of the teacher, not meeting even a basic / elementary level of achievement of the course outcomes or shows a non-genuine attempt can be regarded as a **non-serious attempt**, and registered as a zero "0" mark.

Students who make a **non-serious attempt** will be required to re-do / complete the task to a standard that meets the course outcomes as required by NESAs. However, the mark awarded for the re-submission of the task will not be included in the final assessment mark. An N award warning letter will be sent home.

The Head Teacher may be involved in making a final decision in the case of a non-serious attempt.

### 16. Can I query results of individual assessment tasks?

Yes, students can query aspects related to the task. However, any disputes over an individual task must be resolved within two (2) school days of the return of the task. Direct these queries to the class teacher.

**N.B. A student cannot query a teacher's professional judgement.**

### 17. What happens if there is an invalid or problematic assessment task?

- a completed task may have its weighting reduced
- a replacement task may be added
- in extreme cases the task may be discarded

Staff intrusion into moratoriums, however unintentional, may also result in the rescheduling of that task.

If a task is rescheduled, two weeks written notice must be given.

Students should **report** situations where the moratoriums have been impinged upon.

### 18. What is meant by "Unfair Advantage"/Malpractice" in Examinations?

Every effort is made to ensure all students have the same opportunity. To guarantee this, students sitting any examination or completing any task must follow procedures and rules to stop any unfair advantage. The following information applies in all exams:

**Exam Information (Examinations include major school exams and class tests / assessments).**

- Students may not borrow any equipment from any person during this examination.
- No student may communicate or attempt to communicate with any other person, except the supervising teacher, during this examination.
- The penalty for communication or attempted communication is the loss of all marks for this examination.
- Any student who is caught cheating or attempting to cheat will also lose all marks for this examination.
- If you wish to ask a question during this examination, please raise your hand and a teacher will come to you. Do not leave your seat.
- Action will be taken against any student who disrupts or attempts to disrupt any part of any examination in any way.
- Mobile phones are not to be brought into the examination room.
- No examination paper (or part thereof) is to be removed from the examination room.

The above rules apply from the time the student enters the exam room until all papers are handed in and the student has been formally dismissed.

### 19. What is meant by Unfair Advantage/Malpractice in Assessment Tasks?

Plagiarism (cheating) or malpractice is dishonest behaviour by a student and the consequences are serious.

If a student has been found to have gained an unfair advantage by:

- a) copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as their own;

- b) using material directly from books, journals, CDs or the internet without acknowledging the source;
- c) submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- d) paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals or for any of the reasons contained in the exam information in Question 18, a **zero "0" mark will be awarded.**

### 20. Can I complete class or assessment tasks at home?

Some assessment tasks in different courses require that all the work on the task is completed under the supervision of the class teacher. Other courses require lesser degrees of supervision. Students must clarify the supervision requirements of each task undertaken.

In courses where it is a requirement to complete tasks under teacher supervision, it is the right of the teacher to register a zero "0" for the task if this basic requirement has not been met or violated.

The teacher should not be expected to provide extra time out of normal course lesson times to allow students to complete teacher supervised tasks.

### 21. What happens regarding assessment and satisfactory completion in COMPETENCY-BASED COURSES?

Students in these courses do not have a formal assessment program involving set assessment tasks. Instead satisfactory completion requires students to achieve certain competencies within the course being studied.

It should be noted however, that where a student has not successfully completed any modules, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

### 22. How will my progress in the HSC Course be "reported"?

Students will receive two reports. A Mid-Course Report will be issued at the end of Semester 1 and a Final Course Report at the beginning of Term 4.

N.B. Where students are not making genuine attempts towards satisfactorily completing a course, notification will be given in writing to parents.

### 23. What information will be contained on "reports"?

The Course Reports will contain information about the level of achievement, focus outcomes, as well as personal profiles and examination marks and examination ranks.



# ASSESSMENT SUPPORT DOCUMENT:

## - A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

<b>ACCOUNT</b>	Account for: state reasons for, report on. Give an account of: narrate a Series of events or transactions.
<b>ANALYSE</b>	Identify components and the relationship between them; draw out and relate implications
<b>APPLY</b>	Use, utilise, employ in a particular situation.
<b>APPRECIATE</b>	Make a judgement about the value of
<b>ASSESS</b>	Make a judgement of value, quality, outcomes, results or size
<b>CALCULATE</b>	Ascertain / determine from given facts, figures or information
<b>CLARIFY</b>	Make clear or plain
<b>CLASSIFY</b>	Arrange or include in classes/categories
<b>COMPARE</b>	Show how things are similar or different
<b>CONSTRUCT</b>	Make; build; put together items or arguments
<b>CONTRAST</b>	Show how things are different or opposite
<b>CRITICALLY ANALYSE / EVALUATE</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
<b>DEDUCE</b>	Draw conclusions

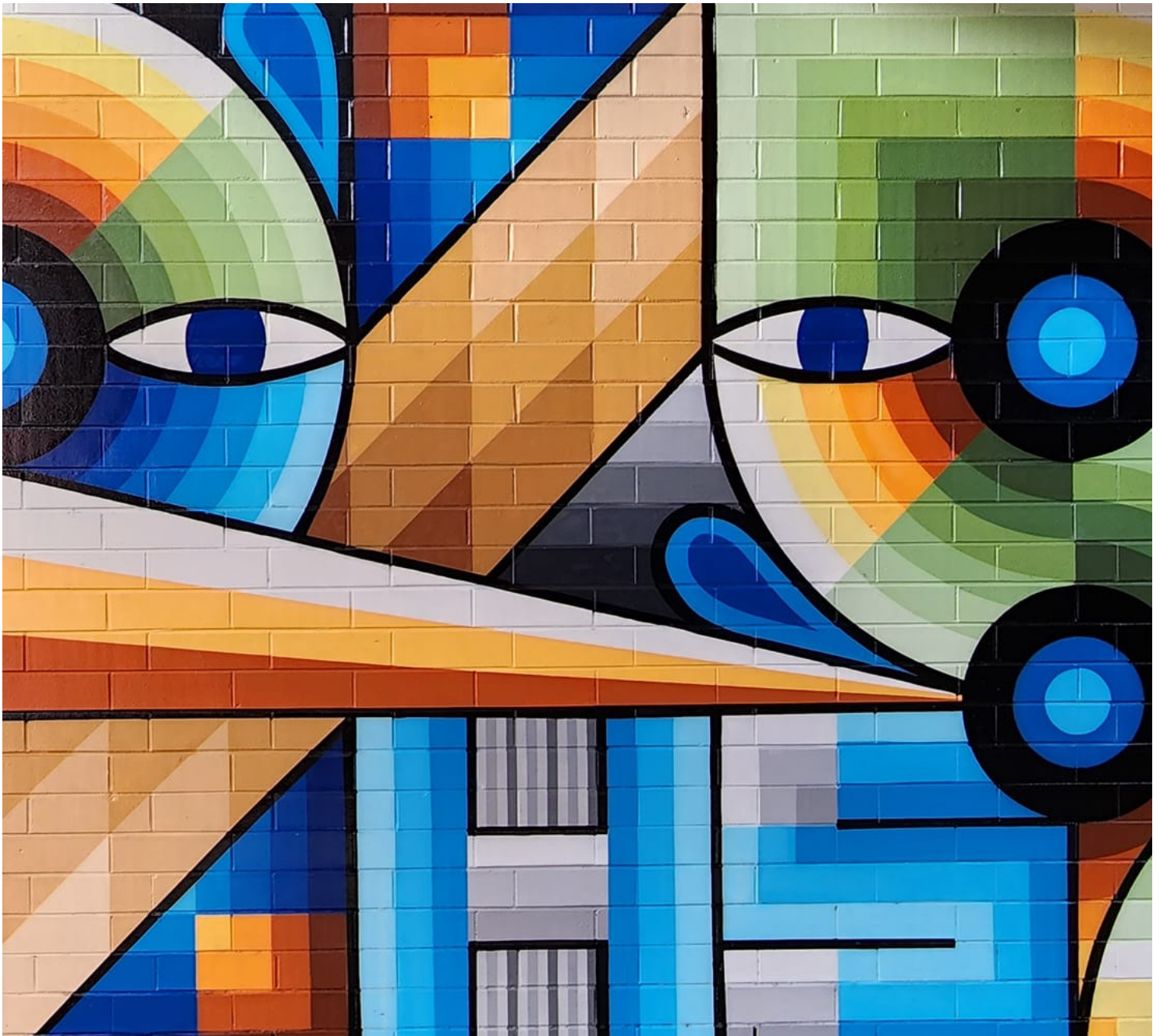


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<b>DEFINE</b>	State meaning and identify essential qualities
<b>DEMONSTRATE</b>	Show by example
<b>DESCRIBE</b>	Provide characteristics and features
<b>DISCUSS</b>	Identify issues and provide points for an/or against
<b>DISTINGUISH</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>EVALUATE</b>	Make a judgement based on criteria; determine the value of
<b>EXAMINE</b>	Inquire into
<b>EXPLAIN</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>EXTRACT</b>	Choose relevant and/or appropriate details
<b>EXTRAPOLATE</b>	Infer from what is known
<b>IDENTIFY</b>	Recognise and name
<b>INTERPRET</b>	Draw meaning from
<b>INVESTIGATE</b>	Plan, inquire into and draw conclusions about
<b>JUSTIFY</b>	Support an argument or conclusion
<b>OUTLINE</b>	Sketch in general terms; indicate the main features of
<b>PREDICT</b>	Suggest what may happen based on available information
<b>PROPOSE</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

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<b>RECALL</b>	Present remembered ideas, facts or experiences
<b>RECOMMEND</b>	Provide reasons in favour
<b>RECOUNT</b>	Retell a series of events
<b>SUMMARISE</b>	Express, concisely, the relevant details
<b>SYNTHESISE</b>	Putting together various elements to make a whole



# APPLICATION FOR SPECIAL CONSIDERATION

FOR ACCIDENT / MISADVENTURE / ILLNESS / SPECIAL CIRCUMSTANCES

This form is to be used when a student has not submitted, completed or been present for an examination or assessment.

**THIS FORM MUST BE HANDED IN WITHIN TWO (2) DAYS OF RETURNING TO SCHOOL**

**STUDENT NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_

**SUBJECT / COURSE:** \_\_\_\_\_ **TASK:** \_\_\_\_\_

**DUE DATE:** \_\_\_\_\_ **DATE OF ACTUAL SUBMISSION:** \_\_\_\_\_

**Student Statement:** (to be completed by the student).

My appeal is being lodged for the following reason(s):

- |   |  |
|---|--|
| <input type="checkbox"/> illness / misadventure | <input type="checkbox"/> final course rank                     |
| <input type="checkbox"/> the awarding of zero   | <input type="checkbox"/> acceptable reason for late submission |
| <input type="checkbox"/> final assessment mark  | <input type="checkbox"/> acceptable reason for non-submission  |

I did not complete / submit the indicated above on the due date for the following reason(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

**Subject Teacher Statement:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Attach supporting documentation (e.g. medical certificate) to this sheet and return it to the Head Teacher of the subject.**

**Head Teacher Recommendation:**

- |   |  |
|---|--|
| <input type="checkbox"/> Non-attempt, zero awarded, N award warning | <input type="checkbox"/> Late submission, zero awarded         |
| <input type="checkbox"/> Estimate based on other assessment results | <input type="checkbox"/> Estimate based on late submission     |
| <input type="checkbox"/> Estimate based on late submission          | <input type="checkbox"/> Extension of time granted until _____ |
| <input type="checkbox"/> Other: _____                               |  |

Signature of Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Decision of the Principal:**

\_\_\_\_\_  
\_\_\_\_\_

**Signature of Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# WORK PLACEMENT

## FOR SCHOOLS AND TAFE DELIVERED VET COURSES

STUDENT NAME: \_\_\_\_\_

VOCATIONAL COURSE: \_\_\_\_\_ CONTACT TEACHER: \_\_\_\_\_

WORK PLACEMENT DATES: \_\_\_\_\_

Dear Staff Member,

On the above dates \_\_\_\_\_ will be absent from school to attend a vocational work placement as a course requirement of \_\_\_\_\_

In the above vocational course classes following the placement, the student will be given time "in lieu" similar to that which he/she will miss in your class to catch up on work which he/she missed during the placement.

With this in mind, could you please list, on the reverse side of this form, details of any work which the student is likely to miss / has missed whilst attending work placement. The student will undertake to complete this work under the supervision of the course teacher, and will then seek your signature once such work has been completed.

Thank you for your assistance and cooperation.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Position

I understand that a condition of attending my work placement is that work missed whilst away from my regular classes must be completed in the time allocated to me when the work placement is finished. I understand that time will be given to me in vocational course class time to allow me to catch up on any work missed during the work placement.

Assessment tasks due during the work placement will need to be submitted on the Monday on return to school and it is your responsibility to ask your teachers to write it on the Independent learning contract prior to your work placement.

Assessment task issued in the week will be issued to you on your return and the due date will be worked out when you sign for the receipt of the task.

Prior to, and at completion of my placement I will ask each of my subject teachers to list any work I am likely to miss/have missed on the reverse side of this form. I understand I may not be allowed to undertake my work placement unless this is done.

I also agree that, should I fail to complete this work in the class time allocated, I will complete the work in my own time to the satisfaction of my subject teachers. I agree to meet these requirements by getting each of my subject teachers to "sign off" that they are satisfied.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Position

# INDEPENDENT LEARNING AGREEMENT

SUBJECT LINE	SUBJECT & TEACHER	Work missed during attendance at vocational course work placement (including assignments, homework etc.)	Assessment tasks to be renegotiated	Date completed	Teacher signature
1					
2					
3					
4					
5					
6					

*The completed Independent Learning Agreement is to be handed to Mrs Kumar upon completion.*

# BOARD DEVELOPED COURSES



**The following courses count towards your Preliminary HS**

# AGRICULTURE

**COURSE TYPE:** Board Developed

<b>TASK NUMBER</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>WEIGHTING</b>
<b>NATURE OF TASK</b>	Broiler Chick Scientific Trial	Farm Case Study Test	HSC Entrance Examination	
<b>TIMING</b>	Week 8 Term 1	Week 8 Term 2	Weeks 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	P2.2, P4.1	P1.1, P1.2, P2.3, P3.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	5	20	15	<b>40</b>
<b>KNOWLEDGE, UNDERSTANDING AND SKILLS REQUIRED TO MANAGE AGRICULTURAL PRODUCTION SYSTEMS</b>	10	10	20	<b>40</b>
<b>SKILLS IN EFFECTIVE RESEARCH, EXPERIMENTATION AND COMMUNICATION</b>	15		5	<b>20</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# ANCIENT HISTORY

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Historical Investigation	Source Analysis	HSC Entrance Examination	
<b>TIMING</b>	Week 1 Term 2	Week 4 Term 3	Weeks 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	AH11-3, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-7, AH11-9	
COMPONENTS				WEIGHTING %
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>		20	20	<b>40</b>
<b>KNOWLEDGE, UNDERSTANDING AND SKILLS REQUIRED TO MANAGE AGRICULTURAL PRODUCTION SYSTEMS</b>	10	10		<b>20</b>
<b>SKILLS IN EFFECTIVE RESEARCH, EXPERIMENTATION AND COMMUNICATION</b>	10		10	<b>20</b>
<b>COMMUNICATION OF HISTORICAL UNDERSTANDING OF SOURCES</b>		10	10	<b>20</b>
<b>TOTAL %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



# BIOLOGY

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Depth Study Investigation and Report Module 1 – Cells as a Basis of Life	Practical Skills Assessment Module 1 – Cells as a Basis of Life Module 2 – Organisation of Living Things	HSC Entrance Examination Module 1 – Cells as a Basis of Life Module 2 – Organisation of Living Things Module 3 – Biological Diversity Module 4 – Ecosystem Dynamics	
<b>TIMING</b>	Week 11 Term 1	Week 9 Term 2	Week 9 Term 3	
<b>OUTCOMES ASSESSED</b>	2, BIO11-3, BIO11-4, BIO11-5, BIO11-6 BIO11-7, BIO11-	BIO11-2, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9	BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9 BIO11-10, BIO11-11	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>SKILLS IN WORKING SCIENTIFICALLY</b>	20	20	20	<b>60</b>
<b>KNOWLEDGE AND UNDERSTANDING</b>	10	10	20	<b>40</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# BUSINESS STUDIES

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Research Task Nature of Business	Small Business Plan Business Planning	HSC Entrance Examination	
<b>TIMING</b>	Week 9 Term 1	Week 6 Term 3	Week 10 Term 3	
<b>OUTCOMES ASSESSED</b>	P1, P2, P7	P3, P6, P8, P9, P10	P1, P2, P3, P4, P5, P10	
COMPONENTS				WEIGHTING %
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	10	10	20	<b>40</b>
<b>STIMULUS-BASED SKILLS</b>	10		10	<b>20</b>
<b>INQUIRY AND RESEARCH</b>		10	10	<b>20</b>
<b>COMMUNICATION OF BUSINESS INFORMATION, IDEAS AND ISSUES IN APPROPRIATE FORMS</b>	10	10		<b>20</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# CHEMISTRY

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Practical Test  Module 1 Properties and Structure of Matter  Module 2 Quantitative Chemistry	Depth Study Report  Module 3 Reactive Chemistry	HSC Entrance Examination  Module 1 Properties and Structure of Matter  Module 2 Quantitative Chemistry  Module 3 Reactive Chemistry  Module 4 Drivers of Reactions	
<b>TIMING</b>	Week 3 Term 2	Week 4 Term 3	Weeks 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-7, CH11-8, CH11-9	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-10	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6 CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>SKILLS IN WORKING SCIENTIFICALLY</b>	20	30	10	<b>60</b>
<b>KNOWLEDGE AND UNDERSTANDING</b>	10	10	20	<b>40</b>
<b>TOTAL %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# COMMUNITY AND FAMILY STUDIES

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Resource Management Self Analysis/Case Study	Families and Communities Investigative Research, Analysis and Evaluation	HSC Entrance Examination	
<b>TIMING</b>	Week 9 Term 1	Week 9 Term 2	Weeks 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	P1.1, P1.2, P5.1, P6.1	P2.1, P2.4, P3.1 P4.1, P4.2, P6.2	All Outcomes P1.1 – P6.2	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	15	15	10	<b>40</b>
<b>SKILLS IN CRITICAL THINKING, RESEARCH METHODOLOGY, ANALYSING &amp; COMMUNICATING</b>	20	20	20	<b>60</b>
<b>TOTAL %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

# ENGLISH ADVANCED

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Reading to Write  Creative composition with reflection	Narratives that Shape our World  Multimodal Presentation	HSC Entrance Examination  Critical response	
<b>TIMING</b>	Week 9 Term 1	Week 9 Term 2	Week 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	P1.1, P1.2, P5.1, P6.1	P2.1, P2.4, P3.1 P4.1, P4.2, P6.2	All Outcomes P1.1 – P6.2	
COMPONENTS				WEIGHTING %
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	20	15	15	<b>50</b>
<b>SKILLS IN RESPONDING TO TEXTS AND COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE AND CONTEXT ACROSS ALL MODES</b>	20	15	15	<b>50</b>
<b>TOTAL %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# ENGLISH STANDARD

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Creative Composition and Reflection  Reading to Write	Multimodal Presentation  Contemporary Possibilities	HSC Entrance Examination  Extended Response	
<b>TIMING</b>	Week 9 Term 1	Week 9 Term 2	Weeks 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	EN11-1, EN11-3, EN11-9	EN11-2, EN11-4, EN11-5, EN11-6	EN11-1, EN11-3, EN11-7, EN11-8	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	20	15	15	<b>50</b>
<b>SKILLS IN RESPONDING TO TEXTS AND COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE AND CONTEXT ACROSS ALL MODES</b>	20	15	15	<b>50</b>
<b>TOTAL %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# ENGLISH STUDIES

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Portfolio Task  Mandatory Module: Achieving Through English	Multimodal Presentation  Elective 1	HSC Entrance Examination  Elective 2	
<b>TIMING</b>	Week 11 Term 1	Week 9 Term 2	Weeks 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	ES11-4, ES11-5, ES11-7, ES11-10	ES11-1, ES11-2, ES11-3, ES11-6, ES11-9	ES11-1, ES11-2, EN11-4, EN11-8	
COMPONENTS				WEIGHTING %
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	20	15	15	<b>50</b>
<b>SKILLS IN RESPONDING TO TEXTS AND COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE AND CONTEXT ACROSS ALL MODES</b>	20	15	15	<b>50</b>
<b>TOTAL %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# ENGLISH EXTENSION 1

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Imaginative response	Multimodal Task	Comparative essay	
<b>TIMING</b>	Week 1 Term 2	Week 6 Term 3	Weeks 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	EE11-1, EE11-2	EE11-1, EE11-4, EE11-5	EE11-1, EE11-3	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	15	20	15	<b>50</b>
<b>SKILLS IN RESPONDING TO TEXTS AND COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE AND CONTEXT ACROSS ALL MODES</b>	15	20	15	<b>50</b>
<b>TOTAL %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



# FOOD TECHNOLOGY

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Food quality experimentation and written report	Nutrition research task, practical	Preliminary Examination	
<b>TIMING</b>	Week 3 Term 2	Week 3 Term 3	Week 9/10 Term 3	
<b>OUTCOMES ASSESSED</b>	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.3, P5.1	P1.1, P1.2, P2.2, P4.4, P5.1	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	10	10	20	<b>40</b>
<b>KNOWLEDGE AND SKILLS IN DESIGNING, RESEARCHING, ANALYSING AND EVALUATING</b>	10	10	10	<b>30</b>
<b>SKILLS IN EXPERIMENTING WITH AND PREPARING FOOD BY APPLYING THEORETICAL CONCEPTS</b>	15	15		<b>30</b>
<b>TOTAL %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

# GEOGRAPHY

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Fieldwork – Case Study Report	Geographical Investigation	Preliminary Yearly Examination	
<b>TIMING</b>	Term 1 Week 8	Term 3 Week 5	Term 3 Week 9-10	
<b>OUTCOMES ASSESSED</b>	GE11-01, GE11- 02, GE11-04, GE11-07	GE11-01, GE11-02, GE11-05, GE11-06, GE11-07, GE11-07, GE11-08, GE11-09	GE11-01, GE11-03, GE11-05, GE11-08, GE11-09	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	5	10	25	<b>40</b>
<b>GEOGRAPHICAL SKILLS AND TOOLS</b>	10	5	5	<b>20</b>
<b>GEOGRAPHICAL INQUIRY AND RESEARCH, INCLUDING FIELDWORK</b>	10	10	N/A	<b>20</b>
<b>COMMUNICATION OF GEOGRAPHICAL INFORMATION, IDEAS AND ISSUES IN APPROPRIATE FORMS</b>	5	5	10	<b>20</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# INDUSTRIAL TECHNOLOGY – METALS & ENGINEERING

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Minor Project 1 CAD and Research	Industry Study Presentation / Visit	Minor Project 2 Production and Folio	
<b>TIMING</b>	Week 1 Term 2	Week 1 Term 3	Week 7 Term 3	
<b>OUTCOMES ASSESSED</b>	P1.2, P3.1, P3.2, P3.3, P5.1, P5.2 P4.1, P2.1, P2.2, P6.1, P6.2	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P1.2, P3.1, P3.2, P3.3, P5.1, P5.2 P4.1, P2.1, P2.2, P4.2, P4.3, P6.1, P6.2	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	15	15	10	<b>40</b>
<b>KNOWLEDGE AND SKILLS IN THE MANAGEMENT, COMMUNICATION AND PRODUCTION OF PROJECTS</b>	15	15	30	<b>60</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# INDUSTRIAL TECHNOLOGY – MULTI-MEDIA

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Minor Project 1 CAD and Research	Industry Study Presentation / Visit	Minor Project 2 Production and Folio	
<b>TIMING</b>	Week 1 Term 2	Week 1 Term 3	Week 7 Term 3	
<b>OUTCOMES ASSESSED</b>	P1.2, P3.1, P3.2, P3.3, P5.1, P5.2  P4.1, P2.1, P2.2, P6.1, P6.2	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P1.2, P3.1, P3.2, P3.3, P5.1, P5.2  P4.1, P2.1, P2.2, P4.2, P4.3, P6.1, P6.2	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	15	15	10	<b>40</b>
<b>KNOWLEDGE AND SKILLS IN THE MANAGEMENT, COMMUNICATION AND PRODUCTION OF PROJECTS</b>	15	15	30	<b>60</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# INDUSTRIAL TECHNOLOGY – TIMBER & FURNITURE

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Minor Project 1 CAD and Research	Industry Study Presentation / Visit	Minor Project 2 Production and Folio	
<b>TIMING</b>	Week 1 Term 2	Week 1 Term 3	Week 7 Term 3	
<b>OUTCOMES ASSESSED</b>	P1.2, P3.1, P3.2, P3.3, P5.1, P5.2  P4.1, P2.1, P2.2, P6.1, P6.2	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P1.2, P3.1, P3.2, P3.3, P5.1, P5.2  P4.1, P2.1, P2.2, P4.2, P4.3, P6.1, P6.2	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	15	15	10	<b>40</b>
<b>KNOWLEDGE AND SKILLS IN THE MANAGEMENT, COMMUNICATION AND PRODUCTION OF PROJECTS</b>	15	15	30	<b>60</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# JAPANESE CONTINUERS

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Reading / Writing	Part A: Listening Part B: Speaking	Preliminary Examination	
<b>TIMING</b>	Week 8 Term 1	Week 9 Term 2	Weeks 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	2.1,2.2, 2.3, 2.4, 2.5, 3.1,3.2, 3.3	1.1- 3.4	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>LISTENING</b>		20	10	<b>30</b>
<b>READING</b>	20		10	<b>30</b>
<b>SPEAKING</b>		10	10	<b>20</b>
<b>WRITING</b>	10		10	<b>20</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# LEGAL STUDIES

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Research Task	In-class Task	HSC Entrance Examination	
<b>TIMING</b>	Week 9 Term 1	Week 10 Term 2	Weeks 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	P1, P2, P3, P4, P9	P1, P3, P5, P6, P9	P1, P2, P3, P5, P6, P7, P9	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	10	10	20	<b>40</b>
<b>ANALYSIS AND EVALUATION</b>		10	10	<b>20</b>
<b>INQUIRY AND RESEARCH</b>	10	10		<b>20</b>
<b>COMMUNICATION OF LEGAL INFORMATION, IDEAS AND ISSUES IN APPROPRIATE FORMS</b>	10	10		<b>20</b>
<b>TOTAL %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# MATHEMATICS ADVANCED

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	In Class Test	Mid-Course Assignment	HSC Entrance Examination	
<b>TIMING</b>	Week 2 Term 2	Due Week 10 Term 2	Weeks 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-10	
COMPONENTS				WEIGHTING %
<b>UNDERSTANDING, FLUENCY AND COMMUNICATION</b>	20	10	20	<b>50</b>
<b>PROBLEM SOLVING, REASONING AND JUSTIFICATION</b>	10	20	20	<b>50</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# MATHEMATICS STANDARD

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Class Test	Assignment	HSC Entrance Examination	
<b>TIMING</b>	Week 2 Term 2	Week 10 Term 2	Weeks 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	MS11-2, MS11-3 MS11-4, MS11-5 MS11-6, MS11-8, MS11-9, MS11-10	MS11-2, MS11-3, MS11-4, MS11-7, MS11-8, MS11-10	MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-7, MS11-8, MS11-10	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>UNDERSTANDING, FLUENCY AND COMMUNICATION</b>	20	10	20	<b>50</b>
<b>PROBLEM SOLVING, REASONING AND JUSTIFICATION</b>	10	20	20	<b>50</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# MATHEMATICS EXTENSION 1

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Assignment	In Class Test	HSC Entrance Examination	
<b>TIMING</b>	Week 7 Term 1	Week 10 Term 2	Weeks 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7, ME11-8, ME11-9	ME11-1, ME11-2, ME11-3, ME11-4 ME11-5, ME11-6, ME11-7	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>UNDERSTANDING, FLUENCY AND COMMUNICATION</b>	20	10	20	<b>50</b>
<b>PROBLEM SOLVING, REASONING AND JUSTIFICATION</b>	10	20	20	<b>50</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# MODERN HISTORY

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Shaping the Modern World / Nature of Modern History  Source analysis	Historical Investigation	HSC Entrance Examination	
<b>TIMING</b>	Week 4 Term 2	Week 3 Term 3	Weeks 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	MH11-1, MH11-2, MH11-3, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10	MH11-3, MH11-6, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-7, MH11-9	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	20		20	<b>40</b>
<b>HISTORICAL SKILLS IN THE ANALYSIS AND EVALUATION OF SOURCES AND INTERPRETATION</b>	10	10		<b>20</b>
<b>HISTORICAL INQUIRY AND RESEARCH</b>		20		<b>20</b>
<b>COMMUNICATION OF HISTORICAL UNDERSTANDING IN APPROPRIATE FORMS</b>	10		10	<b>20</b>
<b>TOTAL %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## ASSESSMENT

**MUSIC 1****COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Large Ensembles (performance of 1 piece and scaffolded musicology/aural task)	Jazz (composition and portfolio)	Film Music Exam assessment of 1 piece and Aural paper	
<b>TIMING</b>	Week 9 Term 1	Week 8 Term 2	Week 7 Term 3	
<b>OUTCOMES ASSESSED</b>	P1, P5, P9, P10	P2, P3, P7, P10	P4, P6, P8, P11	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>PERFORMANCE</b>	10		15	<b>25</b>
<b>COMPOSITION</b>		25		<b>25</b>
<b>MUSICOLOGY</b>	25			<b>25</b>
<b>AURAL</b>			25	25
<b>TOTAL %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Practical Workshop & Report  Body In Motion	Research Task  Better Health For Individuals	HSC Entrance Examination	
<b>TIMING</b>	Week 8 Term 1	Week 8 Term 2	Weeks 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	P8, P10, P11, P16, P17	P2, P3, P4, P15, P16	P1 – P12	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	15	15	10	<b>40</b>
<b>SKILLS IN CRITICAL THINKING, RESEARCH, ANALYSING AND COMMUNICATING</b>	20	20	20	<b>60</b>
<b>TOTAL %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## ASSESSMENT

## PHYSICS

COURSE TYPE: Board Developed

COURSE TYPE: Board Developed				
TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	M1: Kinematics	Practical Investigation  M3: Waves & Thermodynamics	HSC Entrance Examination  M1: Kinematics M2: Dynamics M3: Waves & Thermodynamics M4: Electricity & Magnetism	
TIMING	Week 2 Term 2	Week 2 Term 3	Weeks 9-10 Term 3	
OUTCOMES ASSESSED	PH11/12-1 PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH11-8	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH11-10	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10 PH11-11	
COMPONENTS				WEIGHTING %
SKILLS IN WORKING SCIENTIFICALLY	20	30	10	60
KNOWLEDGE & UNDERSTANDING	10	10	20	40
TOTAL %	30	40	30	100

# SOCIETY & CULTURE

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Concepts and Methodologies	Mini PIP	HSC Entrance Examination	
<b>TIMING</b>	Week 11 Term 1	Week 9 Term 2	Weeks 9-10 Term 3	
<b>OUTCOMES ASSESSED</b>	P1, P2, P6, P7	P6, P7, P8, P9, P10, P11	P1, P2, P3, P6, P7, P10	
COMPONENTS				WEIGHTING %
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	5	10	35	<b>50</b>
<b>APPLICATION AND EVALUATION OF SOCIAL AND CULTURAL RESEARCH METHODS</b>	10	20		<b>30</b>
<b>COMMUNICATION OF INFORMATION, IDEAS AND ISSUES IN APPROPRIATE FORMS</b>	5	10	5	<b>20</b>
<b>TOTAL %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

# VISUAL ARTS

**COURSE TYPE:** Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Case Study - Essay, Body of Work/VAPD submission	Body of Work / VAPD submission	HSC Entrance Examination	
<b>TIMING</b>	Week 3 Term 2	Week 7 Term 3	Weeks 9/10 Term 3	
<b>OUTCOMES ASSESSED</b>	P1, P2, P3, CH1, CH2, CH3, CH4, CH5, CH6	P7, P8, P9	CH1, CH2, CH3, CH4, CH5, CH6	
COMPONENTS				WEIGHTING %
<b>ART MAKING</b>	25	25		<b>50</b>
<b>ART CRITICISM AND ART HISTORY</b>	15	15	20	<b>50</b>
<b>TOTAL %</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>



# CONTENT ENDORSED COURSES (CEC)



**The following courses count towards  
your Preliminary Higher School Certificate  
but cannot contribute towards your  
Australian Admissions Rank (ATAR) in Year 12**

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

**COURSE TYPE:** Content Endorsed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Portfolio Research and Case Study	Portfolio	HSC Entrance Examination	
<b>TIMING</b>	Week 2 Term 2	Week 7 Term 3	Weeks 9/10 Term 3	
<b>OUTCOMES ASSESSED</b>	M1, M3, M5, M6, CH2, CH3, CH5	M1, M2, M3	M1, M2, M4, CH1, CH2, CH4	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>MAKING</b>	30	40		<b>70</b>
<b>CRITICAL AND HISTORICAL STUDY</b>	10		20	<b>30</b>
<b>TOTAL %</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

# SPORT, LIFESTYLE AND RECREATION

## COURSE TYPE: Content Endorsed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Fitness Testing	First aid exam	Sports Admin Plan, Coaching	
<b>TIMING</b>	Week 9 Term 1	Week 10 Term 2	Weeks 1 - 7 Term 3	
<b>OUTCOMES ASSESSED</b>	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.3, 2.5, 3.6, 4.2, 4.5, 4.6	1.1, 1.3, 1.6, 2.1, 2.2, 2.4, 3.1, 3.2, 4.1, 4.2	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	20	10	20	<b>50</b>
<b>SKILLS</b>	20	20	10	<b>50</b>
<b>TOTAL %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# SPORT, LIFESTYLE AND RECREATION

## COURSE TYPE: Content Endorsed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>NATURE OF TASK</b>	Fitness Testing	First aid exam	Sports Admin Plan, Coaching	
<b>TIMING</b>	Week 9 Term 1	Week 10 Term 2	Weeks 1 - 7 Term 3	
<b>OUTCOMES ASSESSED</b>	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.3, 2.5, 3.6, 4.2, 4.5, 4.6	1.1, 1.3, 1.6, 2.1, 2.2, 2.4, 3.1, 3.2, 4.1, 4.2	
<b>COMPONENTS</b>				<b>WEIGHTING %</b>
<b>KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT</b>	20	10	20	<b>50</b>
<b>SKILLS</b>	20	20	10	<b>50</b>
<b>TOTAL %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# VOCATIONAL EDUCATIONS AND TRAINING COURSES



**The following courses count towards  
your Preliminary Higher School Certificate  
and can contribute towards your  
Australian Admissions Rank (ATAR) in Year 12**

# VOCATIONAL EDUCATIONS AND TRAINING COURSES

## COURSE TYPE: Board Endorsed

Vocational Education and Training Courses are competency-based courses. In competency-based courses, assessment of competencies is criterion references and judged against a prescribed standard, set by the specific industry, under each element of competency.

A student is judged as either competent or not yet competent.

To achieve an AQF Certificate a student must be assessed as competent by a trained assessor.

Vocational Education and Training Industry Framework Courses include:

- Construction
- Business Services
- Entertainment
- Hospitality
- Information Technology
- Metals and Engineering
- Primary Industries
- Retail

The Frameworks delivered at Colo High School this year are:

- Hospitality (Kitchen Operations & Cookery)

NOTE: Work Placement is a Mandatory requirement for the HSC component of the course. Students are required to complete 70 hours of work placement for each VET course. Students may choose a placement that is sourced by Schools Industry Partnership (SIP), or they may wish to self-source an employer in the related field. Travel time is not included in the work hours that appear on a student placement record.



Cookery  
Qualification: SIT20421 Certificate II in Cookery  
Cohort 2024 - 2025  
Training Package SIT Tourism, Travel and Hospitality (version2.1)

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: COLO HIGH SCHOOL

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Task 2	Preliminary Yearly Exam** (Optional)
		Week 5 Term 2 Date: 25/05/24	Week 7 Term 3 Date: 4/09/2024	Week 5&10 Term 3 Date: 15/09/23-22/09/24
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCOM007	Show social and cultural sensitivity	X		
SITXCCS011	Interact with customers	X		
SITHKOP009	Clean kitchen premises and equipment		X	
SITXINV006	Receive, store and maintain stock		X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20421 Certificate II in Cookery**.

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and for 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.

# COLO HIGH SCHOOL

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